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Section of English



Analyzing the Language Contact Phenomenon in the Algerian Context
and its Impact on Loan Words in Communicative Situations: The
teachers of English, French and Arabic as a Sample

**A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment
of the Requirements for the Master's Degree in Linguistics**

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Dedication

This work is dedicated to my precious Grandmother, Mother and Father for their endless support and love. To my dear Grandfather, “although you have left but we will always be together and your spirit will live on in each one of us forever . May Allah bless your soul and dwell you in vast paradise”.

To my brothers, my sister and my nephew.

To my uncles and aunts especially my favorite ones “Safia” and “Nora”.

To my friends and classmates.

Tahar Ayoub

Dedication

This modest work is dedicated to my family and friends.

Ikram Salima

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KEY TO PHONEMIC TRANSCRIPTION

Consonants in Letters , Numbers and Symbols	
English	Arabic and French
3	ع
7	ح
A	أ = /ʌ/
B	ب
C	س = ك = ص
sh/ ch	ʃ=sh / tʃ=ch
D	dh=ض / d = د
ə	ث
ð	ذ
ʃən	Tion
F	ف
G	غ / 9
H	h = ه / ħ = ح
Gh	غ
J	3
k	ك
L	ل
M	م
N	ن
P	p
Q	ق
R	ر
S	س = ص
T	T = ت
U	/j/
V	
W	(و) in both Arabic and English
X	ا ك س = /eks
Y	ي /j/
Z	ز

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List of Abbreviations and Acronyms

ADA: Algerian Dialectal Arabic

CA: Classical Arabic

Ca: Colloquial Arabic

CS: Code Switching

CM: Code Mixing

EFL: English as Foreign Language

H: High Variety

IL: Inter-Lingual

L: Low Variety

L1: The First Language Acquired

L2: The Second Language Learned or Acquired

MSA: Modern Standard Arabic

NL: Native Language

PCGN: Permanent Committee on Geographical Names

SL: Second Language

TL: Target Language

Abstract

The present dual-focused descriptive- interpretive study purports itself to investigate and analyze the linguistic outcomes entailing from languages and dialects in contact within the Algerian context, in general, and in tertiary environment, in particular. Indeed, the coexistence of a set of languages and dialects in the Algerian linguistic landscape, viz., the MSA, French, English and the ADA, Berber, etc., results in apparent linguistic changes in everyday interactional situations. It should be noted that the contact of aforementioned languages and dialects influence one another in various ways. In fact, when the users of these varieties interact, sociolinguistic outcomes will emerge, including diglossia, bilingualism code-switching and borrowing. To conduct this research, both qualitative and quantitative tools were used, i.e., two questionnaires which are the fulcrum of our investigation along with an unstructured interview. The targeted population of this investigation consists of university teachers of English, French and Arabic at the faculty of letters and languages at Ibn Khaldoun University of Tiaret. The generated data unveil that almost all teachers code-switch back and forth between all coexisting languages and dialects with a high extent of influence of the ADA. The cogent reasons which code-switchers advanced are for purely pedagogical purposes. It is worthy to note that only few teachers exclusively refute the use of any other language than the target one. Besides, this research highlights the interference of the target language and ADA with a specific focus on their positive/negative impacts on teaching/ learning the target language.

Key Words: Languages/dialects contact, , sociolinguistic outcomes, Diglossia, Bilingualism, Code Switching, Borrowing, language and dialect interference

General Introduction

General Introduction

Most of nowadays world societies are either bilingual or multilingual. In fact, it is universally acknowledged that by virtue of globalisation and its effects, such a linguistic reality occurs because of the contact among the users of different language and dialectal varieties all over the world. To back up the same idea, we would cite what Sarah Thomason (2001) quotes asserting that the language contact is everywhere, there is no evidence that any language has developed in total isolation from other languages. The amount of outcomes, induced by any contact, differs considerably with regard to a set of factors, viz., intensity, length and social settings. The latter represent the framework in which language and dialectal varieties are used whether economic, political, educational, or social. Undoubtedly, all these factors need to be considered as a major part of the changes of any language. This is due to an interactive phenomenon between coexisting languages and dialects. The Algerian students in the university have been in contact with a set of languages and dialects for a long time, i.e., they have been learning MSA as an official and medium of instruction for twelve years, French on the other side, is the first foreign language they come into contact since primary school. Besides, English, being assigned the second foreign language status, is integrated as a teaching subject since middle school education. All these languages, viz., MSA, French, English beside many other dialects interact together and influence one another.

The definition of language contact refers to a situation in which a group of speakers of different languages and dialects come into contact with one another. In other words, it occurs when speakers of different language varieties interact and their languages influence one another. The reasons behind this contact can be summarized into many factors including mixed marriages of different races in the same country, temporary immigration, trade, wars and conquests. The major fact that any language influences each other is because of the technological impact such as social media, Tv programmes and radio. *De facto*, language contact is no longer an exception, but the norm.

When two or more cultures that share different languages come into contact, several outcomes will emerge, each one of these outcomes influences the existing languages and spoken dialects such as Diglossia which means the coexistence of two varieties within the same language. As Ferguson (1959) says to describe, Diglossia is two varieties of the same

General Introduction

language are used for different purposes, according to him there is High variety and a Low one. In the Algerian context, MSA is used in formal settings, whereas ADA is used in informal spheres.

Bilingualism as a major outcome of language contact, which is defined as the native-like control of two languages as Bloomfield (1933:55) defines it. It implies the equal and fluent competence in both languages. If we apply this definition to the Algerian context, we may find the control of MSA and French languages over the rest of languages and dialects.

From a sociolinguistic standpoint, the concept of Code Switching refers to the use of two different languages, codes within the same sentences or utterance. According to Trudgil (2005) the code switching is *“the process whereby the bilingual or bidialectal speakers switch back and forth between one language or dialect and another within the same conversation.”* Referring to the above definition, it can be pointed out that Code-switching is a process that both bilinguals and bidialectal speakers exercise such back and forth switching for interactional needs. In the case of Algerian university goers, since the integration of the modern languages, viz., French and English in the educational curricula besides being in a constant interactional contact with ADA and MSA enabling students to shift back and forth among these languages and dialect for different reasons and giving birth to language changes. Hardly can this linguistic phenomenon be ignored in a plurilingual country like Algeria. The coexistence and interplay of all these languages and dialects make the Algerian linguistic landscape diglossic, bilingual and plurilingual. To be more explicit, the use of MSA and ADA is a diglossic criterion, the use of French and Arabic is a bilingual index and the use of all these together is an evident proof of plurilingualism.

As it is well-said *“every code-switching instance starts life as borrowing.”* (unknown source). This social linguistic phenomenon is known as the process of importing linguistic items from one linguistic system into another, i.e., it is the Morpho-phonological adoption of a single word. All over the world countries, each language’s speakers borrow words from different languages for common reasons, mainly for lexical gaps filling, communicative needs or prestigious matters. Algeria has witnessed multifarious linguistic phenomena for its richness from different languages including Turkish, Spanish, French, MSA and Berber.

The contact between the above mentioned languages and dialects makes from Algeria a plurilingual country known by an observable sociolinguistic fact such as bilingualism,

General Introduction

diglossia, code switching and borrowing. These phenomena will be discussed in detail in this modest work.

Research Questions

The purpose of the current study is to analyze and identify the significance of the languages in contact within the Algerian context in general and in the tertiary environment in particular. The MSA, French and English languages are integrated in the educational curricula from the primary schools until the high schools where some branches in the Algerian universities require the coexistences of these languages on their teaching and learning process especially in the Letters and Foreign Languages Department. To achieve the purpose of this study the following questions are addressed.

1-Which language variety is the most influential in the tertiary context?

2-Do teachers borrow words from French, MSA and English languages during the sessions?

For the sake of these research questions, two questionnaires have been addressed to French and English teachers and one interview conducted with a specialized linguistic teacher of Arabic with a view of obtaining valuable and verifiable data.

Hypotheses

A hypothesis is by definition a supposition of the causes and the effects of the phenomenon under investigation. Thus, the researcher is bound to identify the problem, inspect it from various facets, highlight its value and worth, and eventually suggest some adequate solutions or lead to some recommendations. Then, it should be highlighted that hypotheses are not necessarily true all the time; they may be false, in which case they do not dispraise the value and merit of the study. In the same vein, Bentley (2006: 26) considers academic hypothesis as a theory which requires evidence to prove or disprove it.

The current dissertation counts always two main hypotheses. The first one assumes that the ADA is the most influential variety among the set of coexisting languages and dialects in the tertiary environment. The second one supposes that all teachers resort to word borrowing for many interactional situations.

Hypothesis 1: In spite of the fact that MSA is the official language, ADA seems to be the most influential dialect in classroom environments. Students resort to this mother tongue to respond to interactional needs within learning sessions.

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Hypothesis 2: Teachers code switch from different coexisting languages and dialects to ease the teaching/learning process.

Unquestionably, the Algerian society is plurilingual for the diversity of its linguistic landscape on the one hand, and the readiness and ability of its people to adapt their interactions in accordance with the needs via CS between the coexisting languages and dialects, on the other one. This linguistic phenomenon is strongly noticed in the tertiary environment. It is theorized that the contact of languages and dialects interferes even positively or negatively on the teaching and learning the target language.

Research Methodology and Design

The use of both descriptive-interpretive method, relying on a pair of research tools, viz., Questionnaires and unstructured interview, seems to be exclusively the most convenient in this research work. The research is divided into two parts where descriptive review is on the theoretical frame with first two chapters, while an explicative approach is devoted to the practical data on the third chapter.

The Plan of the Research

The current research lends itself to analyze and explore the impact of the languages in contact within classroom environment. The origin of such investigation is due to the coexistences of these languages in the tertiary context. So both descriptive and explicative methods are used to achieve the purposes of this research.

Research Tools

Data are collected by means of a questionnaires and semi-structured interview. The questionnaires were designed and addressed to English and French teachers in the Letters and Foreign Languages Department at the University of Ibn Khaldoun Tiaret. Meanwhile, a semi-structured interview was conducted with one Arabic teacher who is specialized in Linguistics in order to tackle these linguistic phenomena from multifarious perspectives.

Delimitation of the Study

The study is delimited to the issue of using other languages besides the target language within classroom context with the teachers' perception to this phenomenon at the Letter and Languages at the University of Ibn Khaldoun Tiaret. The study is narrowed over the three classroom environments, viz., English, French and Arabic.

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Limitation of the Research

The research might have some limitations. In the first place, the students' strike and the four-week Easter holidays which characterize the 2018-19' academic year made the process of conducting this research harder to find our representative sample. Besides, the questionnaires are organized with 21 of samples to each French and English teachers, while we received 18 questionnaires in the Department of English whereas only 11 copies of teachers of French were collected. Furthermore, the study will be conducted on small number of population. In other words, to generalize the results the study should involve more participants especially with the teachers of French in order for results to be generalizable. In fact, this remains quite difficult to accomplish for the lack of time.

The Structure of the Dissertation

The research work is structured in a way that endeavours to reflect the issue under survey as well as the adopted methodology. Accordingly, the present dissertation is twofold: theoretical and practical. The first part provides the conceptual framework as regards the reviewing of the relevant literature, while the second one is a fieldwork survey and interpretation of the various generated data out of the questionnaires and the unstructured interview conducted among university teachers.

Chapter one: It deals with the review of the origin of languages namely amongst French, Arabic and English with their developments throughout time. In the same time, it discusses a sociolinguistic situation which is language in contact among these languages and their outcomes.

Chapter two: It is devoted to the contextualization of the research. It contextualizes the study via providing some borrowed words which are originally from different language and their use on the tertiary context. Since, the Algerian university students have been in contact with a set of languages and dialects for a long time, the coexistence of these language varieties in the educational space can only result in the aforementioned alterations of languages in contact.

Chapter three: It is concerned with the fieldwork employed for this study. It represents the overview of the participants towards linguistic contact. At the end of this dissertation, some findings and recommendation are provided along with the general conclusion.

Chapter One

Chapter one

Literature Review

The Languages in Contact

Introduction

In this chapter, we shall shed some light on the origin of languages namely amongst French, Arabic and English with their developments throughout time.. In the same time, we will discuss a sociolinguistic situation which is language in contact among these languages and their outcomes that have been recognised as an independent discipline of research.

1.1.The Origin of Human Language

Language is the ability of humans to express their thoughts and communicate through a system of signals. Thanks to language, human beings have been able to interact with one another in a complex way and thus to organize themselves in society. Many other animal species (mammals, birds and insects) have developed a system of communication. Nevertheless, none of these systems has reached the level of complexity of human language. Well, before they knew how to write men began to speak, and it is even through language that they started to distinguish themselves from the animals that surrounded them, when, how and why we shifted from a language to languages that humans speak and that we speak and which are present in today's world, in de Saussure's book, entitled "*Course in General Linguistics*" (1916), where he proposed to distinguish between '*Langage*', '*Langue*' and '*Parole*'. Le '*langage*' concerns the innate faculty, characteristic of the human species of expressing itself symbolically with the help of articulated sounds. Any baby can naturally acquire the language of immediate environment. The '*Langue*' is the actual spoken language, for instance, Arabic, French or English. Finally, '*Parole*' is the individual speech act. Researchers estimate that there are currently about 7,000 languages listed worldwide that have a written form. This diversity has been challenging thinkers and linguists for millennia: it is a recurring issue, present in many cultures and explained by several founding myths. Among the Aborigines of Australia, it is said that a witch *Warjri*, hated by the inhabitants of the village, died one day. Wishing to celebrate her death, the villagers decided to eat her, without knowing that the witch, anticipating this feast, had bewitched her own body. When they had finished eating, they realized that they could no longer communicate with each other: everyone spoke a different language. Thus was born linguistic diversity.

Another example, in Chinese mythology, the god Pangu decided to get rid of the men he found too lazy and created a new family: a man and a woman who had three children. Each of the children acquired a different language by the divine intervention of Pangu and they gave birth to the languages of the three peoples Han, Li and Lisu. But the linguistic diversity and the comparison between different languages are really studied only from the 14th and 15th centuries: travellers facilitate the circulation of books written in different languages, which helps them undertake their translations. In addition, the desire to learn the biblical language (Hebrew) pushes scholars to question the relation between languages and the existence of an original language. Just like the American linguist Noam Chomsky who believes that it is possible that there was a single language of origin: “[...] *as for the origin of languages, it is possible that languages have single origin, but we don’t have clear evidence yet.*” Merritt, R(1994)

Despite of the varieties that exist in the world, human languages may share the same source of language with belonging to the same language family.

According to some statistics the capacity for language which is surely one of the most clearly human features we have emerged approximately 1450,000 years ago (70,000) Bickerton (1990: 175). The emergence of human speech depended on both suitable physiological change in what were to become the organs of speech and on changes in the structure of the brain to allow humans to work with the complexity of language neuro-logically (ibid.: chap 8). Furthermore the acquisition of language is widely seen as a unique human faculty Bickerton (1990:4) as such it was, then, passed on to the descendent of the first group of speakers.

Just how this mooted first language may have looked is unknown, but the multiplicity and diversity of languages spoken in today’s world indicate one of the unchanging principles of human language change.

1.1.1. Proto-Language

Proto-language is a language which was the common ancestor of related languages that form a language family. Among those who study language there are those who have tried to trace the development from the assumed first of this language to our own day with its 5,000 to 7,000 languages. This is done by extrapolating backwards from the known to the unknown in a process designated as reconstruction.

A proto-language, in the tree model of historical linguistics, is a language, usually hypothetical or reconstructed, and usually unattested, from which a number of attested known languages are believed to have descended by evolution, forming a language family.

In the strict sense, a proto-language is the most recent common ancestor of a language family, immediately before the family started to diverge into the attested daughter languages. It is therefore equivalent with the ancestral language or parental language of a language family.

Moreover, a group of idioms which are not considered separate languages can also be described as descending from a unitary proto-language

1.1.2. Indo-European Languages

The Indo-European languages are a language family of several hundred related languages and dialects. There are about 445 living Indo-European languages, according to the estimate by Ethnologies, with over two thirds (313) of them belonging to the Indo-Iranian branch. The most widely spoken Indo-European languages by native speakers are Spanish, Hindustani (Hindi-Urdu), English, Portuguese, Bengali, Punjabi, and Russian, each with over 100 million speakers, with German, French, Marathi, Italian, and Persian also having more than 50 million. Today, nearly 42% of the human population (3.2 billion) speaks an Indo-European language as a first language, by far the highest of any language family.

Latin is a classical language belonging to the Italic branch of the Indo-European languages. The Latin alphabet is derived from the Etruscan and Greek alphabets, and ultimately from the Phoenician alphabet.

Latin was originally spoken in the area surrounding Rome, known as Latium. Through the power of the Roman Republic, it became the dominant language, initially in Italy and subsequently throughout the Western Roman Empire. Vulgar Latin developed into the Romance languages, such as Italian, Portuguese, Spanish, French, and Romanian. Latin, Greek, and French have contributed with many words to the English language. In particular, Latin and Ancient Greek roots are used in theology, biology, science, medicine, and law.

By the end of the Roman republic (75 BC), old Latin became Classical Latin which was a high variety of Latin used mainly in theaters like the masterpiece of Plautus and Terence. The period of Late Latin from the 3rd century was dominated by the patristic Latin of the Fathers of the Church. Medieval Latin used from the 9th century to the Renaissance is called the Latin of the middle Ages. At the time it was the literary language in Western Europe. The Church, in particular, produced a great deal of ecclesiastical literature in prose and verse. Ecclesiastical Latin remains the official language of the Holy See and the roman rite of the Catholic Church. The 15th and the 16th centuries saw the emergence of modern Latin. The majority of important works, scientific, philosophical or religious, were written in Latin, such as those of the English physicist Isaac Newton. Latin also served as a common language in diplomatic relations between European nations. It was not until the 17th century that Latin lost its status and was supplanted by vernaculars.

The Germanic and the Romance language families belong to a group known as the Indo-European language family. This Family had spread widely throughout the world at the detriment of other languages. In fact, today if we retrace the origins of these families we can find that as much as a half of the world population may well be native speakers of the Indo-European language.

Sanskrit is an Old Indo-Aryan language. It is one of the oldest elements of the Indo-European family of languages Sanskrit that keeps a prominent position in Indo-European studies. It has a relative family with Greek and Latin, as well as Hittite, Luwian, Old Avestan and many other extinct languages with historical significance to Europe, West Asia and Central Asia. It traces its linguistic ancestry to the Proto-Indo-Aryan language, Proto-Indo-Iranian and the Proto-Indo-European languages.

"Sanskrit was another important lingua franca in the ancient world that was widely used in South Asia and in the context of Hindu and Buddhist religions in neighboring areas as well. [...] The spread of South Asian cultural influence to Southeast Asia, meant that Sanskrit was also used in these areas, especially in a religious context and political elites." Michael C. Howard (2012).

According to Michael, Sanskrit was the common language that was increased on the South of Asia, India. In that phase, Sanskrit was regarded as a lingua franca¹ from its use, spread and their influence with other Indo-European family of languages.

1.1.3 Afro-Asiatic Languages

Afro-Asiatic languages are the largest group of languages which includes 300 languages, they are known as Afrasian in older sources as Hamito-Semitic. The Semitic branch of the family includes languages spoken in both Asia (Near East) and Africa. These languages have over 495 million native speakers. The phylum has six branches: Berber, Chadic, Cushitic, Egyptian, Omotic and Semetic.

The family model has played an important role in historical study of language and is based on assumptions about geographical distance and the factor which eventually leads to the accumulation of differences between the varieties to the point where we may first speak about dialectal differences. Eventually the difference are so large at the speaker in the separate speech communities can no longer understand each other. It is then usual to speak of different languages.

