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Deconstructing the Affixation and Transliteration Linguistic Processes in Social Networking Sites amongst EFL Learners at Tiaret (The Case of MA2 Linguistic Team Messenger Group)

A Dissertation Submitted to the department of Letters and Foreign Languages in Partial Fulfilment of the Requirement for the Degree of Master in *Linguistics*

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Declaration

We hereby declare that the dissertation entitled Deconstructing the Affixations and Transliteration Linguistic Processes in Social Networking Sites amongst EFL Learners at Tiaret (The Case of MA2 Linguistic Team Messenger Group) is entirely the result of our investigation to accomplish the requirements for master degree of Linguistics in the section of English, Faculty of Letters and Foreign Languages, Ibn Khaldoun University of Tiaret. We further declare that the collaborative contributions have been indicate clearly and acknowledged. We clearly marked and separately listed all of the literature and all of the other sources which we employed when producing this academic work.

Dedication One

In the loving memory of my dear mother *Louiza*, without who, I would not be able to continue the path I have drawn. Dear mother, there are no terms to express my eternal gratitude for your ultimate sacrifices and love, your prayers are still embracing us and lightening our paths. Mother, you have left my side but never left my heart, I will never put you out of my mind and I pray for the Almighty Allah to embrace your beautiful soul with his mercy and forgiveness. *In life we loved you dearly; in death we love you still. I love you so much mum.*

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To all the future researchers, readers and students.

I dedicate this modest work and
once more I thank all of them.

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Dedication Two

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ABSTRACT

The present study attempts to scrutinize the linguistic phenomena of utilizing Affixations and Transliteration amongst EFL students of Linguistics in a Messenger group entitled '*MA2 Linguistics Team'*. The central objective of this investigation is to examine to what extent the members of this group utilizes the Affixations and Transliteration; determine the reasons behind the perception of these linguistic phenomena, and to find out the effect of these processes on the status of the Arabic native language. In order to achieve the aforementioned goal, this study was conducted following a mixed method approach. The first data collection instrument is a survey questionnaire designed and directed to 60 MA2 students to scan their linguistic attitudes towards the Affixations and Transliteration. The second instruments is a qualitative observation (Content Analysis Approach) used to dissect these linguistic phenomena. Our findings exhibit a various attitudes and perceptions towards the Affixations and Transliteration. On the one hand, the students tend to use Transliteration and Affixations for the sake of mainly facilitating the communication though the majority of them confirmed the negative influence they pose on their native language. In the other hand, the perception of these phenomena was driven from the current sociolinguistic status in Algeria, whereby, Code switching and Code mixing were a direct and major reason behind the diffuse of Affixations and Transliteration. With this extent of utilizing these processes, one may assume there will be an emergence of a whole new hybrid dialect formed out of these hybrid terms amongst the speakers nowadays, which put the status of the Arabic native language in a questionable position. In fact, the users of the Arabic language are in constant decline, which urges the reconsideration of language planning in Algeria, however, language attitude is a significant factor in this equation, whereby, speakers need to embrace their own native language so as it regains its rightful status as the language that represent our identity and culture.

*Keywords***:** Affixations, Arabic, French, hybrid terms, Computer Mediated Communication, transliteration

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List of Abbreviations and Acronyms

ADA: Algerian Dialectal Arabic

AR: Arabic

BR: Berber

CA: Classical Arabic

CM: Code Mixing

CMC: Computer Mediated Communication

CS: Code Switching

FR: French

MSA: Modern Standard Arabic

Key to Phonemic Transcriptions

English Letters	Arabic Letters	Sounds	Arabic Example	Phonemic Transcription	Meaning in English
A	ا	/ʌ/	Affishaw	/ʌfiʃəʊ/	They posted
D	د	/d/	Diket	/dɪktæt/	She dictated
E	ا	/e/	elcode	/elkɒːd/	The code
J	ج	/ʒ/	Ajoutouni	/ʌʒuːtuːni/	Add me
k	ك	/k/	classa	/klaːsæ/	class room
L	ل	/l/	lbac	/lbaːk/	The Baccalaureate
N	ن	/n/	nriviso	/nrivizuː/	We revise
R	غ	/r/	revisitech	/riviziːtʃ/	I did not revise
S	س	/s/	suprumach	/suprimæʃ/	He did not delete
T	ت	/t/	trecupiro	/trikupiruː/	You recover
U	او	/uː/	lmodule	/lmoduːl/	The module
Y	ياء	/y/	yriclami	/jriklaːmiː/	He proclaims
Sh	ش	/ʃ/	afficha	/ʌfiːʃə/	He posted

General Introduction

General Introduction

It has been agreed amongst all human being that language is an unassailable system of communication that encompasses of verbal and non-verbal signs and codes to convey the message. In fact, it was defined by several scholars as an integral mean of communication amongst human beings. Sapir (1921) referred to it as "Language is human; Language is purely human method of communicating ideas, emotions, and desires by mean of a system of voluntarily produced symbols". For centuries, linguists made a massive base studies and searches on the human language and its role referring to its function as the most significant communication medium in the human life.

It is worth mentioning that communication vary from one individual to another, just as language vary from one person to another, each and every one of them seek for a suitable mean to communicate and convey the desirable information. In this view, and with the immense technological advance and evolution in the current century, people from all around the globe were attracted to interact via the various social platforms due to the fact that these platform bases offer such irresistible criteria of communication. This tension between the technological developments and the urge to communicate created the emergence of the of Computer Mediated Communication disciple.

Computer Mediated Communication (hereafter CMC) is an interdisciplinary filed that encompasses of various forms of the electronic communications via multiple networks. Jones (1995) referred to this concept as "CMC, of course, is not just a tool; it is at once technology, medium, and engine of social relations". Scholars made prominent distinctions in CMC which is the dichotomy of Synchronous and Asynchronous. From one hand, Synchronous communication refers to the real time interaction between the participants, that is to say, the interaction between two people or more occurs simultaneously as via instant text messaging, talking in the telephone or an online chat rooms such as those utilized in E-learning that recommend an instant online chat as Zoom platform. Asynchronous communication in the other hand, suggests that there is a potential delay in which the conversation does not occur in real time as in synchronous mode. For example, interacting via emails takes time for the respondent to reply (time delay), similar to audio recording and educational platforms.

Linguistically speaking, the Algerian repertoire encompasses of an assorted number of varieties, of which this sociolinguistic status was characterized as complex. Herein, it has been observed that the Algerians commingle between those varieties while conversing, notably the utilization of the Algerian dialectal Arabic with the French language, owing to the one hundred thirty two of the French colonialism. Correspondingly, the French language was eminently rooted in the Algerian repertoire. Herein, we can refer to other outcomes of

language contact that are characterized in the emergence of Diglossic situations, the analogy of code switching (CS) and code mixing (CM), borrowing and bilingualism. However, these linguistic phenomena led to the form of another perplex linguistic sensation which is the advent of hybrid phrases and terms. As such, this study addresses two linguistic sensations which were erected from the merge of copious of varieties, named the Affixations and Transliteration.

As a matter of fact, we as researchers were extremely enthusiastic to conduct this current investigation in a prominent social platform 'Messenger' due to the fact that social media became an integral part of the human life; it represents a worldwide grid that gathers people from every corner in the globe. Hence, we opted to examine the linguistic behaviour with its entire feature in a 'Messenger' group which assembles MA2 students of English specialized in Linguistics. It is worth mentioning that we were exceedingly motivated to investigate these phenomena in an electronic context to pursuit any potential influence the Affixations and Transliteration on the native Arabic language, in this view, we opted to determine the alternations that may occur on the Arabic language if these linguistic practices are excessively utilized by the members of 'MA2 Linguistic Team' Messenger group.

The present investigation entitled '*Deconstructing the Affixation and Transliteration Linguistic Processes in Social Networking Sites amongst EFL Learners at Tiaret The Case of MA2 Linguistic Team Messenger Group'* aims to examine the utilization of the affixations and Transliteration as linguistic variables in the Messenger group 'MA2 Linguistic Team' and investigate the perceptions behind the use of these linguistic phenomena amongst the members of the group.

In the light of the aforementioned statements, three essential research questions have been raised:

➢ To what extent the phenomena of Affixations and Transliteration are contributing in affecting the native Arabic language?

➢ What are the predominant reasons which led to the inception of these linguistic phenomena?

➢ Do these phenomena of Affixations and Transliteration affect the Arabic native language positively or negatively?

In an attempt to determine possible answers to the above mentioned research questions, we have suggested these hypotheses as follow:

➢ It is assumed that the overuse of Affixations and Transliteration in daily life interactions is considered as commence of materializing an eccentric dialect that can supersede the ADA variety.

General Introduction

➢ As a result of the synchronization status of the multiple varieties in Algeria, people tend to mix between those varieties while conversing at daily basis, the commingling between the varieties does not occur on the level of the phrases and sentences only, but rather at the level of the words themselves.

➢ The current status of the Arabic language in Algeria is described as inconstant and unstable, the exhort of learning foreign languages is quite extensive at the present time ; as such, it is very anticipated for the learners of foreign languages to use Affixations and Transliteration which diminish the speakers of the Arabic language and the ADA variety.

In the light of the aforementioned statements and considering the nature of this present research, this investigation is conducted to serve the following objectives:

1) To examine the extent of utilizing Affixations and Transliteration by the members of 'MA2 Linguistic Team' Messenger group.

2) To determine the possible reasons behind the use of these linguistic phenomena of Affixations and Transliteration.

3) To investigate the potential influences the Affixations and Transliteration on the Arabic native language.

4) To analyze and deconstruct the affixations and Transliteration processes and trace their possible origins.

In an attempt to meet the objectives and aims of this current research, as well as to pursuit the potential answers for our research questions, this thesis encompasses of three chapters. The first chapter entitled '*The Sociolinguistic Profile of Algeria*' addresses the sociolinguistic situation in Algeria and examines its features. First and above all, we shall view the historical background of Algeria emphasizing on the French colonialism area (1830-1962) and inspect the Algerian situation after the independence 1962. Moreover, we will scrutinize the perplexity of the coexistence of the various varieties in the country named Classical Arabic (CA), Berber and its Varieties, Modern Standard Arabic (MAS), Spanish, Turkish, French, and lastly the English language. Furthermore, we shall scan the situation of language contact and its outcomes in Algeria. At last, an examination of the current research context of investigation of Tiaret province is to be conducted, principally, we shall take a glance on the historical background and geographical features.

The second chapter approaches the literature review, by its turn; it will scan various theoretical concepts essentially related to language and communication. In this view, we will provide several detailed definitions of theoretical concepts as Computer Mediated Communication (CMC), with all its features and distinctions. Furthermore, we shall approach

the morphological concepts attached to this current study as Affixations, in which shall be examined in the Algerian context of study providing detailed elucidations of their characteristics and uses. Finally, we attempt to analyze the second linguistic process of this investigation which is the Transliteration process.

The concluding chapter is devoted to the methodological part that includes the research tools selected for the collection and analysis of the data. It is worth mentioning that the followed approach in this research is the mixed method investigation that provided a wide research area to cover the most significant methodological processes utilized in the present research. In this regard, this chapter is divided into two sections; the first section is demonstrated in the first data collection tool which is the self-designed survey questionnaire that was dispensed to 60 MA2 students of English specialized in Linguistics whom are members of 'MA2 Linguistic Team' Messenger group. The integral role of this tool is to gather a quantitative data for the purpose of analyzing the linguistic attitudes of the group's members concerning the Affixations and Transliteration processes, that is to say, the questionnaire is set to scrutinize the respondents views concerning Affixations and Transliteration. The second section is devoted to the qualitative observation (Content Analysis Approach) that aims to analyze and interpret the Affixations and Transliteration as linguistic variables in 'MA2 Linguistic Team' Messenger group. In this section we shall deconstruct these linguistic processes and determine their meanings in their context. Hence, this methodology was precisely selected to answer our research questions and to confirm or refute the projected hypotheses.

In this respect, we have encountered a number of hindrances in this investigation journey. First and above all, it was highly appreciated if the present investigation was conducted in a large areas rather than one group in a social platform; we wish to encompass various social platforms to discover the dispensation of these linguistic phenomena. Moreover, the lack f time was another major variable, as we opted to select a small number of respondents due to time limitations. At last, we may refer to a common issue that encounters a lot of researchers which is the respondents time availability to answer our survey questionnaire as it was observed that some members of the group were not interested to answer it due to time limitations or other daily life obligations, however, their efforts are highly appreciated and we are eternally grateful for our respondents' time and kindness to fulfil this research questionnaire..

Due to the limited area and sample of this research, it remains open for further studies to discover the diffuse of these linguistic phenomena and to examine the possibilities of the

emergence of new hybrid dialects formed out of these processes of Affixations and Transliteration. Besides, it would be immensely appreciated to conduct further studies on the status of our beloved Arabic language and discuss the different method of preserving it.

CHAPTER ONE

The Sociolinguistic

Profile of Algeria

1.1 Introduction

The first chapter provides an overview on the fundamental linguistics concepts which are thought to be relevant to our context of investigation. There is no argue that the sociolinguistic status in Algeria is quite complex and twisted as there are a numerous varieties coexist within our country due to the multiple historical events and invasions which led to the emergence of these varieties namely classical Arabic (CA), Berber (Br), Modern standard Arabic (MSA), and French (Fr). Furthermore, we will scrutinize the situation of language contact and its various essential outcomes principally Diglossia, Borrowing, Code Switching and Code Mixing. Hence, we shall take deep insights on our context of study 'Tiaret speech community' and examining its different historical and geographical criteria.

1.2 A Brief Historical Background of Algeria

Algeria is a leading state of the Arab Maghreb; this term is specifically applied to the western part of the Arab North Africa. Algeria is globally known with its strategic geographical position, however this admirable fact did not serve the country in a desirable manner in the past, as it made it a central interest of a numerous invaders flooding from various parts of the worlds including, the Phoenicians (also known as the Carthaginians); the Romans, the Vandals, the Byzantines, the Arabs, the Spanish, the Turkish and ultimately the French.

1.2.1 The Colonial Era (1830_ 1962)

For centuries, Algeria was conquered by various dominants forces, empires and kingdoms as previously stated. The Phoenician first presence in an Algerian state was in Tipasa (eastern Algeria) by the sixth century B.C as the Carthaginians expanded their territories and established a settlement along the north African coast, towns like Hippo Regius (modern Annaba) and Rusicade (modern Skikda) represents the Carthaginians origin on the coast of modern day Algeria. Another dominant force gain the control over Algeria which is the Roman Empire after defeating the Numidian king Jurgurtha by 106 B.C, the Romans conquered the Atlas region and parts of the haut Pla.

After the Roman conquest, the Vandals a Germanic tribe crawled into Africa from Spain in 429 and they advanced to Hippo Regius. In 435 the vandals established an agreement with Rome to limit their control on Numidia, however, by 439 Gaiseric the king of the

Vandals conquered Carthage and the rest of the province of Africa. Following the Vandals, the Byzantines landed in Africa in 533 with 16,000 invaders and destroyed the vandals within a short period of time under the command of General Belisarius. After these devastated forces, Algeria experienced another several conquests as the Arabs arrival to the land in 642, which witnessed the spread of Islam and various social and political norms.

Algeria came under the Spanish rule in 1496 for several purposes as to spread Christianity, Followed by the Ottoman Empire that ruled Algeria between 1525 and the French invasion in 1830. However, it is very remarkable that the French invasion was the massive wave that altered the country's features in all its different social aspects. They dominated the country for 132 years. The French main concern was to eradicate the native identity by establishing a radical French institution seeks to erase the language as a starter, through controlling the education that was exclusively reserved to French, due to the fact that, the French population established nearly total political and social domination over the country in which the educational facilities became wildly available to Europeans. Only primary education was available to the Algerians as they were very limited prospects of higher education. With that being said, they ingrained Fr as an official language used in education and administrational settings. However, Arabic was characterized as a foreign language with highly limited usage only in daily interactions and Quranic schools. Hence, the French language was imposed and its effect is still evident to this current day.

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1.2.2 Post Independence (1962)

Algeria became an independent country in July, 5th, 1962, following more than 130 years of colonial rule. France has left Algeria devastated economically, politically and socially, millions of martyrs, poverty and ignorance, only ten per cent of Algerians were literate at that time. In 1963 Ahmed Ben Bella was elected as the first president of Algeria and the leader of the National Liberation Front. The later was faced by a massive challenge to rebuild the country and to dispose of the French decimation. After the arrival of the ex-President Mohamed Boukharouba known as Houari Boumediene to the governmental authority 19765, he took the burden to reconstruct the country in its entire domains. Boumedien's first policy was to withdraw the French language through the "Arabization" project which is a language education policy proposed by the government during the 60s, this linguistic policy's principle concern was to construct the education based on the Arabic

language since it reflects the country's identity simultaneously, it would be a suitable measure to decrease the French spread. "The French language was not the only excluded language, but even Berber.

The Arabic language was the official language not only in the education sector, all government papers administration as well as media obliged to conduct in Arabic.(Ennaji,1991,pp.17-18). However, this linguistic act to displace the French was unsuccessful due to the strong presence of the colonizer's language and the lack of the well organization of the project. In fact, the French language is still utilized in most of the formal and informal fields to the present day. In this regard, Baker and Prys Jones (1998) proclaimed that:

> French still enjoys a high status in Algeria. It is a major foreign language and is still wildly read and spoken by many educated Algerians, National radio has a French station. The only TV channel is in Arabic with some French material. The majority of newspapers and magazines are in French. French is wildly used in higher education; scientific material in school and university text books is almost exclusively in French (p.355)

Despite of the fact that France literal existence in the land is eliminated, the French language is rooted deeply in the country as its users increased after the independence which makes the mission of displace it almost impossible.

1.3 The Sociolinguistic Status in Algeria

Due to its massive geographical area, Algeria restrains a mass of ethnic groups; therefore, a numerous varieties coexist in the country as mentioned before, this sociolinguistic situation has been characterized to be perplexed. In this view, we shall identify the various varieties that co exist in Algeria.

1.3.1 Classical Arabic

The classical Arabic language is considered as the richest language in the world with regards to its substantial vocabulary. It is defined by its static structures and forms and consistency of grammatical rules. The Arabic language is already given a prestigious status as it is the language of the wholly book Quran and the language of the Islam that represents the true Arab Muslims identity. This form of Arabic language has been used among the people of multiple tribes of the Arabian Peninsula. After the spread of Islam, the Arabic language went beyond those tribes as was spoken in different territories in the world. It was recognized as the

Arabs identity and used in several religious practices as praying. In Algeria the Arab arrangement occurred during two main periods: first Arab conquest took place during the 7th century, and the second wave begun from the 11th century with a huge number of Arab migrants. The second invasion marked a massive sociolinguistic shift. However, the Islamisation and Arabisation were very complicated processes as declared by Bouamrane (1986) "if Islamisation was almost total, Arabisation on the contrary was only partial"

After the independence from the French colonialism in July 5th 1962, Algeria needed to re-establish the Arabic language as an official language of the country and completely eliminate the French existence. Considering its importance, they set a number of plans to revive it. The significance of the Arabic language was best introduced by Imam Al Bachir Ibrahimi (n.d) as he stated that:

لو لم تكن اللغة العربية لغة مدنية و عمران و لو لم تكن لغة متسعة الأفاق غنية بالمفردات و التراكيب لما استطاع أسلافكم أن ينقلوا إليها علوم اليونان و آداب فارس الهند و لألزمتكم الحاجة إلى تلك العلوم تعلم تلك اللغات ص373-380

If the Arabic language weren't civilized and an urban language, and if it weren't a language with wide horizons, rich in vocabulary and structures, your ancestors would not be able to transfer the Greek sciences and the literature of Persia and India. The need of those sciences would oblige them to learn those languages (pp**.**373-380) (Our translation).

Accordingly, one may deduce that the Arabic language held a great value in science as well. However, in current time it is considered a dead language since it is not spoken in the formal settings as it was altered by the Modern Standard Arabic (MSA) variety which is used in formal settings and by literate individuals. As such, CA remains only the language of the Quran since it is totally perished. (380-373)

1.3.2 Berber and its Varieties

The origin of the term Berber is driven from Greek, and later on it was embraced by the Romans referring to the mass native population of North Africa. The Tamazight language is spoken by the Algerian ethnic Imazighen which means noble or free men. However it has no official written form other than graphical letters, and it is referred to by the term Tifinagh. Algeria is classified as the second country in which Berber varieties are found after Morocco, the Berbers in Morocco utilize the Arabic scripts to write or transcribe the Berber varieties.

It is worth mentioning that Berber is encompassing of several varieties that are constrained in specific areas in the county, particularly in the mountains sectors and they are identified as follows:

  a) The Kabylie Mountains: Kabyle is considered as the largest widespread variety of Berber, it is spoken in several states as Tizi-Ouzou (usually referred to as the great Kabylie), Bejaia (referred to as the small kabylie), Boumerdes, Bouira, and lastly Borj Bouariridj.

  b) Aures Mountains: this area is known with the Chaoui variety spoken specifically in Batna, Oum El-Bouaghi, Biskra, and Ain Mila.

  c) The Sahara: the Sahara territory is divided into the North Sahara in which the Mzab Variety is found particularly in the state of Ghardaia, and South Sahara in which Touareg speakers are found, although its speakers are quite bounded, Touareg is considered to be the purest variety of Berber since it consists of only a limited number of Arabic and French terms.

The Kabyles numbering over four million and representing around 20 per cent of the total population; however, that is not very specific. Those varieties are barley intelligible due to the fact that their territories are distanced from each other and the writing system is not static.

The Berber speaker's communities seem to be very unsatisfied with the present status of their language. They are demanding an official position of Tamazight and also to be recognized as a national language, that is to say the Berbers are requiring the right to use their language in every life satiations and in those occasions described as formal. In fact, nowadays, Tamazight is gaining a significant social status as it is taught in schools and admitted in the media where a remarkable TV and radio channels emerged presenting programs with Tamazight content. As such, one can only deduce that Berbers are definitely working hard in contributing the progression of their language to achieve their sacred goal.

. 1.3.3 Modern standard Arabic

Modern standard Arabic is driven from the classical Arabic as a simple form and more intelligible due to the complexity of this later. It was evolved in the beginning of the 19th century and early 20th centuries in the Arab countries as a lingua Franca. Modern standard Arabic is characterized as the highest variety in Algeria as it is utilized in the formal occasions only such as media, educational contexts, and government. Ennaji (2005) has stated

that "standard Arabic is widely used in the media and education to the extent that it has become less archaic than classical Arabic and accessible to the majority of schooled people." furthermore, several linguists make a distinction between CA and MSA as they vary in style and vocabulary since each one reflects the written traditions of various historical periods.

The linguistic form is quite similar. In addition, it is quite significant to point out that MSA has encountered several issues as it is very remarkable that it is losing its status as a result of the language contact situation in Algeria, the people's highest interests are directed to learning the foreign languages such as French and English. In this regard, we must emphasis on the great impact of French on the population since the independence. In addition, the Algerian dialectal Arabic has conquered our daily life interactions since people use the ADA extensively mixed with French, that is to say; the language attitude has contributed the most in shaping the MSA status nowadays.

1.3.4 Algerian Dialectal Arabic

The Algerian Dialectal Arabic (henceforward ADA) represents the variety of the daily life interactions amongst Algerians, it is considered to be the mother tongue of most Algerians. ADA has no official status in the country; it is not characterized to be standard but rather national variety that is shared amongst the Algerian as the current instrument of communication since it encompasses of no scripts or official documents but only used orally. What can be significantly observed within this dialect is the tremendous use of the French borrowed terms, as previously pointed to; the French roots are deeply grounded in Algeria. It is not ignored that several varieties had influenced the speech of the Algerians mainly Turkish, Spanish, and German; however, the French impact was most observable in ADA. In this view, Algerians tend to use a great number of French borrowed terms(referred to later) in their daily conversations, those words are deeply rooted in the dialect to the extent that they are considered to be part of it, their origins seems to be fading with time.

One significant pint that should be referred to concerning the features of ADA, is its forms which differ from region to another, although the mutual intelligibility is recognized amongst most forms of the variety, there are regional varieties that are not Understandble. To illustrate, the form of dialect that is recognized by the Wilaya of Tiaret is facilely Understandble by the

speech community of Tissemslilt. However, mutual intelligibility is not recognized between the Wilaya of Tissemsilt and Adrar.

1.3.5 Spanish

It is also worth mentioning that Algeria witnessed a Spanish conquest (1504-1792) .In the early beginning of 1500s, a Portuguese expedition attempts to make a landing near the city of Oran which marked the beginning of the Algerian Spanish war. Consequently, several major cities were occupied such as Algiers, Bejaia in 1510 The Spanish presence in Oran was marked as the longest as it was occupied for three centuries. The Spanish's main purpose was to expand their territories and eradicate the Islam through the widespread of Christianity in North Africa. However, these intentions were encounters by the response of the Ottoman Empire as Algeria requested an urgent protection from the Turks. Thus Oran was liberated in 1972 and the Turks domination in Algeria begun. This extensive presence of Spain in Algeria especially in Oran had influenced the speech of that area as it is noticeable that there are countless hybrid words driven from the colonizer.

1.3.6 Turkish

The Ottoman Empire secured its presence in the Maghreb with an administration in Algiers through establishing a military base in Algeria with sending over than 2000 Turkish troops to fight Spain. They ruled Algeria between 1525 and the French invasion in 1830 starting from the establishment of Ottoman Turkish admiral Hayreddin Barbarossa in Algiers and soon became the central base from which the Ottoman Empire attacked the European shipping in the Mediterranean as an act of piracy. Furthermore, at that time Algeria was a mixture of ethnic groups mainly the Arabs, Berber, and Turks which made the linguistic status a bit complex before the arrival of the French in July 1830. In addition, the Turks ruled Algeria for 300 years a long period enough to lay such a great impact on the Algerian speech, surprisingly; the influence was not that deep comparing to the French impact that is deeply rooted in our daily speech nowadays.

1.3.7 French

As previously mentioned, during the period from 1830 to 1962 Algeria witnessed one of the cruellest conquests of all time, a period long enough to lay such an immense impact on

its language. Although, the French language has no official state in Algeria, the number of its users is quite huge. Gordon (1962) states that "when the Portuguese colonized they built churches, when the British colonized; they built trading stations, when the French colonized, and they built schools" (p7). Accordingly, one can only deduce that the French clearly intended to eradicate the country's identity through implementing a massive language spread process. Robert cooper coined the term 'Language spread' in 1982 to refer to the process whereby, the uses of a certain code increases.