1.2. Historical Background of French, English and Arabic Languages

1.2.1. French Language

The roots of the French language can be ²traced to the Roman Empire, similar to other languages such as Italian, Spanish, Portuguese, Romanian, Catalan, and many other less commonly used languages. Its evolution was also influenced by the native Celtic languages of Roman Gaul and by the Germanic language of the “barbarian” invaders over the 4th and 5th centuries Rickard (1989). According to the Constitution of France, French has been the official language since 1992. It took centuries for French to emerge as the primary language among a plethora of dialects used in Middle Ages Gaul. One landmark date is 1539, when Francis the First’s Villers- Cotterêts Ordinance made French the only accepted language for all judicial acts, notarized contracts, and official legislation in order

¹ Lingua Franca is the common use of one language between communities that have different culture, language and different background.

to avoid any linguistic confusion³

In the 17th century, the French settlers brought the language into Canada, while the French and Belgian colonization of the 19th-20th centuries spread the language in Africa and other parts of the world Rickard (1989). Since 1635, the permanently appointed members of “*l’Académie française*” (created by the Cardinal de Richelieu), also called “*les immortels*,” have decided on countless modifications of the French language and made repeated recommendations for its proper use. Although *l’Académie*’s authority has been declining, it still retains a certain prestige to this day, and its members are often famed intellectuals and political figures Barlow & Nadeau (2008)

In 1970, prominent leaders of the decolonized world (presidents Léopold Senghor of Senegal, Habib Bourguiba of Tunisia, Hamani Diori of Niger, and Prince Norodom Sihanouk of Cambodia) proposed the creation of a new international organization that would unite the “Francophone” countries and promote the idea of a French-speaking world and the shared values of solidarity and dialogue. Today, that organization bears the name of Organisation Internationale de la Francophonie (OIF, 2009).

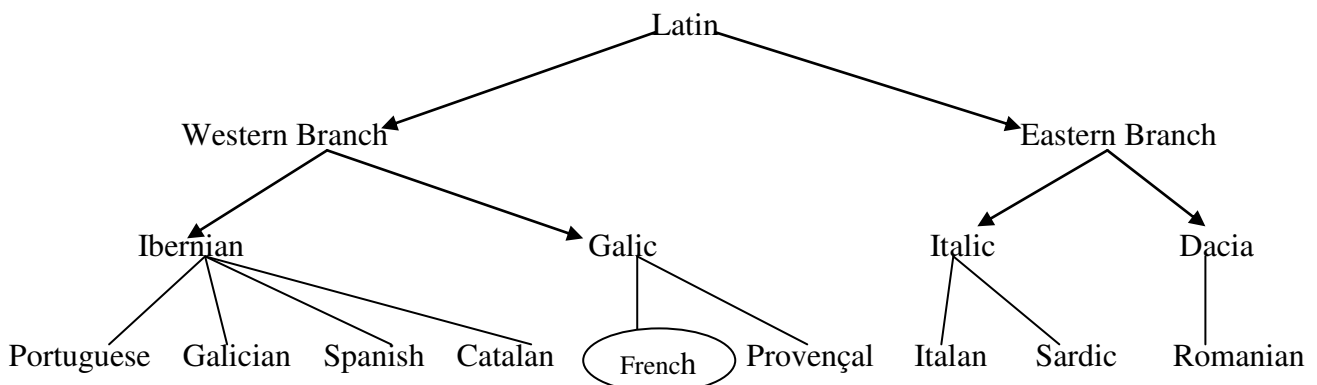


Figure 1.1 Latin language family

The figure shows the derivation of French language from the Latin’s origin and their contact with other language family.

1.2.2 English Language

1.2.2.1. Britain before English

The English language of today is the language that has resulted from the history of the dialects spoken by the Germanic tribes who came to England in the manner described. It is impossible to say how much the speech of the Angles differed from that of the Saxons or that

³ David.Lasserre 2009, 2-3 “Heritage voices : Language French” Center of Applied Linguistics.(par8-11)

of the Jutes. The differences were certainly slight. Even after these dialects had been subjected to several centuries of geographical and political separation in England, the differences were not great. English belongs to the Low West Germanic branch of the Indo-European family. This means in the first place that it shares certain characteristics common to all the Germanic languages.

Angles, Saxons, Jutes, and Frisians began to occupy Great Britain, thus changing its major population to English speakers and separating the early English language from its Continental relatives. This is a traditional date; the actual migrations doubtless began earlier (449). When the English migrated from the Continent to Britain in the fifth century or perhaps even earlier, they found the island already inhabited. A Celtic people had been there for many centuries before Julius Caesar's invasion of the island in 55 B.C, and before them, other peoples, had lived on the islands. The Roman occupation, not really begun in earnest until the time of Emperor Claudius (A.D. 43), was to make Britain that is, Britannia a part of the Roman Empire for nearly as long as the time between the first permanent English settlement in America and our own day. It is therefore not surprising that there are so many Roman remains in modern England. Despite the long occupation, the British Celts continued to speak their own language, though many of them, particularly those in urban centers who wanted to "get on," learned the language of their Roman rulers. However, only after the Anglo-Saxons arrived was the survival of the British Celtic language seriously threatened.

1.2.2.2 The Development of English Language

During the conquest and invasion which had been witnessed in the Britain, the English language went through three stages and changes that have contributed on developing the English:

a. Old English (450–1066)

Old English is used to describe the language spoken by the Anglo-Saxon settlers who arrived in the British Isles during the 5th and the 6th centuries. This stage of the English language continues up until the Norman Conquest, through the Viking dominion over England when a great deal of Old Norse was brought into the English language.

The history of the English People begins with a geographical survey of the island of Britain followed by a listing of the five languages spoken there: "These are the English, British, Irish, Pictish, as well as the Latin languages; through the study of scriptures, Latin is

in general use among them all” McClure & Collins (1999: 10). By “British” Bede means what is now called Welsh; Pictish, now extinct and evidenced only in scattered bits such as place-names, was spoken in northern Scotland; Irish was spoken in Ireland, of course, but also in many areas of Northumbria and Scotland; English needs little comment here, except that like Welsh and Irish it has undergone extensive changes since the eighth century. Latin was different. It was no one’s native tongue, but a common language among the educated elite of western Europe, almost all of whom were churchmen like the monk and priest Bede (d. 735), who was one of the greatest scholars of early medieval Europe.

For Bede, there was no question that he should write in Latin. His choice had little to do with the linguistic features of his native vernacular, a northern dialect of what we now call Old English, but the most “literary” use to which it was put at the time was oral poetry, which sustained a tradition stretching back centuries. Bede was “familiar with English poetry” according to one of his disciples, and indeed he probably drew from oral legends to fill in some details in his History McClure & Collins(1999: 300). But Bede and his contemporaries gave little thought to writing down Old English poems, and a tradition of prose had yet to develop. Although Latin never relinquished its pre-eminence as a literary and scholarly language, the uses of written English began to expand in the second half of the ninth century. Dominating this period is the figure of Alfred, king of Wessex and a scholar in his own right. His reign began in a state of crisis because an invading army threatened to obliterate his kingdom. Alfred gradually won back and expanded the territory of Wessex. Beyond his political and military accomplishments, Alfred has an equally important role in the history of English literature.

b. Middle English (1066–1485)

Middle English constitutes the period which the English language began to absorb many italic influences mainly from Latin or French. Middle English really came to consummate a century or two after the Norman conquest, for a period of time, Norman French was the language of the court and nobility and OE the language of the peasantry.

The Middle English has witnessed its existence approximately four hundred years from the late eleventh to the late fifteenth centuries in the Britain Isles. In this period; it is treated as a symbolic beginning of the era because of the significance of several events that took place in that year. In the fall of 1066, the last Anglo-Saxon king, Harold Godwinson, fought two battles. In the first, he defeated a Norwegian army at Stamford Bridge. In the second battle,

fought at Hastings a few weeks later, Harold and his army were defeated by the Normans led by Duke William. These two battles virtually put an end to the Scandinavian ambition to reclaim the English throne. By this time, however, a large population of Scandinavians had long settled in northern England. Their language, known collectively as Old Norse, subsequently seeped into the English vernacular and most likely gave momentum to the series of grammatical innovations that generally moved from north to south in the Middle English period.

With the arrival of the Normans, the ruling class of England became predominantly French speaking. English, though still spoken by the majority of the population, occupied the lower tier of the language pyramid. Confined to local function with limited usage, written English now reflected regional speech and relied on individual talent unbridled by regularization from higher authority.

When England became politically isolated from the Continent in the thirteenth century, however, more and more members of the ruling class turned to the insular vernacular. Consequently English was placed under French influences, absorbing Romance vocabulary and experimenting with continental poetic forms. The cultural history of Middle English is a history of elaboration through which the language responded to the demand for a greater social application. Chaucer's reputation as a distinguished English author among his contemporaries and near contemporaries may largely come from his rhetorical elaboration upon the vernacular.

In the late Middle English period a written standard began to develop in the metropole, where the original regional dialect was constantly modified by the dialects of new migrants. Writing in London during the late fourteenth century, Chaucer showed sensitivity to the way his work was copied by his scribe. During the earlier decades of the fifteenth century, a new London dialect was cultivated at Chancery for the production of governmental documents.

c. Modern English (1660–present)

Much of what happened to the English language during the long eighteenth century can be related to an extraordinary growth of language consciousness in those 160 years. In the 1660s, only a handful of people worried about English. There were no real English grammars and nothing it would recognize as an English dictionary, no daily newspapers, no “media” at all. No one studied English in school, except to learn to read, but by the early nineteenth century “correctness” in speech and writing was almost a national obsession. Hundreds of

grammars and dozens of dictionaries had been published and purchased, with no sign that the British public's appetite for them had been sated. Browse through R. C. Alston's ten volumes of bibliographies to get a sense of how many different kinds of books on the English language were written before 1800 (for example, dialect collections, dictionaries of thieves' cant), and how rapidly their numbers increased after 1700.

The growth of language consciousness was certainly accelerated by the enormous steps Britain took in this period towards becoming a fully literate print culture (Eisenstein 1983) (McIntosh 1998).

Language was primarily an oral phenomenon, transmitted from mouth to ear. The most powerful national communications systems were the sermons and speeches and readings that people heard every week in church or chapel. But by 1830 all the (pre-electronic) institutions of literacy were going full steam: dictionaries, magazines, anthologies, advertisements, newspapers, cartoons, lending libraries, book reviews, women writers, and feminist tracts. The "canon" of English literature (starring Shakespeare) was being studied, and elocutionists like Thomas Sheridan got rich by telling Scots and Irish how to talk like educated Londoners. It is tempting to think of the years from 1660 to 1830 as a kind of hinge between the world of Shakespeare and our world. During this time many modernities came into being: the natural sciences; global capitalism; money as credit, not just gold and silver; the modern sexual identities of men and women Hitchcock & Cohen(1999); the social sciences (economics, anthropology, sociology); feminism; noble savages Byronic heroes; musical comedy; tourism; statistics; fashion plates McKendrick(1982); sports as a business; trade unions; Romanticism; steam engines; public art exhibits; the British Empire

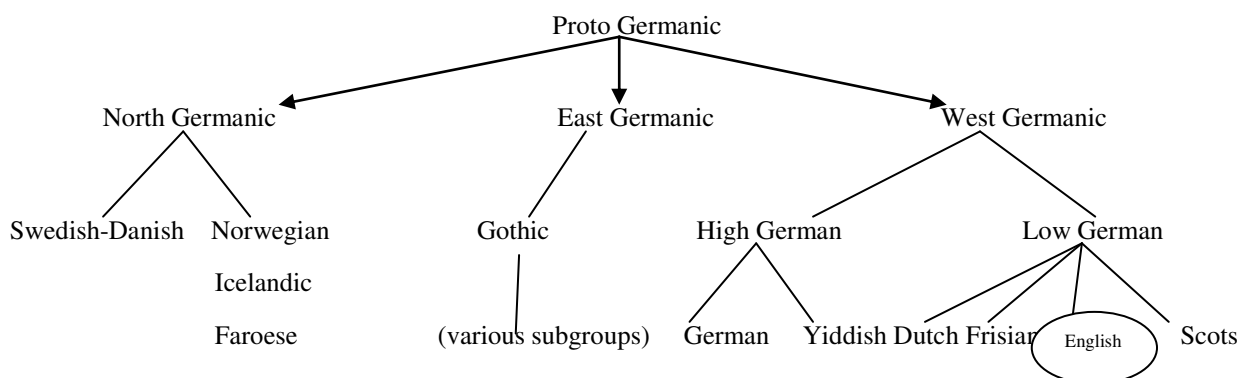


Figure. 1. 2. Germanic Language Family

The figure 1.2. shows the derivation of English language from the Germanic's origin and their contact with other language family.

1.2.3 Arabic Language

Arabic is one of the World's major languages with roughly 300 million speakers in twenty two Arab countries. In 1974, Arabic was attested as one of the sixth United Nation's official languages alongside Chinese, Russian, English, French and Spanish. As a Semitic language, Arabic possesses many unique linguistic characteristics such as writing from the right to the left, the dual number of the nouns which is not found in English, the two genders, feminine and masculine, beside the root, the most salient feature of Semitic languages. Extensively, Arabic philologists have studied the Arabic language in relation to the other Semitic languages in a bid to show the uniqueness of Arabic as compared to the other Semitic languages. Versteegh (1997) mentions that within the group of Semitic languages, Arabic and Hebrew have always been the most-studied languages. He shows that the reason is not only the familiarity of scholars of Semitic languages with the Arabic language and the relative wealth of data about its history, but also its apparent conservatism, in particular its retention of a declensional system Versteegh(1997).

1.2.3.1. Classical Arabic (CA)

Classical Arabic is understood to be the language that developed from the varieties of Bedouin tribes in Arabian Peninsula, as recorded in the pre-Islamic poetry Ferguson(1959). Due to Quran was revealed in Arabic, it has a sacred and prestigious position not only among the Arabs but rather all Muslims across the world. All Muslims around the world are required to learn Arabic to be able to carry out their religious acts properly. Farghaly in 2012 declares that despites its consistency over 1500 years, Classical Arabic is neither the native nor spoken language of any group; nor is it the language of the contemporary writing. Ennaji (2002) mentions that "the Muslim fundamentalists go even further to claim that only classical Arabic is worth teaching and learning because it reflects Muslim tradition, belief and values" Ennaji(2002). He confirms that Arabic is associated with identity, roots, cultural authenticity and tradition. Therefore, Classical Arabic is regarded by many scholars as the "real language" whereas the various colloquial dialects of Arabic are distorted forms of this pure language.

It is worth mentioning that the revelation of the Holy Quran in Classical Arabic along with the recognition of Arabic as the "Word of God" (kalimatullah) contributed to getting Classical Arabic a high sacred status among all Muslims irrespective of their regional affiliations and nationalities. Haeri (2003) reports that most classical languages disappeared:

Sanskrit came to be replaced by the local regional languages of India such as Hindi, Urdu, Bengali etc, and Latin eventually gave way to the Europeans vernaculars, generation by generation, genre by genre, and domain by domain until even the Vatican stopped required it to be the language of prayers Haeri (2003).

On the contrary, Classical Arabic could have retained its purity and linguistic features over 1500 years due to its religious status as a language of Quran being recited daily and mostly five times a day (in the prayers) by all Muslims across the world. Such constant use of Classical Arabic during the frequent religious sermons gave it away to be “eternal” in that it did not die away when its speakers ceased to use it in their day to day communication and instead they had recourse to the use of their various regional vernaculars. Moreover, every Friday, all Muslims are required to gather in the mosques of their localities to listen to the weekly-based oration (Xutbah) delivered in Classical Arabic. Thus, all factors cited above have helped Arabic preserve its dynamic practicality over the years.

1.2.3.2. Modern Standard Arabic (MSA)

MSA is considered as modified edition of classical Arabic by many linguists. It has emerged as a result of Arabs’ contact with the Western culture and the dire need of assimilating the new political, technological and technical terms that had not been included in the Arabic dictionary. It is the most widely used in education, mass media, religious sermons and official speeches. Unlike the vernaculars, “MSA is practically no one’s mother tongue, and good proficiency in MSA requires more than elementary education” Bhatia & William(2004).

MSA is the written language used for all Arabic books, newspapers, street signs, magazines, official documents, and business-related materials. Most educated Arabic speakers are able to use MSA as a “lingua franca” to communicate with one another regardless their nationalities or spoken native dialects. It is almost assimilated and intelligible by all Arabs because most of them have adequate exposure to MSA through media, printed materials, religious practices, and certain work-related or social situations. The Arab children also have a relative mastery of MSA because of learning this variety in schools as well as the frequent exposure to the cartoon films presented in Modern Standard Arabic. MSA is the written norm for all Arab countries as well as the major medium of communication for public speaking and broadcasting Ryding (2005).

However, the evolution of MSA dates back to the nineteenth century when it dropped some of the more archaic words and phrases and has added new technical and scholarly vocabulary as the times have changed. Versteegh (1997) considers the emergence of Modern Standard Arabic as a rebirth of Classical Arabic.

It is no one's mother tongue, MSA should be acquired through formal education in schools just like Latin and Sanskrit and would be used in religious sermons, medium of instruction in schools and universities, mass media, newspapers and official speeches. It could also be said that Arabic is a symbolic feature of Arabs unity. Despite the disputes that may occur among Arab states every now and again, Arabic is the concerted element that unifies them linguistically being constitutionally the official language of all Arab countries from the Ocean to the Gulf.

1.2.3.3. Colloquial Arabic (Ca) /Algerian Dialectal Arabic (ADA)

Colloquial Arabic is regarded as the mother tongue of all Arabs. It is painlessly and naturally acquired with no need to schooling or learning grammar as the case with MSA. Colloquial Arabic involves different Arabic varieties that are regionally divergent. Such varieties hold substantial differences among them in terms of Bedouin and Sedentary speech, the countryside and major cities, ethnicities, religious groups, social classes, gender differences, educated and illiterate etc., Colloquial Arabic are the varieties used for the Arabs' day to day communication.

ADA is the variety that belongs to MSA which is spoken in Algiers and its periphery. This dialect is different from the dialects spoken in the other places of Algeria. It is not used in schools, television or newspapers, which usually use standard Arabic or French, but is more likely, heard in songs if not just heard in Algerian homes and on the street. Algerian Arabic is spoken daily by the vast majority of Algerians.

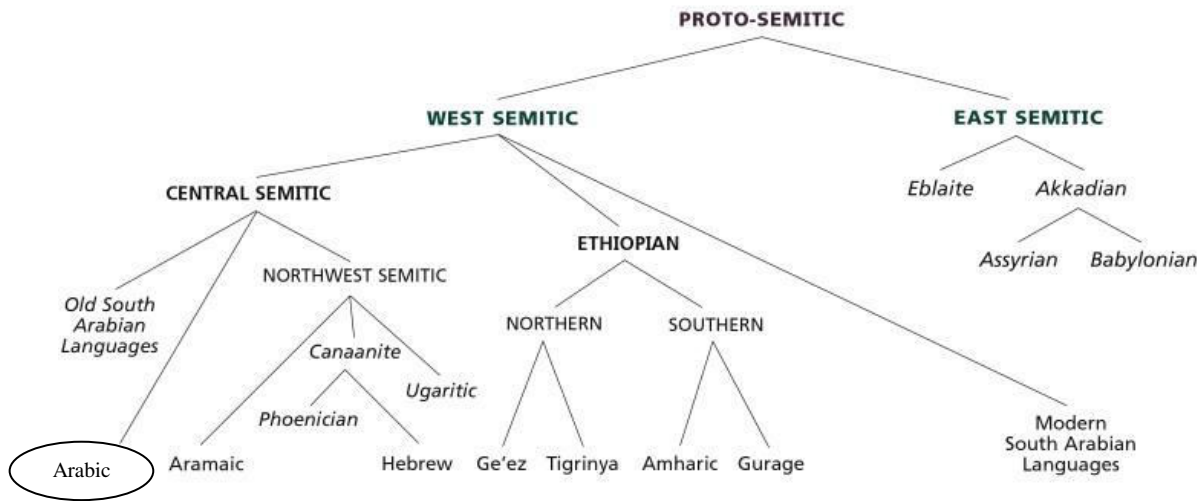


Figure.1.3. Proto-Semitic family

The figure shows the derivation of Arabic language from the Proto-Semitic's origin and their contact with other language family.

1.3. The Historical Contact of Arabic, French with English Language

Arabic is the language of the Islamic religion because Islam is an international religion, Arabic is needed everywhere. When the Arabs reached Spain and established the Andalus kingdom there, communication between the Arabs and the Europeans began. During the period 881 on, the Andalus kingdom became the center of various sciences. So, a new contact began between this state and the other parts of Europe. English was one of the languages used by the people of Europe. It began to deal with Arabic. It borrowed some words and at the same time it lent Arabic some English words like bicycle, telephone,... etc. It borrowed words from Arabic like cotton, cave, capability, Strang (1970:49).