As this statement implies, the French implementation was part of brutal conspiracy to dispose of the Arabic and the culture. Moreover, there were many attempts to reduce this language's presence in the country, the project of Arabisation was the major one, however, it failed due to several factors one of them is that this language is highly embedded within the daily life speech till this present day, whereby, French is used not only in our conversations but in administrative contexts and even universities as it is considered the language of science, that is to say, today there are quite numerous scientific fields are taught in the French language at the universities. In fact, it is given such a prestigious status as it is considered the language of elegance, a notion that is planted in the present generation deeply, which makes the option of eliminating it a difficult one if not impossible. Whence, the one can only wonder what the future of the Arabic language in Algeria or shall we say does it have a future a question that shall be answered hopefully soon.

1.3.8 English

It is generally acknowledged that English possesses such a vital status in all around the globe. As it is recognized as the language of communication, the English language has become the world's language since it serves as a Lingua Franca. In fact, English is the official language in 67 different countries. It is the language of the technological development and the scientific advance this power and qualification are due to the fact that English is the native language of the most powerful countries in the world such as the United States of America, the United Kingdom, Canada, Ireland, and Australia. However, its case in Algeria differs, as people are not opened to learn this language due to the impact of French. The government emphasis on its importance and embraced in the educational system as it is taught from the first year in middle school. In addition, despite the fact that, English is the language of technology and science, it hasn't yet gain its rightful state within the Algerian universities

considering French still possesses the rank number one in teaching and communicating. With that being said, Algeria is seriously neglecting this language's global advantages and all the opportunities that come along.

1.4 The Situation of Language Contact in Algeria

The language contact in Algeria occurred at separated periods of the country's history. This sociolinguistic phenomenon occurs when speakers of two or more languages or varieties interact. The contact between different people of a various linguistic and cultural background throughout centuries has led to the creation of this linguistic act. This language contact has several outcomes such as Diglossia, borrowing, code switching, and code mixing. We shall take an overview on these linguistic phenomena and rank them as follows:

1.4.1 Diglossia

Diglossic languages or diglossic situation are generally referred to the co-exist of two varieties with a certain speech community in a particular conditions. That is to say, these two varieties are classified as the high and the low variety used in a kind of complementary distribution, whereby, the use of one variety in a particular setting will undoubtedly exclude the other one. The term Diglossia was first coined by the French linguist William Marcais in 1930 and then developed by Ferguson (1959) as a linguistic situation where he introduced it as follows:

> Diglossia is a relatively stable language situation in which , in addition to the primary   dialects of the language (which may include a standard or regional standard) , there is a very divergent , highly codified (often grammatically more complex) superposed variety , the vehicle of a large and respected body of written literature , either of an early period or in another speech community , which learned largely by formal education and is used for most written and formal spoken purposes but it is not used by any sector of the community for ordinary conversation .(as cited in Schiffman, 1998, pp.1-2)

Ferguson distinguished the functions of the two varieties, where he pointed that each variety is utilized within a certain context and occasions, that is to say, the presence of one variety in its suitable context will exclude the other one. He stated the specialism of each Arabic variety's functions, referring to their context of use.

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Tale 1.1 the Specialization of Functions of the of the Two Different Varieties of Arabic

_ Sermons in church and Mosque	H
_ Instructions to servants, workmen	L
_ Personal letters	H
_ Speech in Parliament	H
_ University lectures	H
_ Conversation with family, friends, colleagues	L
_ News broadcasts	H
_ Newspaper editorial news story	H
_ Poetry	H
_ Folk literature	L
_ Radio 'Soap Opera'	L

(Note: from 'a Sociolinguistic Study of French: the Case of Oran', by Chaouche Lamia, 2006)

Ferguson also distinguished a set of feature of Diglossia in which he drew a split lines between the H variety and the L variety to emphasis of that fact that each variety is characterised in specific occasions and held a discriminate state.

1. Function: each variety has s specific function in of which each one is utilized in a particularly setting.

2. Prestige: The High variety held a prestigious status dissimilar with low variety, because it is characterized in the formal occasions as education and Media.

3. Literary Heritage: the high variety consists of written well preserved literary documents, unlike the low variety.

4. Acquisition: the low variety is the mother tongue as it is acquired since infancy, however, the high variety is comes after because it is learned.

5. Standardization: this indicates that the high variety is standardized in the sense that linguists and grammarians documented it through books, studies, dictionaries and so on, while the low variety is not standardized.

6. Stability: Diglossia can last for centuries and it is not subjected to change.

7. Grammar: the high variety encompasses of grammatical categories, dissimilar with the low variety which is a set of inflectional systems that cannot be introduces to the educational sector.

8. Lexicon: the high variety includes a set of lexicon terms and grammatical structures that cannot be found in the low variety which is composed of common expressions that are used in the daily interactions.

9. Phonology: the two varieties consist of the same phonological system in which is inseparable.

The diglossic status in Algeria is described as the use of two varieties genetically belongs to the same language, whereby, the high variety is represented through the use of MSA, and the ADA is ranked as the low variety. That is to say, MSA is generally used in the formal settings such as media, education, newspapers and official documents, Whereas, ADA is grounded in our daily life conversations and informal settings. However, one can only notice that the conditions of using the two varieties are a bit neglected with several Algerian contexts, as the concept of the complementary distribution is not always respected. We might examine the case of the Algerian parliament in which some deputies initiates their speeches by using MSA, but rapidly switches to the ADA considering that the Algerian parliament is a formal setting. Furthermore, Ferguson established nine diglossic categories or features which are prioritized as function, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon, and phonology.

1.4.2 Borrowing

In linguistic the concept borrowing or lexical borrowing is the process by which a term from one code is adopted for use in another code and it occurs as a result of the contact between languages and cultures. Thomason and Kaufman (1988**)** define borrowing as follows: "Borrowing is the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporate features."

Thomason and Kaufman (1988) brought into the view that "as far as the strictly linguistic possibilities go, any linguistic feature can be transferred from any language to any other language." *(p.37).* accordingly, any given language consist of a strong linguistic structure, however, it is always open to receive an external item from another foreign code. The

scholars' view on this linguistic phenomenon varies from one another, which indicates that there are potential distinguishable issues concerning Borrowing and other language contact phenomena. Poplack asserted that Borrowing cannot be associated with code switching in any possible situation, he confirmed that they two very different phenomena (Poplack. 1980) contrasting other scholars whom indicates that Borrowing and code switching are two sides of the same coin.

Concerning the case in Algeria, it is known for a fact and by noticing that there quite a numerous words borrowed from the French language due to the fact that French evidently has the largest influence on the Algerian speech community thanks to more than a century of colonialism. In fact, some terms are believed to be originally driven from the Arabic language to the Algerian dialectal Arabic, however, if we dig deeply we shall find that those words are actually driven from the French language mostly or Spanish, or Turkish, or even Italian. In the following table we shall list a number of borrowed terms into the Algerian dialectal Arabic.

Table 1.2 Borrowed terms from various codes (Origins) into the ADA variety

The term	Phonemic transcription	Translation	The origin
باطيمة	/ba:tima/	A building	French
صندالة	/sanda:la/	A sandal	Spanish
اللامبة	/la:mba/	A lamp	Spanish
كوزينة	/ku:zina/	The Kitchen	French
بلاصة	/bla:sa/	The yard	Spanish
الزوالي	/zawɒ:li/	A destitute	Turkish
شومبرا	/ʃɔ:mbrɑ/	A room	French
براسلي	/br:sli/	A bracelet	French
فيستا	/vi:sta/	A jacket	French

1.4.3 Code Switching

It is unquestionably that most countries of the world fell under an external invasion who attempted to impose its language in that country. These historical occurrences led to language contact, and thus, most communities toady is bilinguals and tend to switch between codes. In the light of this fact, code switching has given multiple definitions as Myers Scotten (1993) defined it "the use of two or more languages in the same conversation". Code Switching is simply shifting from one language to another while conversing. Poplack (1980) identified three types of code switching ranked as follows:

1) Inter-sentential code switching: this kind of code switching indicates that the switching occurs between clause or sentence boundary where each clause or sentence is in one code or another.

2) Intra-sentential code switching: this type here occurs within the sentence or the utterance or even inside the word itself.

c) Extra-sentential code switching: this type of CS refers to the switching between a tag and base language.

This linguistic behaviour occurs extensively within the Algerian's daily life interactions, it is almost impossible to notice a conversation that consist one single code entirely; they constantly switch back and forth from the Arabic to French due to the great impact of the French colonialism as mentioned before. Nevertheless, there are some situations where the alteration between MSA and ADA occurs such as the mosque and the Quoranic schools (Zaouia/zaʊia/) and some cases of altering between ADA and Berber in some territories in the country. Moreover, it is undeniable that there are a few cases, where some individuals switches between the Arabic and the English, this case of CS is confined in the academic settings as universities, where we can observe most of the students of the English language outside the classrooms switches back and forth from Arabic to English. Here are some illustrations of CS of Algerian dialect-French-English codes recorded during group conversations held amongst the members of the group:

Table 1.3 Illustrations of Code Switching from the Algerian Context

Code switching	Translation
Tomorrow we have a test lazem kamel tehadro (En)/ (ADA)	Tomorrow we have a test all of you must attend
La semaine prochaine nji andek inshallah (Fr)/ (ADA)	I will visit you next week
Il ya un événement ghodwa aadna f jamiaa (Fr)/ (ADA)	There is an event in our university tomorrow
Wejdo rwahkom simana jaya we have an oral presentation (ADA)/ (En)	Prepare yourself next week we have an oral presentation
I have a bad feeling today macheketich nhar yfot ala khir (En)/ (ADA)	I have a bad feeling today i do not think it will
Department de francais rah meftouh lyoum (Fr)/ (ADA)	The department of French is opened today
Ma hfadt walo lbarah please revise with me I am lost (ADA) /(En)	I have not memorize anything yesterday, please revise with me I am lost
Je nai pas fini mon travail hier jespere t3awnoni fih rani ayit (Fr) /(ADA)	I did not finish my work yesterday i hope you will help me with that i got tiered

1.4.4 Code Mixing

Code mixing (henceforward CM) is another prominent phenomenon of language contact that occurs excessively within bilingual communities. Wardaugh (1986) defined it as "Code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of single utterance". In the light of this definition, code mixing is linguistic behaviour where a bilingual speaker shifts back and forth from one language to another. Nonetheless, Kim 2006 stated that there are some factors that urge people to use code mixing such as bilingualism, since it is impossible for a bilingual speaker to avoid mixing between codes. The second factor is communication as Kim claimed that speakers need to express their notions while communicating which lead to the use of CM. The third factor social community, since most communities are bilinguals the individual is highly influence by his/her community attitude. The fourth factor is the situation in which CM occurs usually in informal and daily life situations rather than the formal occasions. Besides,

vocabulary is one factor that urges the speaker to use code mixing, if the individual is conversing and lost one term in one code he/she can find an equivalent in another code. The last factor is Prestige, some people use CM as a speaking style to indicate that they speak more than one language especially the speakers of English. Accordingly code g mixing occurs in a certain conversation when the one is trying to convey a point and encounters a sudden lost of a particular term of his or her language, so they try instantly to find the equivalent in another code. As far as the Algerian context is concerned, Algerians often mix between ADA and some French words that are inserted in our daily conversations to the extent that most of people find great difficulties forming a complete sentence or an utterance without involving a French word in the process.

It is worth mentioning that there are some issues surrounding this phenomenon, scholars did not make an evident distinction between code switching and code mixing, some of them drew splitting lines between the two linguistic concepts and confirmed that they are two very different phenomena referring to the Fact that code switching occurs at the boundaries of the utterances inter sentential and code mixing occurs in the middle of the utterance intra sentential. In contrast to another group of researchers who stated that code switching and code mixing do not differ since they serve the same linguistic act of shifting between codes in the same conversation. The examples of CM of Algerian dialect-French-English codes were recorded during group conversations amongst its members:

Table 1.4 Illustrations of Code Mixing from the Algerian Context:

Code mixing	Translation
Cbn barah jebt les papiers mel idara (ADA)/ (Fr)	It's okay I have brought the papers from the administration yesterday
Gololi medelkom diplôme wela mazal? (ADA)/ (Fr)	Tell me did they give you the diploma yet?
ma tensach jibli les cours rani f la salle 2 nestana fik (ADA)/ (Fr)	do not forget to bring me the lessons I am in room 2 waiting you
Galena l prof ma njich next week makalah jo (Ar)/ (En)	the professor told us I am not coming next week

Makach idrab lyoum les autobus rahom yekhedmo lyoum (ADA) (Fr)	There is o strike, the buses are working today
Ghi doka kont f bibliothèque njib f ktab (ADA)/ (Fr)	I was just in the Library bringing a book
Rani kemelt memoir Alhamdulillah riyaht (ADA)/ (Fr)	I have finished my dissertation thank god

1.5 Issues Surrounding Code switching Studies

The complexity of the language contact situation especially in bilingual speech communities has led to the production of exceptional perplexed sociolinguistic outcomes.

Language switching/mixing and lexical borrowing are considered as the most remarkable outcomes of these contact situations.

Despite of the fact that several scholars has shown an admirable diligence in defining and distinguishing code switching from other language contact situations, and taking into consideration the definitions in above; this however remains a critical and an updated subject that must be referred to frequently in future studies. As such, in the following sections we shall come across this linguistic situation to reveal to what extinct this distinction can be conduct.

1.5.1 Code switching and Bilingualism

It is quite observable in remarkable researches when discussing the subject of bilingualism it is automatically attached to the term code-switching as it is revealed in countless recent studies. In fact, it is highly expected to switch from one language(s) to another simultaneously in bilingual communities, this process occurs when the speaker attempts to find isolated word, idiomatic expressions, proverbs, or even extensive terms such phrases and sentences from another code. Now, typically there is a purpose for this linguistic act if not purposes, it could be for the reason that the speaker is trying to fill a certain gap in his/her language which urge him/her to seek for its equivalent in different code when conducting a conversation about a certain topic or it could be simply an attempt to show their bilingual competence.

1.5.2 Code switching and Borrowing

Code switching and Borrowing are two prominent linguistic phenomena in language contact, they are considered to be one of the most debatable linguistic subjects amongst scholars. The studies carried out on CS and borrowing was quite discriminated and distinctive, it seems that scholars attempted to draw boundaries between the two concepts and approach them from distinguishable corner.

Code switching is defined as the alternating process between two languages with the application of larger language units as phrases and sentence; whereas, borrowing slightly differs, in which is defined as the adaption of foreign terms into another morpho-syntactic language system, that is to say, borrowing implies the embracing of foreign words into the linguistic system of another language and consider it as a regular item of the native language. Furthermore, it is quite significant to mention that CS requires the speaker to be bilingual so as the shifting process between languages completes, however, this feature is not very required in borrowing, since the speaker is not obliged to be bilingual to fulfil this linguistic procedure. Haugen (1950) defined borrowing as "the attempted reproduction in one language of patterns previously found in another" (p.212). The controvertible subject remains open for further debates, as previously mentioned scholars attempted to separate these concepts from one another through establishing countless studies and bases, however, it cannot be neglected that CS is related to borrowing. It is remarkable that CS is somehow driven from borrowing, the aforementioned definitions of borrowing indicated that the term borrowing refers to the use of words that belongs to a certain linguistic system into another phonological language system regardless its source, this implies that borrowing was just the starting point of CS where larger structural language items is used phrases and sentences. With that being said, these linguistic phenomena are highly debatable and it is very difficult to draw a final comprehension that shall ends these debate, but, it seems that the road is still long to such conclusion.

1.5.3 Code-switching and Code-Mixing

Other prominent phenomena in language contact that urged scholars to conduct massive studies on them, code switching and code mixing (henceforward CS/CM) are another controvertible subject that required some efforts to settle this debate. In this view, CD and CM are used interchangeably in which they are referred to as alternating between two language varieties where a bilingual speaker tend to switch back and forth from one language variety to

another, that is to say, the speaker utilizes several terms that belong to one language system, than shifting back to another language in a conversation.

Some scholars in the other hand argue that these two linguistic concepts are quite distinctive referring to the fact that one is used inter-sententionally and the other Intra-sententionally. Standing on a more logical view, CS and CM does implies that that are genetically interconnected and inseparable dimensions, however, this does not indicate that the debate is closed but rather still open for further studies.

1.5 Tiaret Speech Community: The Context of our Present Investigation

This section provides an overview on our context of investigation "the province of Tiaret".

1.5.1 Etymology and Historical Background

Tiaret (Algerian Arabic: تيارت, in Berber, Tahert or Tihert) the name Tiaret means "Lioness" in the Berber language. It was driven from the Barbary lions that lived there. The city of Tiaret is one of the major cities in the centre of Algeria.

Tiaret is one of the Algerian cities that experienced several invasions through history. It stands on the site of Roman Tingartia "تنجاريا", capital of the western Algeria during the Byzantine period. Later on it became an Arab town in the 7th century, known as Tahart Lioness taken by Abd al Rahman ibn Rustom in 761; it became the capital of his kingdom.

After the Fatimid period and later on the Ottoman Empire, Tiaret was experienced a massive disorder due to the violent occurrences, till the arrival of the French colonialism and took over the region in 1843 which brought a sort of steadiness to the area. The French establishes many houses and building in the European style and even churches that survived till this present day.

1.5.2 A Geographical Outline

The Wilaya of Tiaret is located in the west of the country and it is far from the capital Algiers about 361 km. it has fourteen dairat we mention some on them as Dahmoni, Frenda, Hamadia, Mghila, Suger, Ain kermes. Tiaret is known of its consistence of high lands and a

long range of mountains characterized about 1000 meters above the sea. It covers area of 20.050.05 km square which makes it one of the largest areas in the western Algeria. It is bordered by Relizane and Tissemsilet from the north, Albayad and Laghaout to the south, Mascara and saida to the west and Aldjelfa to the east.

The Wilaya of Tiaret comprises 42 communes/municipalities which are, in their return, grouped into fourteen region or districts (dairas) as follows:

Table 1.4 the Administrative Organization of the Wilaya of Tiaret

Communes/ Municipalités		Daïras	
Tiaret	01	**Tiaret**	**01**
Mahdia	02	**Mahdia**	**02**
Nadorah	03		
Ain Zarit	04		
Sebaine	05		
Rahouia	06	**Rahouia**	**03**
Guertoufa	07		
Oued Lilli	08	**Oued Lilli**	**04**
Sidi Ali Mellal	09		
Tidda	10		
Meghila	11		**05**

Sebt	12	**Meghila**	
Sidi Hosni	13		
Machraa Safa	14	**Machraa Safa**	**06**
Tagdemt	15		
Djillali Ben Amar	16		
Medroussa	17	**Medroussa**	**07**
Sidi Bakhti	18		
Mellako	19		
Sougueur	20	**Sougueur**	**08**
Faidja	21		
Tousnina	22		
Si Abdelghani	23		
Ksar Chellala	24	**Ksar Chellala**	**09**
Serghine	25		
Zmalat El Emir Abdelkader	26		
Ain Dheb	27	**Ain Dheb**	**10**
Naima	28		

Chehaima	29		
Frenda	30	**Frenda**	**11**
Aïn El Hadid	31		
Takhmaret	32		
Dahmouni	33	**Dahmouni**	**12**
Aïn Bouchekif	34		
Aïn Kermes	35	**Aïn Kermes**	**13**
Madna	36		
Medrissa	37		
Djebilet Rosfa	38		
Sidi Abderrahman	39		
Hamadia	40	**Hamadia**	**14**
Bougara	41		
Rchaiga	42		

Tiaret's population comes from various origins mainly of Arabs and Berbers. As reported by the last census of 2008, the population of Tiaret was rated as 874,050 people. Tiaret is generally known as the major city in breeding the pure blood Arabian horse that was introduced to Algeria in the 18th century, and for a long time it was the sole owner and breeder of these Arabian horses through the station known as "Jumentry »; (Jumentrie de Tiaret).

As for the climate, in Tiaret, the summer commonly known as the hot season is short, hot, dry and mostly clear, and lasts for 2 months with an average daily high temperature of 25 °C. Whereas, the winter is long, cold, windy, and partly cloudy accompanied sometimes with heavy snow. The cold season lasts for 4 months, with an average daily temperature of 10 °C.

1.6 Conclusion

As a conclusion to what we have viewed in the above chapter, we can deduce that the Algerian sociolinguistic profile is quite rich due to the wide existence of multiple varieties. However, its complexity cannot be neglected since those varieties were the result of the massive invasion waves that struck Algeria. In addition, we have examined the language contact in Algeria that is characterized by several features as Diglossia, Borrowing, code switching and code mixing.

Briefly to conclude, the coexistence of several varieties in Algeria created a sort of misbalance and the language varieties that represent our true identity which is the Arabic language has lost its rightful status within this heterogeneousness. Considering the second chapter, a numerous theoretical concepts shall be examined which is a selection of multiple words, communication and language situations.

CHAPTER TWO

Computer Mediated Communication and Word Formation, a Conceptual Framework

2.1. Introduction

In the second chapter of this dissertation, certain definitions will be considered. The aim here is to establish the theoretical foundations that will be applied in the results 'analysis. Therefore, it will deal at first with the concept of Computer-mediated communication (CMC). The language used in online and offline communication is different from that of face-to-face, some emotional and situational factors should be taken into consideration. As a result, some clarifications of the background of CMC and the theories at play are going to be tackled. Morphological notions about word-formation process, affixation, in addition to transliteration, are going to be scrutinized. The model here will be applied later on ADA since, as it is known, some rules govern all languages and dialects of the world. In other words, the main focus will be on how words can be formed in the light of CMC research work.

2.2. Language and Communication

Communication has been an integral part of the human life from earliest times up till now. Since communication is seen as an ongoing process of exchanging words, signs, thoughts, and information, people's need to communicate and to express themselves effectively urged them to create ways and methods from ancient times to modern times. Some of these methods required patience such as letters and carrier pigeons, and some of them required physical presence via ponies and horses. Even in fact, ancient forms had introduced stories and myths of their culture using cave painting and wall carvings. As the complex methods of communications vary, language remains the only effective way of communication ever used. Back then, people have used both oral and written forms; however, written language in letters, for example, has been proved to be different from the spoken one. Nowadays, the emergence of devices has become ubiquitous. Every while, a new device is introduced to people; this evolution eased communication from communicating through Morse code for instance, using telegraphs and reading newspaper to watching televisions and finally, as our times command, using computers and smart held devices like tablets, phones, and watches. Accordingly, language changes as the mode of communication develops and changes.

2.2.1. Computer Mediated Communication (CMC)

In the last few decades, the world witnessed a massive surge of computers around the globe. Thus, communication, in a way or another, is no longer limited to human-human

interaction but rather to human-machine communication. As the technology continues to evolve gradually, individuals are now introduced to new forms of communication, which allow them to access the Internet easily. These devices, such as smart phones, smart watches, laptops and computers are mainly used to introduce natural languages to machines with the rapid diffusion of Internet. The term CMC refers to computer mediated communication that involves both computer and communication. However, the main focus is on communication that is essentially the centre of attention and the most significant part of our daily life. The term CMC is defined by various authors in the field such as Baron (1998) and December (1996).To put simply, Baron (1998) considers CMC as "a domain of information exchange via computer" (p.142) while December's definition along with Baron's (1996) as claims that Internet-based, computer-mediated communication involves information exchange that takes place on the global, cooperative collection of networks using the TCP/IP protocol suite and the client-server model for data communication. Messages may undergo a range of time and distribution manipulations and encode a variety of media types. The resulting information content exchanged can involve a wide range of symbols people use for communication. (p. 24)

In other words, CMC is not related to computers specifically, but it is concerned with whatever device that enables communication throughout the use of Internet.

2.2.2. Emergence of Computer Mediated Communication

According to Thurlow (2004) et al, CMC has been introduced in the field since the first electronic digital computer was invented during World War II or at least since the first recorded exchange of prototype emails in the early 1960s.Accordingly, the history of computer mediated communication is little more than fifty years old.

The turn of the century witnessed a massive existence of computers in our daily life and exactly in the early 1990s. It has become quite necessary to own a computer for several reasons such us emailing, chatting, communicating and studying. Thus, communication in general, has become much easier than ever and CMC in specific, gained popularity and attracted a wide attention of many scholars in the area during that period of time. Later on, new technologies such as smart phones, mobile phones, tablets and other forms of digital communication are considered as mini-computers and they have eased the transfer of language.

In addition, they have accelerated and broadened contact between languages and dialects. For example, the appearance of new applications such as Google Translate**,** which translates words, expressions and even paragraphs from a language to another in both online and offline modes. Another example that can be state here is Duolingo**,** which is an application that helps the users learning any language and its grammatical rules and pronunciations**.** Besides, the online dictionaries, which explain and categorize the word with their grammatical functions. These applications have facilitated the process of learning new languages in order to communicate easily and interact with one another through audio or written forms of communication in any language despite the distances and with no restrictions.

2.2.3. Synchronous Asynchronous Communication

Both of the terms **s**ynchronous and **a**synchronous are undeniably related to CMC and communication in general. Synchronicity in general, is the state of being synchronous or simultaneous, and it refers to the immediate events that happen in the same time. On the one hand, Synchronous, or real time communications, is the instant chats or conversations that happen between two people or more in a face to face conversation, a phone call, or chartrooms in the same time**,** but not necessarily the same place.

On the other hand, asynchronous, or delayed time communications, is the phase where a delay occurs between sending and receiving a message; for example, sending an email, faxing or writing letter. This distinction plays a crucial role in CMC though technology made things look**s** sophisticated but genuinely complicated. Seemingly, language in both CMC modes, synchronous and asynchronous, differs on the level of formality; for example, the delayed time communication can be written in a formal and more cautious way than real time communications.

Another distinction is seen in the privacy. Asynchronous communications are more private**.** If we consider which way of communication is more private, talking on the telephone or sending an email, apparently emailing is more private because email is widely seen as the oldest CMC technologies and an asynchronous way of communication. Jucker and Dürscheid (2012) confirmed this observation by saying that Email communication in its typical form is undoubtedly asynchronous since co-presence at the keyboard is not required in any way. But

emailing may become quasi-synchronous if by chance the communication partners are both using their mail programs at the same time and sending message to and fro in short intervals. (p. 43)

2.2.4. Theories of Communication-Mediated Computers

In this section, we shall deal with some important theories in the study of CMC that are going to be used or referred to in the last chapter since Lewin once said "nothing is quite so practical as a good theory." (1945, 129)

2.2.4.1. The Impersonal Communication Theories

In our daily lives, some types of communications can be seen as impersonal. Since CMC is another mode of communication, which is mainly virtual, it leads to what can be labelled as the impersonal communication which is "an exchange between participants that facilitates communication but does not allow the participants to form a meaningful relationship based on their individual selves, traits, and personalities." (Walther, Anderson Park.1994). This does not mean that it is entirely bad, nor does mean that it is totally good because in both cases they are widely used in both real, cyber, online or offline individual interactions since **"many of the social scripts we follow in our everyday conversations are impersonal, simply serving to facilitate common exchanges and social experiences from making purchases to acknowledging others in social settings."**(Langer, Blank,&Chanowitz, 1978). What should be taken into consideration is that the impersonal theories do not lead CMC to ease social or emotional relationship of the communicators. In other words, online communication is not always expected to be like that face-to-face interaction with friends or family where kind hearted exchanges take place all the time.

The first theory of impersonal communication approach to CMC is labeled as "Computers as Social Actors". This theory comes from researchers at Stanford University (Nass, Steuer, & Tauber, 1994) who claimed that the way people treat their computers and smart devices may reflect their social nature. (as cited in Carr, 2021, 46) In other words, because we all know that those devices are inanimate; the textual

and visual interaction with computers is impersonal, though some feel it as if they were interacting with humans.

Nevertheless, the most noticeable impersonal communication theory is "Media Richness Theory" which suggests that every medium can be considered either lean orrich based on its ability to carry socioemotional message content**.** Lean media are those channels that are effective at transmitting raw data, but not a sense of the personality or presence of the message sender. In contrast**,** rich media are those media that provide many social cues and transmit a sense of social presence. (Carr, 2021, 43)

In fact, Media Richness Theory divides the needs of communication on the bases of uncertainty and equivocality. Uncertainty "refers to concrete information and individuals' needs to access specific information to make decisions "while equivocality is "referred to as ambiguity or lack of clarity." (Carr, 2021,43) To say it differently, the process of assessing how a medium is rich or lean depends on how high or low the scales of uncertainty and equivocality are. The leaner it is, the more impersonal the medium is and vice versa.

2.2.4.2. The Interpersonal Communication Theories

Unlike the previous theories of impersonal communication that did not involve engagement and feelings, interpersonal communication "includes exchanges between at least two interactants that allow the participants to form a meaningful understanding and/orrelationship based on their individual selves, traits, and personalities" (Bochner,1989).Actually, before the boost of the means of the communication, especially the development of the Internet and fast computers, CMC was not even close to face-to-face communication, but "by the mid-1990s, scholars had begun to predict how and when online communication could be just as socioemotionally rich and interpersonal as FtF interaction." (Carr, 2021, 53)

The first major theory in this area is formed by Joseph B. Walther's (1992). He called it "Social Information Processing Theory" which has been used to expect and account for how individuals can form rich, socioemotional, interpersonal relationship through CMC whether the involved people are aware of that or not. This stemmed out of the fact that people maintain their "virtual" relationship through emails and social networks just like they do in reality where emotions and feelings are exchanged.

The other major theory in this area is called "Masspersonal Communication". It was defined by O'Sullivan and Carr (2018) as

as a means of describing and conceptualizing communication that conflates mass and interpersonal channels and interactions. Masspersonal communication occurs when an individual uses a mass channel for interpersonal communication, interpersonal channels for mass communication, or both simultaneously. (p. 65)

Indeed, unlike Social Information Processing Theory, which is seen as one-to-one communication, masspersonal communication theory tries to explain large-scale interaction of mass communication or group communication. It should be noted here that most modern social media applications and websites mix both mass communication and interpersonal communication.

2.2.4.3. Group Communication Theories

The last theory, unlike the two previous ones, deals with the "interactions of multiple individuals who are associated through some shared attribute or commonality." (Carr, 2021, 68) The boundaries between masspersonal and group communication are thin since both reflect the interpersonal communication theory; nevertheless, group communication theories bring to the fore some interesting ideas. In fact, it should be known here that "groups can communicate differently online than they do offline, in both processes and outcomes. Even the way individuals and members of a group identify with a group (and, inherently, with those not in that group) alters when members are not face-to-face." (Carr, 2021, 69)This is actually a result to a human factor that can be termed as "deindividuation" whereby one's self-awareness in lost amidst large groups to the extent of assuming a new and larger social identity and self as statedby LeBon (1895) in his discussion of the idea of mob mentality.(cited in Carr, 2021, 69)

2.2.5. Facebook as CMC Mode

Facebook is one of the most significant social network services of the modern times that belong to the Meta Platform company. It was first founded in February 4th, 2004 by the American Harvard sophomore Mark Zuckerberg and his fellows for Harvard students. Nowadays, Facebook has gained its utmost popularity by the daily subscription of billions of

users all around the world for several purposes and in some cases without the access to internet (free mode). Therefore, Facebook enables its users to create new profiles, upload pictures and videos and most importantly chat with one another and keeping in touch with friends and family without regard to time and place. Along with email service, Facebook is considered as one of CMC mediums that are both synchronous and asynchronous due to the fact that chatting on Facebook is not necessarily instantaneous.

2.3. Morphology

In every language, a set of rules and principles are specifically designed by linguists and scholars who spent a considerable amount of time to postulate, think and create such remarkable rules. In return, these rules govern the grammatical system which differentiates it from any other language in the world. If we take English, as an example, a word can be categorized into many units in terms of sounds, meanings and forms. Therefore, the study of how language is articulated in terms of sounds is identified as phonetics and phonology while meaning is concerned with the field of semantics and pragmatics. As for the study of how words in a language are structured in terms of form, it is linguistically called morphology. In fact, the terms at the beginning was attributed to the study of animals and plants, but it was first used in linguistics to refer to the study of words and their forms first introduced by the German linguist August Schleicher in 1859.(Booij, 2007, 6)

The main focus of this chapter, as previously mentioned, is on morphology. The term morphology is of a Latin origin, which is the branch of linguistics and the scientific study of form and structure of words and how they are internally constructed, usually without regard to the function, in accordance to the relationship to other words. Syntax is also concerned with form, but usually the construction of sentences and has no relationship with the internal structure of a word.

In order to deal with the internal constituent structure of words in morphology, a distinction has to be made between free morphemes and bound morphemes. Free morphemes are the word base that can stand alone like book and cat. Unlike free morphemes, bound morphemes cannot stand alone and they function separately. In other words, they can be detached and attached freely in order to complete the meaning, but they do not stand alone as words. The small units like–tion,-ful, and -lyare classified as bound morphemes. Above and beyond, there are other morphological processes such as inflectional morphology, which is

the process of adding the verbal suffixes like -ed, -ing, and -s in addition to the plural morphemes -sin order to alter the word's categorization into verbs or a plural form.

The morphological process is achieved by adding an affix to the stem which is morphologically known as the morpheme. As a result, morphemes are the smallest meaningful units and/ or the minimal linguistic sign that can entirely change not only the word's form and meaning, but also parts of speech. According to Bloomfield(1933), morphology has been defined as follows.

By the morphology of a language we mean the constructions in which bound forms appear among the constituents. By definition, the resultant forms are either bound forms or words, but never phrases. Accordingly, we may say that morphology includes the constructions of words and parts of words, while syntax includes the constructions of phrases. (p. 207)

For example, in the analysis of words, we can dive deeper in the meaning of "unpredictability". This polymorphic word consists of one free morpheme which is "predict" and three bound morphemes which are "un-", "-able", and "-ity". In fact, the process of creating this lexeme, which is now a noun after it was initially a verb, is a basic function of the morphological operation. In other words, the rules used here "enable every language user to produce and understand linguistic expressions that she has never come across before. (Booij, 2007, 6)

2.4. Word Formation

Each language is rich in terms of words, be it original, adopted or even borrowed. As human beings, our minds are capable of restoring an infinite number of words. According to Pinker (1999, 3) "children just entering school command 13.000 words … a typical high-school graduate knows about 60.000 words; a literate adult, perhaps twice that number." However, not all of these enormous numbers are used during our daily life's interactions as our vocabularies are, in one way or another, exposed to constant changes in utterances.

Seemingly, words are phenomena, which play an essential role in the human ability to use language and communicate effectively and they, in some ways, challenge the ordinary and travel through space and time. They are changing constantly with the pace of time and within

these changes they coincide with updates and alternatives. What a word can carry, and can be, is deeper and heavier than meaning, function or sound. Words carry identity. Consequently, each language happens to have rules which cover the writing system, grammar and word formation.

Probably these rules cannot be broken unless it is a social dialect or a new dialect. For instance, we cannot add the word okay to the Arabic dictionary because the identity of the latter remains English and it will be considered as an intruder in the Arabic language. Words are the foundational part to compose for instance a sentence. Not only that but they are mainly used to convey a message, for greetings, to ask and answer questions and to start a conversation.

Grammatically speaking, word formation "is used quite frequently in morphological descriptions of languages. It presupposes the idea of rule-governed morphological creativity, the ability of language users to create new well-formed complex words." (Booij, 2007, 67)In other words, a word is a meaningful unit of the grammatical system of any language that can stand alone sometimes and consists of a group of letters to compose a meaningful utterance successfully. For example, the word successfully is categorized as an adverb, and the morphemes -ful and -ly are the minimal grammatical units that are attached to the word success which completely changed the meaning. These units have gathered to create a meaning and each unit has function let alone meaning.

In fact, the smallest unit can change the meaning, the function and the categorization of a word. The distinction of the world's major languages may lead to similarities and sometimes to differences in meaning and function when translated according to the geographical distribution. To illustrate, the English expression "break a leg" is a common expression that is meant to wish a good luck for people and the grammatical distribution is correct, but the meaning completely changes when this sentence is translated to Arabic for instance. That is why translation sometimes can lead to misunderstanding, if not misleading in terms of meaning.

Furthermore, the order of words plays a significant role in grammar. For example, the order of the words differs between English and Japanese. English is read and written from left to right while Eastern languages like traditional Japanese is written in columns from right to

left, and some books are read starting from the back. Also**,** the Arabic language is also written from right to left. This distinction may vary from a language to another though it may seem incomprehensible, but it's almost impossible to acknowledge any language and detect its flaws.

2.5. Affixation

Language, as a human phenomenon, has always proved its ability to change and adapt to the changes of the time. In this course of development, affixation, which is a morphological process and the formation of word whereby a bound morpheme is added to a word stem in order to form a new word to change the parts of speech, plays a very important role. Actually, most of the world languages, if not all, use affixes to create new adjectives, nouns, adverbs, or change the tense of the verb. In Arabic, for example, even the gender, singularity, or plurality of the verb in relation the nature of subject can be indicated with different affixes.

Affixation is widely known as the addition of bound morphemes to the beginning or the end of the word in order to expand the meaning or change their grammatical function of those words. For example, the *un-* that precedes the stem of the word in English indicates opposition in words like unavailable, unaware, and unbearable while the *-ly* that follows adjectives reflects, most of the time, adverbs in words like recently, slowly, and fully.

As a result, affixation helps the process of building different meanings to the words by adding a prefix at the beginning or a suffix at the end to the root of the word. Although prefixation and suffixation cannot be over generalized in any language, this process is beneficial because it, in many ways, facilitates the use of language by economizing the number of words. In other words, instead of coining different types words that are related to the same action, affixation eases learning, memorization, and semantic intuition by adding recurrent prefixes or suffixes. In fact, the upcoming discussion is going to deal briefly with affixation in English and the Algerian dialect of Arabic. The assumption here is that the MA2 students of linguistics at Ibn Khaldoun University, Tiaret, Algerian, use English in their discussions, since they are learners of English, and Arabic or Algerian Dialectal Arabic because they are residents of Algeria.

2.5.1. Suffixes

Suffixes are the morphological structures that follow the base of the words. What is remarkable about suffixes is their ability to modify the semantic meaning and grammatical function of the words. Actually, there are several types of suffixes, and in the upcoming discussion we will try to classify them.

For starters, suffixes in English can change verbs and adjectives to noun. In fact, they can even change nouns to nouns with a slight difference in meaning. For example, the suffix -*er*, which is originally Germanic, derives nouns from verbs in order to refer to a person or an instrument like in reader and peeler. The counterpart of the aforementioned suffix is –*or*. The latter is Romanic in origin, and it creates nouns out of verbs that stand for a person or a thing like in editor and incisor. Another helpful suffix that can be added to verbs only in order to create a noun is –*ee.* This one is actually French in origin and it indicates a person or a state as in trainee, employee, absentee and refugee.

Among the suffixes that can be used in English, -*ism*, which originates in Greek, builds more specialized nouns of theories, qualities, and religious and political beliefs out of adjectives like in Modernism, egoism, Buddhism, and leftism; meanwhile. Its other side, -*ist*, refers to the person as in Modernist, egoist, Buddhist, and leftist. Indeed, there are many classifications of suffixes in English as -*ing*, -*tion,-sion,-ion,-ation,-fy,* and -*ize*; however, it is impossible to cover them all in one discussion. What is remarkable about them is the fact that many of them stem out of other languages such as Germanic, Greek, Latin, and French. Moreover, they were adapted through the course of time to serve the purpose of English and helped to develop it as a language.

Second, just like the noun-forming suffixes, adjective-forming suffixes are rich in the English language and most of them, like -*ish*, -*ful*, -*less*, -*ly*, -*y*, and -*ed* are of Germanic origins. These suffixes can be added to both nouns and adjectives, for instance greenish, helpful, helpless, motherly, and snowy. Actually, not all the suffixes that create adjectives are Germanic in origin, many stem in Latin like -*able*, -*al*, -*ous*, -*ory*, -*ary*, -*ive*, and -*an*. They are added either to verbs and nouns to create adjectives like predictable, arrival, courageous, explanatory, customary, productive, and Algerian.

Third, unlike the two previous types, suffixes that form adverbs in English are not many probably because of the tendency of any speaker of the language to use more nouns and adjectives in speaking and writing than adverbs. What is noticeable about the adverb-forming suffixes like *-ly*, *-ward*, *-wise*, and *-fold* is their pure Germanic nature. The suffix *-ly* builds adverb of manners out of adjectives and participles like in clearly and supposedly. While the previous suffix is added to adjectives and participles, *-ward* is added to nouns to build adverbs that mean direction as in homeward and downward. Finally, a less used suffixes like "*-wise*" and *-fold* are added to nouns to form adverbs that mean an action or a number as in crosswise and threefold.

Finally, suffixes in English do not only form nouns, adjective, and adverbs. They can also form verbs. Firstly, The Greek suffix *-ize*, or the British *-ise*, alter nouns and adjectives to verbs as in Americanize, crystallize, hospitalize, and sermonize. Secondly, the suffix *-ate* is mainly added to nouns that stem in Latin as in activate and hydrogenate, yet this should not be confused with words that originally end with ate like in educate and imitate. Thirdly, the suffix *-(i)fy* is added to nouns and adjectives in order to an add action to an abstract or an emotion as in clarify and terrify. Finally, the German suffix *-en* adds action to adjectives and nouns as in shorten, brighten, and threaten.

2.5.2. Prefixes

As it was clarified earlier, prefixes are the morphological structures that precede the **root** of the words and change their semantic meaning accordingly. Prefixes can be classified differently. For example, *uni-*, *bi-*, *di-*, *tri-*, *deca-*, *multi-*, *semi-*, *omni-*, and *micro-* stand for the quantity or number of base words like unicorn, bicycle, dimeter, trilogy, decathlon, multitask, semicircle, omnivore, and microscope. Another category of prefixes stands for location like *cicum-*, *inter-*, *intra-*, and *para-* as in circumference, international, intra-poetic, and paranormal. Prefixes do not only express quantity, number, and location; they can reflect other uses like the expression of negation. For instance, *a-*, *de-*, *in-*, *non-*, and *un-* as in apolitical, decapitate, ineffective, non-smoker and unconditional. In fact, the aforementioned examples express just three categories of meaning, and the latter can be expanded even further to encompass numerous other aspects like pejorative prefixes, prefixes of attitude, order, size, and conversion as in pseudoscientific, co-producer, ex-president, hypermarket, and endanger.

As a matter of fact, most English prefixes modify the words and their meaning, yet they do not affect their grammatical category, or even the stress pattern of their base. The table below expands the previous discussion while it refers to the origins of the prefixes.

Table 2.1. Some Prefixes, Origins, and Functions. (Adapted from Vladimirovich, 2009, 21-22)

Prefix	Origin	Grammatical Function	Meanings	Examples
A-	Germanic	adjectives, nouns, adverbs	in a particular state or condition without in, to, at, or on something	alive, aloud, asleep atypical abed, afar, afield
Arch-	Greek	Nouns	Of the highest rank or class	Archbishop, archenemy
Counter-	Romanic	Adjectives and nouns	The opposite of something Matching something	Counterattack counterpart
In- (im-, il-, and ir-)	Romanic	Adjectives and nouns	Negation of something	Intolerable, immoral, illiterate, irresistible

2.5.3. Hybrid Affixation in the Algerian Dialectal Arabic

The affixation norms can be easily applied on the dialects of each variety not only in a formal way as was shown earlier but also as an informal way to fill the communicative gaps as will be shown next. These dialects are exposed to massive changes through the course of time as an ongoing process of modernization and they are enriched by a mixture of languages and typically the dominant ones. We will refer to them briefly in this chapter and far along, and they will be discussed in details in the third chapter. Furthermore, ADA is rich in terms of

Arabic, French and even other languages like English, Spanish and Turkish. However, the process of affixation is seen through the insertion of foreign affixes to the Arabic base word or the Arabic affixes to the informal loan words which will lead to the invention of new words that can be added to ADA variety.

For example, the term *hidjabist*/7idʒabist/ is a girl who wears a hidjab or a veil and a scarf. That is to say, *hidjab*is the transliteration of the Arabic word حجاب/7idʒab/and the addition of the English suffix-*ist* remarks the affixation process that collides an Arabic word to English affix.

This process results the birth of a new hybrid language that consists of either an Arabic word plusanEnglish or a French affix or vice versa. Regardless of the informality, people's negative or positive points of view and the consequences of this phenomenon, the process of affixation, has imposed itself in the linguistic field and become more common amongst individuals now especially in the urban cities whether it is used in the daily interactions or social media. Hence, the aims behind affixation are still unacknowledged which led us to postulate our own aims and reasons behind this phenomenon**.** It perhaps eases the communication for Facebook users in order to communicate freely.

2.6. Transliteration

The invention of a writing system in 3200 BC by the Babylonians can be considered as one of the most important achievements for humanity, so no wonder it distinguished the shift from pre-history to history. This actually was the cornerstone that had enabled human beings to learn a new and a better method so as to communicate among themselves, especially at the national and international levels. Accordingly, because of the creation of this new dimension of writing, a whole new area of advanced contact among humans emerged.

In fact, the writing systems do not only help in keeping records, sending messages, or even telling stories but also stand for reflecting other aspects about the language users like national identity, regional or international power, and scientific development. For example, because of the influence of the Roman Empire and civilization on Europe, most of the countries there still use Latin scripts though they are not "Italians"**;**while**,** the Eurasian

ethnicities, like the Slavs, kept themselves detached from the Romans, and they have an entirely different system of writing known as Cyrillic script.

Nonetheless, communication among world's languages became inevitable especially after the need of economic exchange and the emergence of the colonial fever. Accordingly, the need to learn the others' language led to a new phenomenon known as transliteration which, according to Beasley (1998), who denoted writing that carefully uses "substituted orthographical symbols in a one-to-one, fully reversible mapping with that language's customary orthography." As a result, the learner exchanges the letters of the target language to his or her own language or vice versa so as to learn the other's tongues.

For example, in an attempt to bring the Arabic dialect closer to the French soldiers who colonized Algeria, the French government assigned the job of translation and transliteration to J. HonoratDelaporte. This resulted in the publication of '*Guide de la Conversation Francaise-Arab ou Dialogues'* in 1841. As an illustration, a simple dialogue follows like this: "Bonjour Monsieur/ صباح الخير يا سيدي/*sebah el-khiriasidi*/ matin le bien monsieur." (Delaport, 1841, 1) What can be noticed in this example is the transliteration of the Algerian Arabic dialect and how it brought the target language closer to the mind and tongue of the French colonizers.

Transliteration can be seen as a method to ease learning a new language which has a completely different system of writing from the one side, and it can be seen as a result of globalization, the notion of the power behind a language. For instance, the technological development of Latin script's users in Europe and America led them to export their inventions all over the world. If we take mobile phones as an example, their keypads the very beginning of their introduction were using only scripts which were different from those used in Arabic speaking countries. So as for people from those areas to text message each other using those devices, they were obliged to transliterate in order to adapt with the technological changes of the age. It should be noted that even when the devices were developed to include new languages, not all of those mobile phones were able to read texts effectively.

As seen earlier, among the starting points of transliteration was the need to use technological devices that were invented by Europeans and Americans, whose languages are Latin-based script. What actually happens in the case of mobile phones has been tripled especially after the burst of social media and chat applications, like Facebook and Skype, and

the necessity to communicate in an advanced mode through the exchange of quick replies between the correspondents who might or might not have keyboards with their non-Latin-script language. The will and need to step in this new world of communication found a way in overcoming the hurdles of scripts in keyboards through transliteration.

Though now we are all aware that operating systems and keyboards use different languages, probably the inherited and bequeathed attitude of the first generation of "new technology" users, the imposed prestige of English and its writing system as a world lingua franca, the blind imitation of all that comes from the West, or the inability to master a specific language completely, which can lead to code-mixing not only at the level of words but also at the level of their system of writing, are among the main reasons why transliteration finds a limitless support especially in informal chats.

When it comes to Arabic and its dialects, it should be noted that there are twenty-eight characters in the Arabic script, twenty-five of which are consonants, while there are only twenty-six characters in the Latin script, twenty-one of which are consonants; as a result, the process of transliteration went beyond formality to include the informality of what can be termed as "Arabeasy" or "Arabizi" that is

a spontaneous orthography used to writeDA using the Latin script, the so-called Arabic numerals, and other symbols commonly found onvarious input devices such as punctuation … The orthography decisions made for writing in Arabizi mainly depend on a phoneme-to-grapheme mapping between the Arabic pronunciation and the Latin script … Crucially, Arabizi is not a simple transliteration of Arabic, under which each Arabic letter in some orthography is replaced by a Latin letter. (Al-Badrashiny et al., 2014, 31)

Consequently, Arabic scripts like "ح", "خ", "ع", "غ", and "ق", for example, that do not have counterparts in the Latin scripts are written, unconventionally, as "**7**", "**7'**", "**3**", "**3'**", and "**9**" respectively by the social media users.

Indeed, the ultimate aim of writing is to try to incarnate the phonological articulation of a vocal speech as visual symbols: written on a piece of paper or typed on the screen. Since even in speech people can mix codes or transliterate, as a mode of writing in this case, can be seen as an extension to the code-mixing phenomenon whereby the interlocutor blends arbitrary signs and symbols, whether formal or not, in order to meet the representative needs of the languages he or she is using.

2.7. Conclusion

This chapter dealt with CMC as a medium of communication in addition to some notions about words and how they might be formed and written. Accordingly, since this dissertation focuses on Facebook, the latter can be categorized as a rich medium that provides equivocal deduction based on the fact that the group meetings resemble a direct contact that tries to clarify, reach agreement, and exchange questions. Furthermore, the ideas of impersonal, interpersonal and group communication are appealing because they can even lead to different methods of writing and "morphological creativity". In addition, it is so helpful to consider the notions of morphological analysis, word-formation processes, affixation rules, and transliteration in this discussion since they are widely, but unintentionally, used by online chatters who even take them further to the extent of borrowing and mixing structures in informal context of communication. Accordingly, in order to examine the reaches of the above mentioned theories and concept, it is so appealing to analyze how a certain Facebook group, in the case MA2 Linguistic Team, use transliteration and hybrid affixation in the synchronous and asynchronous modes of digital communication.

CHAPTER THREE

Data Collection, Procedures, and Findings' Analysis

3.1 Introduction

The third chapter of this dissertation provides the research design and the instruments utilized in collecting the data required for this investigation. It describes the methodology and the population selected for this study. Hence, we shall discuss the methods adopted to interpret the possible findings for the sake of answering the research question and detect any potential elucidation for the issues surrounding the phenomena of Affixations and Transliteration.

3.2 The Research Design

The significance of the research design is demonstrated in providing the appropriate research scheme to obtain the best version of the desirable result; in this matter, we opted to choose the mixed method approach that combines between the elements of the quantitative and the qualitative research. The mixed method research has been elected to be the most applicable, reliable and more integrated approach in the investigation of the various social phenomena.

3.2.1 A Description of 'MA2 Linguistic Team' Messenger Group

MA2 Linguistic Team is a Messenger group that was established for multiple purposes that can be characterized in the fact that students required a unified platform to share any possible information concerning their studies. Into the bargain, this Messenger group is considered to be the most reliable platform for students to obtain the various instructions declared from both the teachers and the administration of the department of English, since the group contains of about one a hundred and twenty Master two students.

It is worth mentioning that the group Messenger of 'MA2 Linguistics Team' is not a formal group that requires students to speak in a formal way since it does not include teachers or an administrative worker. Therefore, students sometimes do not utilize a formal language to express their needs or thoughts, but they mix varieties and use various linguistic features to better express their ideas.

3.2.2 Population Sampling

In this investigation, we tend to analyze the usage of the linguistic processes of the Affixation and Transliteration in the social network Messenger; therefore, the target populations of this study are master two students of English Linguistics. The central reason behind this sample selection is that MA2 students of English have been exposed to the English language through learning it for five years; therefore, they are accustomed with such notions rather than the other specialities.

3.3 Research Instruments, Data Collection, and Findings' Analysis

It is quite significant to mention that the data collected for this study is based on the mixed-method approach**.** Hence, the instruments utilized in this investigation are demonstrated in the questionnaire survey and the participation of (60) sixty MA2 students whom are members of 'MA2 Linguistic Team' Messenger group. Furthermore, in order to obtain a more reliable data**,** we opted to use the Content Analysis Approach (CAA) for the sake of analyzing to what extent the Affixations and Transliteration are used in the group and to facilitate the detection of these particular terms in question and their analysis.

3.3.1 The Description of Students' Questionnaire

The questionnaire is designed precisely to probe the attitude**s** of MA2 students towards the Affixations and Transliteration **processes** inside the Messenger group**.** It consists of three sections**,** which are grouped as follow**s**:

Section one (Q2): this section encompasses the respondents' personal information including their sex and age.

Section two (QQ 1-23): this division is devoted to discover the student's attitudes towards the Affixation and Transliteration practices in the Messenger group.

Section three: this section is particularly designed to detect students' feedback on the use of Affixation and transliteration through providing them with four illustrations taken from the Messenger group.