In 1042, the accession to the English throne of Edward the Confessor, who had spent time in exile in Normandy, brought French into early contact with English. However, it was the Norman Conquest of 1066 that saw the arrival of a new Anglo-Norman ruling class in England, and with it an Anglo-French (A-F) language. The new arrivals 'inevitably transferred their everyday tongue to their official offices' with the result that Anglo-French 'became established alongside the traditional Latin as the language of public state business and of the court'. These elevated uses of French meant that there was an inequality of status between the two languages, so it was a case of superstrate borrowing: French influenced English from above. In the Present Day English (PDE) newspaper article, the lexical fields of

the French loanwords from the period immediately following the Conquest reflect this. Prince, for example, relates to the court, while the Anglo-Norman adjective general had early ecclesiastical applications. The French newspaper article points to words from similar lexical fields borrowed into English during the same period. We find trône, from which English gets throne, another example of courtly vocabulary; as well as saint an ecclesiastical loanword that came into English from Latin, via French

1.4. What is Language Contact?

Language contact has attracted the interest of many scholars, who describe it as a phenomenon where two or more distinct languages come into closest use within the same speech community. According to Weinreich (1974:1) *“Two or more languages are said to be in contact if they are used alternately by the same persons”*.

Language contact refers to a situation in which groups of speakers of different languages come into contact with one another. In other terms, it occurs when speakers of different language varieties interact and their languages influence each other.

The language contact is the use of more than one language in the same place at the same time. It isn't hard to imagine a situation in which this definition might be too simple: for instance, if two groups of young travellers are speaking two different languages while cooking their meals in the kitchen of a youth hostel, and if each group speaks only one language, and if there is no verbal interaction between the groups, then this is language contact only in the most trivial sense. The focus will be on nontrivial language contact that is, on contact situations in which at least some people use more than one language. Thomason, S. (2001:1)

1.4.1. Types of Language Contact

Whenever speakers of different coexisting languages interact closely, it is typical that their languages influence one another mutually. This linguistic contacts lead to multifarious types which we will list thereafter.

1.4.1.1. Language Maintenance

In fact investigating language maintenance is often done through the identification of domains and situations in which the language is no longer used or is gradually making way

for the use of another language. The term language maintenance is used to describe a situation in which a speaker, a group of speakers, or a speech community continue to use their language in some or all spheres of life despite competition with the dominant or majority language to become the main/sole language in these spheres. It denotes the continuing use of a language in the face of competition from a regionally and socially more powerful language.

1.4.1.2. Language Shift

It denotes the replacement of one language by another as the primary means of communication within a community. It means the process, or the event, in which a population changes from using one language to another. As such, recognition of it depends on being able to see the prior and subsequent language as distinct; and therefore the term excludes language change which can be seen as evolution, the transition from older to newer forms of the same language. Language shift is a social phenomenon, whereby one language replaces another in a given (continuing) society. It is due to underlying changes in the composition and aspirations of the society, which goes from speaking the old to the new language. By definition, it is not a structural change caused by the dynamics of the old language as a system.

1.4.1.3. The Creation of New Languages

The new language is adopted as a result of contact with another language community, and so it is usually possible to identify the new language as “the same” as, that is, a descendant of, a language spoken somewhere else, even if the new language has some new, perhaps unprecedented, properties on the lips of the population that is adopting it. Language shift results in the spread of the new language that is adopted, and may result in the endangerment or loss of the old language, some or all of whose speakers are changing their allegiance. As a result, some readings on language spread and endangerment are relevant to language shift. Language shift may be an object of conscious policy; but equally it may be a phenomenon which is unplanned, and often unexplained. Consequently, readings in language policy (especially those on status planning) often relate to it. The conditions of imperial relations between societies, and the special links mediated nowadays by technological inventions, often worldwide and at a particularly rapid pace, are thought by some to require special theories.

1.4.1.4. Language Death

It is used when that community is the last one in the world to use that language Crystal,D (2000). The extinction of Cornish in England is an example of language death as well as shift (to English). Language death is a process in which the level of a speech community's linguistic competence in their language variety decreases, eventually resulting in no native or fluent speakers of the variety. Language death can affect any language form, including dialects . It is sometimes also called “language extinction” and happens when a language loses its last native speaker. Language death occurs in unstable bilingual or multilingual speech communities as a result of language shift from a regressive minority language to a dominant majority language. W. Dressler (1988). Classical Arabic is an example of language death since there is no native speakers of CA. Sanskrit is also considered as language death for the reason that it is spoken by the minority of speakers and it is not written language.

1.4.2 Language Conflict

The presence of many languages in the same area easily causes conflict. Language conflict arises from the confrontation of different values and attitude structures of two or more groups which are in contact within the same society. Language conflict appears when two or more languages that are clearly different confront each other in the social and political field. Language competition is then, driven by individuals organised as groups of language speakers who start having agreements by adopting certain language and rejecting another. Two types of language conflict are generally distinguishable:

1.4.2.1. Ethnic Language Conflict

Before analysing the term ethnic language conflict, we should point out that the term ethnic groups are communities whose members share a collective identity based on cultural values. Language is then, a symbolic feature of an ethnic group, in the sense that every ethnic group is deeply attached to his tongue; symbol of identity. Liebkind(1999) declares “*when ethnic group identity becomes important for individuals, they may attempt to make themselves favourably distinct on dimensions such as language*”.

According to Liebkind, Ethnic groups are people that belong to different background with different variety of language, each one of these groups try to impose their language that they used to speak in previous speech community. In United Stated of America is an example

for existing different ethnic groups such as Mexican, Asian, the red Indians, Afro-American and European American (1989: 143).

1.4.2.2. Political Language Conflict

Along with sociologists, political scientists also assume that language contact can cause political conflict. Language conflicts can be brought about by changes in an expanding social system when there is contact between different language groups (Inglehart and Woodward 1972). Taking example of English and French speakers in Canada. Each one of these language speakers try to impose their own language by making each state known to speak even French or English. The reasons for such a situation are the following: a dominant language group (French in Belgium, English in Canada) controls the crucial authority in the areas of administration, politics and the economy, and gives employment preference to those applicants who have command of the dominant language. The disadvantaged language group is then left with the choice of renouncing its social ambitions, assimilating, or resisting. While numerically weak or psychologically weakened language groups tend towards assimilation, in modern societies numerically stronger, more homogeneous language groups possessing traditional values, such as their own history and culture, prefer political resistance, the usual form of organized language conflict in this century. This type of conflict becomes especially salient when it occurs between population groups of differing socioeconomic structures (urban/rural, poor/wealthy, indigenous/ immigrant) and the dominant group requires its own language as a condition for the integration of the rest of the population. Although in the case of French-speaking Canada, English appeared to be the necessary means of communication in trade and business, nearly 80% of the francophone population spoke only French, thus being excluded from social elevation in the political/economic sector. The minority of French-speakers elite, whose original goal was political opposition to the dominant English, ultimately precipitated the outbreak of the latent, socioeconomically motivated language conflict.

1.5. The Outcomes of Language Contact

As stated above, the contact of coexisting languages and dialects in a particular context unavoidably generates outcomes. We try to enumerate them hereafter.

1.5.1. Diglossia

The term “diglossia” is originally a Greek word that derives from ‘*diglōssos*’, meaning a state of being bilingual. The term “*diglossie*” was first used by William Marçais in 1930 to describe the diglossic linguistic situation in Arabic speaking countries including Algeria, Tunisia and Morocco.

Ferguson used the term “Diglossia” to describe a linguistic situation where two varieties of the same language, are used for different purposes. According to him, there is a high variety and a low one. The dominant variety is used in formal settings and the other variety is used in informal spheres. He describes Diglossia as follows:

Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which 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. (Ferguson 1959 : 16).

Ferguson explained and developed Diglossia in Arabic-speaking countries as well as in the German and the Greek communities. He described Diglossia as a kind of Bilingualism in a given society in which one language is the high variety “H” and the other, which belongs to the same language, is the low “L” variety. He differentiated the two different varieties of the same language. He divided them according to their functions. He considered the high variety as the standard one; which is used in formal settings such as education and formal speech, whereas the low variety is used in non-standard situations such as at home or in one’s private life. It is the medium of daily spoken and informal communication. Therefore, “L” is seen as inferior as opposed to “H”.

In this context, Ferguson describes the “H” as the “*Superimposed variety, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.*” Ferguson (1959:245)

Ferguson distinguished the paired varieties with their different functions. He put forward

the specialization of functions of the two different varieties of Arabic.

- Sermons in church or mosque	H
- Instructions to servants, workmen	L
- Personal letters	H
- Speech in parliament	H
- University lectures	H
- Conversation with family, friends, colleagues	L
- News broadcast	H
- Newspaper editorial news story	H
- Poetry	H
- Folk literature	L
- Radio “Soap Opera”	L

Table1.1. The specialization of functions of the two different varieties of Arabic.

Consequently, as exposed the table for each context, a different variety is used. If it is an official or formal setting “H” will be used, however if it is a social, familiar or informal, then “L” would be used.

1.5.1.1 Extended Diglossia (1967)

- Joshua Fishman presented a modification of Ferguson’s (1959) original concept of diglossia in 1967. He proposed an expansion of Ferguson’s definition.
- According to Fishman (1967), *diglossia refers to all kinds of language varieties which show functional distribution in speech community. Diglossia as a consequence describes a number of sociolinguistic situations. From stylistic differences within one language or the use of separate dialects to the use of (related or unrelated) separate dialects.*

1.5.2. Bilingualism

One of the most important definitions was proposed by Bloomfield (1933:55), in which he says that a bilingual speaker is someone who has “*the native-like control of two languages*”. This definition implies equal and fluent competence in both languages. Another

definition was given by Weinreich (1953:1), he states that bilingualism is “*the practice of alternately using two languages*”. Following the same line of thought, Mackey (1968:555) defines bilingualism as “*the alternate use of two or more languages by the same individual*”, this means that bilingualism is an individual phenomenon.

Bilingualism is concerned with - at least - two languages. When a speaker comes in contact with people speaking another language, he/she faces a situation of language shift and bilingualism represents one case. The extent of bilingual competency differs from one person to another. The degree of fluency is not the same for all bilinguals. According to Mackey(1968: 555), bilingualism consists in “*The alternate use of two or more languages by the same individual.*”

Bilingualism is a complex concept which comprises many variables, so that every linguistic situation is taken into account. Effectively, Algeria constitutes an interesting example of different bilingualism sorts, where Arabic/French bilingualism is the most common among the big majority of Algerian bilinguals. To give a few examples for both levels, some traffic signs and administrative document are given both in MSA and French.

There are two kinds of bilinguals: the active bilinguals who are mainly constituted of intellectuals, students and educated people. They understand both languages, read and write them. The passive bilinguals understand both languages but cannot speak them correctly and cannot read or write them correctly. However, one can say that, to some extent, almost all the Algerians are bilinguals. Bilingualism is practiced, in different ways, by the majority of Algerians; either by educated people or by illiterate people.

1.5.2. Pidgin and Creole

Pidgin languages is generally agreed that in essence these represent speech forms which do not have native speakers, and are therefore primarily used as a means of communication among people who do not share a common language. The degree of development and sophistication attained by such a pidgin depends on the type and intensity of communicative interaction among its users. Muhlhausler (1986) makes three basic distinctions amongst speech forms that creolists have referred to as pidgins (rather unstable) jargons, stable pidgins, and expanded pidgins.

To turn to Creole languages, one vital difference from pidgins is that pidgins do not have native speakers, while creoles do. This is not always an easy distinction to make, as one aspect of the world wide increase in linguistic conformity and the concomitant reduction in linguistic diversity, is that extended pidgins are beginning to acquire native speakers. This has happened for instance with Tok Pisin, Nigerian Pidgin English, and Sango (Central African Republic), to name but three cases. In particular this has tended to occur in urban environments, where speakers from different ethnic groups have daily contact with each other. The pidgin then becomes the town language. The children of mixed marriages frequently grow up speaking the home language the pidgin as their native language.

1.5.4. Code-Switching/ Code Mixing

In sociolinguistics, the concept “Code Switching” refers to the use of two different languages, codes within the same sentence. It is the alternation of words of two languages. It is the situation where the speaker uses two distinct varieties in his discourse. This happens very often among bilinguals who often switch between their two languages in the middle of a conversation.

Code-switching (CS) refers to the mixing, by bilinguals (or multilingual), of two or more languages in discourse, often with no change of interlocutor or topic. Such mixing may take place at any level of linguistic structure, but its occurrence within the confines of a single sentence, constituent, or even word, has attracted most linguistic attention. It surveys the linguistic treatment of such intra-sentential switching.

Though CS is apparently a hallmark of bilingual communities world-wide, it has only begun to attract serious scholarly attention in the last few decades. Researchers first dismissed intra-sentential code switching as random and deviant Weinreich (1953,1968) but are now unanimous in the conviction that it is grammatically constrained. The basis for this conviction is the empirical observation that bilinguals tend to switch intra-sententially at certain (morpho.) syntactic boundaries and not at others. Early efforts to explain these preferences proceeded by proscribing certain switch sites, for example, between pronominal subjects and verbs or between conjunctions and their conjuncts. However, these particular sites were soon reported to figure among the regular CS patterns of some bilingual communities. The first more general account of the distribution of CS stemmed from the observation that CS is favoured at the kinds of syntactic boundaries which occur in both languages. The equivalence

constraint Poplack(1980) states that switched sentences are made up of concatenated fragments of alternating languages, Muysken (2000) claims that each of which is grammatical in the language of its provenance. The boundary between adjacent fragments occurs between two constituents that are ordered in the same way in both languages, ensuring the linear coherence of sentence structure without omitting or duplicating lexical content.

The process in which the bilingual speakers shift back and forth between one language or a dialect and another language or dialect within the same conversation. Trudgill (2003)

According to Trudgill in defining code switching, the speaker needs to be active or passive bilingual in order to shift codes within the same utterance or sentence (2003).

1.5.4.1 Forms of Code Switching

In the literature on code switching we can distinguish three levels of code switching namely:, intra-sentential switching, inter-sentential switching. Here we will discuss them in detail.

Poplack (1980) has identified three levels of code switching. Firstly, Tag code switching; it is related to the inclusion of a tag (you know, I mean, or right?) in one language into a sentence which is otherwise in the other language. Such a tag is easily included in an utterance and does not violate its syntactic structure.

Second level is Inter-sentential code switching which means the switching between language varieties at the sentence boundary, as a result one sentence can occur in one language and the following part is in another language.

The last level is Intra-sentential code switching. According to Myer-Scotton (*ibid*), Intra-sentential switches occur within the same sentence or sentence fragment. In other words, this level of switching is found within the same clause or sentence which contains elements from both languages.

1.4.5.2. Code Mixing

The process in which the speakers shift back and forth between two languages with such rapidity and density, even within the sentences and phrases that it is not possible to say at any time which language they are speaking.

Code Mixing is to some extent different from Code switching but it is difficult to distinguish between them. Code Mixing occurs when people mix between two different

varieties, two different codes. We speak about code mixing when a word or an item of the second language is interposed into a sentence which remains in a first language. It means that we change codes from one language to another, alternatively, in the same utterance. Within the same conversation, some words are taken in one language and others are taken from the other variety and are mixed together. Sometimes, a mixed code can serve as a marker of higher social prestige, of religious identity or professional status and it constitutes an act of identity.

1.5.6. Borrowing

Borrowing is the process of importing linguistic items from one linguistic system into another, a process that occurs any time two cultures are in contact over a period of time. Haugen's (1950) article on borrowing marks the beginning of the current interest in the topic. Much of the earlier work had dealt with historical linguistics and much of the following work has dealt with other areas of linguistics. The early study of the process of borrowing and its results emphasized items from the linguistic systems such as vocabulary, phonology, grammar. In the last four decades added emphasis has been given to the study of the borrowing of other elements in communication systems.

In linguistics, the term 'borrowing' describes a process in which one language replicates a linguistic feature from another language, either wholly or partly. The metaphorical use of the word 'borrowing' to describe this process has some well-known flaws: nothing is taken away from what is termed the donor language, and there is no assumption that the 'borrowing' or 'loan' will ever be returned. In many ways, the idea of influence would be more appropriate. However, the term 'borrowing' has been firmly entrenched in linguistics as the usual term to describe this process since the nineteenth century, to the extent that most linguists no longer even think of it as a metaphor.

It is observed that when people speaking two different languages varieties are in contact, the two most important effects can result from this situation:

- 1) The first consequence is that speakers from both sides are going to learn how to say some useful words and expression from the other language.
- 2) The second important effect is that one of the groups in contact is going to include some words from the other group's language into his language to refer

to things, concepts or activities which are new for him.

1.5.6.1 Reasons for Borrowing

In the literature on borrowing, most of the researchers agree that there are various motivations that push speakers of a language to borrow items from other languages. But here we will not mention all of them. Instead, we will shed light on the most important ones namely: the prestige motive and the need-filling motive.

A) The Prestige Motive

At any given time in any given place, different languages may come in contact. In such situations, one of these languages acquires more prestige than the others. However, this prestigious language is going to exercise some kind of linguistic influence on the other languages used or spoken in its vicinity. As a result, speakers of the less prestigious languages become very eager to show off their mastery of the prestigious language by adopting some of its words or phrases into their own speech. For instance, during and after the French occupation of our country, French enjoyed more prestige than Arabic. Consequently, a huge number of French words and phrases have found their way to Algerian Arabic.

B) The Need-Filling Motive

The second important motive is called the need-filling motive. The latter has relation with technological advances, modern methods of education, scientific discoveries and trade. When new experiences, practices and items enter the language they bring with them new words into the language system. Consequently, speakers will be obliged to use the new loan words. One can cite many examples which are used in our daily life such as: *la photocopieuse*, *l'aéroport*, *l'ordinateur*, *le tableau* (the photocopying machine, the airport, the computer, the blackboard) respectively.

1.5.6.2 The Process of Borrowing

The types of borrowing are discussed in terms of the original pattern or model. An import is an item similar to the model; a substitution is an inadequate version of the original,

i.e. speakers of the origins of the original language would not recognize it. The usual terms in the study of borrowing relate to the process rather than the results.

A) Lexical Borrowing

Lexical borrowing occurs when the lexis of one language (commonly called the donor language or sometimes the source language) exercises an influence on the lexis of another language (commonly called the borrowing language or sometimes the receiving language), with the result that the borrowing language acquires a new word form or word meaning, or both, from the donor language. Philippe Durkin (2014:1).

The other main types of lexical borrowing involve borrowing of meaning but not directly of word form, and can conveniently be referred to under the cover term semantic borrowing which is the terminology that is normally used to describe the meaning of single borrowed words in the donor language. In some cases the structure of a word in the donor language is replicated by a new word in the borrowing language.

Most researchers agree that lexical borrowing is by far the most common type of transference between languages. One may cite the example of Sapir (1921) who points out that the simplest kind of influence that one language may exert on another is the “borrowing” of words. When we use the term “lexical”, we refer to the incorporation of content words such as nouns or verbs from one language (the donor language) in another (the recipient language) Following the formal criterion set up by the American descriptivist E. Haugen (1950), that is the degree of modification of the lexical units of the model language, we have three main types of lexical borrowing based on the distinction made between “importation” and “substitution”.

B) Loan Translation (Calque)

A loan translation is a special kind of loan word. However, says Yousef Bader, “*loan translations are easier to understand than loanwords because they use existing elements in the borrowing language, whose expressive capacity is thereby enriched*”. Vocabulary borrowing from one language into another is a common phenomenon. Sometimes in the case of structurally complex lexical items, this takes the form of loan translation. In such a translation, the literal form of a lexical item is translated bit by bit into another

language. It can take place with derived words. The word thriness (threeness) in Old English was loan translated from Latin trinitas during the conversion of the English to Christianity. As an example for loan translation, we say “*ça va sans dire*” (It goes without saying) that English gets most of its loan translations from French.

C) Loanwords

This type is defined as the direct transference of a lexeme, it includes both meaning and form and it is based only on morphemic importation without substitution. Some loanwords may be phonologically adapted to the receipt language system; others may be used without any modification.

A loanword is a word adopted from one language (the donor language) and incorporated into another language without translation. This is in contrast to cognates, which are words in two or more languages that are similar because they share an etymological origin, and calques, which involve translation.

A loanword is distinguished from a calque (or loan translation), which is a word or phrase whose meaning or idiom is adopted from another language by word-for-word translation into existing words or word-forming roots of the recipient language.

Examples of loanwords in the English language include *café* (from French *café*, which literally means "coffee"), *bazaar* (from Persian *bāzār*, which means "market"), and kindergarten (from German *Kindergarten*, which literally means "children's garden").

In a bit of heterological irony, the word calque is an importation from the French noun, derived from the verb *calquer* (to trace, to copy), Loans of multi-word phrases, such as the English use of the French term *déjà vu*, are known as adoptions, adaptations, or lexical borrowings.