3.3.2 Questionnaire Objectives

This questionnaire is designed to serve several objectives we shall mention them as follows:

a) To examine extent the members of MA2 Linguistic Team group utilize the Affixation and Transliteration processes.

b) To determine the potential reasons behind the use of these linguistic sensations amongst MA2 students.

c) To investigate students' behaviours towards the Affixation and Transliteration and determine the major reasons behind the inception of these phenomena.

d) To identify the students' perspectives concerning the usage of affixations and Transliteration in the social platform Messenger.

3.3.3 The Analysis of Students' Questionnaire

This section is devoted to the analysis of the questionnaire; starting from the personal information of the respondents, analyzing the students' attitudes towards the Affixation and Transliteration practices in the Messenger group of MA2 Linguistic Team, and interpreting the students' comments concerning some illustrations taken from the Messenger group.

3.3.3.1 The Respondents Personal Information

Q 1: Sex

This section imparts our participants' Sex and age, which are displayed in the graphs below
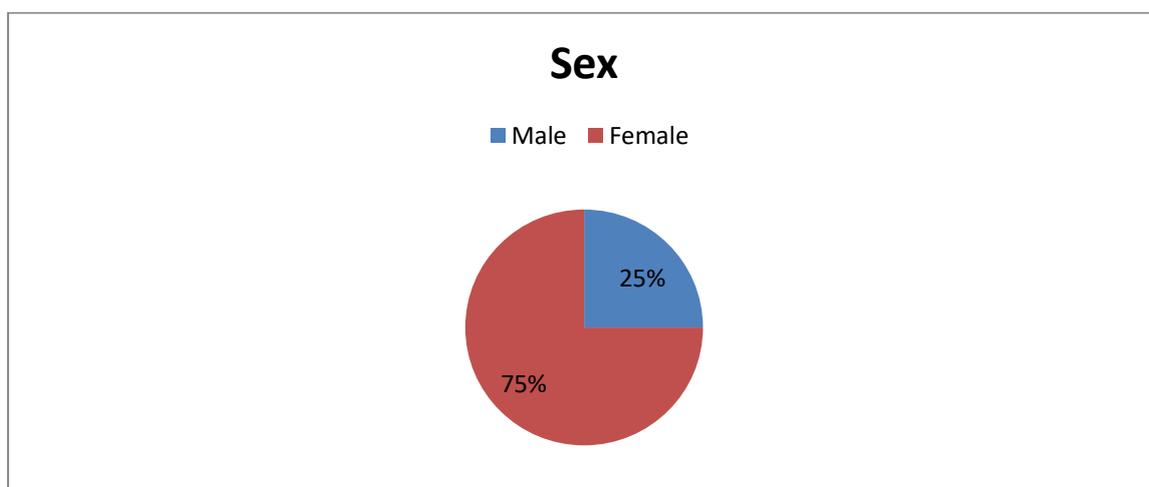
Graph 3.1 the Respondents' Sex

Graph 3.1 exhibits the total number of the corporative respondents is 60 students**,** which is a sufficient number as the total number of master two students of English specialized in Linguistics**,** whom are 110 in total and are all members in MA2 Linguistics Messenger group. As it is clearly revealed in this graph, and what might be called a massive distinction, there are 45 (75**%**) females and 15 males (25**%**). The reason behind this distinction could be characterized in the fact that the females number is larger than the males in the group, as well as, they are considered to be the most corporative section. Also, the females students outnumbered the male students in MA2.

Q2: Age
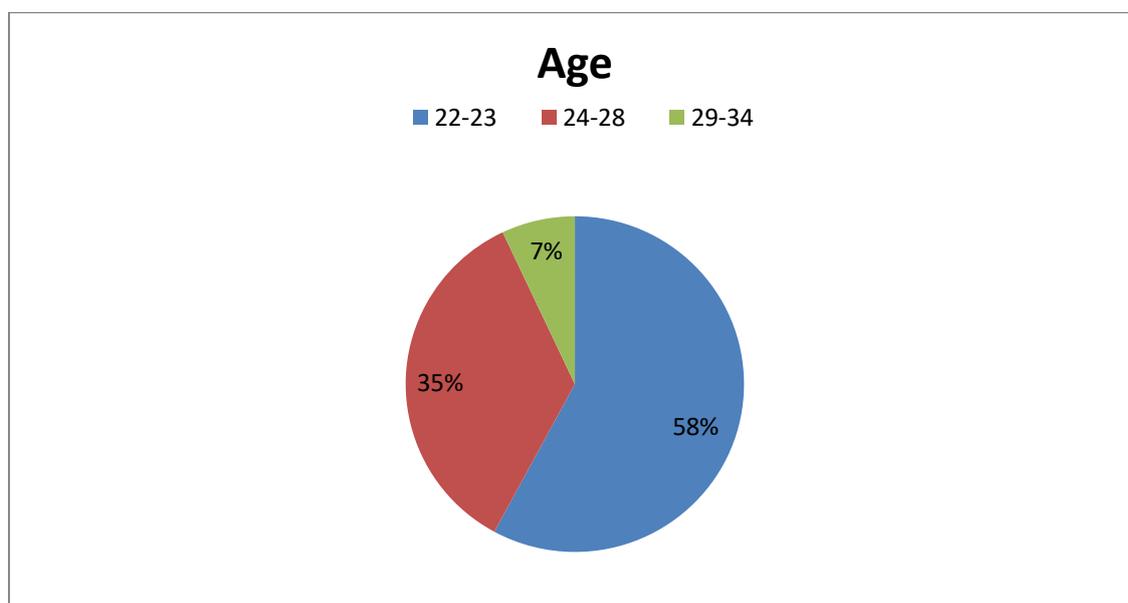
Graph 3.2 the Respondents' Age Ranges

Graph 3.2 reveals the participants' age groups in which they are separated from the youngest division age to the oldest. The first division denotes the larger number of responses between 22 and 23 are 33 (58**%**)**.** The next larger age division represents 20 (35**%**) between the age of 24 and 28. Concerning the third and fourth divisions the respondents**'** age are between forty and forty two. At last, 3 respondents which represent the smallest age category. As it is previously stated, the first division exhibits the massive number of participants, due to the fact the adequate and the logical age of those who enrol in Master without repeating since primary school or cease studying is no longer than 23.

In this view, the respondents' educational level is determined to be MA2 students of English specialized in Linguistics as they have been exposed to the English language for five years which might influence their native language and that what shall be revealed in the coming analysis. Furthermore, the group of MA2 Linguistics Team encompasses only master two students which mean they are the only level that represents our population sample.

3.3.3.2 Students' Attitudes towards the Affixation and Transliteration Practices

In this section, we shall analyze the distinctive attitudes of the Messenger group members concerning the linguistic phenomena of Affixations and Transliterations to mainly determine their status standpoints towards them.

Q1: Do you have a Messenger?
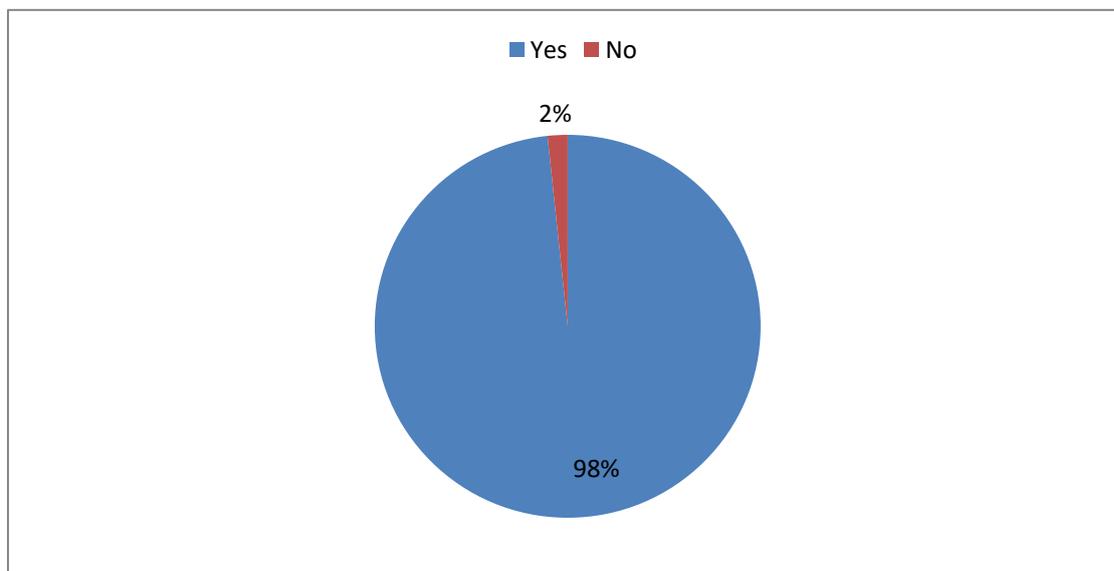
Graph 3.3 the Respondents Possession of Messenger

It is evidently revealed in graph 3.3 that 59 **(98%)** of the respondents possess Messenger app. This result is very anticipated due to the fact that 'Messenger' app is directly linked to 'Facebook' app which are the most utilized applications around the globe nowadays. They are considered to be the world's largest communication grid and the most active social

media platforms. Moreover, according to the latest statistics 'Facebook' and 'Messenger' reached 98, 9 million users in January 2022, this massive number is almost reasonable due to the fact that these two platforms represent such an irresistible criteria of communication aspects and an informative platform for various kinds of news items.

Q2: If yes, how often do you use it?
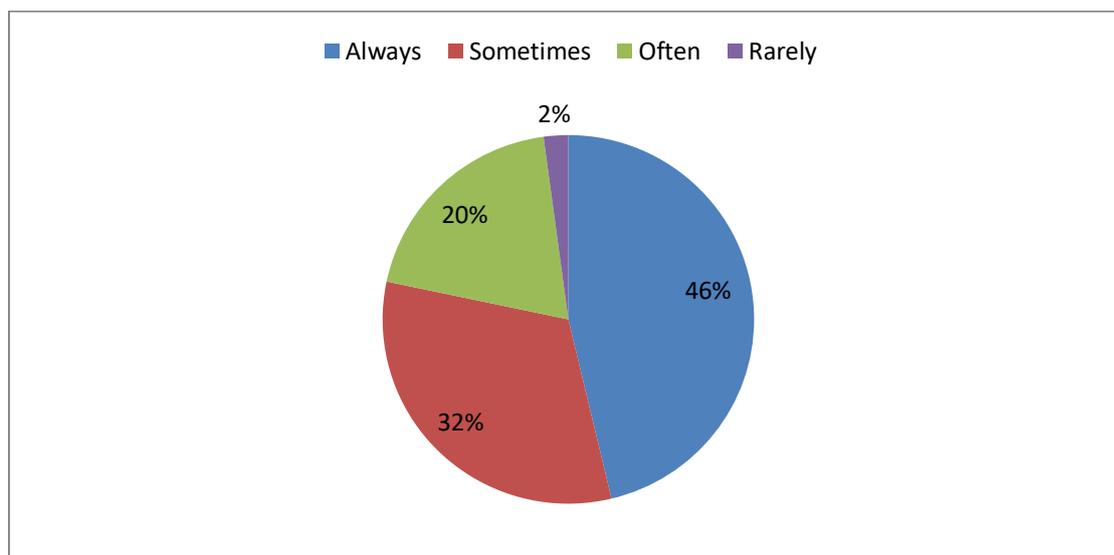
Graph 3.4 the Frequency of utilizing Messenger

It is stated in graph 3.4 that most of the members 46**%** (26 participants) say that they always use the Messenger app, while 32**%** (18 participants) say that they sometimes use the app. The next category which represents 20**%** (11 respondents) declared that they often use Messenger and the last group which is clearly the smallest one of 2**%** (5 respondents) indicate that they rarely utilize this app. At last, we can deduce that the majority of the participants are regular users of Messenger app due to various reasons as previously mentioned, the Messenger app is the most active platform as it present several communication advantages which enables people to communicate via private messages in a short period of time.

Q3: Are you a member of 'MA2 Linguistic Team' group?

Graph 3.5 the Respondents' Membership in the group

In graph 3.5, it is immensely observed that 100**%** of our respondents confirmed positively their membership in the Messenger group 'MA2 Linguistic' Team. As previously stated, the members of this group which are MA2 students of English were chosen to be our sample our study; therefore, this question is greatly significant for the respondents to confirm their association with this group so that our data will be reliable.

Q4: if yes when did you join it?
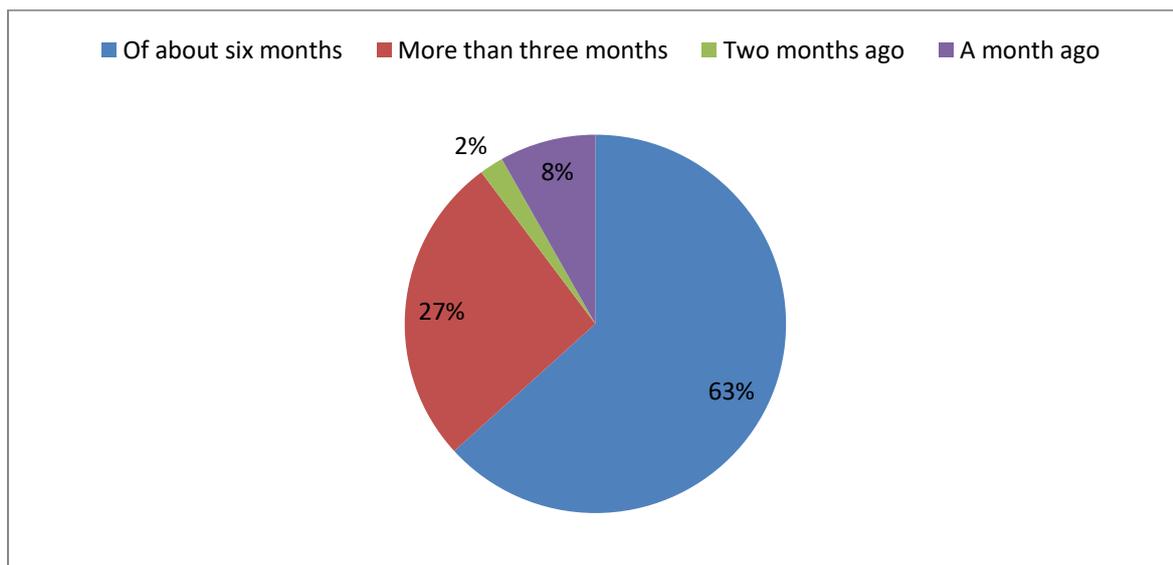
Graph 3.6 the Respondents' Engagement date with the Group

Graph 3.6 demonstrates the dates of which the respondents joined the group Messenger of 'MA2 Linguistics Team'. The first category which represent 31 respondents (68**%**) engaged with the group for about six months ;while, 13 respondents (27**%**) joined the group more than three months. As for the third and forth categories 5 respondents (8**%**) (2**%**) joined it between a month and two months ago. From the observed data, we can deduce that the enormous divisions of the respondents were encompassed in the group for about six months ago as the studies started in October 2021 which was the perfect opportunity to embrace the group's activities and to benefit from it. Furthermore, we might mention some other responses by some students whom declared that they were engaged with the group since it was created for the same purpose.

Q5: Why did you join it? Is it because…
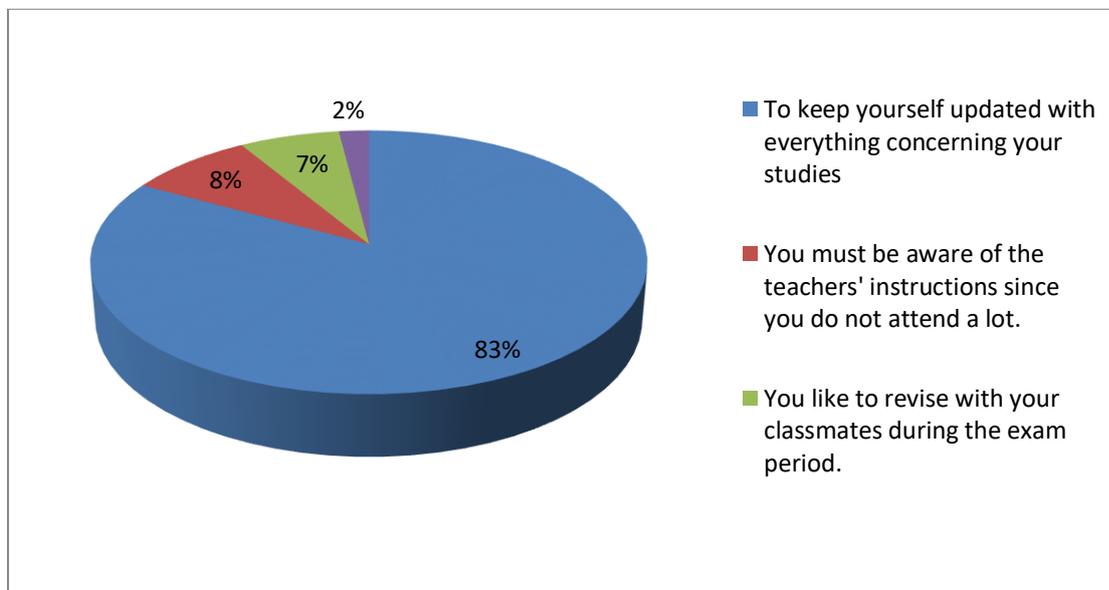
Graph 3.7 the Respondents' Purpose behind Joining the Group

In graph 3.7 we have observed that a large number of respondents 50 (91**%**) joined the group to keep themselves updated with everything concerning their studies. The second score represents 5 respondents 81**%**) asserted that they needed to be aware of the teachers' instruction as they do not attend a lot. Besides, 4 respondents (7**%**) declared that they liked to revise with their colleagues during the exams period. The last score represent only one respondent (2**%**) whom enrolled in the group to posses the lectures they share since he do not attend a lot. One can only say, that this result was genuinely expected since the first option

encompassed of all the other options. Moreover, it is worth mentioning that the fundamental purpose behind the creation of this group is to embrace everything that is related to master two studies, students kindly share all the lectures and lessons of MA2 Linguistics in addition to any updates concerning the departments of English or the entire university; hence, this Messenger group is such a convenient base for MA2 linguistics students to collect various kinds of lectures and updates concerning their studies.

Q6: which language variety do you use in the group?
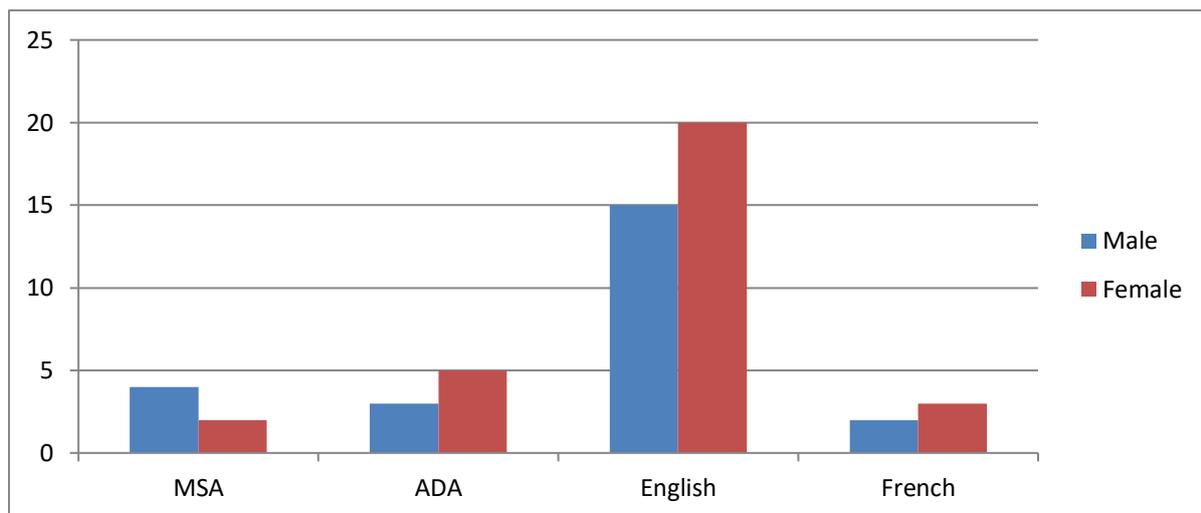
Graph 3.8 the Respondents' Language Choice

The obtained data in graph 3.8 illustrates the respondents' language choice in the messenger group. Herein, we have observed that 20 females and 15 male (70%) asserted that they use the English language while communicating in the group. 5 females and 3 males (16%) stated that they prefer to use the ADA variety in the group; while, 4 males and 2 females (12%) stated they prefer to use MSA. The last score is considered to be the smallest as only 3 females and 2 males (2%) utilize the French language while conversing in the group. We can elucidate this result through mentioning the fact that 'MA2 Linguistics Team' Messenger group involves master two students of English only; whom they are gathered in this social platform for academic reasons related to their studies. Hence, it is much anticipated from the majority of them to use the English language when communicating.

In this view, it is quite important to mention that not all of the members utilize the English language as we can notice that the users of ADA are quite numerous, despite the fact that, the group's essential principle is related to the studies only, some students do not consider it a formal platform that oblige them to speak in English. In addition, some other students provided other options they as they declared that they use more than one language variety in the group such French or a mixture of all the previous language varieties.

Q7: Do you use Affixation in MA2 Linguistics Team group?
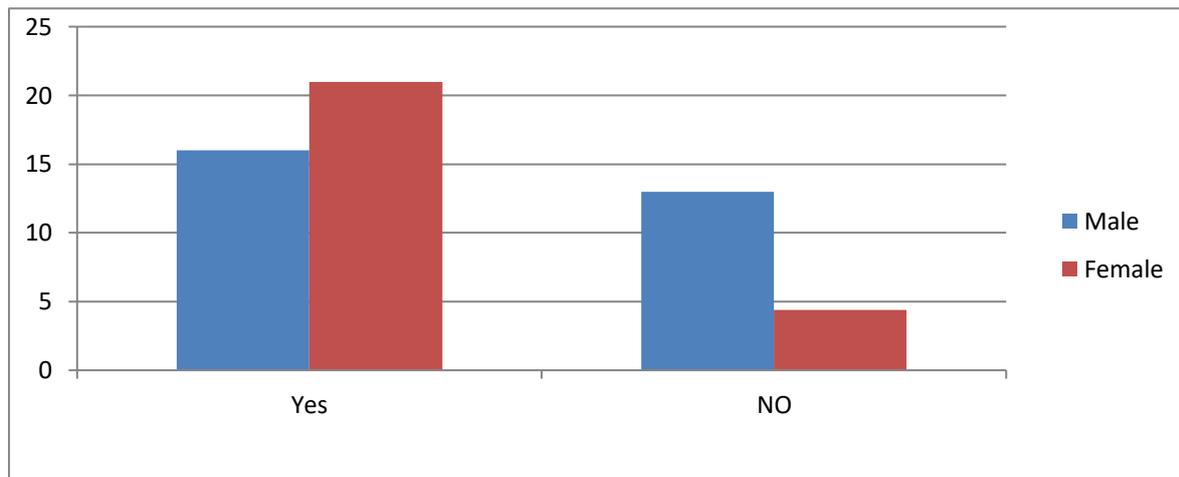
Graph 3.9 the Respondents' utilization of Affixations

From graph 3.9, it has been observed that the majority of respondents utilized the Affixations in the group. 21 females and 16 males (62%) confirmed that they utilized the Affixation process when conversing in the group; while, 13 females and 10 males (38%) claimed that they did not use this linguistic process when engaging with the groups daily conversations. We have listed a number of choices for our respondents to justify their views in the following graphs

Q8: If yes, why? Is it because...
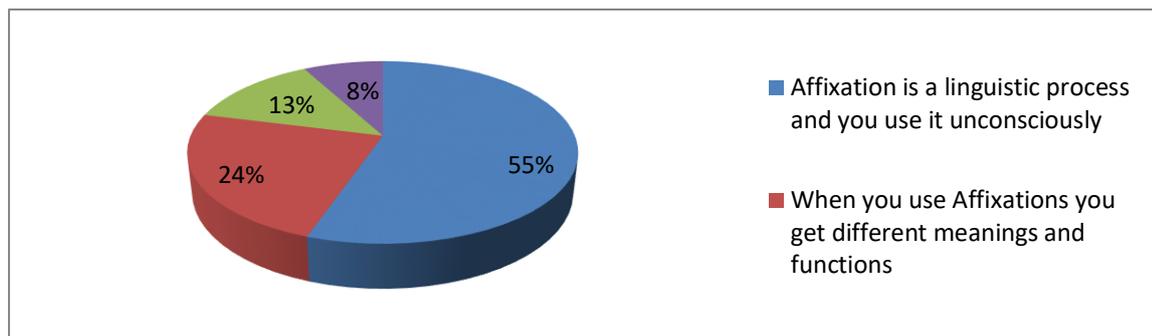
Graph 3.10 the Reasons of Utilizing the Affixations in the Group

Graph 3.10 exhibits the respondents' reasons behind using Affixations while communicating in the group. Herein, we can observe that the majority of students 21 (55%) use Affixations unconsciously. We can see also 9 students (24%) indicated that using Affixations they can get different meaning and functions. Besides, 5 students (13%) use them simply because they easy to memorize unlike the complicated grammar rules. As for the last category 3 students (8%) stated that they utilize Affixations to show that they speak more than one language variety.

One may claim that the majority of the group's members are accustomed to use the Affixations unconsciously and unintentionally for long period of time, thus this linguistic process became part of their daily speeches and conversations in the group. Furthermore, perhaps the Messenger group is highly active with daily conversations and discussions amongst the members about various topic and issues concerning the studies. Thus, this linguistic process became unconsciously used as the members concentrate more about conveying the meanings rather than the correct grammatical structures.

Q9: Please! Would you provide us with some examples if possible?

Our respondents were very kind by providing us with these examples of Affixations they utilize in their daily conversations in Messenger. Due to the large amount of the illustrations we have selected several ones to be analyzed as follows:

Table 3.1 the Analysis of the Affixations Provided by the Respondents

The Term	Transcription	The Origin	Meaning in English	Prefix	Root	Suffix N1	Suffix N2
Repondaw Annulaw	/repɔndəʊ/ /anuləʊ/	Répondre Annuler (Fr)	To answer To cancel	/	Repond Annul	Aw (they)	/
Organiziha Posiha	/ɔrganiziha/ /pɔziha/	Organiser Poser (Fr)	To organize To	/	Organizi Posi	Ha (It)	/
Publiyat Affichat	/publiyət/ /afiʃeət/	Publier Afficher (Fr)	To Publish To post	/	Publiy Affich	At (She)	/
Lprof	/lprɔf/	Professer Professeur (En)/ (Fr)	Professer	L	prof	/	/
Pratagili	/partaʒili/	Partager (Fr)	Share	/	Partagi	Li (Me)	/
Ajoutani	/aʒʊtəni/	Ajouter (Fr)	Add	/	ajout	A (He)	Ni (me)
Cherchit Pratikit	/ʃərʃit/	Chercher Pratiquer (Fr)	To search To practice	/	cherch	It me	/
Yposti	/jpɔsti/	To post	To post	Y (He)	Post	I (He)	/

Q10: If no why not?
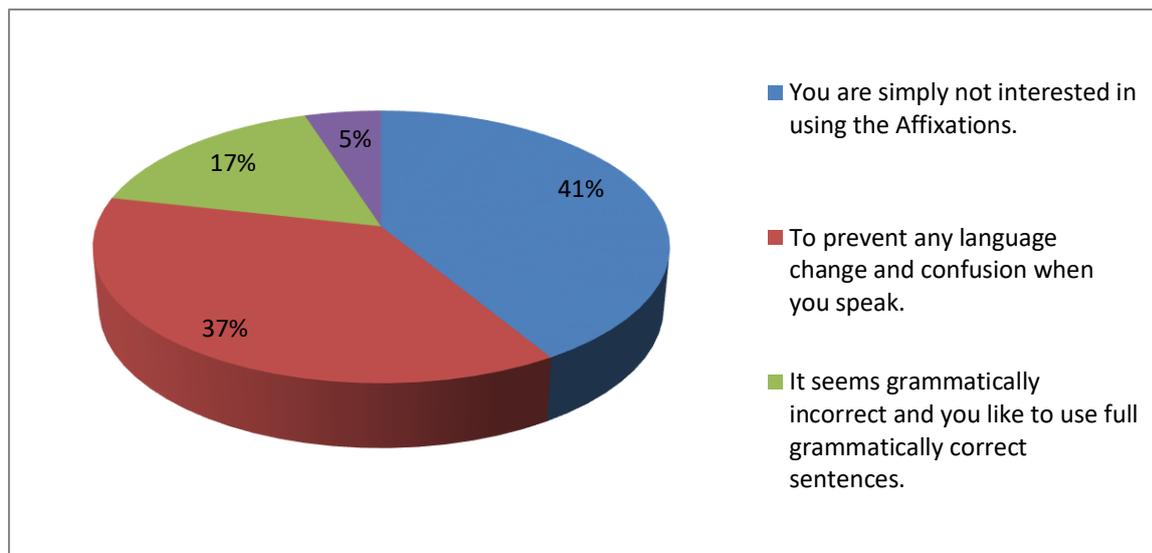
Graph 3.11 Reasons behind avoiding the Application of Affixations in the Group

From the data presented in graph 3.11, one may notice that the majority of respondents 10 (41%) did not use the Affixations simply because they are not interested in this process. 9 respondents (37%) declared that they did not use them to prevent any language change and confusion when speaking. Besides, 4 respondents (17%) stated that it seems grammatically incorrect and they like using full grammatically correct sentences, while; only 3 students (5%) proclaimed that they like to use only one language or one variety when they speak.

According to this data, most of our respondents are not interested in using the Affixations while conversing in the group and that can be justified that they are accustomed of applying one certain language variety and they are not willing to insert any foreign processes or altering any language items despite the fact that they are familiar with more than one language variety.

Q11: Do you think that the linguistic phenomenon of Affixation affects your native language?
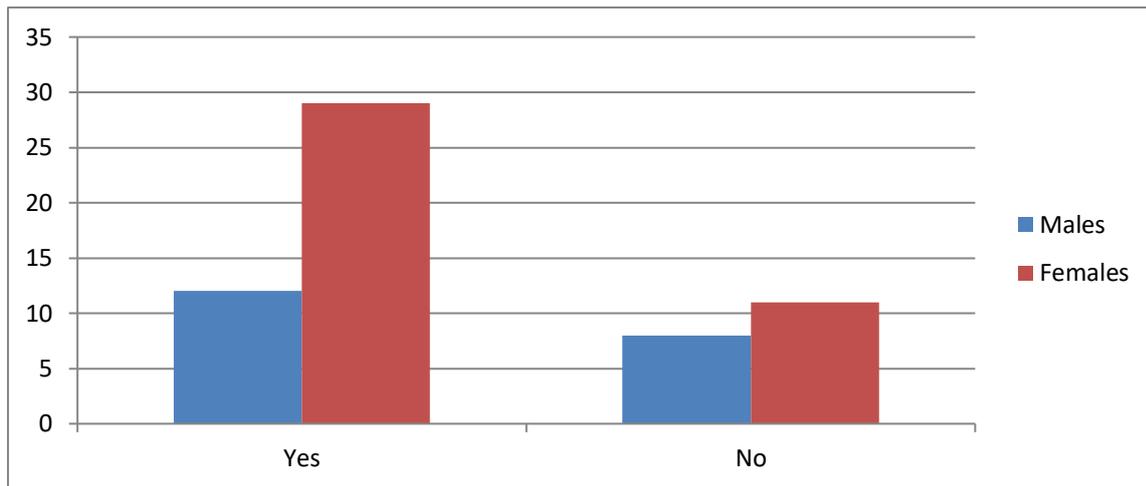
Graph 3.12 the Respondents view concerning the effect of the Affixations on their

Native Language

From the obtained data in graph 3.12, we have noticed that a great number of respondents 29females and 12 males (68%) believed that the linguistic phenomenon of Affixations affects their native language, whereas, 11 females and 8 males (31%) did not believe that the Affixations affects their native language. The respondents were asked to justify their views; therefore, their answers will be demonstrated and interpreted in the following graphs.

Q12 If yes, why? Is it because...
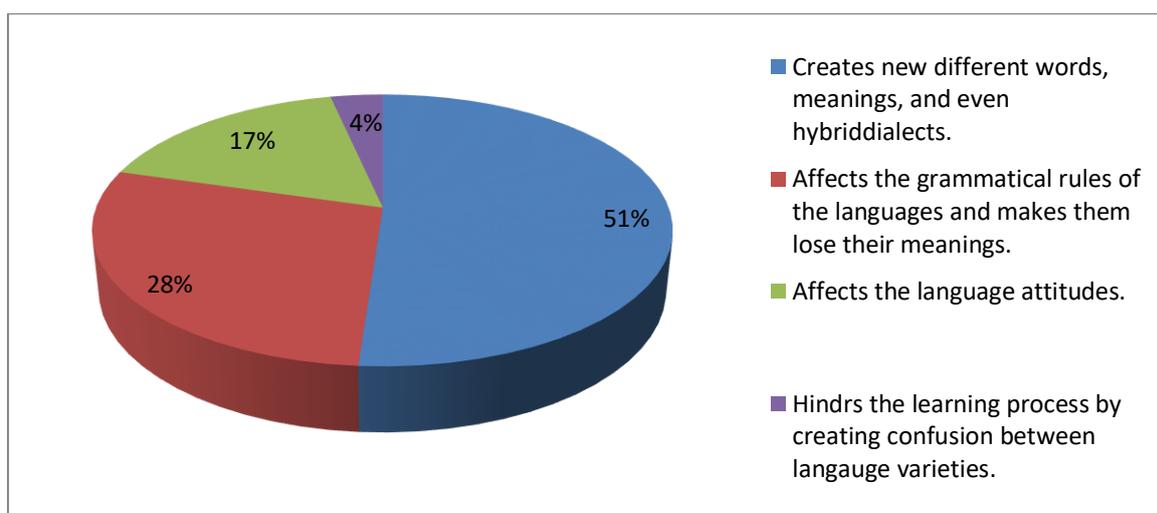
Graph 3.13 Affixations on their Native Language the Respondents' Positive Attitudes

towards the Influence of

Graph 3.13 demonstrates the respondents' feedback concerning the influence of the affixations on their native language. Herein, we disclosed that 18 students (51%) said that this linguistic process creates new different meanings, words and hybrid dialects. 10 students (28%) said that they affect the grammatical rules of the languages and makes them lose their meanings. Besides, 6 students (17%) asserted that Affixations affect the language attitudes ; while, only 4 students (4%) claimed that they hinders the learning process by creating confusion between language varieties.

As far as the majority of the respondents' choice, we have already observed the emergence of new terms using Affixations; we have noticed that people mix between varieties to the extent that new hybrid terms are formed. Speaking in one pure language variety is a very seldom case nowadays, especially those who learned two language or more, they tend to mix between languages and assert foreign items to various words. Moreover, with this high rate of using the Affixations, one may claim that a new hybrid dialect is already emerged; a dialect that includes mixed hybrid terms that are free from any correct grammatical rules or structures. The expansion of this phenomenon was observed in our university as part of our data collection; hence, we can say that the linguistic process of the Affixations is highly used by those who speak more than two language varieties.

Q13: If no, why not?

Pie chart legend:
- (blue) Languages are stricly separated by their linguistic system. — 37%
- (red) Each language consists of its own vocabulary and grammar it cannot be mixed with other langauges. — 33%
- (green) The new words created by the Affixations do not affect our native lanaguage. — 25%
- (purple) 5%
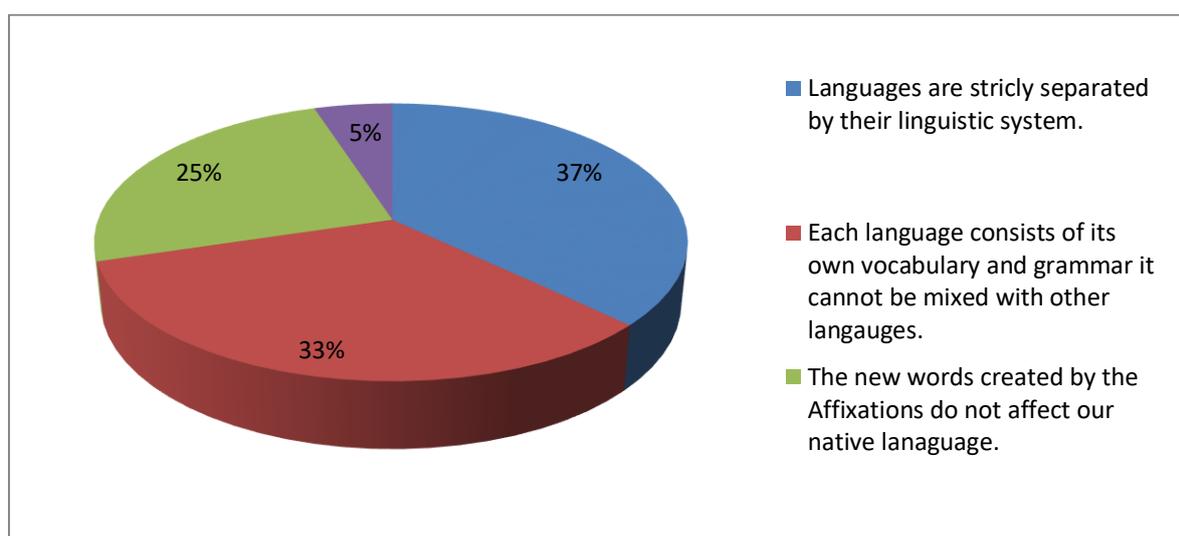
Graph 3.14 the Respondents' Negative Attitude Concerning the Influence of

Affixation on their Native Language

It has been revealed that the majority of respondents believed that Affixations can not affect their native language because languages are separated by their linguistic systems and consist of their own grammar and vocabulary. This might be closed to the truth, as it is generally known that the linguistic systems vary from one language to another, each language encompass of its own structure and it is very difficult if not impossible to insert any foreign items to these languages. Moreover, even if the process of inserting other languages' items to a certain language, as we have seen in the process of borrowing from example, this procedure takes quite a long time. To illustrate, if we consider the case of the Algerian dialectal Arabic we will notice a massive number of French terms inducted in this variety thanks to more than a century of the Algerian war against the French colonialism.

Q14: Do you transliterate in your Messenger group?
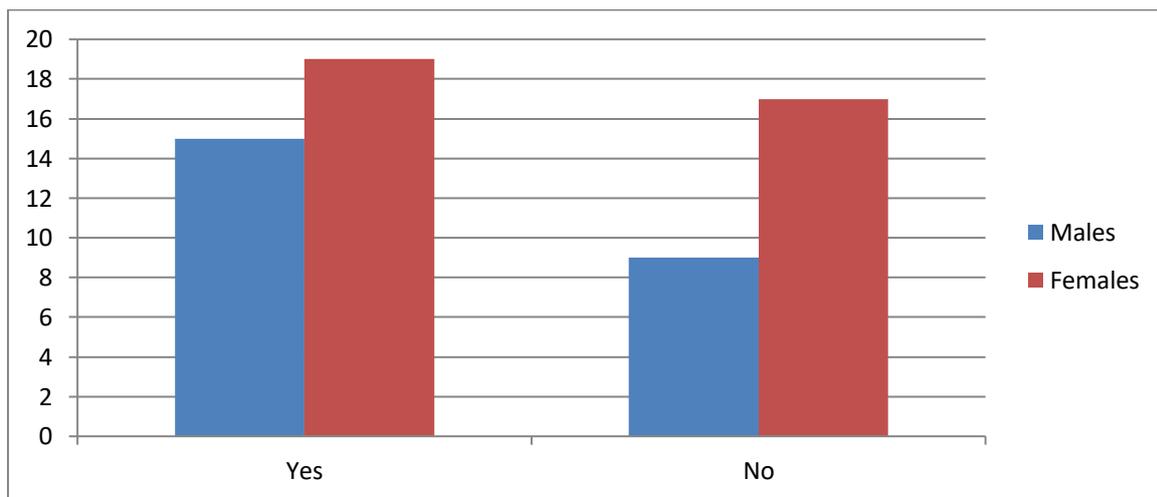
Graph 3.15 the Respondents' Utilization of Transliteration in the Messenger

Group

.   Graph 3.15 shows that 19 females and 15 males (57%) utilized Transliteration in their Messenger group, while, 17 females and 9 males (43%) asserted that they did not use Transliteration in their Messenger group. we have asked our respondents to justify their choices and the result is demonstrated in the following graphs.

Q15: If yes, why? Is it because…
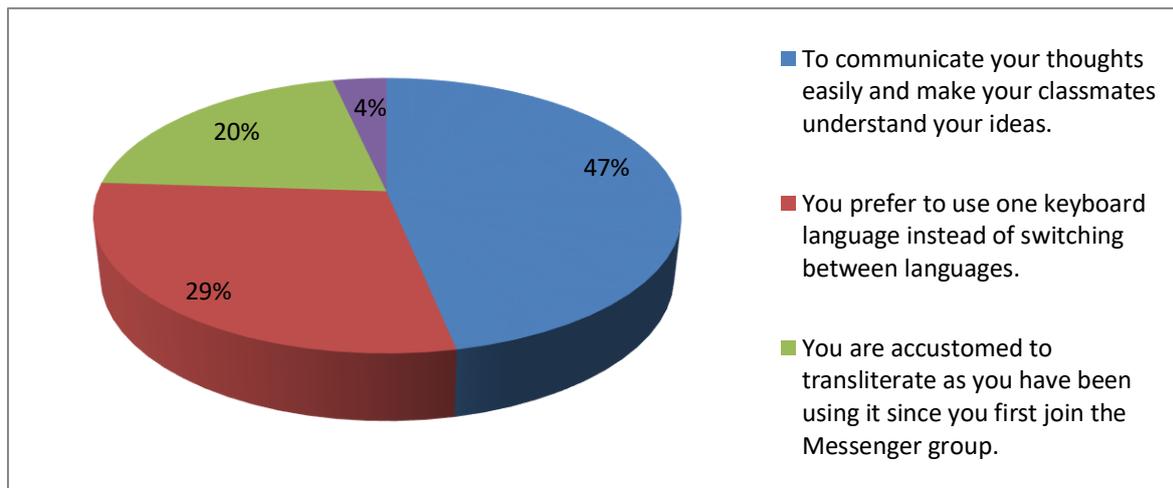
Graph 3.16 the Respondents' Reasons of using Transliteration inside the

Messenger Group

From the obtained data in graph 3.16, we have noticed that 16 respondents (47%) claimed that they transliterated in their Messenger group to communicate their thought easily and make their classmates understand their ideas. 10 of them (29%) said that they prefer to use one keyboard language. Besides, 7 respondents (20%) proclaimed that they are accustomed to transliterate since their first joining the group, whereas, only 3 of them (4%) declared that Transliteration is an easy process because they commit a lot of spelling mistakes.

This result shows that a great number of students use the Transliteration process to communicate easily, this can be justified as that these respondents attempt to avoid any confusion while communicating using the English language or any other language. Perhaps they consider Transliteration a better mean to express their notions and this might be the best way to avoid any misunderstandings that lead to conflicts amongst the groups' members. For example, we have seen that some members failed to convey the correct meanings of their ideas using the English language and even French which led to several misunderstandings, hence, using the Transliteration process might be a good way to communicate.

Q16: If no, why not?
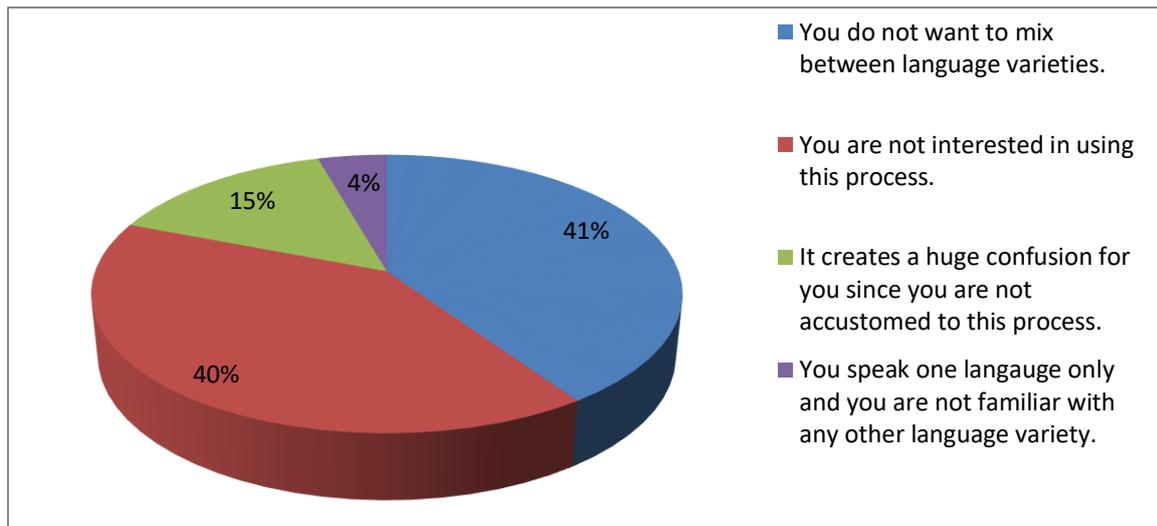
Graph 3.17 the Respondents' Reasons of Deserting the Use of Transliteration

Inside the Messenger Group

Graph 3.17 exhibits the respondents' reasons behind disusing Transliteration in the group. We disclosed that 11 respondents (41%) stated they do transliterate in the group due to the fact that they dislike mixing between language varieties. 10 respondents (40%) proclaimed that they are not interested in using this process. As for the last ones, 4 respondents (15%) believed that it creates a huge confusion for them since they are not accustomed to the process ; while, only 2 of them (4%) said that they speak one language only and they are not familiar with other language varieties.

From the obtained data, the majority of the respondents do not transliterate because they dislike mixing between languages perhaps they prefer to use one language variety to avoid any confusion while speaking in the group. Besides, some of them are simply not interested in this linguistic process this can be justified that those respondents are not accustomed to Transliteration. In this view, we have noticed that Transliteration inside the group was a weapon of two sides. In one hand, some members utilized it to clarify their view points and provide direct elucidations to the members for better understandings. In the other hand, there were several confusions when some members used Transliteration as they have failed to convey their intended messages.

Q17: Please! Would you provide us with some examples if possible?

Our respondents were kind enough to provide us with multiple examples of Transliteration. According to them, they have provided these illustrations from their own daily conversations in 'MA2 Linguistic Team' Messenger group in which they will be interpreted as follows:

Table 3.2 the Transliterated Terms provided by the Respondents

The transliterated term	The Origin	The transliterated term	The Origin
سايكولينغويستكس	Psycholinguistics	Salam alaikom	سلام عليكم
ادمن	Admin	Inshallah	ان شاء الله
اورال	Oral	Alhamdulilah	الحمد لله
امبوسيبل	impossible	fikra	فكرة
بليز	Please	Allah	الله
ثانكس	Thanks	Lo3ba	لعبة
بولي كوب	Polycope (Fr)	3olba	علبة
ليكور	Les course (Fr)	Hafid	حافظ
تاست	Test	Jawbet	أجابت
ميس	Miss	Ta3b	التعب
امبلوا	Emploi	Ysa7a7	يصحح
انتريسي	Interesse (Fr)	/	/
ميطود	Method	/	/
كونسيلطاسيون	Consultation (Fr)	/	/

Remarks:

These are the most common and overused terms that our respondents tend to utilize them quite a lot in their daily communications inside the group. One must say that this result was genuinely expected since the topics discussed in the group are generally related to MA2 studies. Moreover, we have noticed that the term /سايكولينغويستكس / (Psycholinguistics) was excessively repeated inside the group, this can be justified that this term creates a sort of uncertainty for some members, hence, they opt to transliterate it to a high extent. In fact, there are other terms that were excessively used in the groups' conversations such as / ثانكس /, / ليكور/, بولي كوب/ ./ تاست/ ,/امبلوا/ , ميس/ , the frequent reason amongst our respondents that led them to transliterate in the group is that they commit a lot of spelling mistakes since they are not aware of the correct spelling of some words. Other respondents stated that they often speak in Arabic and use the Arabic keyboard that is why they tend to transliterate most of the time.   In this view, we have notices also that there are some Arabic terms that are frequently transliterated in the group, such as Salam Alaikom, Alhamdulilah, Inshaallah. Thus , we can deduce that our respondents tend to transliterate both Arabic and English terms for several purposes.

Concerning the respondents whom did not provide any illustrations, they were kind enough to elucidate for us their reasons. A great number of them asserted that they do not use Transliteration due to the fact that they feel uncomfortable and they lose words when mixing between two languages, while, others claimed that Transliteration leads to several confusions. In closing, one may deduce that our respondents' linguistic behavior inside the Messenger group is quite dissimilar and distinctive concerning the utilization of Transliteration.

Q18: Do you think that the processes of using Affixations and Transliteration are positive?
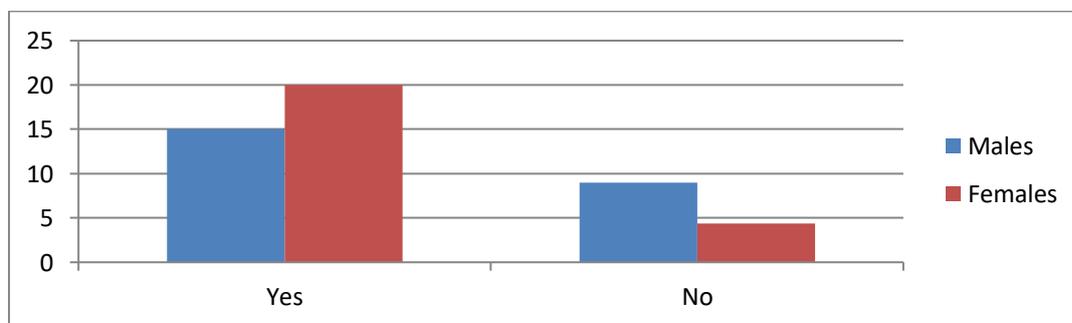
Graph 3.18 the Respondents Perceptions towards the Transliteration and Affixations

It is obvious in graph 3.18 that the great number of respondents believed that Transliteration and affixations are positive linguistic behaviors. In this case, 20 females and 15 males (58%) asserted that Transliteration and Affixations are positive processes, whereas, 16 females and 9 males (42%) indicated that these linguistic phenomena are not positive. Our Respondents were asked to elucidate their point of view by providing them with several options and the result is in the following graphs.

Q19: If yes, why? Is it because they…
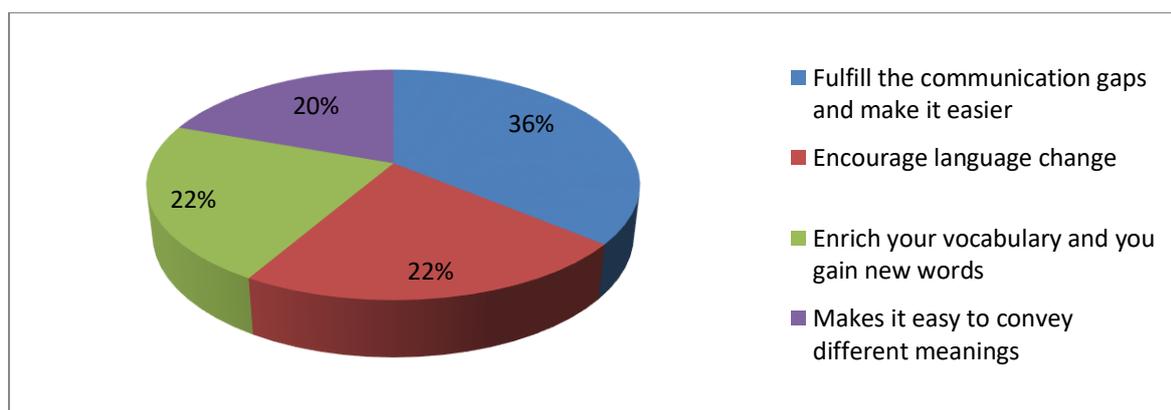
Graph 3.19 the Respondents Positive Attitude towards Transliteration and

Affixations

The data in graph 3.19 reveals the reasons behind the respondents' positive attitude towards the linguistic phenomena of Transliteration and Affixations. It seems that 13 respondents (36%) stated that these processes are positive in view of the fact that Transliteration and Affixations fulfill the communications gaps. At the second rate, 8 of them (22%) declared that these linguistic sensations encourage language change. Comparable to the next option, 8 respondents (22%) asserted that these processes enrich their vocabulary and they gain new terms. At last, 7 respondents (20%) said that Transliteration and Affixations facilitate the process of conveying various meanings.