The terms substrate and superstrate are often used when two languages interact. (However, the meaning of these terms is reasonably well-defined only in second language acquisition or language replacement events, when the native speakers of a certain source language (the substrate) are somehow compelled to abandon it for another target language (the superstrate)

1.5.6.3. The Assimilation of Borrowing

Assimilation is a process of adjusting in Phonetics and Lexicology. The term Assimilation in Etymology is used to denote a partial or total conformation of a borrowed word to the phonetical (graphical and morphological standards and the semantic system of the receiving language.

There are three main types of assimilation:

1. **Phonetic Assimilation:** the adjusting of the phonetic structure of a borrowed word to the phonetical system of the recipient language. Loan words not assimilated phonetically retain their foreign pronunciation like most of the French borrowings of the latest time, e.g. police, machine, ballet.
2. **Grammatical Assimilation:** a conformation of a borrowed word to the morphological standards of the receiving language. Grammatically assimilated loan words acquire English grammatical categories and paradigms, e.g. to count-counted-counting, sputnik-sputniks. Loan words not assimilated grammatically retain their foreign grammatical forms like some nouns borrowed from Latin which keep their original plural inflexions, e.g. phenomenon – phenomena.
3. **Lexical Assimilation**

a confirmation of a borrowed word to the lexico-semantic system of the receiving language. It means that a borrowed word may participate in word building and develop its semantic structure. Foreign poly-semantic words become mono-semantic in the receiving language but a borrowed word may develop a new meaning in the receiving language, e.g. palate (the roof of the mouth) has developed a new meaning in English = taste, inclination and interest; and the new derivatives – palatable (tasty) and etc.

3.1. Types of Assimilation

According to the degree of Assimilation, borrowings are subdivided into:

3.1.1. Completely/fully Assimilated Words

They correspond to all phonetic, morphological and semantic laws of English and do not felt as borrowings. They are found in all the layers of older borrowings (Latin, Scandinavian,

French). Many of them belong to the native word stock of English (cheese, street – Latin) (husband, to die, to take – Scandinavian) (table – French).

3.1.2. Partially Assimilated Borrowed Words: They've retained:

1. Foreign pronunciation (vase, restaurant)
2. Foreign morphological characteristics (datum – data)

they are not assimilated semantically denoting notion of foreign cultures, nature, customs (steppe, taiga, sombrero). These are foreign realities which have no corresponding equivalents in English.

3.1.3. Unassimilated Borrowed Words

These are foreign words used by English people in oral speech or in writing but not assimilated in any way. They usually have corresponding English equivalents, e.g. “Chao” (Italian), “adio”.

Conclusion

Language contact situations are not negative phenomena that create heterogeneous societies over others in the world but rather positive facts that lead to homogeneous group of speaker. Language contact situations bring about the emergence of new linguistic practices that may open ground field of investigation about such linguistic process to be exploited and/or tackled by potential researchers, students and sociolinguists each according to his cup of tea.

Chapter Two

Chapter Two

The Research Contextualization

The Language Contact in Algerian Context and its Impact on Tertiary System

Introduction

It is absolutely acknowledged that language contact over time leads unavoidably to changes in language. This is due to an interactive phenomenon between coexisting languages. This language interplays impacts both linguistic and sociolinguistic systems respectively, viz., syntactical, morphological and phonological besides altering social patterns. Algerian university students have been in contact with a set of languages and dialects for a long time since. Differently couched, in addition to a variety of dialects, i.e., Algerian Dialectal Arabic, Beber, Mozabite, etc, Algerian students have been learning Standard Arabic as an official and a medium of instruction for about twelve years, French as first foreign language since primary education (ten years), and English as a second foreign language (seven years), etc. Then, the coexistence of all these varieties in the educational space can only result in the aforementioned alterations. Throughout the upcoming chapter, a detailed analysis of the Algerian linguistic and sociolinguistic will be tackled.

2.1.The Sociolinguistic Situation in Algeria

The Algerian language is discussed from a sociolinguistic viewpoint, as well as considering its language policy, with the aim of analyzing the use of such language, including its grammatical rules and pragmatic use. Within Algerian legislation, MSA is considered the standard as an official language, and French is viewed as the country's first foreign language and second language sociolinguistically speaking, but in reality it is not actually like that. Actually, MSA is taught at school as a first language, but it has never been the main communicating language within Algerian society. The mother language for Algerians is the ADA which is used to express oneself on a daily basis. It is a language formed by different languages which have come about through the coexistence of various civilizations in the North-African lands, like Arab, Berber, French, Spanish, Turkish, Italian and also, influence from English through it being a global language.

2.1.1 Berber

The Berber languages are considered the native language of Algeria since antiquity. They are spoken in five major dialects in many parts of the territory, but mainly in Kabylia, in the Aurès, and in the Algerian Sahara desert (by Algerian Tuaregs).

Before, during and after Phoenician settlers' arrival, Berber remained spoken throughout ancient Algeria (Numidia), as later attested by early Tifinagh (or Libyco-Berber) inscriptions, and as understood from Latin and Greek historical sources. Despite the presence or growth of Latin, and later Arabic, in some urban areas, Berber remained the majority language of Algeria since ancient times until well after the French invasion in 1830.

MSA remained Algeria's only official language until 2002, when Berber was recognized as a second national language. And in 2016 Berber was recognized as a second official language of Algeria. Recently, Tamazight became second national and official language after Arabic in 2018 where the educational system started to teach Tamazight variety in the primary schools and social settings in Algeria.

The 1963 constitution and the 1976 constitution do not mention Berber and French. The Permanent Committee on Geographical Names for British Official Use (PCGN) stated "official attitudes towards both Berber and French have been largely negative" and "The Algerian authorities have even at times rejected use of the very word "Berber", either on the secular grounds that the term undermines national unity, or on the religious grounds that it is a term hostile to Identity and prefer to call it Tamazight another name for Berber."

The Berber languages varieties spoken in Algeria include:

a) In the North

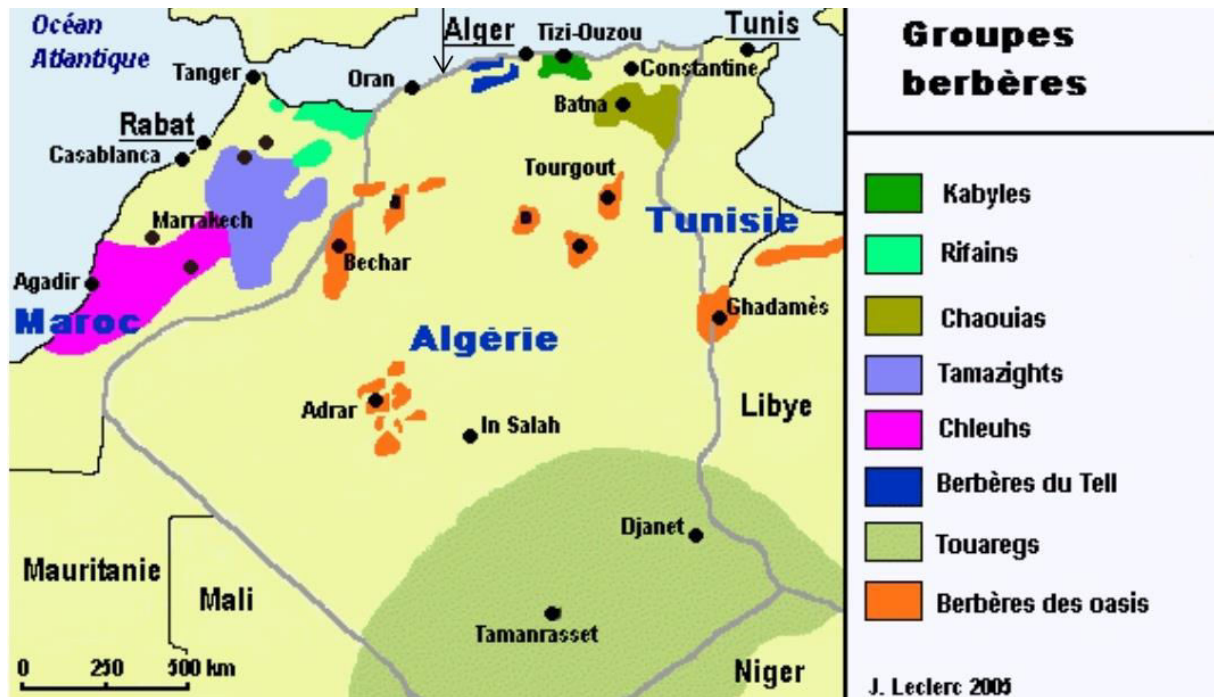
- Kabyle, about 5 million speakers mostly in Kabylie and surrounded regions, due to Kabyle migration outside of the Kabyle region in Algeria and Europe, some estimates are as high as 8 million.
- Chaouia (also called Tachawit, Chawi) in the Aurès, maybe 2 million speakers.
- Chenoua, in the Dahra region, particularly of Jebel Chenoua in Algeria, just west of Algiers near Tipaza province and Cherchell and the Chlef., estimated 56,300 speakers. Two main dialects: BeniMenacer, west and south of Mount Chenoua area, in Mount Chenoua area, 55,250 speakers.
- The Matmata dialect, spoken in some villages of the Ouarsenis region.

b) In the Extreme North west

- BeniSnous and Beni Said, dialects of Berber spoken in various villages of the wilaya of Tlemcen.

c) In the Sahara

- Mozabite (Tumzabt) in the M'zab
- Language of Touat and Gourara (called "Taznatit" by the Ethnologue, but that name is used for most of the Zenati languages)
- Language of Touggourt and Temacine.
- Tamahaq, among the Tuareg of the Hoggar



Map2.1¹: The Location of Berber varieties in Maghreb United

The map shows the places where Berber varieties are located in Maghreb United. The Berber communities in Algeria are generally spread in the Eastern part. Furthermore the Berber language has many dialects such as Kabyles, Tamazight, Chleuhs and Chaouias etc. All these dialects contact helped in developing the Berber language.

2.1.2. Arabic

Arabic, a Semitic language enters Algeria's linguistic area with the arrival of Islam. Due to the strong links between the language and the religion, Arabic soon emerges as a symbol of Arabo-Islamic identity. The Algerian decision-makers adopted in 1963 Modern Standard Arabic as the National and official language of Algeria (Art.3, constitution).

Arabic advocated by the Algerian rulers is not CA as it may be seen, but it is a modern

¹From appendix 14: The Geolinguistic Distribution in the Maghreb

literary form derived from it to meet social and linguistic needs. This contemporary variety of Arabic, which is definitely less formal than CA, has a higher rate of frequency. Maamouri (1973:57)

A huge number of foreign words and expressions were introduced into Arabic during the 19th. Hence, they gave birth to MSA. The label of Modern Standard Arabic has been applied to the written language of contemporary literature, journalism, some political speeches, television and radio newscast, administration and diplomacy. It serves as the vehicle for current forms of literature, and seen as a resource language for communication between literate Algerians. Saïd (1967:12) states that MSA is that variety of Arabic that is found in contemporary books, newspapers, and magazines, and that is used orally in formal speeches, public lectures, and television.

MSA is modernized form of CA. It is the official language of all Arab countries of all Arab countries, and the intelligible means of communication within the Arab. MSA is standardized and codified to the extent that it can be understood by different Arabic speakers in the Arab World at large. It has the defining characteristic of a modern language serving as the vehicle of a universal literature adapted to the needs of the modern world.

A great deal of scholarly attention has been paid in Western countries to the study of Arabic in its many forms from a linguistic point of view. Linguists attempted to describe the results of the operation of some of the factors, lexical and syntactical, native and foreign which influence MSA and attempted to specify some of the features which distinguish it from CA.

2.1.3. French

During the French colonization from 1830 to 1962, according to Benrabah, French "*symbolized foreign exploitation and was thus to be resisted*" but that it served as a tool to raise the population's awareness and support in favor of such resistance" because French conveyed "universal values" of liberty, equality, and fraternity. During the colonial period, about one million French native speakers lived in Algeria. The pied-noirs developed a distinctive dialect, termed Pataouète. In 1963, of the 1,300,000 literate people in Algeria, 1 million read French. Of the total population, 6 million spoke French.

In the 1960s, post-independence Algerian politicians intended to carry out an Arabization campaign to replace the usage of French with Modern Standard Arabic. The Algerian government taught French as the first mandatory foreign language for students beginning in the fourth grade in the primary cycle, from the end of the 1970s to the early

1990s. In September 1993 the Ministry of Primary and Secondary Education made French and English two separate choices for the first mandatory foreign language; students were required to pick one over the other; the great majority of students selected French as their first mandatory foreign language. Opponents of French-Arabic bilingualism in Algeria argued that French was a colonialist and imperialist language. A report for the High Council of Francophonie in Paris stated in 1986 that in Algeria, 150,000 people spoke French as a first language and 6.5 million spoke French as a second language. The total population of Algeria at the time was 21 million.

Benrabah says that from a quantitative point of view, today's Algeria is the second largest French-speaking community in the world" and that "Arabization, or the language policy implemented to displace French altogether, failed."In 1990, 6,650,000 people in Algeria spoke French, with 150,000 being native speakers and 6,500,000 being second-language speakers. In 1993, of 27.3 million people in Algeria, 49% spoke French. At the time, studies predicted that 67% of the Algerian population would speak French by 2003.The Abassa Institute polled 1,400 Algerian households in April 2000 about their language use. Of them, 60% spoke and/or understood the French language. The institute used its findings to represent the 14 million Algerian citizens who were of the age 16 or older. Benrabah said that the polls confirm the trend of French increasing in Algeria.

French in Algeria has no official status; it is considered as the first foreign language of the country (status planning). In spite of this, French is present in the spheres of everyday life; it is used as a second language to Arabic in certain public administration, especially in: Health, commerce, etc. It is taught as a compulsory subject from the third grade in primary education until university where it is the medium of teaching scientific and technical disciplines.

When talking about the presence of the French language in Algeria, we ought to say that the French settlers intended to assimilate the Algerians by bringing them to their culture and language. They made a lot of changes in the educational and social levels. The first step they did was to control the educational system in Algeria by closing some of the Quranic schools which were widespread before the French arrival in the country. Moreover, they imposed French as the only language of instruction and made it the official language of the country. Accordingly, the Arabic language lost its status and prestige. The aim behind that severe policy undertaken by the French colonizers was to spread illiteracy among the indigenous inhabitants of Algeria and thus they would never ask for theirrights.

2.1.4. English

The presence of the English language in Algeria is due to its worldwide status as a global lingua franca. It has become the language of the world because it represents the scientific and technological developments. Few years ago, the Algerian authorities designed and enforced new educational programmes to promote English and limit and reduce the impact of French. Today, English is taught from the first year of the middle school. However, only a small number of Algerians speak English, especially the younger generations.

Nowadays, the necessity to know languages is increasingly recognized, as the world joins together in 'global village', taking into account that the role of English in this ever shrinking global community is becoming increasingly important.

Profound linguistic changes are taking place in Algeria, as a result of advances in the field of sciences, technology and communications. According to Grand Guillaume (1990), English gained some more importance, when it was introduced to replace French, even though only 10% of parents who had the option of choosing English for their children in fourth grade did end up choosing English (2004:6). Its presence in Algeria was enhanced by movies, music, globalization, as well as the international status it holds as a language of science, technology, business, cyberspace, and scientific research. The widespread of satellite TV is another factor, which has led to the infiltration of English into Arabic. This has added another dimension to variation, as many new words have entered the linguistic repertoire, which has ultimately, gave dominance to English in different contexts.

Nowadays, English is competing with both French and MSA in several domains, and notably in higher educational levels, commerce, etc. It is highly respected in Algeria, because it is more related to technological and economical matters. Thousands of new words and expressions are infiltrated into the verbal speech of the Algerian people to meet the needs of the new communicative requirements.

2.2. Arabization Process

In post independent Algeria, language strategy consists to promote the education system. This latter is designated as the basic issue for nation building and to impregnate young Algerian children their own identity and culture. We cannot appreciate the Arabization in education system, without taking into consideration the linguistic situation at that time. Effectively, a small minority of Algerian children is in school in 1962, and there are only 557 Muslim students to 4548 Europeans at the University of Algiers. (Gordon 1985). Thus,

French is the predominant language for all public spheres, whereas Colloquial/Algerian Arabic is the language of daily life communication among the majority.

The Algeria experience with language in-education policy in post colonial era corresponds to two major periods: The first period corresponds to bilingual education in Arabic and French from 1960's till 1970's. The second period corresponds to monolingual education in Arabic from the late 1980's till nowadays.

Soon after, the situation of having an educational system dominated by a colonial language is clearly not acceptable for the Algerian leaders, who call for immediate arabize educational system. To understand these educational needs, Algerian language planners set specific solutions, elaborating procedures for their implementation. One important decision is the elaboration of teaching methods and materials. In this respect, important textbooks are given from the Lebanese house of Publication (Dar Ennashr Lilkiteb) namely school children's grammar books and most reading materials in general.

Just after the independence of the country in 1962, the Algerian authorities especially the Nationalists wanted to regain the Arab and Muslim identity which was possible only through the establishment of Arabic as the sole national and official language of the country. Arabic was aimed to replace French which was the official language during the colonization period. The Algerian Nationalists have launched various Arabization campaigns in all domains starting from education to administration, media and economics. However, this process (i.e. the Arabization) split the Algerians into two opposing camps; the first one was in favor of this process since its members wanted to get rid of any kind of the colonial heritage, at the same time they aimed at restoring the Algerian national personality. The second group included those who were against the Arabization process because they thought that the choice of Arabic means a backward step and that this language was not suitable for the development of the country for it was not equipped to communicate modern knowledge.

2.2.1. Steps of Arabization

Under the influence of the late president Boumediène in 1971 when it was the year of complete Arabization of the Algerian society. Scientific and literary subject matters were taught in Arabic. Polytechnic education was introduced for the first time in Algeria, and many university departments were gradually Arabized. Besides, many Egyptian and Iraqi teachers of Arabic were brought to Algeria to implement the Arabization policy.

In 1991 the generalization of Arabic was voted in Parliament (Article n°29 appendix 2).

accordingly, any document not written in Arabic was automatically rejected. Besides, a higher Council for Arabic was created through a presidential decree to implement the use of Arabic in Algeria. These measures were backed up by a presidential decree, issued in 1998, to generalize Arabic to all spheres of the Algerian society.

But, in spite of the slogan of Arabization, and the successive laws to implement it, many public offices still use French as a medium in their daily written documents. The post-office and the bank are striking examples. Similarly, private institutions use French in their daily transactions.

Arabization was introduced to serve the purpose of administration, schooling, and the mass-media to unite the medium of communication within the Algerian community. But to the best of my knowledge, Arabization is a source of conflict and disagreement among the Algerian people. Therefore, Arabization necessitates a strong will on the part of the civil servants.

The Arabization attempts faced many difficulties and criticisms. Most of my respondents believe that “Arabic” is complex and difficult to learn. This fact is well noticed in their speeches, where a special register is used, i.e. a mixture of MSA, ADA and some French to meet the communicative needs of modern life. It considers that limitation to one level of Arabic, i.e., MSA is a disadvantage and gave reasons of the type:

- 1- Arabic is an old fashioned language.
- 2- Making bad impression.
- 3- Problems with the opposite sex.

2.3. Language Use in Algeria

Since the end of colonialism, the Algerian governments have initiated mass-education campaigns. This is clearly obvious in the educational system of the country. MSA is introduced at school as a unifying language. All Algerians from six years on are required by law to learn basic knowledge through the medium of MSA. Such a policy is assumed to overcome the linguistic regionalism, and to open doors to a new era of linguistic stability, covering the different parts of Algeria. Yet, MSA is never used outside the school for any purpose. Pupils are torn between the diglossic reality whereby they “must” use MSA to write and talk in formal situations, and use the vernacular to communicate in informal situations. Six years old children are confronted with new vocabulary which is hardly related to their mother tongue.

2.4. Algeria's Sociolinguistic Report

The contact that has been established with many languages such as Arabic and its three varieties CA, MSA, ADA, Berber, and French create a particular sociolinguistic situation which gives birth to different phenomena like diglossia, bilingualism, code switching, and borrowing.

2.4.1. Diglossia in Algeria

It can be seen from the above explanation that Spoken Arabic is the variety of day to day communication of over three hundred million people around the Arab World. Unlike MSA, Arabic vernacular is the Arabs' mother tongue and acquired, as previously stated, innately without learning or formal education.