In the light of this result, we can deduce that our respondents seek to facilitate the communication through using the Transliteration and Affixations. One may claim that the members of MA2 Linguistics Team Messenger group concentrate on delivering the right messages by expressing different meanings utilizing the Transliteration and Affixations rather than inspecting the correct form of their language, that is to say, although the groups' central

purpose is purely academic, the members tend to express their thoughts and notions in any mean possible.

Q20: If no, why not? Because…
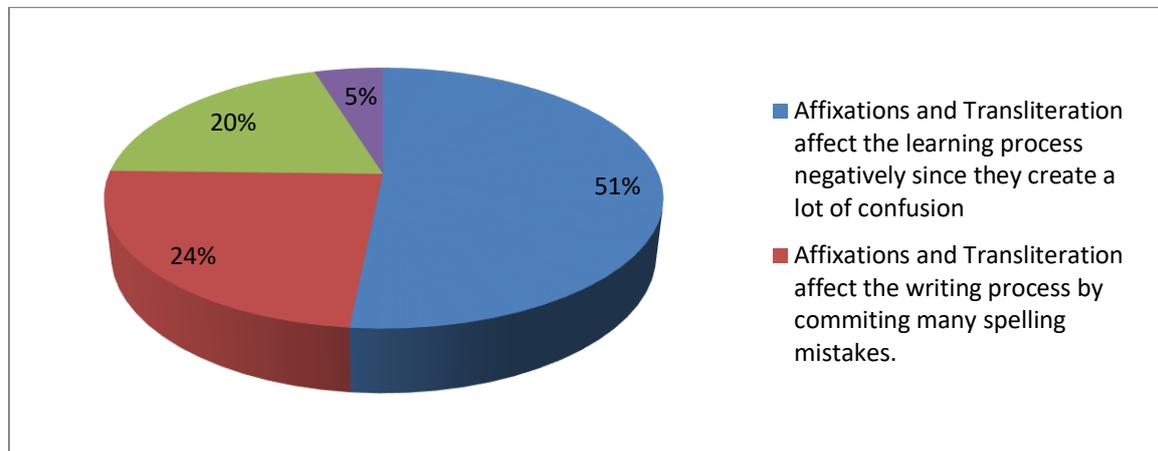
Graph 3.20 the Respondents Negative attitudes towards the Affixations and Transliteration

Graph 3.20 displays the reasons behind the respondents' negative attitudes towards Transliteration and Affixations. The current data reveals that the majority of respondents 13 (51%) agreed on that Affixations and Transliteration affects the learning process negatively since they create confusion. The other scores are a bit feeble comparing to the first one, as 6 respondents (24%) claimed that these linguistic procedures affect the writing process by committing spelling mistakes, while, only 5 respondents (20%) said that it is not a good thing to mix between languages and 4 of them (5%) asserted that they are grammatically incorrect that should not be used in any situation.

We cannot neglect the fact that the obtained data in this graph was anticipated, for a student who is accustomed to the use of Transliteration and Affixations in his/her daily interaction in Facebook and Messenger, it is greatly believed that there will be a serious ramifications on their studies. The confusion created here between language varieties may affect the students' educational levels.

Q 21: Do you think that the linguistic phenomenon of Transliteration affects your native language?
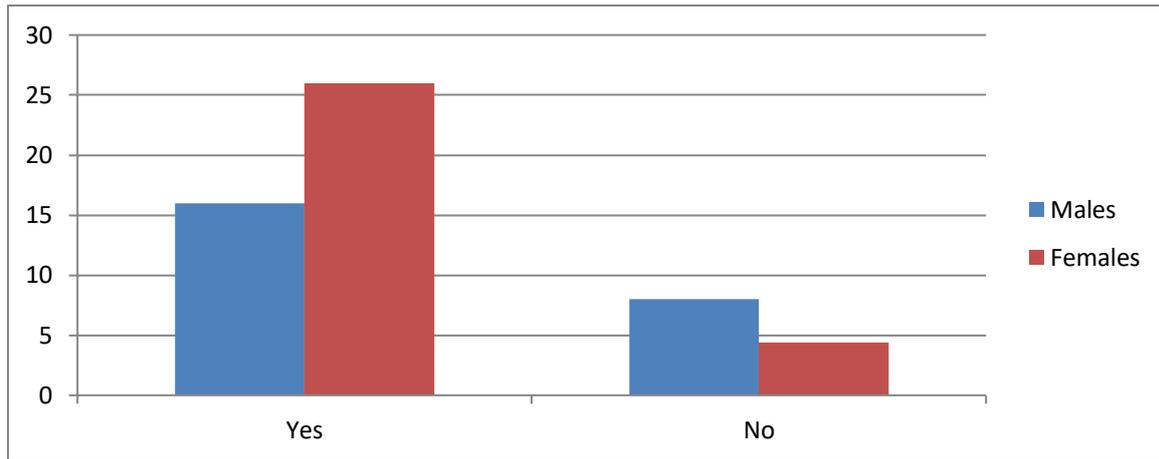
Graph 3.21 the Respondents Views Concerning the Effect of Transliteration on

their Native Language

The data in graph 3.21 is greatly distinguished, as it is highly remarkable that most of our respondents of 26 female and 16 males (70%) agreed on the assumption that Transliteration affects their native language ; whereas, only 10 females and 8 males (30%) stated that Transliteration did not affect their native language. A set of choices were listed for our respondents to elucidate their point of views in the coming charts.

Q22: If yes, why? Is it because…
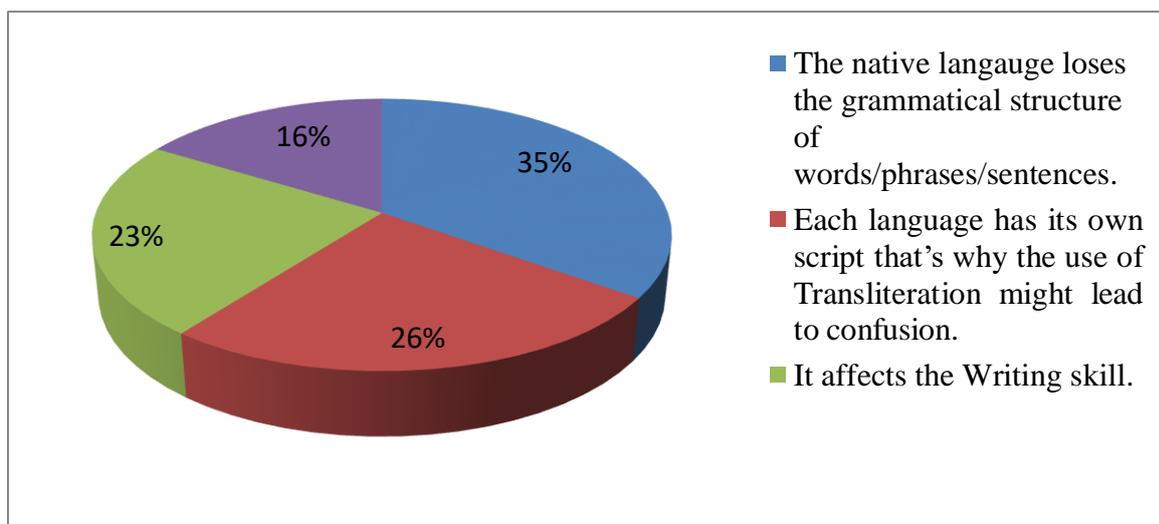
Graph 3.22 the Respondents' Positive Attitudes towards the Influence of

Transliteration on their Native Language

Graph 3.22 is intended to analyze the respondents calming that Transliteration affects their native language. Starting from the highest rate, 15 respondents (35%) said that Transliteration affect their native language in which this later loses its grammatical structure of words/phrases/sentences. The second score indicates that 11 respondents (26%) shares the same view that each language has its own script which might lead to a sort of confusion when using Transliteration, whereas, 10 of them (23%) viewed that it affects the writing skills. The last small score indicates that only 7 respondents (16%) stated that Transliteration affects the reading skills and leads to misunderstandings.

In this view, we can observe that the majority of our respondents agreed of the same notion in which they believed that Transliteration leads to several alternations on their native language. The overuse of this process may lead to serious substances on the level of grammar. In this view, we may refer to an observed fact in MA2 Linguistics Team group in which some members whom we have seen them utilizing Transliteration in their daily conversations, commit a remarkable spelling mistakes on the level of simple words. Furthermore, it is quite significant to mention that the respondents' assumptions are likely based on an educational dimension. As previously pointed, the use of Transliteration affects the grammatical structure, therefore, the writing skill of students is greatly influenced by this linguistic behavior.

Q23: If no, why not?
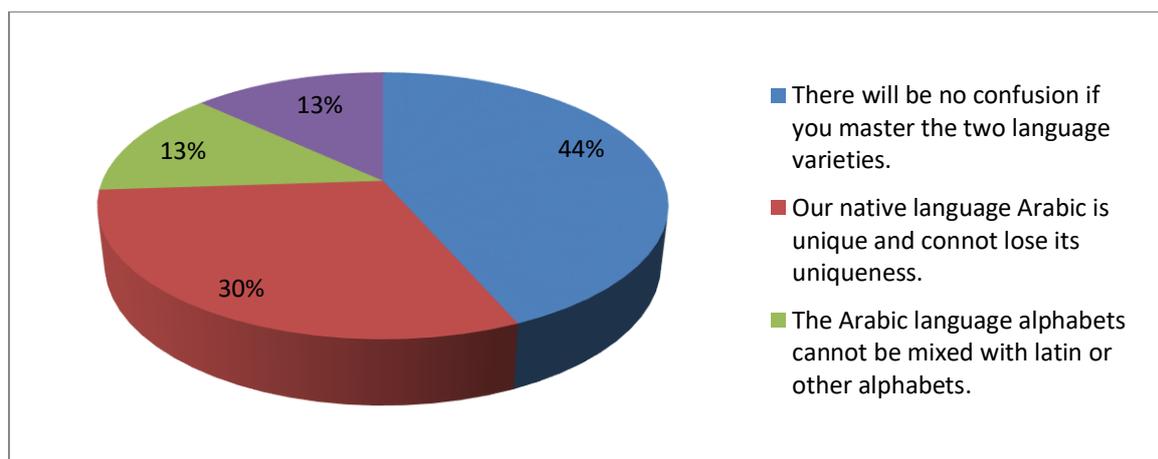
Graph 3.23 the Respondents Negative Attitude toward the Effect of Transliteration on their Native Language

The data in graph 3.23 shows the reasons behind refuting the influence of Transliteration on the native language by our respondents. It is immeasurably observed that most of the respondents 11 (47%) asserted that Transliteration cannot affect their native language if the one masters two languages. Furthermore, 6 respondents (33%) proclaimed that the Arabic native language is a unique language. The last two scores are similar as 3 respondents (13%) stated that the Arabic language alphabets cannot be mixed with Latin or any other alphabets, and 3 other respondents (13%) said that the grammatical structures are fixed and not subjected to any change.

In the light of this result, it has been revealed that most of the respondents agreed on the notion that if the one masters the two languages, Transliteration cannot affect his/her native language. This may possibly true since mastering a language is considered to be the highest level of proficiency, in this case, it is very unlikely to mix between the grammatical structures or even lose them.

Section three: Affixations and Transliteration as linguistic variables in MA2 Linguistic Messenger group

In this section, we have provided our respondents a set of illustrations taken from the Messenger group and requested them to kindly comment on them, that is to say, what do they think of them and what they understood from these examples also what seems vague or illogical in these utterances.

The First Example:

❖ سلام عليكم اورال على واش قالت هدرو فتاست

1)	Here the writer mixed between English and ADA
2)	The person uses transliterate may be to make every one Understand her idea quickly.
3)	Transliteration is overused here
4)	I guess he used Arabic in order to be clear and it's illogical to use arabic in english group
5)	Test/oral i think they are doing huge mistakes when they use English with arabic words!
6)	They used English terms but Witten in Arabic not logic
7)	Two different language varieties (Arabic/English) are transmitted through the use of one script (Arabic) which seems incorrect and not any one Can understand it
8)	Perplexing
9)	I think it's normal to talk like this
10)	its not formal ...
11)	They use foreign words written in Arabic letters
12)	Creates confusion (اورال... قالت), what comes to your mind when you read this sentence is that (اورال) is the name of the teacher not the module.
13)	You feel like there IS a New language created for the purpose of inner group communication
14)	This seems Cristal clear for me
15)	Both oral and test, are wrongly transliterated, because they are prolonged rather than shortened, so ADA interference in English will form an Algerian accent accordingly.
16)	Using daridja to make it easy
17)	The use of language in this sentence makes sense and that's all that is important.

18) She/he wrote with arabic letters and mixed between Arabic and Algerian dialect and french
19) Normally since we are M2 Students we have to speak and ask only with English
20) Writing a Latin word with Arabic letters
21) Arabic language must not be used
22) illogical for foreign language student
23) It states that according to the teacher of oral expressions the test going to be oral.he/she used ADA and transliteration with Arabic alphabets.
24) Normal question i guess
25) The use of transliteration is highly spotted in this sentence as the speaker tends to extract the content of the test using different scripts.
26) It's a question concerning the oral test, it's understandable and logical
27) I think he or she is just using one keyboard and this message is understandable
28) It seems very normal for me and understandable
29) Mixing language and no academic way

Remarks:

Based on the presented data, it is remarkably observed that the majority of our respondents agreed on the fact that Transliteration is utilized in this illustration. In this view 17 Respondents asserted that the speaker used English terms with Arabic scripts and here the reason of this utilization varies from one group to another. Some of them said that the speaker used Transliteration to clarify his/her point, while, others declared that the use of Transliteration is illogical in a formal and academic group and creates a sort of confusion, besides, they stated that there is a new language created for a successful communication in the group.

The other category of respondents proclaimed that the illustration is comprehensible and the question is normal for them. The significant purpose for those respondents is that the message is successfully delivered and understandable regardless of its incorrect structure.

The Second Example:

❖ شكون بعث لمهداوي امايل على بروجي واش قالكم

1)	Same thing English with ADA
2)	The person uses transliterate may be to avoid spelling mistakes in his writing
3)	Transliteration is overused here
4)	Same thing here it would've been better if English was used here
5)	It Can write the term (بريد الكتروني) instead of امايل
6)	Transliteration
7)	It's normal
8)	easier than writing in English or French
9)	Same thing here
10)	Seems Understandble.
11)	The use of a unified script for two language varieties in one utterance plus the absence of punctuation marks
12)	Using Arabic
13)	Same answer.
14)	Transliteration
15)	The same comment
16)	Not respectful for the teacher
17)	The use of dialect using Arabic alphabets
18)	Arabic lang and the lack of respect by saying mehdaoui instead of mr.mehdaoui

19) Using non-standard languages is unacceptable
20) Using Arabic letters and ADA and transliteration from French.
21) Understandble
22) Yet another way to use one keyboard it is more easy to read and eventually he /she would get a quicker answer because he seemed concerned
23) It is very clear and we can understand what he/she wants to know
24) Asking question
25) This message in whole is an Algerian dialect

Remarks:

The obtained data demonstrates similarity with the first illustrations' feedback. A great number of our respondents share the same comment of which Transliteration is over utilized in this example in which the speaker used the Arabic letters to write English terms. Some of them indicated that it might be a helpful way to avoid spelling mistakes, however, some others agreed on the fact that it is not acceptable to speak in such attitude in a formal group created for academic purposes. Contrasting the other respondents whom stated that the example is fully comprehensible and the question is clear and the significant matter here is that the message is delivered.

The Third example:

❖ **Miss Belaid rahi affichat les notes rslohomelna please**

1) Mixture between ADA, French and English
2) The use of dialect using english alphabets
3) A mix between several varieties

4) Mixed languages

5) trying to mix between french and English and dialect language is not

6) Understable

7) The use of language is mixed here

8) The use of the three languages yet non of them is written correctly but i think as a classmate i would understand her/him (asking for the marks)

9) A mix between 3 languages it has no negative side actually

10) Also mixing language

11) Algerian dialect+ french + English

12) Vague

13) Asking for notes

14) Affixation here is obvious

15) Bilingual i guess

16) Affixation

17) It's mixed of three languages French n englsih n arabic

18) quicker to ask and no room for mistakes

19) They do not use standard Arabic

20) Seems understandable too.

21) It looks funny ,but it makes sense

22) I can understand this easily

23) Affixation is used here/ incorrect sentence

24) The use of Affixation here

25) The use of three languages and Affixation

Remarks:

The shown data of our respondents feedback in this illustration reveals an excessively shred comment amongst them. The majority of them dictated the use of three languages in the example The Arabic, French and the English Languages which indicates that the three languages in this illustration extremely obvious for our respondents to the extent that most of them referred to this fact.   However, only few of them did observed the use of Affixation in the utterance which indicates that our respondents concentrate on the language varieties to a higher extent rather than the incorrectness of the utterance itself. Besides, the grammatical rules are remarkably neglected here and the structure of the illustration is unstable. Moreover, some of the respondents stated that the utterance is comprehensible an easy to understand which means they do support this kind of utterances in the group for the sake of facilitating the communication amongst the groups members.

The Fourth Example:

❖ **Prof rahi annulat consultaion gatelkom rwaho simana jaya**

1) Same thing
2) The person uses affixation to make all readers understand her message faster.
3) Affixation used here/ incorrect sentences
4) Spelling mistake
5) It's understandable in our community but what about other people from other cultures and countries how are they going to understand, so it's better to avoide such use of language
6) Annulat same notice
7) طريقة مساعدة لإيصال الفكرة/a mean to help delivering the idea(Meaning)
8) Mixing between varieties
9) Confusion
10) Affixation

11) Better to say it in English French then she study English
12) Everyone will understand this way
13) Same thing here
14) This sentence can be clear only if we go back and see the whole conversation and context of what has been mentioned above (who cancelled the consultation? Which module? When it takes place (the date)?
15) It sometimes gets hard to understand from first glance
16) This is clear for me too
17) French verb with ADA grammar, most affixations used if not all are French because French is an integral part of the ADA.
18) Same answer.
19) Affixation affects languages (annuler_annulat)
20) Mixing bwt frensh and Arabic
21) Informing the students
22) The use of dialect
23) Code switching
24) Same here, I use both affixation and transliteration, because most of the Algerians (maybe all) use them so it has become more common. However, with some people or in formal contexts I don't use them.
25) The use of ADA and French with Latin letters.
26) Understandble
27) trying to tell his friends about the news and keep them update
28) Very Understandble no ambiguity
29) Illogic
30) Here he/she used english /french /arabic but in a way non of the languages is written in its proper way but he/she is pretty informative
31) He/she used affixation but we can understand the meaning
32) Illogical information
33) Affixation annuat

34) Annulat here is incorrect the speaker used Affixation

Remarks:

In this example, the application of Affixations was highly observed by our respondents. Dissimilar to the previous illustration, a great number of the respondents agreed on the fact that Affixation is utilized in this utterance referring to the term 'annulat',however, there is a sort of discriminations concerning the use of affixation here as some of them said that the utterance is very understandable despite of the use of the Affixation which indicates that the use of affixations does not create issues concerning the language itself as long as it is comprehensible. Other respondents disagree, saying that the utterance is comprehensible only when used in a certain context and a certain community. Besides, the use of this hybrid term 'annulat' seems illogic, referring to the fact that the utterance is completely unstable and incorrect, the grammatical rules and structures and remarkably ignored. Those kinds of respondents concentrate on the correctness of the language itself and reveal a positive language attitude. Moreover, we must refer to the other type of respondents whom stated that the illustration is greatly understandable and free of any sort of ambiguity, this indicates that those respondents shows a negative attitude toward the use of languages since they do concentrate on the correct form of the language and respecting its grammatical structure, delivering the message and establishing a successful communication base is the significant matter in this case regardless the disrupting of its rules.

3.5. The Content Analysis Approach and the Collected Data from the Messenger Group

The Content Analysis is an approach and a qualitative research tool used specifically to identify and to analyze the content and its features. In other words, this approach is required in the qualitative research to determine the presence of particular terms and concepts and correlations of these terms and concepts. Mayring (2000) has defined the Content Analysis as "an approach of empirical, methodological controlled analysis of texts within their contexts of communication, following content analytic rules and step by step models, without rash quantification" (p.2). Furthermore, the content can vary from words, texts (articles, books, journals and websites) and visuals as pictures. The central purpose of this method is to

analyze patterns in a communicative context and to determine the relationships between the identified patterns. Accordingly, in this section we shall identify and deconstruct the Affixations and Transliteration processes that were utilized in the Messenger Group 'MA2 Linguistic Team' by its members in order to analyze these items and examine their meanings throughout their contexts.

In order to understand the phenomenon of transliteration and affixation, a one month's interaction among students between January 14th and February 15th was deeply analyzed. This period was chosen because it coincided with many events that, in theory, urged the students of the Facebook group to converse with one another more than usual. For example, due to the important exam period, the uncertain news of the strike, the disappointing participation of our football national team in the African Cup, and the unfortunate death of some of our colleagues' relatives, students found themselves interacting with one another more than usual.

In fact, as a first step, all the conversations during the aforementioned periods were copied and pasted from the Messenger group **"*MA2 Linguistics Team*"**to a Word document. Then, all the unnecessary pieces of information like the users' names, dates, time, tags, cited messages, and even emojis and punctuation marks that formed words were deleted since the focus was on the analysis of the language used by students. It should be marked here that an amount of 662 words in English and its 339 words of translation to Arabic was deleted for the sake of analyzing the pure conversations among students.

After such actions, all the words used by students in their conversations were first categorized on the bases of whether they are transliterated or not. As for the transliteration, words were further divided according to Arabic-based or Latin-based transliteration. Even the words that used hybrid affixation were isolated, but they were put under the category of transliteration. As for the words that were not transliterated, they were further divided according to their origins: French, Arabic, and English. It should be noticed here that with the help of Word Office's feature of counting words, accurate numbers of each category were achieved.

3.5.1. Transliteration

In order to understand and evaluate the phenomenon of transliteration among the students of*M2 Linguistics Team*, it was found that students used 4936 words between the period of January 14th and February 15th, 2022, 1499 words**,** among which, were

transliterated, while 3437 were not. In other words, 30% of the words used in conversations were transliterated, while 70% were not as this graph shows.

WORDS IN CONVERSATIONS

■ Transliteration   ■ Non-Transliteration

30%

70%
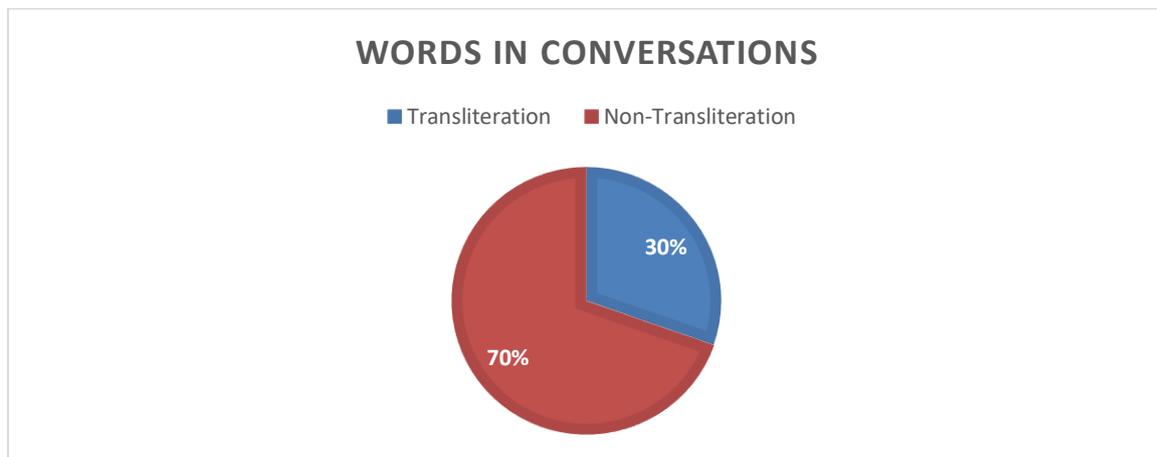
Graph 3.24 the Transliterated and Non-Transliterated words in the Conversations

According to graph 3.1, that was actually expected since the messenger group is intended for academic purposes. Still, the percentage of transliteration is relatively high compared to the aims of this group. This was due to the nature of conversations that were informal most of the times.

On the one side, when the 1499 transliterated words were evaluated separately, it was found that 87 words used the Arabic characters to transliterate either French or English, while 1412 words used Latin characters to transliterate Modern Standard Arabic or Algerian Dialectal Arabic. To put it differently, Arabic-based characters formed nearly 6%, while Latin-based characters constituted 94% of all the transliterated words as graph 3.24 shows.

ARABIC-BASED TRANSLITERATION VS LATIN-BASED TRANSLITERATION

■ Arabic-based Transliteration   ■ Latin-based Transliteration

6%

94%
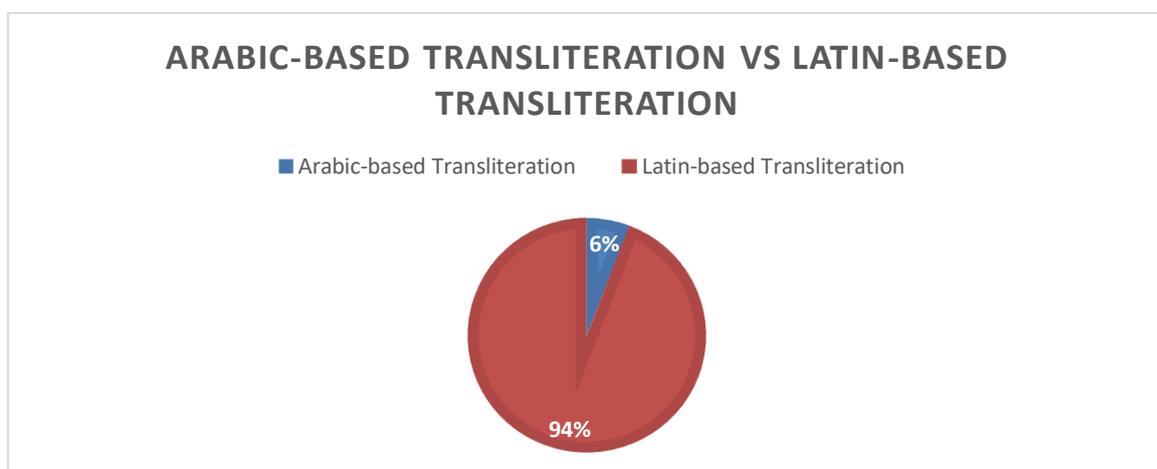
Graph 3.25 the Frequency of Utilizing Arabic Based Transliteration and Latin based Transliteration

It was noticed that students in the group used the Arabic characters to transliterate either French or English for two main reasons. The first one is probably the ignorance or reluctance to translate the foreign word to Arabic, for example: لافيشاج /lɑfiʃɑʒ/ (Posts), موديل /mɔdiːl/ (module) ميموار/mi:mɑr/ (dissertation), راتراباج /rɑtrɑpɑʒ/(Make up exam) and بلاجيا /plɑʒiə/(Plagiasism). Such words exist in academic situations only and can never be found beyond the walls of the university. The second reason is probably to mean that foreign words were humorously employed like in the words: بلييز (Please), ثاانكص (Thanks), مارسي (Merci=Thanks), and اوكاي(Okay), This was concluded out the contexts of those words.