It has been asserted that the Arabic varieties are originated from the Classical Arabic or, according to some linguists' perspectives, "corrupted forms" of Arabic. The argument about historical point of the Arabic dialects' emergence has remained vague and controversial. However, there is quasi consensus among the linguists that Arabic varieties emerged as a result of the cultural and linguistic contact between the nomadic tribes of Arabian Peninsula speaking Arabic from one hand and people of the conquered regions during the expansion of the Islamic empire who had spoken different languages from the other hand besides the various processes of development to which Arabic has been undergone over the years. Versteegh(1997) reveals that *"important changes occurred in the Arabic language as a consequence of its spread over an enormous territory and its contact with many different languages (south Arabian, Persian, Greek, and Berber)."* He indicates that the process of Arabic acquisition by a large number of speakers of other languages had a considerable impact on the language.

It can be concluded from the above historical description that the spread of Islam is considered as the pivotal factor that helped Arabic spread beyond the ancient small nomadic tribes who first spoke it. Consequently, people of the regions converted to Islam began reading the Quran and also started replacing their indigenous languages with Arabic. In this manner, Arabic slowly had become familiar in many regions. The leftovers of the traditional languages of these regions contributed significantly to shaping the Arabic language. Therefore, these slight changes marked the occurrence of the Arabic dialects.

Diglossia is concerned with two varieties of the same language. One form is considered as high and another as low. As we have already mentioned, the official language in Algeria is Classical Arabic. In addition to it, there are many other regional varieties. Each region has its

own dialect. However, almost no one in Algeria uses MSA, which is considered as an official form of Arabic that is used in special settings whereas Algerians used to speak their dialectal Arabic in ordinary conversations.

Dialectal Arabic is restricted in use for informal daily communication within families and in everyday life, although this is quite developed because of the huge number of loanwords from other languages; most primarily from French and Spanish and English. The table below shows different situations of H variety and L variety in Diglossic Communities Ferguson (1959:236)

Types of discourses	High variety	Lowvariety
In the mosque	+	
Militaryservice'sutterances		+
A letter addressed to administration	+	
The decisionmaker's speech	+	
University lectures	+	
Discussion with family, friends, colleagues		+
Music /Radio		+
Newspapers, news story	+	
Cartoons in TV channels	+	
Poetry	+	
The social media'swritings		+

Table 2.1: Situations for the High and Low varieties in Algeria

Furthermore, as shown in the above table for each context, a different variety is used. If it is an official or formal setting "H" will be used, however if it is a social, familiar or informal, then "L" would be used. By specifying the functions of each variety, a mosque should be held in H, because it is a sacred place where people should speak formally. However, we may ask ourselves about the "Imam" of a mosque who sometimes switches from MSA to ADA in order to be understood because his message is addressed to many categories

of society including some elders who cannot understand MSA, so Imam switches from MSA to ADA. Concerning letters addressed to administration; In this case the “H” variety is needed since MSA is the first national and official language, it is obliged to write formal letters with MSA language. When speaking about the decision makers, the setting is formal and sometimes informal because the majority of Algerian politician uses the “H” with mixture of “L” varieties for their speeches to be understood by the all community, taking an example of President of Algeria, we can say that it is a mixture of MSA and ADA with French language combination in his speech. The teachers sometimes use ADA in order to explain and to be understood. ADA is used when people speak with their family, friends, colleagues...ect or listen to the music; however MSA is also used when people read newspapers or understanding a poetry. For the social media’s writings such as Facebook, Viber, What’s app. According to some statistics show that the majority of youth Algerian population uses ADA on their written form of discussions with the transliteration of French alphabet using numbers that symbolize some Arabic alphabet for instance; /3/ means /ع/ ; /7/ means / ح/.By contrast to the Algerian adults who use French language on their writing messages.

2.4.2.Bilingualism in Algeria

Bilingualism is one among the possible outcomes of language contact. It refers to the ability of speaking two languages. In other words, it is the practice of the alternate use of two languages and the involved person is called “bilingual” Weinreich(1968). Such phenomenon is defined differently by different scholars. On the one hand, some consider bilingualism as the perfect mastery of two languages. In this sense, Bloomfield (1933: 56) defines bilingualism as: “*The native like control of two languages.*” In the same vein, Haugen(1953: 07) considers bilingualism as the ability to produce: “*complete meaningful utterances in the other language.*”

Due to language contact, speaking more than one language becomes a natural phenomenon. In this framework, Milroy and Muysken(1995:1) suggest that: “*The phenomenon of language revival and the economically motivated migration of people, have led to wide spread of bilingualism in the modern world.*”

If we apply this fact to Algeria, it is found that this latter is characterized by the co-existence of two unrelated languages; Arabic with its three varieties MSA, CA and ADA and French. Moreover, the use of Berber in some areas makes it considered as multilingual society. The fact that the existence of three languages makes Algeria a multilingual society does not mean that all the Algerians master the three languages. In this sense,

Wardhaugh(2006: 96)states: *“People who are bilingual or multilingual do not necessary have exactly the same abilities in the languages (or varieties) in fact that kind of parity may be exceptional.”*

Arabic French bilingualism in Algeria is the result of the long period of French colonization with the existence of Arabic; however, bilingualism became a logical result of that situation. According to Mouhadjer (2004)Algerian bilingualism is an outcome of historical then educational strategy and social specificity. It is co-ordinate bilingualism which emerges in the country due to the fact that it is taught at school along side with Arabic.

However, the learner develops two systems of meaning of words; one system for the words he knows in the first language and the other is for the words that are known in the second language.

2.4.3. Code-Switching in Algeria

The existence of two or more languages in a speech community makes speakers frequently switch from one language to another. In this framework, Sridhar(1996:56) states that: *“When two or more languages exist in a community, speakers switch from one language to another. This phenomenon is known as code switching.”*

2.4.3.1.Intra-sentential Switching

The switch occurs within clause or sentence boundary, this type is sometimes known as “code mixing”

E.g. / j’espère rakoum bekheir, saha ramdankoum ntouma tani /
(Hi, I hope that you are fine, happy Ramadhan for you too)

2.4.3.2.Tag-switching

In this type there is a tag or an interjection which is introduced in another language. Someexamples of tags are "goul", "fhemt"

E.g. /goul/ tu viens aujourd'hui?
(Tell me, are you coming today?)

2.4.3.3.Inter-sentential Switching

There is a change of language that happens at the clause or the sentence boundary, the

first sentence being in L1 the second in L2. It is labeled code changing.

E.g./bnjr, rani mehtadj flash disk urgent. Quand tu viens jybaheli mak S.T.P rani f dar/
(Good morning, I am really in need of a flash disk. Please, bring it with you when you come. I am at home)

2.4.4. Attitudes towards Code-Switching in EFL Classroom Context

Within the world of language use, code-switching in foreign language classrooms has recently been the subject of considerable debate. Commonly, this phenomenon is viewed with suspicion in EFL classrooms. When analysts address the issue (the use of the mother tongue in EFL classrooms), there seem to be two opposing language attitudes among them; target language exclusivity and the opposition.

2.4.4.1. The Target Language Exclusivity

On the one side of the issue, the occurrence of code-switching in EFL classrooms has sometimes been of lower status; a strategy handled by weak language users to compensate for language deficiency. Some researchers consider CS as a negative and undesirable behavior. According to Elridge(1996:303), it is “*a failure to use the [mother tongue] and learn the target language or unwillingness to do so*”. This leads to a lowering of standards Baily & Nunan, (1996). Some other researchers, like Sridhar(1996:59). describe this kind of use (the use of CS in FL classes) as “*a sign of laziness or mental sloppiness and inadequate command of the language*”. Cummins & Swain(1986:105), for instance, argue that “*the progress in the second language is facilitated if only one code is used in the classroom*”, asserting that “*the teacher’s exclusive use of the target code will conduct the ‘pull’ towards the native code*” (*ibid*). Accordingly, Willis adds that when students start speaking in their own language without their teacher’s permission, it generally means that something is wrong in the lesson (1981). In this respect, MacCaro(2001) claims that “*the students’ exclusive use of the target language provides them with more exposure to the foreign language which makes it real.*”

It also permits learners to experience unpredictability and develops their own in-built language system. In the same vein, other researchers like Chaudron (1988) and Ellis (1984) also agree that it is important for second language (SL) and English as foreign language (EFL) teachers to expose learners to as many language functions as possible in the target language. In this respect, Wong –Fillmore (1985) emphasizes that learners who are used to hearing their teachers use the L1 tend to ignore the target language (TL) and therefore do not fully benefit

from valuable target language input. Ellis (1984) puts in that the use or overuse of the L1 by SL and EFL teachers will deprive learners of valuable TL input. To conclude, for these supporters, there seem to be a feeling that languages should be kept strictly demarcated Eldrige, (1996) despite the fact that code-switching is employed in the “*repertoires of most bilingual people and in most bilingual communities*” Romaine, (1989:02).

2.4.4.2. The Use of Code Switching in Teaching

Other analysts like Cook (2001) and Richards & Rogers (2001) who are specialized in second language acquisition state that although the exposure to the target language can help to achieve success, this exposure may not always work effectively in every context. According to them, there are still lots of factors affecting the learning process. Jusoff (2009) asserts that exposure to the target language does not ensure success; on the contrary, it leads to confusion and frustration because the input is vague to the students. He (ibid: 50) further adds that “*code-switching should not be considered as a sign of defect in the teacher*”, but it should be looked at as “*a careful strategy employed by the teachers*”. Moreover, an extensive body of literature studies reports that the use of code-switching in the classroom is not only a normal but a useful tool of learning. Both Cook (2001) and Stern (1992) insist that students’ L1² deserves a place in EFL classrooms. They try to question the long-held belief of excluding the L1 from the classroom. Cook (2001) refers to code-switching in the classroom as a natural response in a bilingual situation. According to him (ibid: 242), the fact of using students’ L1 is a “*learner preferred strategy*” and to let them use their mother-tongue is a humanistic approach as it allows them to say what they really want to say. Thus, learner’s L1 should be regarded as a resource not a barrier to successful learning. He also puts that teacher’s ability to use both the mother tongue and the target language creates an authentic learning environment. Stern (1992), in turn, believes that it may be the time to ‘reconsider’ the use of crosslingual³ strategy, though in theory language teaching today is entirely intralingual⁴.

According to the same analyst (ibid: 285), “*it seems inevitable for the learner to work from an L1 reference base, so it can be helpful for him to “orient himself in the L2⁵ through the L1 medium or by relating L2 phenomena to their equivalents in L1*”. Moreover, both

²L1 : First Language Acquisition

³Crosslingual strategy is the use of both the first language (L1) and the target language

⁴Intralingual strategy is the exclusive use of the target language

⁵ L2 is the Second Language Acquiring or Learning

Schmitt & McCarthy (1997: 02) write that “*a learner’s L1 is one of the most important factors in learning L2 vocabulary*”. Weinreich (1970) adds that code-switching, in some cases, allows learners to express themselves more fluidly when they cannot conceive an appropriate word within a limited period of time. The fact of using code-switching in the FL classroom is regarded by some analysts as a “legitimate strategy” Cook (2001) and no matter how it might be disruptive during a conversation to the listener, it still provides an opportunity for language development Skiba (1997). The opponents of excluding the mother tongue from EFL classroom assert that it is not only unpractical to exclude the L1 from the classroom but it is also likely to deprive students of an important tool for language learning Duff & Polio (1990) and Skinner (1985). Furthermore, Nunan & Lamb (1996) present the problems associated with the exclusive use of the target language in EFL classrooms. Shortly, they claim that the exclusion of the mother tongue especially with monolingual students at lower English proficiency levels seems to be impossible. In this environment where learners share the same first language and only use English inside the classroom, exclusive use of the target language in class seems to be rather impossible; it is unrealistic as the two languages are active inside the students’ (and even teachers’) heads and will influence each other. This is our view in this article. In this respect, Ferguson(2003) sums up that “*ideological and conceptual sources of suspicion all often attached to classroom code-switching, suggesting that deep rooted attitudes may not be easy to change.*”

2.4.5. Code-Switching within Algerian Classroom Context

In this study code switching refers to the use of English and ADA or MSA as a medium of instruction used by the English as a Foreign Language (EFL) teachers in their classroom discourse. Since language is a medium of instruction plays an important role in the teaching and learning process, teachers should pay more attention to the choice of languages they use in the classroom context. Teachers should have good reasons and/or function when switching and mixing between the target language and the first language during the teaching and learning process. Several researchers have studied and investigated the functions, factors, characters and effects of code switching in wide ranges of linguistics domains. Yatagan Baba, E &Yildirim (2015) even claim that:

“L1 use mainly results from lack of L2 proficiency in which the necessity of code switching is determined by the classroom condition because code switching may be considered as a useful strategy in classroom interaction, especially if the aim is to make meanings clear

and to transfer the knowledge to students in an efficient way (Gabusi, 2007).

The arguments given for mother tongue or L1 as medium of instruction in schools were more linked to the student and his needs, the individual and the local context, factors such as concept formation, cultural identity, and closer relation between school and home Cantoni(2007).

The use of L1 and target language has been seen as complementary, depending on the characteristics and stages of the language learning process. Therefore, EFL classroom teachers sometimes prefer to use the students' L1 to explain and organize a task and to manage behavior in the belief that this will facilitate the medium-centered language related goals of the lesson Ellis (2015). In addition, with regards to students-teacher relationship as part of a positive learning environment, code switching between ADA and English also helps foster a better relationship with the students Moghadam, S. H., Samad, A. A., &Shahraki,(2012).

However, the overuse of L1 will naturally reduce the amount of exposure to L2; therefore, attempt should be made to keep a balance between the use of L1 and L2. Code switching usually occurs unconsciously by the teachers and is used as a good strategy in explaining instructions, translating difficult vocabulary, managing class, giving background information and reducing students' nervousness Jingxia(2010) cited in Fareed, M., Humayun, S., &Akhtar, (2016). Setati, M., Adler, J., Reed, Y., and Bapoo (2002) state that switching to a language that learners and teachers understand better assists them in the understanding of concepts and communication of ideas. The maintenance of this strategy could support classroom communication and exploratory talk, a particular type of learner talk. In other words, learners and teachers share similar understanding on the subject matter they are involved in. Ahmad, B. H., &Jusoff (2009) found that teachers' code switching is strongly believed as an effective teaching strategy when dealing with low English proficient students, in which various positive functions of code switching, such as explaining new vocabulary, grammar, and new concepts, and relaxing learners would improve learners' comprehensible input during the learning process.

Meanwhile, Kim (2006) indicates the positive factors of code switching for language education by discussing societal factors related to the reasons and motivations for these phenomena, in which code switching helps teachers to foster a better relationship with the

students Moghadam, S. H., Samad, A. A., & Shahraki, (2012).

2.5. Linguistic Interference

Language transfer (also known as L1 interference, linguistic interference, and cross meaning) refers to speakers or writers applying knowledge from their native language to a second language. Dulay (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983: 256) defines interference as ‘errors in the learner’s use of the foreign language that can be traced back to the mother tongue’. Ellis (1997: 51) refers to interference as ‘transfer’, which he says is ‘the influence that the learner’s L1 exerts over the acquisition of an L2’.

When an individual’s understanding of one language has an impact on his or her understanding of another language, that individual is experiencing language transfer. There can be negative transfers, otherwise known as interference, when the understanding of one language complicates the understanding of another language. Alternatively, there can be positive transfers such that knowing one language can aid in developing skills for a second language. Language interference is the effect of language learners’ first language on their production of the language they are learning. It means that the speaker’s first language influences his/her second or and his/her foreign language.

Transfer can be positive or negative. When the language patterns of L1 and EFL are identical, learning could take place easily through positive transfer of the L1 pattern, but when they are different, learning would be difficult and errors may arise as the result of negative transfer or interference Ellis (1994). There is a number of manifestations of transfer. Ellis (1994) categorised the types of transfer into:

- Errors (negative transfer)
- Positive Transfer.

2.5.1 Negative Transfer

When the influence of the MT leads to errors in the acquisition or learning the target language, then, the negative transfer occurs. The greater differences between L1 and the target language, the more negative effects of interference are likely to be.

When learning foreign languages, unquestionably, EFL learners will interfere their MT, MSA or French while learning the target language even in writing or pronouncing some

words. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. Language interference is considered as one of error sources (negative transfer), although where the relevant feature of both languages is the same it results in correct language production (positive transfer). The greater the differences between the two languages, the more negative the effects of interference are likely to be. It will inevitably occur in any situation where someone has not mastered a second language.

2.5.1.1. Phonological Transfer

According to Weinreich (1972), there are three kinds of interference in language include grammatical, phonological and lexical. Lekova (2010:321) says that phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language. It means because of the differences of mother tongue, the speaker makes a mispronunciation some words in delivering the second language.

While learning process, Algerian EFL learners may have phonological interference because of the influence of French pronunciation in learning English mainly for two reasons:

- French is taught for ten years in Algerian educational system.
- It is implemented unconsciously via Algerian sociolinguistic outcomes such as CS and Borrowing.

For these reasons, we may find some students who pronounce English words like some French ones such as the words that end with /sən/ , so , they pronounce them in French way.

2.5.1.2. Lexical Transfer

Lexical interference occurs mainly because of literal translation of lexicons. In this type, the researchers dealt with words and how they were translated by students. Most students' errors were due to the incorrect translation of words or inappropriate selection of the correct equivalence in the target language. Making such inappropriate choices occurred because students didn't consider that a word might have more than one meaning and just relied either on their previous limited knowledge of the target language or chose one of the first meanings listed for the word in the dictionary. Most students didn't even consider the context and only focused on the words and not on the sentence as a whole. They only applied the meanings that were usually given for the same words without considering the situation they were used in. As a result of the inappropriate choice of words, the whole meaning of the context was rendered incorrect or distorted. This means that the essential role of translation of conveying the meanings and communicating ideas among different languages was lost.

Students should have used and checked different sources in order to obtain the most suitable meaning and should have borne in mind that relying on one's knowledge isn't enough. They should expand their range of expertise in the practical field of translation. Literal translation is considered one of the main causes of lexical errors.

2.5.1.3. Grammatical transfer

Grammatical interference is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood. Interference at a lexical level provides for the borrowing of words from one language and converting them to sound more natural in another and orthographic interference includes the spelling of one language altering another.

Transfer may be conscious or unconscious. Consciously, learners or unskilled translators may sometimes guess when producing speech or text in a second language because they have not learned or have forgotten its proper usage. Unconsciously, they may not realize that the structures and internal rules of the languages in question are different. Such users could also be aware of both the structures and internal rules, yet be insufficiently skilled to put them into practice, and consequently often fall back on their first language.

In the Algerian tertiary context; EFL learners at the department of English may interfere their mother tongue or MSA while writing English paragraphs.

2.5.2. Positive Transfer

Positive occurs when the degrees of similarities between L1 and the TL shows the degree of simplicity. Thus, where the relevant features of both languages are the same, it results the correct production (positive transfer). It leads to an immediate, rapid acquisition and use of the TL. At the level of vocabulary, it is sometimes easier for a French speaker to translate between French and English. For instance, in French language, (il a parlé derrière mon dos) which has the same equivalent in English language (he talked behind my back) or the word 'parent' which exist in both languages.

2.4.6.7 Linguistic Interference in Teaching and Learning Process

There are several ways of referring to linguistic interference (Language transfer, cross meaning or L1 interference), however, every of them define a same reality. In terms of second

language teaching and learning, transfer is the influence of the learner's native language in a target language. When the linguistic interference results in correct language production, it is called positive transfer. However, if the learner's second language induces to error, we will be referring to negative transfer. In any case, the term could be extended to any situation in which someone that does not have a native-level command of the language translates his or her knowledge to the target language.

2.4.7. Borrowing in Algeria

As it has been defined in the first chapter, borrowing is a term used to cover the words that have been introduced to a certain language and have become an integral and permanent part of the recipient language. Sometimes, the donor language is seen as prestigious or more socially valued than the recipient language. However, in Algeria, if it is taken into consideration the widespread of French in the world and the number of its speakers, in addition to the literary and scientific works written in French within this definition of prestigious language ADA is much less prestigious than French; it is not written. It is assumed that borrowing is an outcome of language contact. Thus, in Algeria, due to historical reasons, a great number of borrowed words from different languages are introduced in Algerian dialect Guella (2011).

2.6.1. Berber Loanwords used in ADA

ADA has borrowed from Berber many words such as:

Berber	MSA	English
Shelaghem	شوارب	Moustache
Ghiwel	أسرع	Hurry up
Averir	اطايف	Arabic pancakes

Table 2.2: Some Berber loanwords used in ADA

The table shows some Berber words borrowed in ADA. The Berber words are integrated within our utterances due to the contact that was established between these communities.

2.6.2 French Loanwords used in ADA

ADA has borrowed some French words such as the tables below

ADA	Phonetic transcription	French	English
/bis/	/bis/	Le bus	The bus
/armi/	/armi/	L'armée	The army
/kaskiTat/	/kaskiTat/	Les casquettes	Caps
/Tabla/	/Tabla/	Une table	A table
/ballon/	/bola/	Le ballon	The ball
/spania/	/spania/	L'Espagne	Spain
/Imerikan/	/Imerikan/	L'Amérique	America
/franssa/	/franSa/	La France	France
/Lbumba/	/Lbu:mba/	La pompe	A pump
/nimro/	/nimro/	Le numéro	The number
/vista/	/vista/	La veste	A vest
/formage/	/formage/	Le fromage	Cheese
/chambra/	/jambra/	La chambre	The room
/filejkom/	/filejkom/	Ton village	Your village
/lbidgi/	/lbidgi/	Le budget	The budget
/latension/	/bis/	La tension	Blood pressure
/boliçi/	/armi/	Policier	Police man

Table 2.4. Some borrowed words used during utterances

The table shows the influence of French language in ADA. The contact of French language with ADA varieties are integrated because of the colonization that was imposed approximately 100 years in Algeria.

ADA	Phonetic transcription	French	English
/kitsoni/	/ki tsoni/	Quand ça sonne	When it rings (the bell)

/vizitina/	/vizitina/	On a visité	We visited
/yriZervowln a/	/yriZervu:lna/	Ils nous on réservé	They booked rooms for us
/ydimissioni/	/ydimissioni/	Il a démissionné	He resigned
/ydichifri/	/ydi ifri/	Il déchiffre	It decrypts
/yakseptouk/	/yakseptu:k/	Ils vont t'accepter	They will accept you
/mdominyin/	/mdominyin/	Ils dominant	They dominate
/yekmaci/	/yekmaci/	Il commence	He begins
/decido/	/decido/	Vous décidez	You decide
/chargé/	/tʃardʒə/	Charger	Charge

Table 2.5: some borrowed verbs used in ADA

The table shows the morphological and phonological adaptation of French verbs which are integrated within our utterance.

2.6.3. Spanish Loanwords used in ADA

After the collapse of all the Berber dynasties which have reigned over North Africa for many centuries, the Barbary Coast became the target of the two greatest powers of that time; Spain in the west and Turkey in the east. In that phase Spanish colonization were dominating especially the western part of Algeria, so as a result to this invasion, language was also influenced by Spanish words via borrowing some words which are used in our actual daily utterances. In this table below, we will give some Spanish borrowed word as it is shown:

ADA	Phonetic transcription	Spanish	English
/feshta/	/feʃta/	La fiesta	The party
/kusina/	/ku:zina/	Cocina	The kitchen
/Essokor/	/əskur/	Azúcar	Sugar
/Likoul/	/liku:l/	Escouela	Primary school

Table 2.6: some borrowed words used in ADA

The table shows words which their origins are from Spanish language that are integrated in the ADA. This type of contact was established in the western part of Algeria.

2.4.7.4 Turkish Loanwords used in ADA

ADA	Turkish	English
Chorba	Çorba	Soup
Zaouali	Zavallı	Poor
Ma'adnous	Maydanoz	Parsley
Cherbet	Sérbèt	Lemonade

Table 2.6. Some Turkish words used in ADA

The table shows some Turkish loanwords, the contact between ADA and Turkish was because of the Ottoman Empire which lasted approximately Four hundred century in Algeria.

• 2.8. ADA versus MSA

Algiers dialect Arabic(ADA) is the dialectical Arabic spoken in Algiers and its periphery. This dialect is different from the dialects spoken in the other places of Algeria. It is not used in schools, television or newspapers, which usually use standard MSA or French languages, but is more likely, heard in songs if not just heard in Algerian homes and on the street. Algerian Arabic is spoken daily by the vast majority of Algerians.

ADA as the other Arabic dialects simplifies the morphological and syntactic rules of the written demonstrative and personal pronouns. For relative pronouns

	Singular		Plural
	Female	Masculine	Female and masculine
1 st Person	أنا	أنا	حنا
	I	I	We
2 nd person	أنتِ	أنتَ	أنتموا
	You	You	You
3 rd person	هي	هو	هوموا
	She	He	They

Table 2.3. Personal pronouns of Algerian dialectal Arabic

The table shows the personal pronouns that are used in ADA; for the case of singular, it is similar to MSA pronouns however in the plural form, it is different from MSA pronouns from orthographic point of view, there are no equivalent for Arabic pronouns for instance; أنتما (the second person dual) and هما (the third person dual) similarly are the same with ADA pronouns .

MSA demonstrative pronoun		Singular		Plural
Female(MSA)	Masculine(MSA)	Female(ADA)	Masculine(ADA)	Female and masculine(ADA)
هذه	هذا	هادي	هادا	هادو
This	This	This	This	These
تلك	ذلك	هاديك	هاداك	هادوك
That	That	That	That	Those

Table 2.4. Demonstrative pronouns of MSA and ADA

Generally, demonstrative pronouns are words like ‘this’ and ‘that’ in Arabic, they are called ‘demonstrative nouns’ (أَسْمَاءُ الإِشَارَةِ). A demonstrative noun by itself is an ambiguous word until defined by a subsequent word. As regards gender, a demonstrative pronoun is either masculine or feminine. As for number, it is either singular, dual, or plural. As to reference, it refers to a noun that is close, a noun that is far, or a noun that is neither close nor far. This post explains all these aspects. As the table shows the demonstrative pronouns comparing with the ADA variety; in the case of demonstrative pronoun of ADA, there is some changes concerning with the pronunciation of pronoun as it is shown, we pronounce //d/ instead of /ð/ in MSA pronouns specially in the singular form.

2.7.1. Vocabulary of ADA

Algerian dialect has a vocabulary inspired from Arabic but the original words have been altered phonologically, with significant Berber substrates, and many new words and loanwords are borrowed from French, Turkish and Spanish. Even though most of this vocabulary is from MSA, there is significant variation in the vocalization in most cases, and the omission or modification of some letters in other cases. Vocabulary of Algiers’s dialect includes verbs, nouns, pronouns and particles. Here below a brief description of each category.

2.8.1.1 Verbs

Verb conjugation in ADA is affected (as in MSA) by person (first, second or third person), number (singular or plural), gender (feminine or masculine), tense (past, present or future), and voice (active or passive). ADA uses as MSA the following forms:

The past forms are obtained by adding suffixes relative to number and gender to the verb root and by changing its diacritic marks. In Table II, we give some examples of each listed case:

ADA verb	Corresponding MSA verb	Meaning situation	Situation
سَلَّمَ	سَلَّمَ	To salute	Same scheme
قَابَلَ	قَابَلَ	To confront	Same diacritics marks
شَرِبَ	شَرِبَ	To drink	Same scheme
كَتَبَ	كَتَبَ	To write	Different diacritics marks
جَاءَ	جَاءَ	To come	Letters omission or Modification
بَقِيَ	بَقِيَ	To remain	
كَلَّ	أَكَلَ	To eat	
كَمَلَ	أَكَمَلَ	To finish	

Table 2.5: Examples of verbs scheme differences between ADA and MSA

As the table shows some examples of verbs scheme differences between ADA and MSA; it indicates some verbs where the ADA variety is similar in scheme with MSA to some modification of letters.

2.8.2. Inflection

Algerian dialect is an inflected language such as Arabic. Words in this language are modified to express different grammatical categories such as tense, voice, person, number and gender. It is well-known that depending on word category, the inflection is called conjugation when it is related to a verb and declension when it is related to nouns, adjectives or pronoun.

2.8.4. Verbs Inflection

Verb conjugation in ADA is affected (as in MSA) by person (first, second or third person), number (singular or plural), gender (feminine or masculine), tense (past, present or future), and voice (active or passive). ADA uses as MSA the following forms:

The past forms are obtained by adding suffixes relative to number and gender to the verb root and by changing its diacritic marks.

Pronouns		ADA	MSA	English
1 st pronoun	أنا	كُتِبْتُ	كَتَبْتُ	I wrote
	حنا	كُتِبْنَا	كَتَبْنَا	We wrote
2 nd pronoun	أنتِ	كُتِبْتِي	كَتَبْتِ	You wrote
	أنت	كُتِبْتَ	كَتَبْتَ	You wrote
	أنتوما	كُتِبْتُمَا	كَتَبْتُمَا	You wrote
3 rd pronoun	هي	كُتِبَتْ	كَتَبَتْ	She wrote
	هو	كُتِبَ	كَتَبَ	He wrote
	هوَمَا	كُتِبُوا	كَتَبُوا	They wrote

Table 2.5: The conjugation of verb in the past tense

2.8.3.1. The Present and Future Tenses

The present form of ADA verb is achieved by affixation of prefixes /ان/ /اي/ and /ت/ and the suffixes /ى/ and /و/. The verb could be preceded by the particle *تراه* to express the present continuous tense. The future is obtained in the same way as present (same prefixes and affixes) but it must be marked the ante-position of particle or an expression that indicates the future like *أومبعد* (later) or *غدوا* (tomorrow)

Pronouns		ADA	MSA	English
1 st pronoun	أنا	تَلْعَبُ	أَلْعَبُ	I play
	حنا	تَلْعَبُوا	تَلْعَبُ	We play
2 nd pronoun	أنتِ	تَلْعَبِي	تَلْعَبِينَ	You play
	أنت	تَلْعَبُ	تَلْعَبُ	You play
	أنتوما	تَلْعَبُوا	تَلْعَبُونَ	You play
	هي	تَلْعَبُ	تَلْعَبُ	She plays

3 rd pronoun	هو	يَلْعَبُ	يَلْعَبُ	He plays
	هوِما	يَلْعَبُوْ	يَلْعَبُوْنَ	They play

Tables 2.6: The verb conjugation in the present tense with MSA and ADA forms

The table shows the verb conjugation in present tense with MSA and ADA forms. As we can see the verb is used in (H) and (L) varieties with the same meaning but in different conjugation of verb.

2.8.4.1. Masculine Regular Plural

For singular nouns declension to the plural, ADA have the same plural classes as MSA. It is formed without modifying the word structure by post-fixing the singular word by *ين* unlike written Arabic where the masculine regular plural of a noun is obtained by adding the suffixes *ون* (for the nominative), and *ين* (for both the accusative and genitive) depending on the grammatical function of the word. For example, masculine regular plural of MSA word *معلم* could be *معلمون* (nominative case) or *معلمين* (accusative or genitive).

2.8.4.2. Feminine Regular Plural

It is obtained by adding the suffix */ات/* to the word without changing the structure of the word as in MSA but with a single difference in case endings. Indeed, in MSA, the feminine regular plural has the following marks cases (*اتٌ* or *اتٍ* for nominative and *اتٍ* or *اتٍ* for accusative and genitive), ADA has only one mark case which is the Sukun (السكون) (absence of diacritic). For example the plural of MSA word *جميلة* is *جماليات* and the plural of ADA word *جميلات* is always *شابات* (both MSA and ADA words mean beautiful).

2.8.6. Broken Plural

An irregular form of plural which modifies the structure of the singular word to get its plural. As in MSA it has different rules depending on the word pattern. Like singular words, the MSA broken plural takes the three case endings in ADA it does not.

2.8.7 Syntactic Level

The term syntax is used to refer to the rules of a language for the grouping of words into larger unit and sentences. The basic unit of syntax is the sentence just as the morpheme is that of morphology. Syntax is the part of linguistics that studies the structure and formation of sentences. It explains how words and phrases are arranged to form correct sentences. A

sentence could make no sense and still be correct from the syntax point of view as long as words are in their appropriate spots and agree with each other.

2.8.5.1. Declarative Form

Words order of a declarative sentence in ADA is relatively flexible. Indeed, in common usage ADA sentences could begin with the verb, the subject or even the object. This order is based on the importance given by the speaker to each of these entities; usually the sentence begins with the item that the speaker wishes to highlight.

Order	Dialect Sentence	English
SVO	الطفل راح لليكون	The boy went to school.
VSO	راح الطفل لليكون	
OVS	لليكون الطفل راح	
OSV	الطفل لليكون راح	

Table 2.6: Example of word order in ADA declarative sentence

The table shows the word order in declarative sentence according to Tiaret speech community. As we can see the possibilities that ADA has to form a dialect sentence with switching and forth back between French language (l'école) and ADA varieties.

2.8.5.2. Interrogative Form

In ADA , any sentence can be turned into a question, in any one of the following ways:

- It may be uttered in an interrogative tone of voice, راح تقرا؟ (Will you revise?).
- By introducing an interrogative pronoun or particle as وين رايح تقرا؟ (where will you revise?).

The most common interrogative particles and pronouns used in ADA is particularly the particle **ياك** used in questions that accept a yes or no answers.

ADA	MSA	English
شكون	من	Who
وينها	أي	Which
وين	أين	Where

مين	من أين	Fromwhere
واش	ماذا	What
باش	بماذا	Withwhat
فاش	في ماذا	In what
وقتاش	متى	When
وعلاش	لماذا	Why
كيفاش	كيف	How
شحال	كم	How many

Table 2.8: Interrogative particles and pronouns in ADA and their equivalent in MSA

The table shows the interrogative particles and pronouns in ADA and their equivalent in MSA. As we see there is a distinct between ADA and MSA in the interrogative particles with mixing of /ش/ sound to other words in order to form ADA questions.

2.8.5.3. Negative Form

The particles *مشي* and *ما* are generally used to express negation. *ما* is used both in Algerian dialect and MSA, but the form of negation differs between the two languages whereas *مشي* is specific to the ADA. Using these particles, the negative form is obtained in different ways in ALG.

A. Negationwith /ما/ particle

1. Adding the affixes *ما* and *ش* to conjugated verbs (*ما* as prefix and *ش* as suffix).
2. We can enumerate a particular case with the particle *راه* which is equivalent to the verb to be in present tense. The negation is obtained by adding the affixes *ما* and *ش* to the particle *راه* possibly combined with a personal pronoun.

b. Negationwith /مشي/ particle

1. The particle *مشي* can be added at the beginning of a verbal declarative sentence withoutmodification of the sentence.
2. The particle *مشي* can be added at the beginning of a verbal declarative sentence byintroducing the relative pronoun *ألى*
3. In the case of a nominal sentence, *مشي* can be added at the beginning of the sentence byreversing the order of its constituents.

4. Also مشي could be added in the middle of a nominal sentence with no modification.

Case	ADA	MSA	English
1	لعبت ما لعبتس	لعبت لم تلعب/ ما لعبت	She played She didn't play
2	راهي مريضة ما راهيش مريضة	إنها مريضة ليست مريضة	She is ill She is not ill
3	هو ما كتبو مشي هو ما كتبو	هم كتبوا ليسا هم من كتبوا	They wrote They are not those who wrote
4	هو ما كتبو ماشي هو ما لي كتبو	هم كتبوا ليسا هم الذين كتبوا	They wrote They are not those who wrote
5	الطفل راه مريض ما هوش مريض الطفل	الولد مريض ليس الولد بمريض	The boy is ill The boy is not ill
6	الولد مريض الولد ماشي مريض	الولد مريض الولد ليس بمريض	The boy is ill The boy is not ill

Table 2.9. Declarative sentences with their negation

The table shows the different use of declarative sentences on their negation forms. The distinction between (H) and (L) varieties are in their use because as we observe these patterns (ماراهيش, مشي, ما) which are particles to express the negation on ADA varieties.

Conclusion

Algeria is presented as a homogeneous society in which Modern Standard Arabic is the sole national and official language of the country. However, the reality is totally different because there is a complete mixture of other languages which are used by the Algerian speakers in their daily life interactions namely: Algerian Dialectal Arabic, Berber and French.

Due to the contact phenomenon between languages, the Algerian society is nowadays known by its sociolinguistics diversity. As a result to this diversity, it gives birth to many linguistic outcomes such code switching, code mixing, bilingualism, diglossia and borrowing.

Chapter

Three

Chapter Three**Research Methodology*****Data Collection and Analysis*****Introduction**

The current chapter deals with the implemented methodology, and eventually reports quantitatively and qualitatively the collected data which have been collected and compiled through the questionnaire and the interview. First, it starts by providing a general overview of language contact within tertiary context at Ibn Khaldoun University. Besides, it displays the two research instruments used for collecting data; viz., questionnaires and interview.

3.1. Research Aims

The major purpose of this research is to consider the significance of languages in contact within classroom context as an effective tool in the teaching and learning process. Therefore, it aims at:

- ✚ Analyzing and illustrating this sociolinguistic phenomenon which revolves around languages in contact that can be used in the tertiary context in order to examine the role of each language in the teaching foreign one.
- ✚ Identifying the obstacles that preclude the MSA evolution like other languages

3.2. Research Design Methodology

For the sake of the research field subtlety, an investigation has been conducted during the academic year 2018-19. The participants, including 30 teachers from the faculty of letters and languages, i.e., 18 English teachers, 11 French teachers and one Arabic linguistic teacher, were targeted by our survey.

The premise behind such choice is to tackle this linguistic phenomenon from multifarious perspectives, i.e., each of these languages are integrated in the tertiary context; For instance, in order to teach the outcomes of language contact such as code-switching, diglossia or borrowing, the teacher has to switch forth and back amongst MSA, ADA and French so as to make the students understand these concepts in Algerian context. Or, teacher of translation, CS and borrowing are also needed in order to use the target language and MSA).

The questionnaire, split up into four distinctive but complimentary sections, has been administered to 29 language teachers. The inclusion of the three languages has been

undertaken intentionally. The premise behind such a decision is to identify the extent to which the meant linguistic phenomenon is impacting and shared over the three classroom environments, viz., English, French and Arabic. The aforementioned metrics tool is a self-completion questionnaire by the surveyed participants. In fact, the 17-item questionnaire has been completed by all targeted population of teachers. The questionnaire mainly consists of open and close-ended questions for which options are offered. The first section investigates the participants' personal and professional data, including gender, age and experience in teaching. While the second section deals with the informants' language varieties use. Throughout this section, the participants were solicited to answer a set of questions relating to the language use in everyday discussions until code switching between ADA and French that the Algerian society have witnessed throughout history. The third one focuses on the languages in contact within classroom context. In this part, the informants were asked about the predominately codes that they may sometimes use inside the classroom or if they switch between codes during the session and allow the students to use other languages such as MSA and French during the learning process. The last part of questionnaire is about informants' feedback towards languages in contact and its outcomes.

The questionnaire encompasses seventeen (17) open-ended and closed-ended questions. So, both quantitative and qualitative analyses were used to prove the role of this linguistic phenomenon and to show its efficiency as the best EFL teaching. The close-ended questions will require answers with options such as ticking the languages or "Yes", "No" choices. The close-ended questions will provide quantitative data and the advantage is that they are quickly answered and are easily analyzed. On the other hand, the open-ended questions are supposed to gauge the respondents' viewpoints as regards the issue under investigation. Thus, it includes qualitative data.

3.3. Population Sampling

The selected population combines teachers of English, French and Arabic. This is meant to ensure representativeness; a cogent constituent for scientific validity for the study. Besides, the rationale for this purposeful selection of this section of teachers is premised by the fact that these three languages are in regular coexistence and contact in tertiary context, especially in the faculty of Letters and Languages. For the purpose of this research, Cohen(2000) clarifies that "*a valid sample is very important as it represents the whole population in question*". For that reason, the study includes a sample of 18 English teachers, 11 French

teachers and one Arabic linguistic teacher who have greatly contributed in highlighting how the teachers perceive this phenomenon inside the classroom.

The demographics have been obtained thanks to three ‘filler questions’ of the respondents, which have revealed that the targeted population appears to be of different genders, ages and seniority. Subsequently, among those 30 surveyed teachers, eighteen (18) teachers of English, ten (10) are males and 8 females, whereas among the eleven (11) teachers of French, six (6) are females and five (5) are males, and only one male teacher of Arabic.

3.4. Quantitative Method

Quantitative data focuses on the quantity of things, i.e., How many are there? What are the statistical patterns? It generally takes the form of numbers, and their analysis involves counting or quantifying these to draw conclusions. Larger sets of data will be involved than is the case with qualitative research, and statistically rigorous techniques are used to analyse these. Quantitative data often provide a ‘macro’ view, in that they involve large samples.