On the other side, out of the 3437 non-transliterated words, 1524 words were in Modern Standard Arabic or Algerian Dialectal Arabic, 1368 words originated from English, and 545 words were French. To be clear here, the language was not highly academic as expected, and the words that fell in those three categories were both formal and even informal like 'mrc' (merci= thanks) , 'plz' (Please); and "ف" which means the Arabic preposition "في".The following graph exhibits the percentages of the languages that use transliteration.

NON-TRANSLITERATED WRITING

■ Arabic/ADA ■ English ■ French

44%

40%

16%
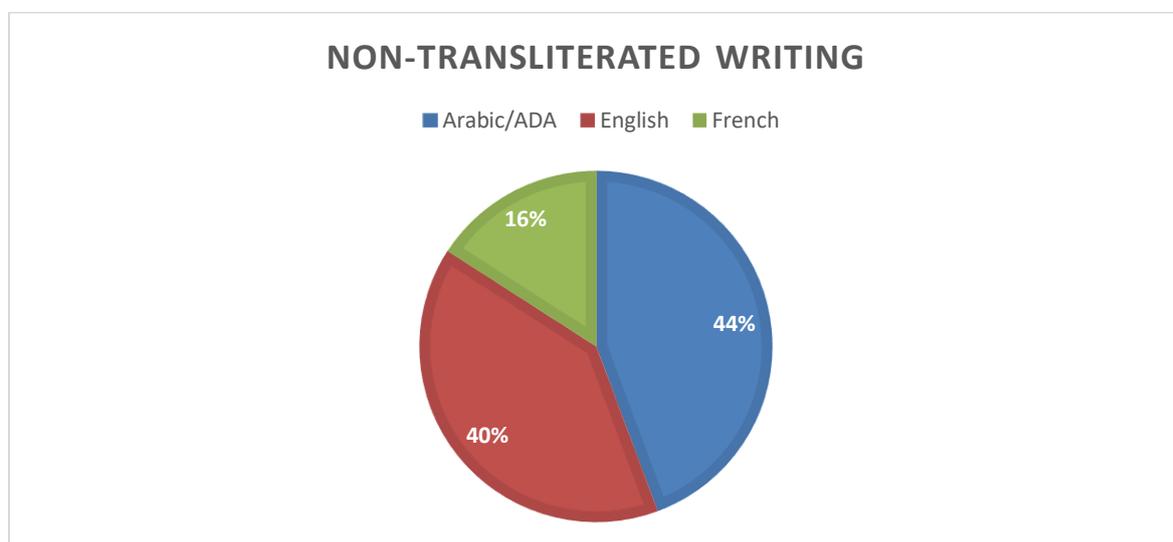
Graph 3.26 the Non-Transliterated Writings

Concerning the languages used by the students, 44% is either Arabic or Algerian Dialectal Arabic. It was noticed that MSA was used to announce something official, like the announcements of the university, the translation of some academic notions of in the curriculum, which are basically studied in English, or the expression of condolences, as in the

death of a colleague's mother. Other than that, all the exchanges in Arabic used the dialect. Regarding English, it came second with the percentage of 40%. The students of the group used English less than what was expected. As for French, it falls behind with the percentage of 16%. This indicates that the users of the chat group have a minor tendency to use French due to their attitude, and they probably consider French as a third or fourth language though it is studied early.

According to the previous graphs, it is noticed that students tend to express themselves more in transliterated or non-transliterated Modern Standard Arabic or Algerian Dialectal Arabic because if all the words that express the mother tongue here are counted, transliterated or not, 60% of the conversations and exchanges held by students were in Arabic in essence: This can be deduced from the two previous graphs and statistics that add the 1412 Arabic words that are transliterated in Latin characters and the 1524 Arabic words that are not transliterated out of 4936 words that stands for all the words used between January 14th and February 15th.

3.5.2. The Interpretation of the Affixations utilized in the Group

It was mentioned previously in the second theoretical chapter that the Algerian Dialectal Arabic is quite rich with hybrid terms that were formed through composing Arabic terms with foreign Affixes mainly from the French and the English languages in addition to some other languages as Spanish and German. In this view, we have detected a numerous usage of this type of Affixation in our case of study which is the Messenger group 'MA2 Linguistic Team'. Throughout the group's conversations; we have observed various types of affixes that were added to several terms as follows:

Among the 4936 words that were used by students in the period between January 14th and February 15th, only 55 words used mixed affixation. This actually forms only 1.11% of all the conversations or interactions of that period. Though they were few in number and seemingly formless in in shape or unconventional, certain morphological patterns govern most of the words. What is noticed here is that the stem of words like: 'affichaw'/ɑfiʃəʊ/ (they posted), 'rivisou'/nrivizuː/ (we revise), 'yassistou'/jɒsistə/ (they pqrticiate), and 'trépondi' /tripɒndi/ (she response), for example, is always French, while the affixes originate from Algerian Dialectal Arabic. As a result, the tenses, forms and states of the words are governed

by Algerian Dialectal Arabic which *are* quite different from those in English or French. The below tables and analyses will try to explain the rules of affixations in some selected words.

3.5.2.1. Verb-forming Affixes

It can be noticed that most of the mixed affixations help to create verbs in different forms, affirmative or negative, and tenses. Actually, affixation in Arabic or Algerian Dialectal Arabic verbs contain more information in comparison to other language since a single verb can reflect the tense, the gender, the plural or singular, the possessive adjective or the object pronoun.

3.5.2.1.1. Order or Request Formation

What is noticeable about these verbs is the fact that they do not contain prefixes. Meanwhile, the root of the word is mandatorily followed by the Arabic suffix 'I'/i:/ (you) that shows the singularity or 'ou'/uː/ (you) that shows the plural form. A second suffix can be added to show the object pronoun, in this case 'ni'/ni:/ (me/I) which stands for the singular first person object pronoun. In fact, this phenomenon of order/request formation is best illustrated and explained via table 3.3 as follows:

Table 3.3 Some Selected Examples of Order/Request Affixations

Word	Transcription	Origin in French	Meaning in English	Root	Suffix 01	Suffix 02
rivisou	/rivizuː/	Reviser	You (plural) have to revise	revise	ou/uː/ (plural)	/
Ajoutouni	/ʌʒuːtuːni/	Ajouter	You (plural) have to add me	ajouter	ou/uː/ (you in plural)	n+i/ni:/ (me)

presenti	/prizɒnti/	Presenter	You (plural) to present	present	i/i:/ (you in plural)	/
ajoutini	/ʌʒu:ti:ni/	Ajouter	add me	ajout	i/i:/ (you)	Ni /ni:/ (me)

As a result, in order to create an order or a request, affixation follows this pattern:

> **Object pronouns:**
>
> 'ni'/ni:/means (me)
>
> 'na'/nɑ/ means (us)
>
> 'h'/hə/ means (him)
>
> 'ha'/hɑ/ means (her)
>
> 'hom'/hɔm/ means (them)

> **'I' for the singularaddressee**

> **Verb in French**

\+   or

> **'ou' for the plural addressee**

> **Possession:**
>
> 'li'/li:/ means (for me)
>
> 'lna'/lnɑ/ means (for us)
>
> 'lou'/lu:/ means (for him)
>
> 'lha'/lhɑ/ means (for her)
>
> 'lhom'/lhɔm/ means (for them)
>
> 'lk'/lək/ means (for you in singular)

Obligatory   Optional
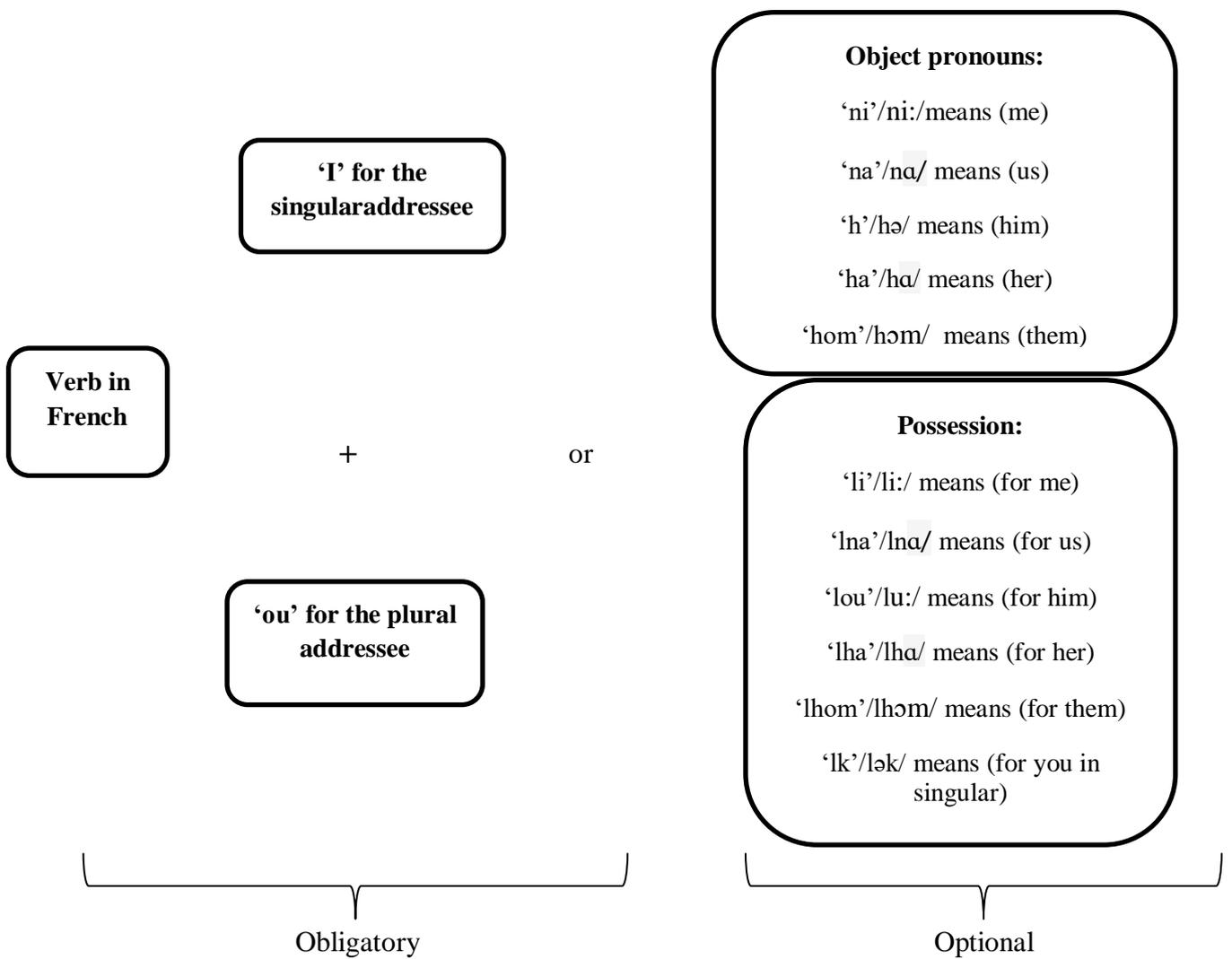
Graph 3.27 The Formation Process of Order/Request Affixations

3.5.2.1.2. Past Tense Formation

Similarly in forming requests or orders, prefixes are not necessary in for making verbs in the past. What can be remarkably noticed is the suffix "a"/ɑː/(he) that follows the root of the word directly in order to indicate the past tense. In case nothing is added, the verb refers to the third person singular masculine subject. Two more case can emerge from the previous one. In case the second suffix is 'at' /ət/(she), the subject becomes the third person singular feminine, while in case the second suffix is 'aou' /əʊ/ (they), the subject becomes plural and gender neutral. Just like the previous case, the object pronoun can be added as a final suffix depending on the referred object. Table 3.4 and graph 3.28 best illustrate the phenomena of Past Tense formations while transliterating using affixation by our participants as follows:

Table 3.4 Some Selected Examples of Past tense affixations

Word	Transcription	Origin in French	Meaning in English	Prefix	root	Suffix 01	Suffix 02
افيشا /afficha	/ʌfiːʃə/	Afficher	He posted	/	afficher	a/ɒː/ (he)	/
répondat	/ripɒndæt/	Repondre	replied	/	repond	at/æt/ (she)	/
affichawli	/ʌfiːʃəʊli/	Afficher	posted for me	/	affich	aw/əʊ (they)	li/iː/ (me)
dectat	/diktæt/	Dicter	Shedictated	/	dect	at/æt/ (she)	/

As a result, in order to form the past tense, affixation follows this pattern

'it' for the subject pronoun 'I'

or

'a' for the subject pronoun 'he'

Verb in French   +   or   +

'aou' for the subject pronoun 'they'

'at' for the subject pronoun 'she'

or

'aou' for the subject pronoun 'we'

Object pronouns:

'ni'/ni:/ means (me)

'na'/nɑ/ means (us)

'h' means (him)

'ha'/hɑ/ means (her)

'hom'/hɔm/ means (them)

'k'means (you singular)

'kom'/kɔm/ means (you plural)

or

Possession:

'li'/li:/ means (for me)

'lna'/lnɑ/ means (for us)

'lou'/lu:/ means (for him)

'lha'/lhɑ/ means (for her)

'lhom'/lhɔm/ means (for them)

'lk'/lək/ means (for you in singular)

Obligatory   Optional

Graph 3.28 the Formation of Past Tense Affixations

3.5.2.1.3. Present Tense Formation

Unlike the previous cases, the present tense in Arabic and Algerian Dialectal Arabic uses both prefixes and suffixes. In order to form the present tense, one of these Arabic prefixes has to be used: 'n/ن' /nə/(I/we), 'y/ي' /yə/ (he/they) or 't/ت' /tə/(she/he/they). Using the prefix "n" 'n/ن' /nə/(I/we),indicates the first person subjects 'we' and 'I'. Contrastly, using the prefixes 'y'/yə/ (he/they) and't'/tə/(she/he/they) indicate the third person singular subjects:

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'he', 'she' and 'they'. While both these prefixes are gender neutral with the plural, their use with the singular can be gender oriented. For example,'t'/tə/(she) indicates the feminine subject, while "y" /yə/ (he) indicates the masculine subject.

It should be noticed further that the second person subject, 'you', can be only formed with the use of the prefix "t". This can be actually applied on both singular and plural forms for both gender after that, the verb needs to be followed directly either with the suffix "i" to show the singularity or the suffix "o" to show the plurality. Besides, as seen with the previous cases, another suffix can be added to show the object pronoun or the possessive adjective. All the aforesaid present tense formation cases can be explained in details in table 3.5 and Graph 3.29 that follow:

Table 3.5 Some Selected Examples of Present Tense Affixations

Word	Transcription	Origin in French	Meaning in English	Prefix	Root	Suffix 01	Suffix 02
trépondi	/trippɒndi/	Repondre	She replies	t	repond	i/i:/ /she/	
trecupiro	/trikupiru:/	Recuperer	You recover	t	recupir	o/u:/ (you in plural)	
تاجوتيني	/tʌʒu:tu:ni/	Ajouter	Sheadds me	t	ajout	I (she)	Ni (me)
yriclami	/jrikla:mi:/	Reclamer	He proclaims	y	recalm	i/i:/ (he)	
ymarko	/jma:rkɒ/	Marquer	Theysubscribes	y	mark	o/u:/ (they))	
ycapturili	/jkapturili/	Capturer	Takes a picture	y	capture	i/i:/	li/li:/

						(he)	(me)
nepresenti	/nprizɒnti/	Presenter	I present	n	present	i/i:/ (me)	
nriviso	/nrivizu:/	Rviser	Werevise	n	revis	o/u:/ (we)	
نرفيزوه	/nrivizu:h/	Rviser	Wereviseit	n	revis	o/u:/ (we)	h/hə/ (it)

Accordingly, in order to create a verb in the present, affixation follows this pattern
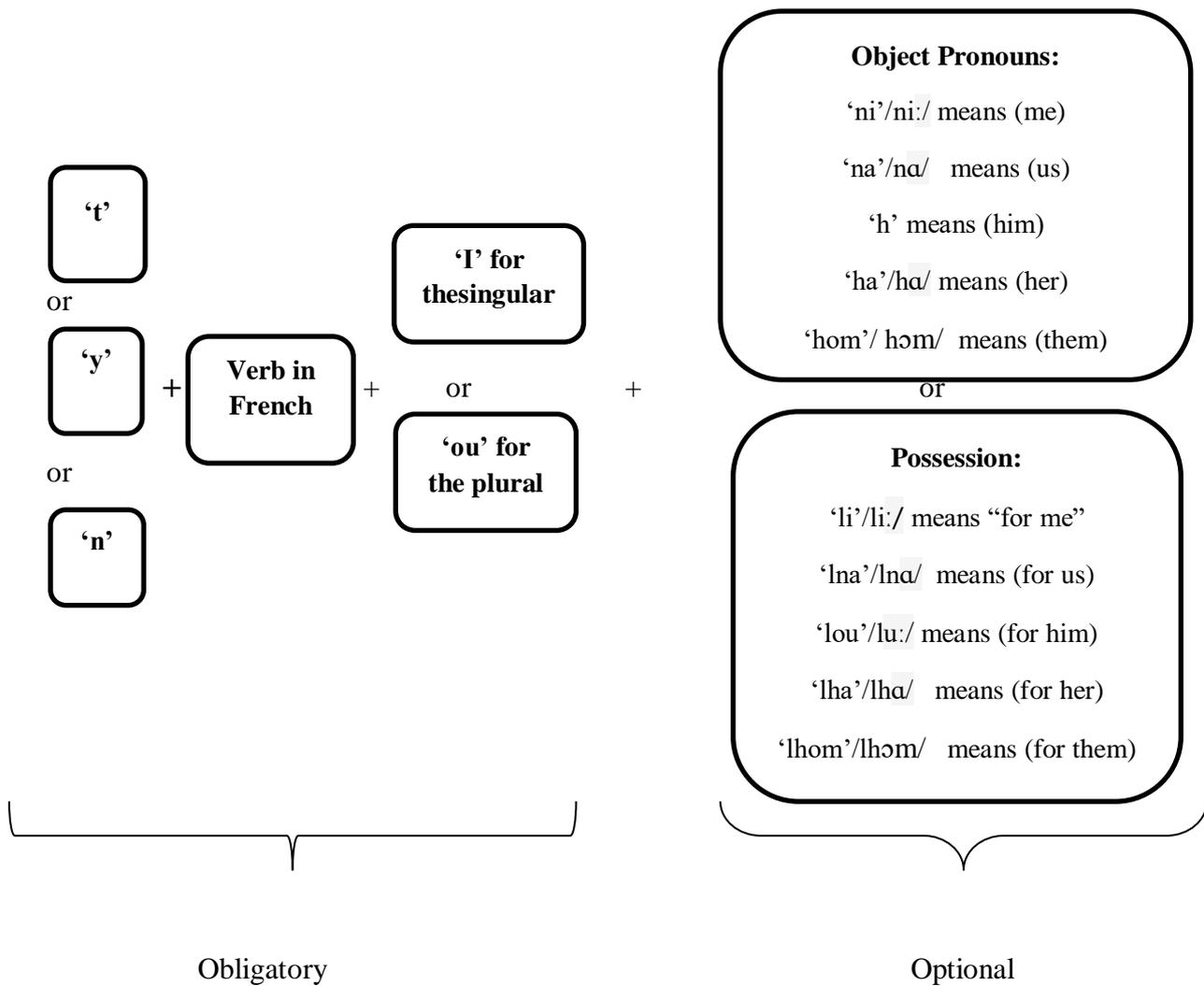
Graph 3.29 The Formation of Present Tense Affixations

3.5.2.1.4. Verb-Negation Formation

Negation is another common form in this hybrid affixation. Verbs that need negations are preceded by the word 'ma' /mɒ/ (to do not). Though students tend to attach it to the verbs, it cannot be actually seen as a prefix since it is not supposed to be attached at the beginning of the word in English but inArabic. Negation can be formed simply by adding the final suffix "ch" to any of the aforementioned forms of the verbs. It should be remembered that they are already preceded by the negation word 'ma' /mɒ/ (to do not) which cannot be considered a prefix as we claimed here.

Table 3.6 Some Examples of Verb-Negation Affixations

Word	Transcription	Origin in French	Meaning in English	Prefix	Root	Suffix 01	Suffix 02
revisitech	/rivizi:tʃ/	Reviser	I did not revise	/	Revisi	It/i:t/ (me/I)	ch
سيبريماش	/suprimæʃ/	Supremer	He did not delete	/	Suprem	a/æ/	ch
presentatch	/prizɒntætʃ/	Presenter	Shedid not present	/	Present	at/æt/	ch

3.5.2.2. Noun-forming Affixes

In fact, most of the hybrid affixation**s** help to create verbs for some reasons that will be discussed later, but sometimes other aspects of the noun in the Arabic or Algerian Dialectal Arabic is given to these French words. For example, students create feminine nouns out of gender neutral nouns by adding the suffix "a". This Affixation process is illustrated in table 3.7 as follows:

Table 3.7 an Illustration of Noun Formation via Affixes

Word	Transcription	Origin in French	Meaning in English	Prefix	Root	Suffix 01
classa	/klaːsæ/	la classe	classroom	ɫ	class	a.

Other cases show that even the definite article 'el'/əl/ (the) of the Arabic or Algerian Dialectal Arabic, which is a prefix unlike in French or English, replace the French articles "le, la, or l'..". This process is best illustrated and explained in the following table

Table 3.8 Some Illustrations of Noun Formation through Prefixes

:

Word	Transcription	Origin in French	Meaning in English	Prefix	*Stem*
elcode	/elkɒːd/	Le code	The code	el/əl/	Code
lbac	/lbaːk/	Baccalaureat	The Baccalaureate	l	Bac
lmodule	/lmoduːl/	Module	The module	l	Module

3.6. Conclusion

This practical chapter thoroughly analyzed the phenomena of transliteration and affixation throughout the use of two complementary methods: qualitative and quantitative. This chapter examined the extent of using affixation and transliteration among the MA2 Linguistic Team in order to determine the potential reasons behind the use of these linguistic sensations among them. Furthermore, it tried to identify their perspectives concerning the usage of transliteration and affixation in social media, Facebook in this case. Be it a male or female, young or old, most students, if not all, are coping with the technological and communicative development of the 21st century here in Tiaret as well as all parts of the world

since the majority want to be updated. In fact, though most of them proclaim to use English according to the questionnaire, it was found later that the percentage does not reflect what they say after the actual analysis of the content of their conversations. This can be proved by the question that led more than half of them (62 %) to admit that they use affixation. If the students were really using English as much as they proclaim, it is illogical that they use this amount of hybrid affixation. In reality, even the admitted 57% of transliteration is another testimony for the infrequent and reduced amount of English use in this group. Meanwhile, though 57% claim that affixation and transliteration affect the process of learning negatively, the content analysis showed that many of this Messenger group's users have indeed shown that negative effect in their writings in the group. In fact, the use of affixation and transliteration led many to communicate in transliterated Algerian Dialectal Arabic instead of English, and this surely affected their learning process which is reflected in their writings.

General Conclusion

What distinguishes humans from other sorts of life on Earth is their ability to think progressively while being able to communicate effectively, and language is surely the gift that provides a unique means of transmitting not only thoughts and ideas but also emotions and feelings. It is simply fundamental and irreplaceable in interaction. Furthermore, language conceives and reflects change due to the fact that it is not static, just like anything else in life, because it develops in forms and use according to the circumstances and contexts that surround it.

Actually, it is noticeable that communication among people inevitably leads to gradual change in the use of language. Throughout time, some words, or parts of words, appear while other disappear within the same variety users, let alone when that variety interacts with another, or others. Moreover, our age has witnessed unprecedented ease and quickness of communication because of the accelerated development of the speed of Internet and the accessible use of computers in addition to smart phones, tablets, watches and even rings which led to new methods of using language especially by writing it in unusual ways, like transliteration, and creating some words by using "foreign" affixes. In fact, if we take the written and spoken language used in communicating Arabic or Algerian Dialectal Arabic nowadays and compare it to the ones used few decades ago, we will surely spot significant changes that were caused by none other than the catalytic technological development.

Accordingly, this study investigated the phenomena of using affixation and transliteration in the fast growing social networks that brought different languages and traditions from the world to an exceptional close proximity. The dissertation focused on EFL learners at Ibn Khaldoun University, Tiaret, and it tried to account for the some of the changes in language that happen during their computer-mediated communication in a Messenger group called "MA2 Linguistic Team". As a result, in order to achieve this end, a mixed method approach was applied whereby data were collected quantitatively and qualitatively. In other words, so as to study the aforementioned case, a questionnaire was designed to survey the attitude and tendency of 60 MA2 students from the one hand, and a detailed content analysis of all the words used in conversation for a period of one month was applied from the other. Of course, these employed methods proved their worth in giving at least two dimensions of research for the study in order to answer the integral three questions that triggered this dissertation.

While this research differentiates itself from others in various ways, the premise was to use computer mediated communication theories as a background to explain how the two specific phenomena of affixation and transliteration appear and affect the user's variety. In fact, our research does not stop at this level, but it goes further to predict the possible probabilities of the changing process of affixation and transliteration. This research also investigates how the outcomes of the fast growing communication that still has a huge scope for more unimaginable speed on the use of languages and accordingly on the probable effects on identity and attitude that may even result in the attrition of the uprooted varieties.

In order to examine the scopes of the effects of affixation and transliteration on Arabic, find the reasons behind their spread, and see whether the results are positive or negative, this dissertation was divided into three chapters. To start with, the first chapter inspected the sociolinguistic situation in Algeria in which a variety of languages and dialects coexist harmoniously. This creates a situation of contact in language that inevitably creates a melting pot whereby the dominant varieties influence each other. After that, the second chapter scrutinized the concept of CMC and some of the theories that govern this field. In addition, it dives in the meaning and uses of affixation and transliteration. Finally, the third chapter deconstructed the linguistic processes in order to reveal the use and integration transliteration and affixation while bearing in mind the theoretical background that was established in the previous two chapters.