In this research we opted to choose questionnaire as quantitative method to count and to analyse the choices that have been selected by the participants. It also includes a combination of quantitative and qualitative methods in order to endow the scientific validity and credibility of the research through a sequential data gathering starting with quantitative one (a questionnaire) then qualitative data (interviews).

3.4. Qualitative Method

Qualitative research mainly focuses on the quality of things, what their nature is, what they are like, and how they can be described. It often involves the views or internal worlds of participants, and may include data generated through the use of interviews, focus groups, etc. Qualitative research often gathers data from relatively small samples of people, and can provide a ‘micro’ view of whatever issues you are examining. The relatively small amount of data does not; however, make the researcher’s job easier. Because qualitative data often take the form of words, narratives and descriptions, which are not easy to analyse, thus the researcher must do a lot of intelligent interpretation of these data to identify relevant themes and to make these understandable and credible for the reader. The more interpretation involved in the analysis of the data the greater the need for explanation and justification of the decisions in the methodology section.

In the qualitative method, we have made an Arabic interview with the help of an Arabic teacher who is specialized in the field of linguistics that is transcribed in English in order to give us a scientific credibility and a complete different view compared to the English and French perspectives.

The interview contains semi-structured questions. A semi-structured interview is a method of research used most often in the social sciences. It allows the participants to bring new ideas during the interview as a result of what the interviewee says.

3.6. Data Collection and Analysis

To collect data for this research, two questionnaires and one interview are designed; the first data collection tools are submitted to the English and French teachers; this includes a questionnaire. Whereas, the second method is administered to the Arabic teacher' interview; it comprised a questionnaire and a semi-structured interview held with thirty members of the teachers group.

3.6.1. English Teachers' Questionnaire Analysis

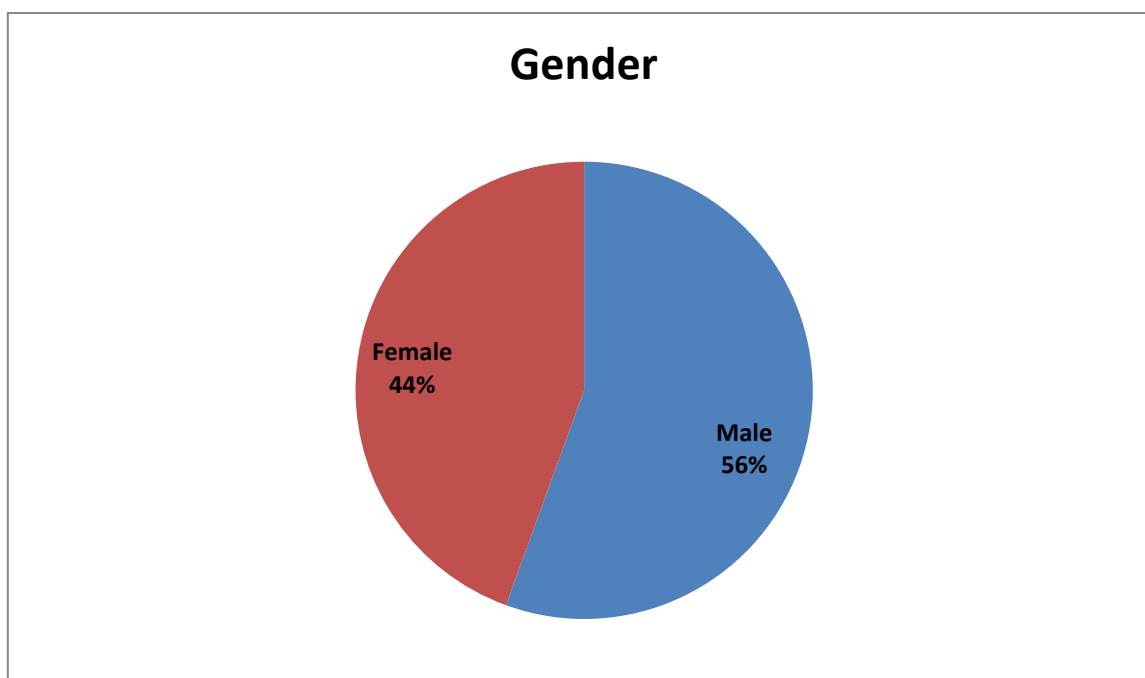
The questions in this questionnaire are interpreted as follows:

Section one: Informants' Personal and Professional Data

Question-item 1: Gender

Gender	Responses	Percentage
Male	10	56%
Female	08	44%
Total	18	100%

Table 3: Teachers' Gender



Graph: 3.1. Teachers' Gender

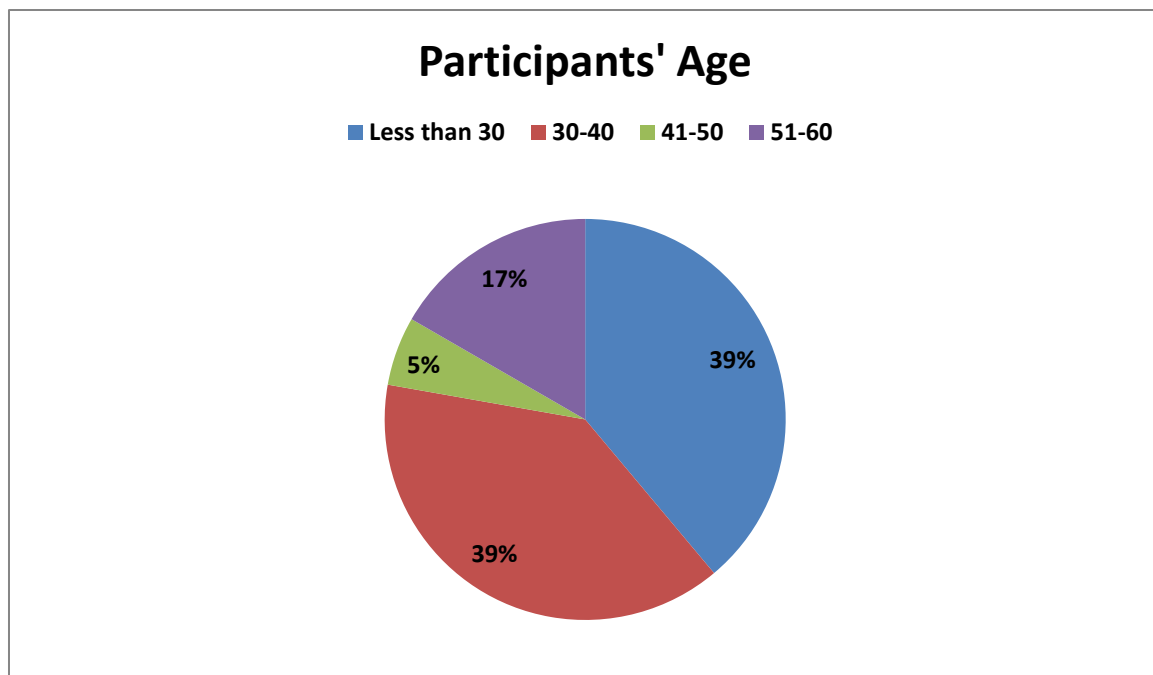
According to the graph (3.1.) and table (3), the male participants are 56%, while female participants are 44%.

The statistical data reveal that among the surveyed population more than the half (56%; n=10) of them are males. Yet, only 44% (n=8) are females. This does not cancel the general rule which stipulates that languages' teaching is nearly totally dominated by females without any doubt. Accordingly, "*most of the active women on the labour market belong to the tertiary sector activities.*" (Maruani; 2003)

Question 2: Participants' Age

Ranges of ages	Responses	Percentage
Less than 30	07	39%
30-40	07	39%
41-50	01	5%
51-60	03	17%

Table 3.2. Participants' Age



Graph: 3.2. Participants' Age

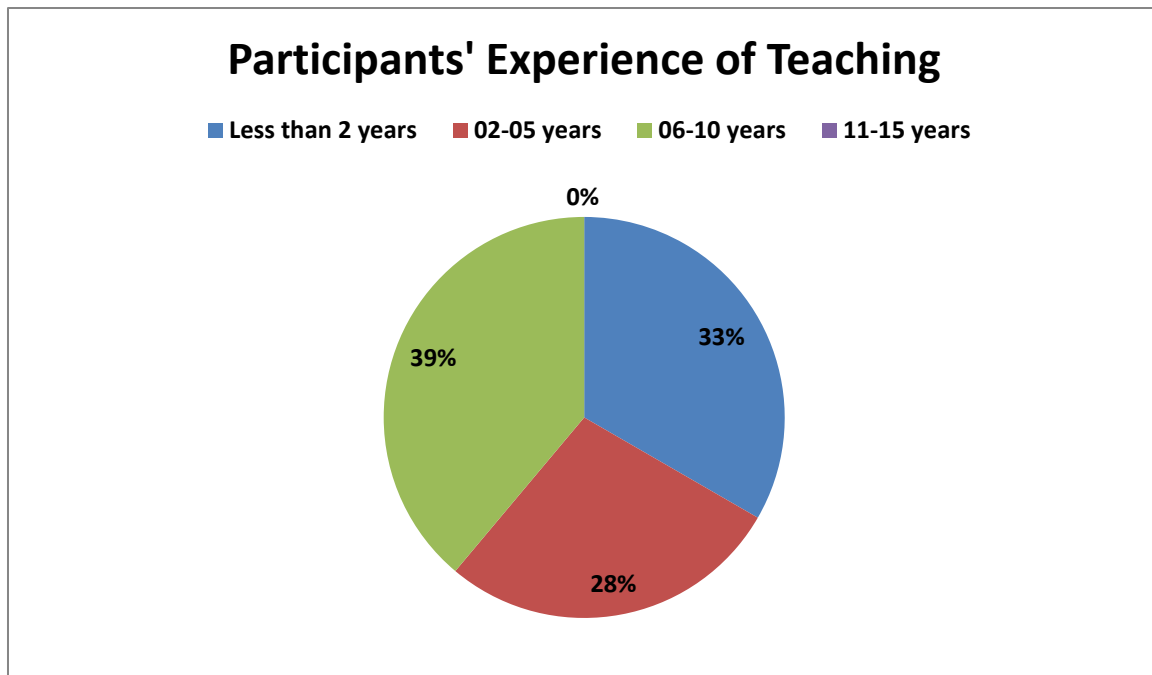
The above data show that 39% (n=7) of the targeted teachers are less than 30. Meanwhile, 39% (n=7) of them have an age ranging from 30 to 40 years old. A third group, consisting of three teachers (17%), has an age varying from 51 to 61. Yet, only one teacher (5%) has an age ranging between 41 and 50.

The above data demonstrate that 78% of the teachers are young, whereas only 22% have an age exceeding 41 years old. This might indicate that these teachers can be categorised into two groups; the first where the majority (78%) is graduated of the new educative system, while the second representing a minority (22%) is the product of the traditional system. This mixture of the two cohorts does not prevent the generation of innovative and creative vision benefitting learners. This can materialise in case collaboration is seriously taken in charge by the teachers themselves under the umbrella of an effective administration.

3.3. Participants' Experience of Teaching

Experience ranges	Responses	Percentage
Less than 2 years	06	33%
02-05 years	05	28%
06-10 years	07	39%
11-15 years	0	0%

Table.3.3. Participants' Professional Experience



Graph: 3.3.Participants' Experience of Teaching

According to the results, 33% (n=6) of the teachers have been working for less than 2 years at the Department of English. Besides, 28% (n=5) have an experience ranging from 2 to 5 years. The rest of the surveyed teachers (39%, n=7) has accumulated an experience extending from 6 to 10 years. Yet, no teacher has an experience overriding 10 years.

It is of utmost importance to point out that these multifarious ranges of seniority are too beneficial for this new department. The common professional capital can contribute positively to teachers' personal development and learners' learning. It involves an absolutely requires individual and collective acts of investment in an inspirational vision and coherent set of actions that builds everyone's capabilities and keep everyone learning as they continue to move forward.

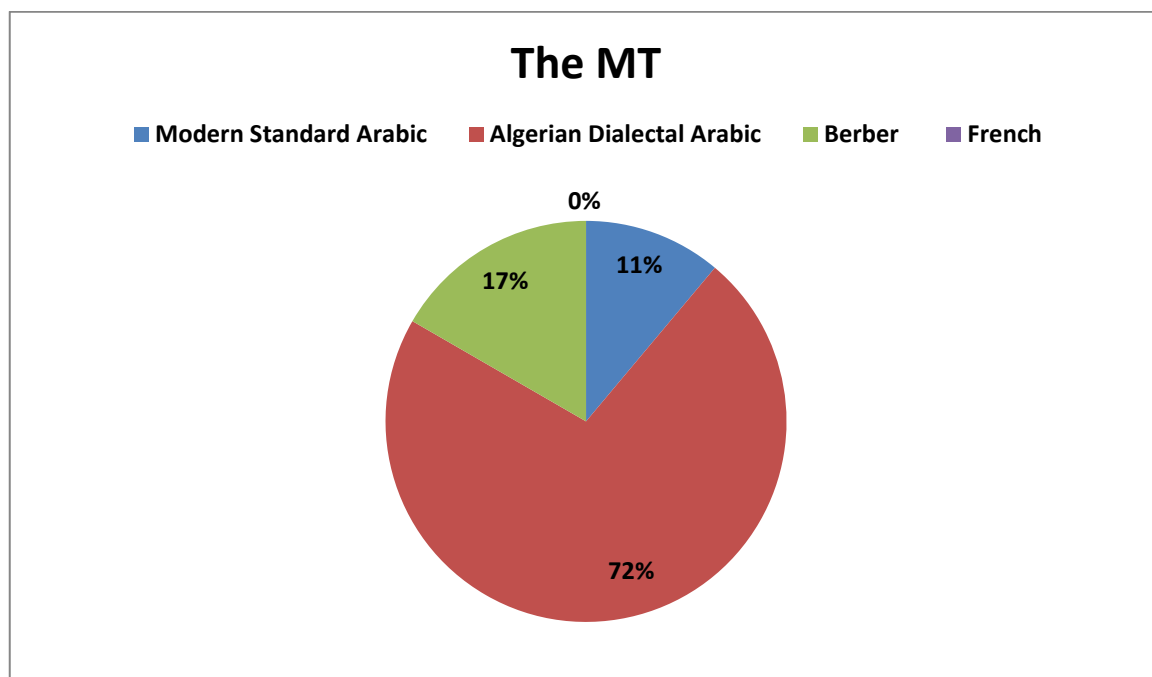
3.2.Section two: Informants' Language Varieties Use

The questions in this section are interpreted as follows:

Question one: What language variety is your mother tongue?

Language Varieties	Responses	Percentage
Modern Standard Arabic	02	11%
Algerian Dialectal Arabic	13	72%
Berber	03	17%
French	0	0%

Table: 3.2. Mother Tongue



Graph: 3.2.1. MT

Referring to the numerical data above, it can be stated that for 72% (n=13) of the teachers, ADA is the MT. Only 17% (n=3) of them state that Berber is the first language of acquisition. The rest, i.e., 11% (n=2) confirm that their mother tongue is MSA. None of them chose French as MT.

This variety of MTs counts for the richness of the Algerian linguistic landscape. Though positive linguistically, it causes serious problems for Algerians Baccalaureate holders once enrolling for tertiary education, especially for those who choose hard sciences as an educational continuum.

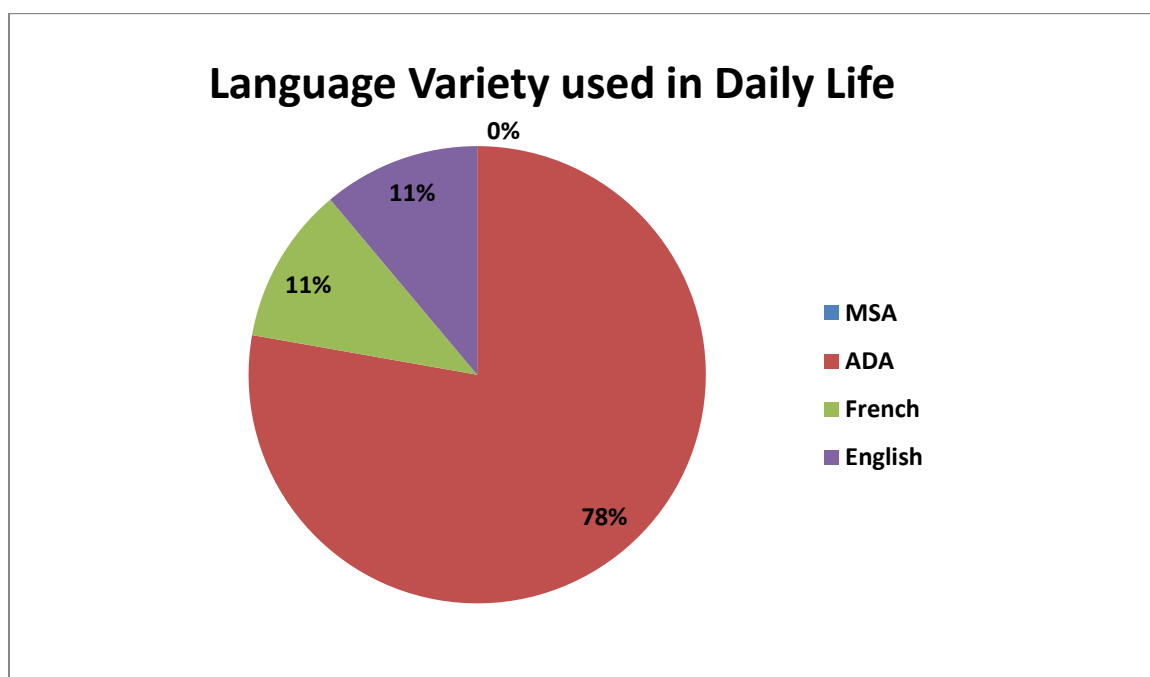
Yet, for the case of languages learners, teachers could find alternatives to make things comprehensible for students whenever faced to hurdles.

Question Two: Language variety used in the daily life

Language Varieties	Responses	Percentage
MSA	0	0%
ADA	14	78%
French	2	11%

English	2	11%
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Table 3.2.2: Language Variety used in daily life

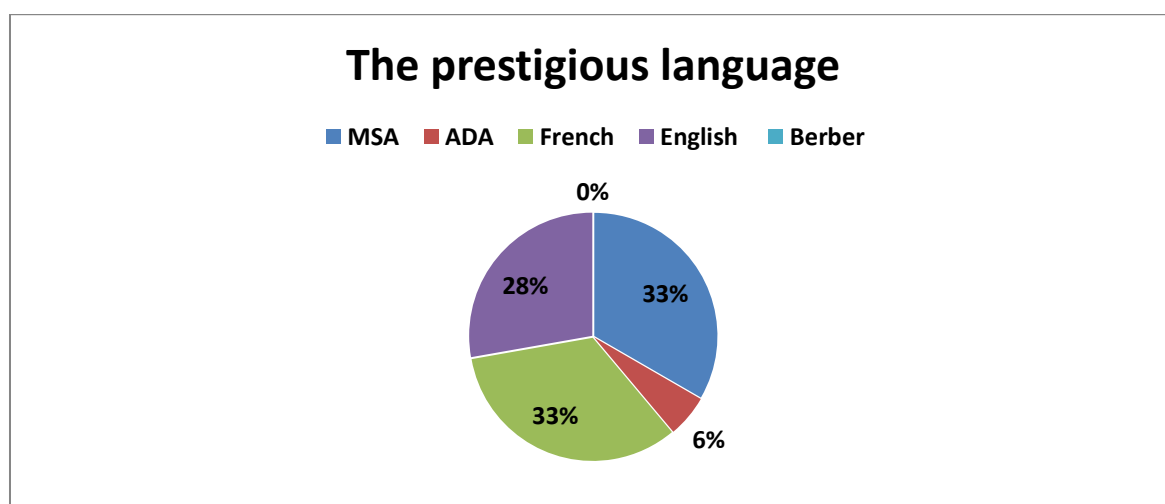


Graph: 3.2.2. Language Variety Use in Daily Life

As regards the language used daily in discussions and interactions, the heavy majority, i.e., 78% (n=14) states that ADA variety is the dominant one. Yet, English is particularly used during teaching and learning process. In other words, English language, considered as a second foreign language, is used in vitro, i.e., between the four walls of the classroom. Those two teachers who attest that they use English daily in their discussions might do so whenever they are at the workplace. Meanwhile French is also selected as the language that is used the daily life because of its status of the first second language learning in social settings. It is worthy to note that though MSA is considered as the first both national and official language in Algeria, none of the teachers use it in his daily conversations. This aversion might be due to linguistic insecurity. In fact, the phonological, syntactic, morphological imperfections could be at the origin of such avoidance.