In fact, the hypotheses that were suggested at the beginning of this study have been confirmed. Initially, the use of the quantitative method of questionnaire helped us to deduce that most of the users claimed to use English more than any other variety. Nonetheless, another majority claimed to use affixation which leads to a contradiction with the previous result because if English was used purely, such hybrid affixation would not exist! Additionally, the use of the qualitative method of content analysis of a conversation among students in the aforementioned Messenger group proved to be extremely useful. On the one side, the phenomenon of transliteration was analyzed not only hypothetically, but also statistically. We found that 30% of the words used in conversations were transliterated while 70% were not. According to our analysis, one third of transliterated words for students who study English is an expectedly high percentage. In addition, most of the transliterated words, 94%, used Latin characters. This reflected the fact that transliteration is the outcome of the phenomenon of code switching and mixing since it is relatively easy for students to keep

using the same key board instead of switching from a set of characters to another, even though this process cannot be easier than it is. On the other side, the phenomenon of hybrid affixation was rationally linked transliteration and thoroughly scrutinized. Actually, among the reasons of using transliteration in addition to code mixing and switching is the tendency to create hybrid words consisting of some French words and Arabic or Algerian Dialectal Arabic affixes. Surely the percentage in the analysis of the conversations among students is low, only 1.11%of all the conversation of the selected period, yet it cannot be neglected because they are not created randomly. What was found is that these affixes are linguistically structured according to mixing grammatical rules that form verbs primarily like "ajoutouni", "affichawli", "trépondi", and "presentatch". These affixes sometimes create nouns like"elcode","lbac", and"lmodule".

These findings let us to assume further that because of the sociolinguistic situation in Algerian, in addition to the fact that the world as we know nowadays is actually seen as a small village, language varieties come close to each other, and its users could not help but to consciously or unconsciously compensate, improve, imitate, or even brag by borrowing structures from another language variety. Meanwhile, these processes of transliteration and hybrid affixation can be both constructive and destructive to the used variety. For example, language users can transcend the shackles of language inefficiency by borrowing the affixes they need from the language they already know, Arabic or Algerian Dialectal Arabic, so as to apply them on the French words whose grammar proves to be difficult and unfamiliar; hence, affixation in a way facilitates the manipulation of some French words used in ADA. Meanwhile, this process can be destructive because it deforms both varieties. Similarly, the use of transliteration can probably help in the future those who want to learn Arabic or Algerian Dialectal Arabic; nevertheless, it may deform the norms of how a language is written which may diminish the internal appreciation of the mother tongue, and even the identity of the users since the language and how it is written is an inseparable part of the formation of identity.

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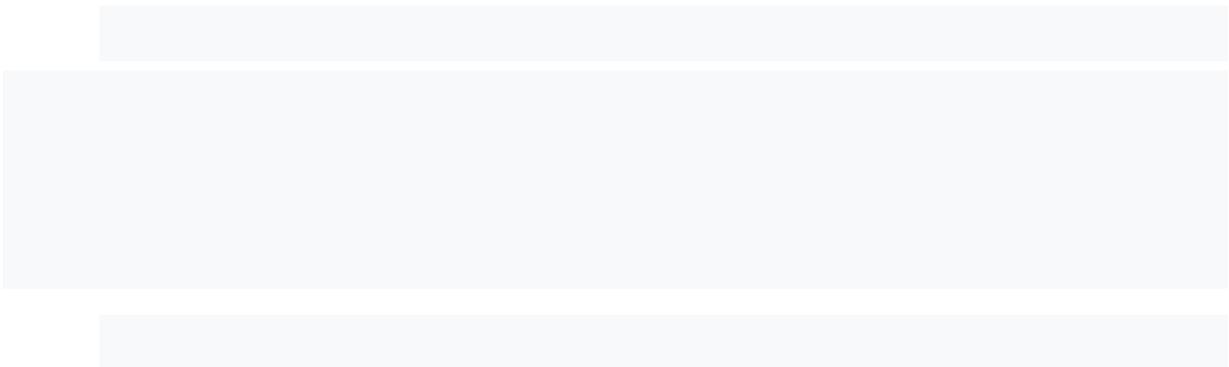
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Appendices

The Questionnaire

Dear respondents**,**

The questionnaire in between your hands is part of our MA2 research about the use of affixations and transliteration amongst MA2 (Ling) EFL Learners in their Messenger group called 'MA2 Linguistics Team at Ibn Khaldoun University of Tiaret'. Affixation is the morphological process that involves the addition of an affix to a root word to change either its meaning or category; while, transliteration is the process of writing terms using other's language alphabet.

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

Abbreviations and Acronyms: Algerian Dialectal Arabic **(ADA),** Modern Standard Arabic **(MSA),** French **(Fr),** English **(Eng).**

Section one: Participants' Personal Information

1. SEX　　Male ☐　　　　Female ☐

2. Age:　　22 -23 ☐　　　　24-28 ☐　　> 29 ☐

Section Two: Affixation Transliteration Processes in MA2 Linguistics Team and Attitudes towards the Affixation and Transliteration Practices in MA2

1) Do you have a Messenger:　　　　Yes ☐　　　　No ☐

2) If yes, how often do you use it?

Always ☐　　　　Often ☐　　　　Sometimes ☐　　Rarely ☐

3) Are you a member of MA2 Linguistics Team group?　　Yes ☐　　No ☐

4) If yes when did you join it?

A month ago ☐　Two months ago ☐　More than three months ☐　　of about six months ☐

Other (Specify): ....

....

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

To keep yourself updated with everything concerning your studies ☐

You must be aware of the teachers' instructions since you do not attend a lot ☐

You like to revise with your classmates during the exams period ☐

You need the lectures and the lessons your classmates share because you do not attend a lot ☐

120

Others (Specify): ....
....

.6) **Which language variety do you use in the group?**

MSA ☐ ADA ☐ English ☐ French ☐

Others (Specify): ....
....

7) **Do you use Affixation in MA2 Linguistics Team group?** Yes ☐ No ☐

8) **If yes, why? Is it because…**

Affixation is a linguistic process and you use it unconsciously ☐

When you use Affixations you get different meanings and functions ☐

To show that you can speak more than one language variety ☐

Affixations are easy to memorize unlike the complicated grammar rules ☐

Others (Specify): ....……………….....................

....

9) **Please! Would you provide us with some examples if possible?**

....
....

10) **If No, why not?**

To prevent any language change and confusion when you speak ☐

It seems grammatically incorrect and you like to use full grammatically correct sentences ☐

You simply not interested in using the Affixations ☐

You like to use one language or one language variety when you speak ☐

Others (Specify): ………………………………………………………………….
…………………………………………………………………………………

11) **Do you think that the linguistic phenomenon of Affixation affects your native language?**

Yes ☐ No ☐

12) **If yes, why? Is it because Affixation…**

Affects the grammatical rules of the languages and makes them lose their meaning ☐

Affects the language attitude ☐

Hinders the learning process by creating confusion between language varieties ☐

Creates new different words, meanings, and even hybrid dialects ☐

Others (Specify): …………………………………………………………………
…………………………………………………………………………………

13) If No, why not?

Languages are strictly separated by their linguistic systems ☐

 Each language consists of its own vocabulary and grammar it cannot be mixed with other languages ☐

The Arabic language is a sacred language that is not subjected to change ☐

The new words created by the Affixation do not affect our native language ☐

Others (Specify): …………………………………………………………………………………
…………………………………………………………………………………………………..

14) Do you transliterate in your Messenger group?   Yes ☐   No ☐

15) If yes, why? Is it because…

 You find transliteration an easy process since you commit a lot of spelling mistakes ☐

 You prefer to use one keyboard language instead of switching between languages ☐

 You are accustomed to transliterate as you have been using it since you first joined the messenger group ☐

 To communicate your thoughts easily and make *your* classmates understand your ideas ☐

 Others (Specify): …………………………………………………………………………
…………………………………………………………………………………………………

 16) If No, why not?

You do not want to mix between language varieties ☐

You speak one language only and you are not familiar with any other language variety ☐

It creates a huge confusion for you since you are not accustomed to this process ☐

You are not interested in using this process ☐

Others (Specify): ....
....

 17) Please! Would you provide us with some examples if possible?

…………………………………………………………………………………………………
………………………………………………………………………………………………….

 18) Do you think that the processes of using affixations and transliteration are positive?

Yes ☐   No ☐

19) If yes, why? Is it because they …

Encourage language exchange ☐ fulfill the communication gaps and make it easier ☐

Enrich your vocabulary and you gain new words ☐   make it easy to convey different meanings ☐

Others (Specify): …………………………………………………………………………..

……………………………………………………………………………………………………

20) If No, why not? Because …

Affixations and transliteration affect the learning process negatively since they creates a lot of confusion ☐

Affixations and transliteration affect the writing process by committing many spelling mistakes ☐

Affixations and transliteration are grammatically incorrect and you should not use them in any situation ☐

It is not a good thing to mix between languages ☐

Others (Specify): ....

....

21) Do you think that the linguistic phenomenon of Transliteration affects your native Language?

Yes ☐　　　No ☐

22) If yes, why? Is it because …

Each language has its own script that's why the use of transliteration might lead to confusion ☐

The native language loses the grammatical structure of words/phrases/sentences ☐

It affects the reading skill and creates misunderstandings ☐

It affects the writing skill ☐

Others (Specify): ....

....

23) If No, why not?

There will be no confusion if you master the two language varieties ☐

Our native language Arabic is unique and cannot lose its uniqueness ☐

The Arabic language alphabets cannot be mixed with Latin or any other alphabets ☐

The grammatical structures are fixed they can never change ☐

Others (Specify): ....

....

Section three: **Affixations and Transliteration as linguistic variables in MA2 Messenger group**

Here are some messages taken from the Messenger Group. Please! Would you comment on them? (i.e., what do you think of their use, what do you understand and what seems vague or illogical?)

1.سلام عليكم بنسقسيكم اورال على واش قالت هدرو فتاست

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

2. شكون بعث ل مهداوي امايل على بروجي واش قالكم

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

3.Miss belaid rahi affichat les notes rselohomenlna please

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

4.prof rahi annulat consultation gatelkom rwaho simana jaya

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

✴*Thank You Very Much for Your cooperation* ✴

List of Maps
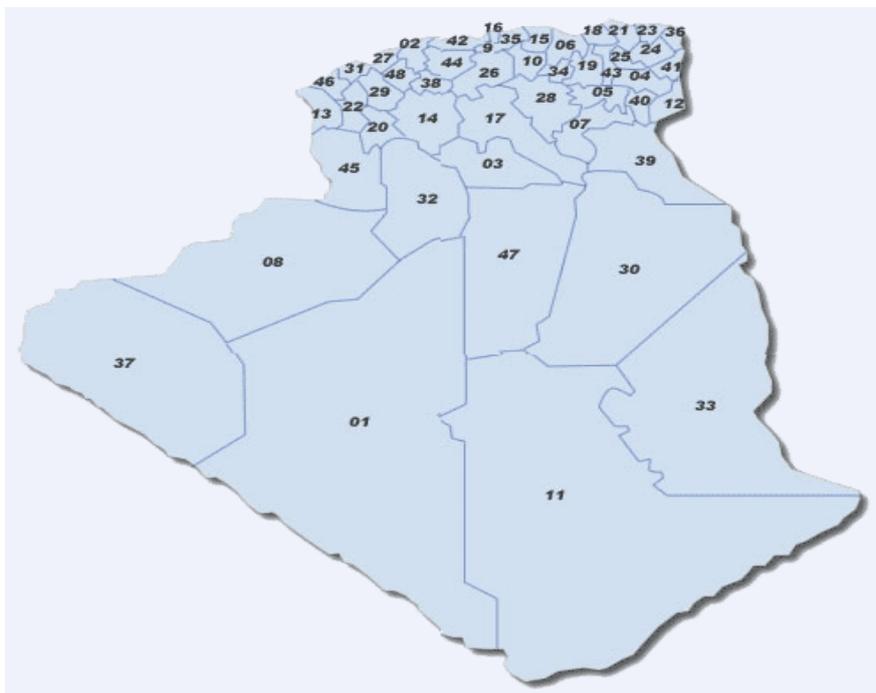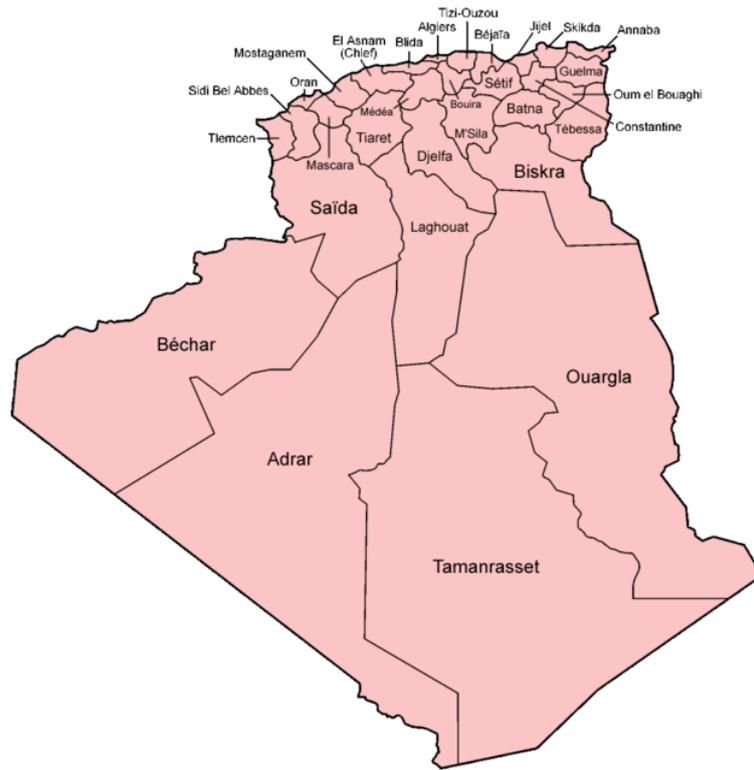
Map 01: The Provinces of Algeria Numbered According to the Official Order (Wikipedia.org)
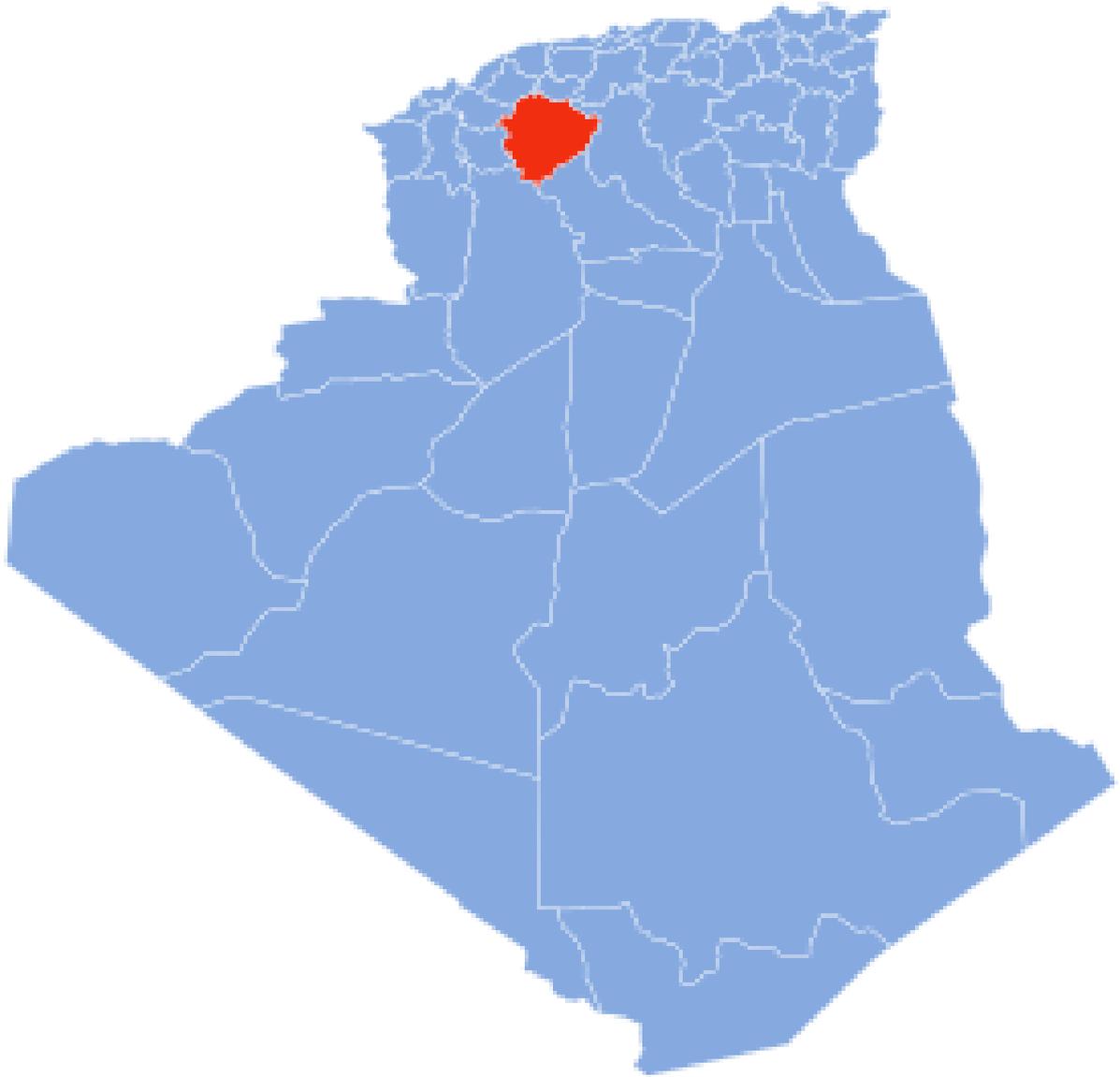
Map 02: Map of Algeria locating the Wilaya of Tiaret (Wikipedia.org)
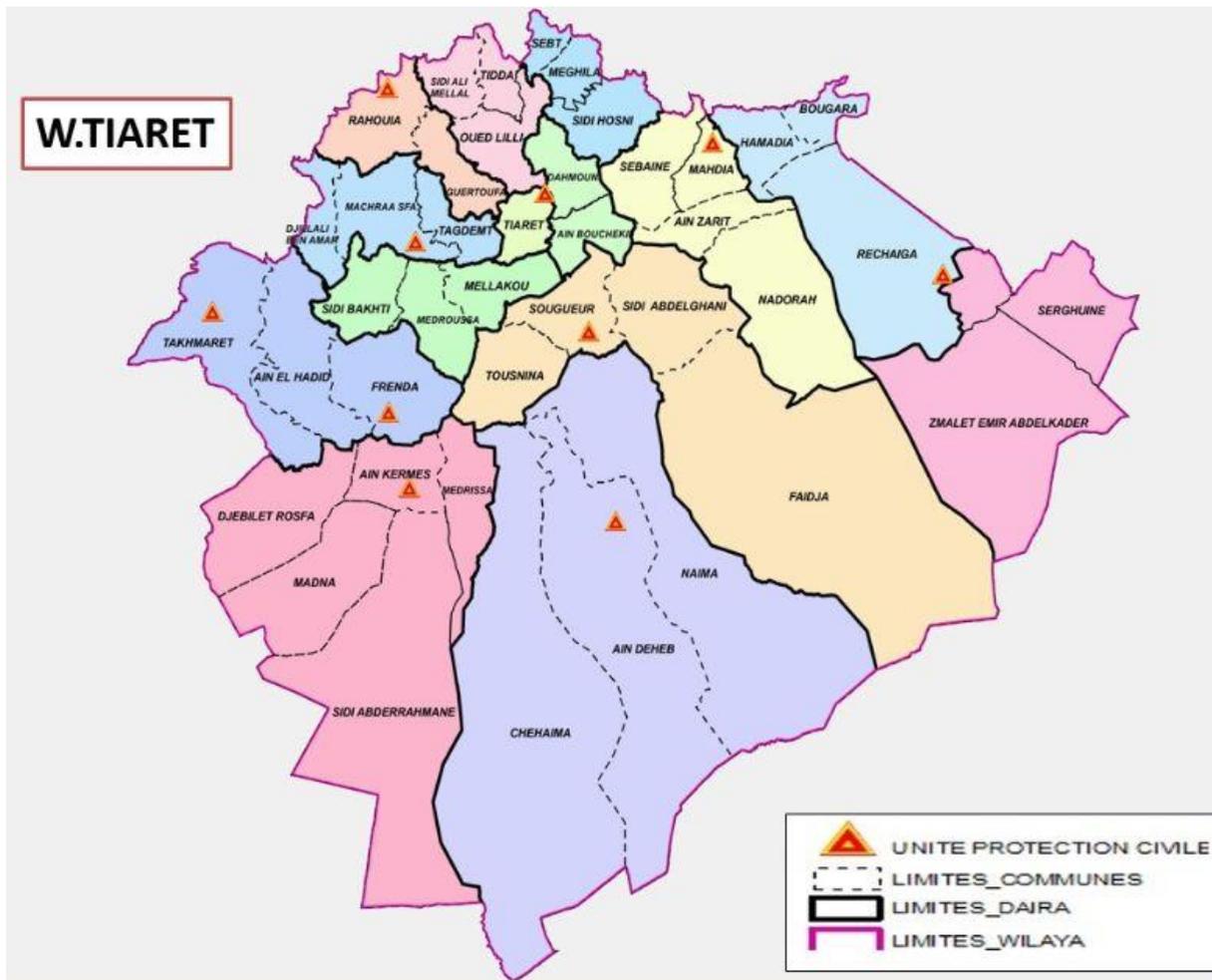
Map 03: Wilaya of Tiaret: Communes and Districts (Wikipedia.org)

Abstract in French

RÉSUMÉ

La présente étude tente d'examiner les phénomènes linguistiques de l'utilisation des affixations et de la Translittération parmi les étudiants EFL dans un groupe Messenger intituler 'Equipe Linguistique MA2. L'objectif central de cette enquête est d'examiner dans quelle mesure les membres de ce groupe utilisent les affixations et la translittération et de déterminer les raisons de l'apparition de ces phénomènes linguistiques et de découvrir l'effet de ces processus sur le statut de l'Arabe natif. Afin d'atteindre l'objectif susmentionné ; cette étude a été menée selon une approche mixte. Le premier instrument de collecte les données est un questionnaire d'enquête conçu et adressé à 60 étudiants de MA2 pour sonder leurs attitudes linguistiques vis-à-vis des Affixations et de la Transliteration. Le deuxième instrument est une observation qualitative (approche d'analyse de contenu) utilisée pour décortiquer ces phénomènes linguistiques. Nos découvertes montrent diverses attitudes et perceptions à l'égard des Affixations et Translitération. D'une part ; les étudiants tendance à utiliser la Translitération et les Affixations pour faciliter la communication ; même si la majorité d'entre eux ont confirmé l'influence négative qu'ils exercent sur leur langue native. D'autre part ; la perception de ces phénomènes étaient motivée par le statut sociolinguistique actuel en Algérie ; selon lequel le changement des langues et le mélange des langues étaient une raison directe et majeure de la diffusion de l'Affixation et de la Translitération. Avec cette mesure d'utilisation de ces processus; on peut supposer qu'il y aura une émergence d'un tout nouveau dialecte hybride formé à partir de ces termes hybrides parmi les locuteurs de nos jours ; ce qui place le statut de la langue Arabe dans une position discutable. En effet ; les locuteurs de la langue Arabe sont en déclin constant ; ce qui pousse à reconsidérer l'aménagement linguistique en Algérie ; cependant l'attitude linguistique est un facteur important dans cette équation où les locuteurs doivent embrasser leur propre langue afin de retrouver son droit statut de langue qui représente notre identité et notre culture.

Mots- clés : Affixation, Translitération, La Langue Arabe, Termes Hybrides, La Langue Françaises.

Abstract in Arabic
ملخص

تحاول الدراسة الحالية فحص الظواهر اللغوية لاستخدام عمليات الربط والترجمة الصوتية بين طلاب اللغة الإنجليزية كلغة أجنبية في اللغويات في مجموعة Messenger بعنوان "فريق اللغويات MA2". الهدف الرئيسي من هذا التحقيق هو فحص إلى أي مدى يستخدم أعضاء هذه المجموعة عمليات التثبيت والترجمة الصوتية؛ تحديد أسباب إدراك هذه الظواهر اللغوية، ومعرفة تأثير هذه العمليات على مكانة اللغة العربية الأم. من أجل تحقيق الهدف المذكور أعلاه، أجريت هذه الدراسة بإتباع نهج الطريقة المختلطة. أداة جمع البيانات الأولى عبارة عن استبيان استقصائي مصمم وموجه إلى 60 طالبًا من طلاب MA2 لمسح مواقفهم اللغوية تجاه عمليات الربط والترجمة الصوتية. الأداة الثانية هي الملاحظة النوعية (نهج تحليل المحتوى) المستخدمة لتشريح هذه الظواهر اللغوية. تظهر النتائج التي توصلنا إليها مواقف وتصورات مختلفة تجاه اللواحق والترجمة الصوتية. من ناحية ، يميل الطلاب إلى استخدام الترجمة الصوتية والالتصاق من أجل تسهيل الاتصال بشكل أساسي على الرغم من أن الغالبية منهم أكدوا التأثير السلبي الذي يشكلونه على لغتهم الأم. من ناحية أخرى ، كان تصور هذه الظواهر مدفوعًا من الوضع الاجتماعي اللغوي الحالي في الجزائر ، حيث كان تبديل الشفرة وخلط الشفرات سببًا مباشرًا ورئيسيًا وراء انتشار عمليات الربط والترجمة الصوتية. مع هذا المدى من استخدام هذه العمليات ، قد يفترض المرء أنه سيكون هناك ظهور لهجة هجينة جديدة بالكامل تشكلت من هذه المصطلحات الهجينة بين المتحدثين في الوقت الحاضر ، مما يضع مكانة اللغة العربية في موقف مشكوك فيه. في الواقع ، فإن مستخدمي اللغة العربية في حالة تدهور مستمر ، مما يحث على إعادة النظر في التخطيط اللغوي في الجزائر ، ومع ذلك ، فإن موقف اللغة هو عامل مهم في هذه المعادلة ، حيث يحتاج المتحدثون إلى تبني لغتهم الأم حتى تستعيد مكانتها الشرعية كلغة تمثل هويتنا وثقافتنا.

الكلمات المفتاحية: الروابط ، التحويل الصوتي ،الاتصال بوساطة الكمبيوتر، اللغة العربية ، المصطلحات الهجينة ، اللغة الفرنسية.