Question Three: The Prestigious Language

Language / Variety	Responses	Percentage
MSA	06	33%
ADA	01	06%
French	06	33%
English	05	28%
Berber	0	0%

Table: 3.2.2. The Prestigious Language**Graph: 3.2.3. The Prestigious Language**

The third question item is asked to check the surveyed teachers' attitude towards the three coexisting languages. The viewpoints differ with regard to the prestigious one among MSA, ADA, French, English and Berber. The results reveal that 33% (n=6) of the teachers acknowledge both MSA and French as prestigious languages. 28% (n=6) of them recognise English as a prestigious one. Only 6% (n=1) attributes the prestigious quality to ADA. Yet, none of them admits Berber as prestigious.

Referring to what has been discussed in the theoretical part, chapter 1, dealing with 'Diglossia', the current question item is meant to reflect on the hierarchy imposed on two coexisting languages, viz., H and L varieties. It can be deduced that those who see MSA as a prestigious language are typically influenced by religious beliefs, stipulating that MSA is the language of the Holy Qu'ran. Whereas those who think that French is prestigious might also

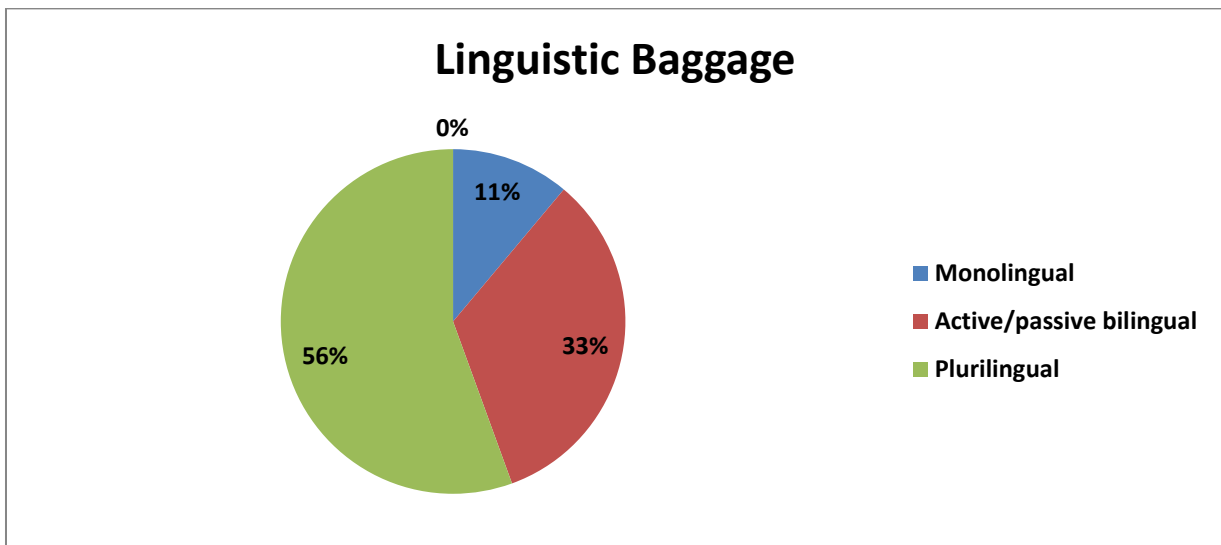
be affected by the stereotype assumption that French language mastery is a symbol of a social high- class status. Yet, those who believe that English is a prestigious language could be due to nowadays exponential technological development and the importance of the language to communicate with others from near or remote parts of the world; lingua franca.

Other participants state that Berber is that language at the percentage of 5% because of their original background.

Question Four: Linguistic Baggage

The options	Responses	Percentage
Monolingual	2	11%
Active/passive bilingual	6	33%
Plurilingual	10	56%

Table: 3.2.4.Linguistic Baggage



Graph: 3.2.4. Linguistic Baggage

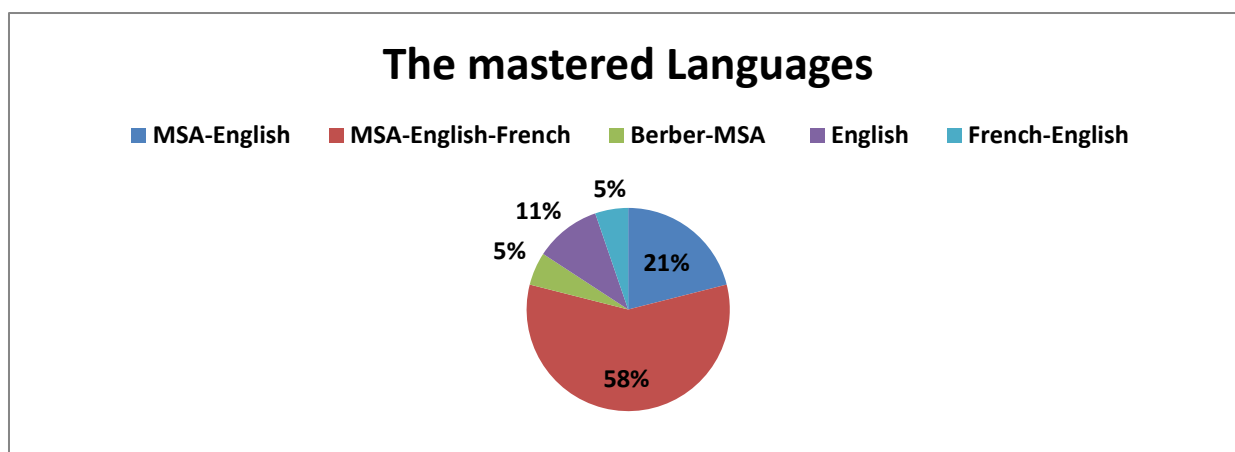
Referring to the data above, more than the half (56%; n=10) of the surveyed population confirm that it is plurilingual teachers. Besides, 33% (n=6) of them stipulate that they are active/passive bilinguals. Only two (11%; n=2) respondents confirm that they are monolinguals.

The above answers show that the total number of the questioned teachers can be categorised into three bodies, plurilingual, active/passive bilingual and monolingual. The use of multiple languages might be due to a set of considerations either the linguistic

heterogeneity, or specific social and religious situation of the country, or the desire to promote national identity. Thus, to be able to respond to the students' needs, this category of teachers makes recourse to an amazing array of mutually unintelligible languages. For active bilingual teachers who have predominately active skills, the possession of a larger linguistic and intercultural repertoire allows to operate easily whenever interacting. The fact these teachers can code switch from one language to another or others and vice-versa is regarded as an asset and an added value to their array of communicative strategies. Yet, for passive bilingual who have predominately passive skills, these deficits could face serious difficulties to communicate appropriately. Similarly, monolinguals face serious hardships especially in a world where people tend to speak a wide range of language to keep communication going on.

Language Varieties	Responses	Percentage
MSA-English	4	21%
MSA-English-French	11	58%
Berber-MSA	1	5%
English	2	11%
French-English	1	5%

Table: 3.2.4.1. The mastered languages



Graph: 3.2.4.2. The mastered languages

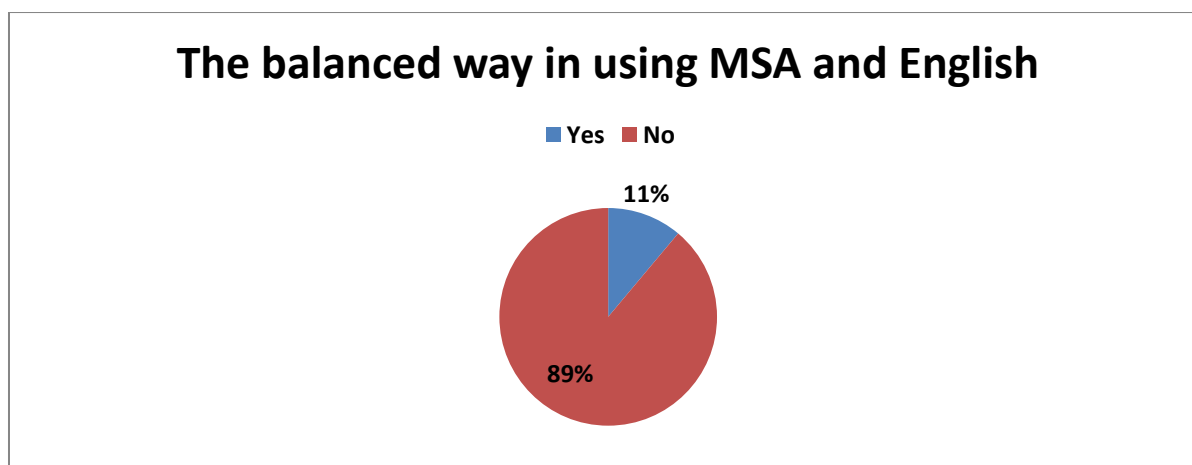
The data above indicate that more than the half (58%; n=11) of the surveyed teachers attest that they master MSA, English and French languages. 21% (n=4) of them confirm that they are proficient in both MSA and English. Only two teachers, representing 10% (n=2), testify that either Berber-MSA or French-English. Thus, they are monolinguals.

With regard to the Algerian linguistic landscape, which can be categorized as both a diglossic and multilingual society, in our case, most of the teachers master more than two languages. Yet, for some others, they are only bilinguals and monolinguals. From a diglossic optic, and referring to definitions given to the concept by Ferguson and Fishman, relating the categorisation of languages as H and L, the mastery should be reconsidered with regard to formality and informality. In other words, the H language should be mastered in written form whereas the L one is the spoken one used only in informal situations. In a nutshell, the differences about the concept of diglossia are logically related to the complex situations of language systems in the world particularly in the Arab world characterized by multilingualism.

Question Five: The Use of MSA and English in a Balanced Way

Alternatives	Responses	Percentage
Yes	2	11%
No	16	89%

Table: 3.2.5. The use of MSA and English in a Balanced Way



Graph: 3.2.5. The Use of MSA and English in a Balanced Way

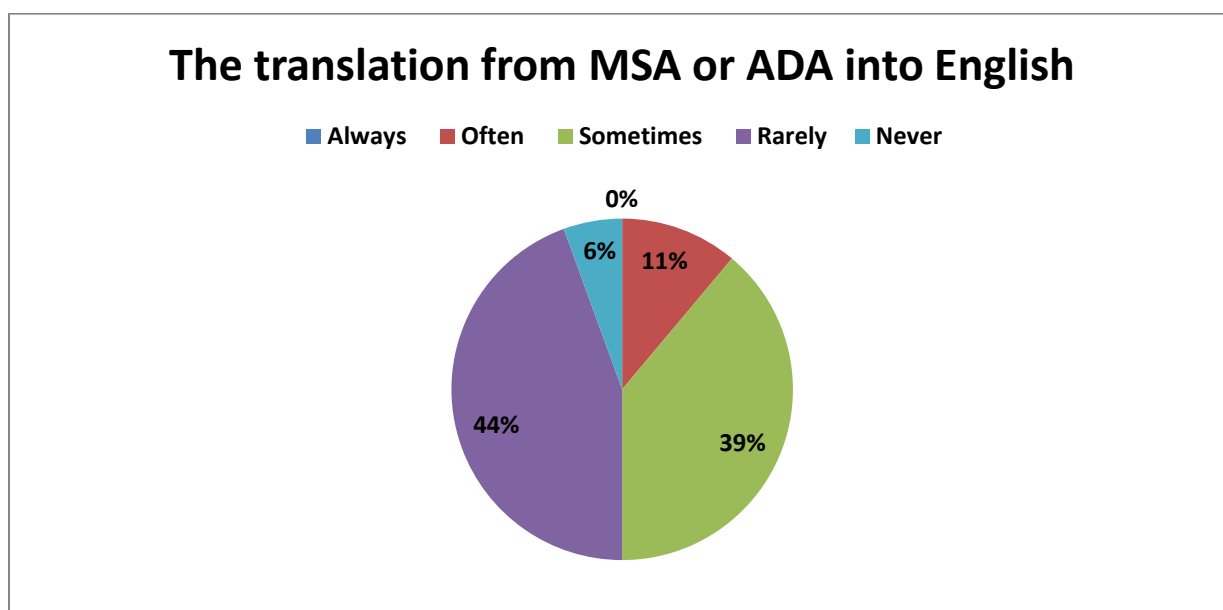
In the spite the fact that MSA is the first national and official language in Algeria, however we found out that 89% (n=16) of the participants do not use MSA and English equally due to the lack of using this language in extra-classroom context (in vivo). Whereas 11% (n=2) of the surveyed teachers speak MSA and English in balanced way, i.e., the mastery of four skills; receptive and productive, of each of these languages.

The equal use of the MSA and English languages by two teachers does not confirm their perfect bilingualism because there is no means of determining if the subjects speak the two languages equally well. And what cannot be measured cannot be compared. Even a vocabulary count would be meaningless, because who knows what treasures a long forgotten word association will unearth?

Question Six: The Translation from MSA or ADA into English and vice-versa

Frequency	Responses	Percentage
Always	0	0%
Often	2	11%
Sometimes	7	39%
Rarely	8	44%
Never	1	6%

Table: 3.2.6. The Translation from MSA or ADA into English and vice-versa



Graph: 3.2.6. The Translation from MSA or ADA into English and vice-versa

The purpose behind this question is to figure out if there is any linguistic interference amongst these language varieties, viz., ADA or MSA into the target language which is English. In fact, the table and graph above show that there are some (11%; n=2) participants who often translate the mother tongue into the target language. (39%; n=7) of them

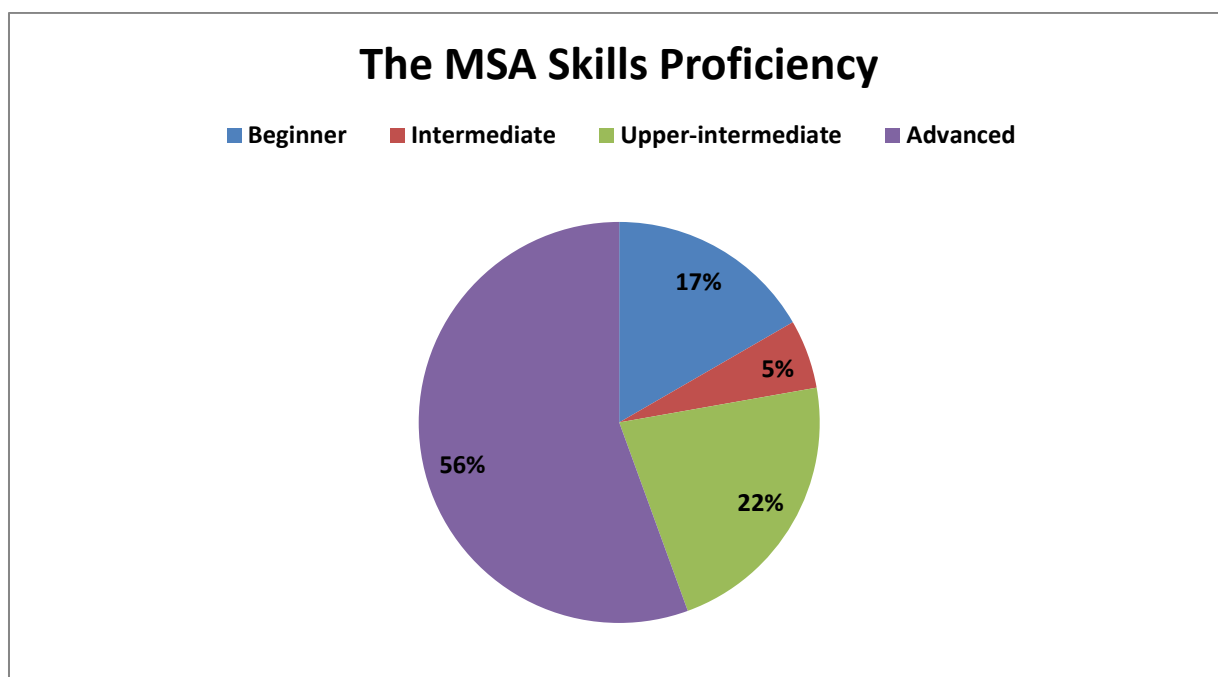
sometimes translate from MSA or ADA to English. However, (44%; n=8) of participants testify that they rarely translate, and only (6%;n=1) who strongly disagree with translating because they prefer to learn each language separately from other languages.

Question Seven: The Language Skills Proficiency (MSA- French-English)

- Modern Standard Arabic

The level	Responses	Percentage
Beginner (include only one skill)	3	17%
Intermediate(twoskills)	1	5%
Upper-intermediate(threeskills)	4	22%
Advanced (four skills)	10	56%

Table: 3.2.7.1. The MSA skills Proficiency



Graph: 3.2.7.1. The MSA skills Proficiency

With regard to the surveyed teachers' proficiency in MSA, the reaped results show that 56% (n=10) of them testify that they have an advanced level, i.e., they master the four skills, viz., receptive and productive. 22% (n=4) assert that they master three skills; assigned the

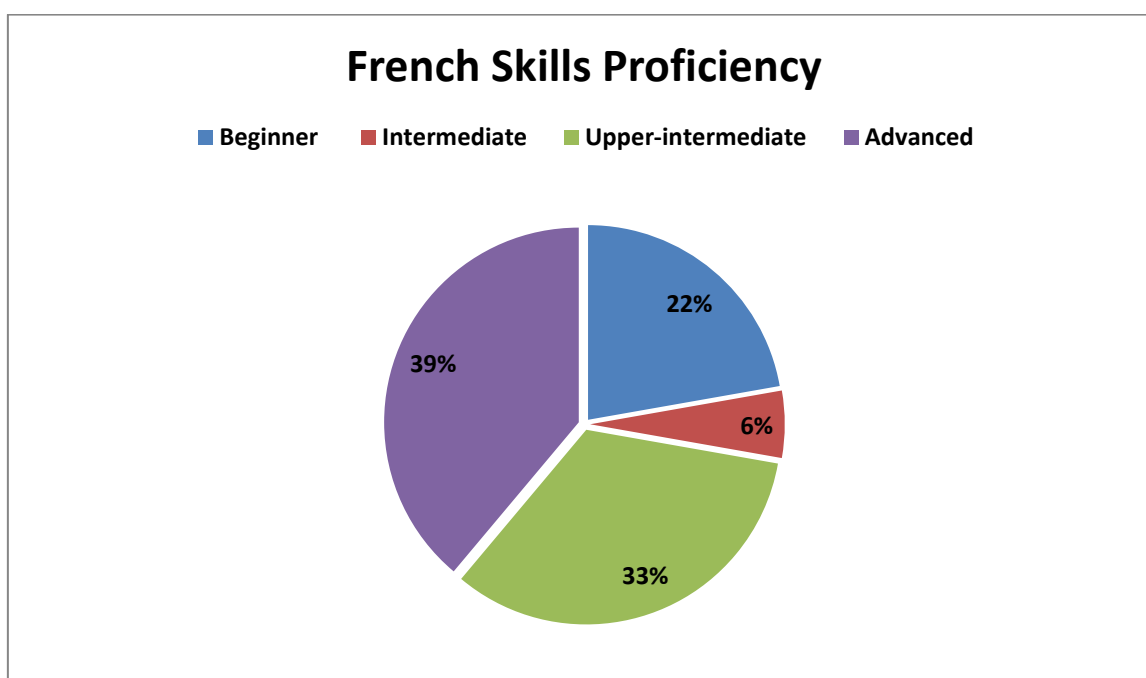
upper-intermediate level. Yet, four of them (17%) are beginners who are still at the first skill. Only one teacher, 5% (n=1), acknowledge that they actually master two skills.

It is world widely acknowledged that to be creative in any language, students have first to master their MT. Those who do not do so, they will never master perfectly a foreign language. Or as claimed by Johan Wolfgang “*he knows no foreign languages if he knows nothing of his own*”.(Maximen and Reflexion en IV 237).Or as confirmed by Johann Goethe when he said: “*A man who does know a foreign language is ignorant of his own.*” So, the learning of foreign languages is contingent on the mastery of the MT. To sum up, it can be said that the MT is the master key to foreign languages.

- French Language

Levels	Responses	Percentage
Beginner	4	22%
Intermediate	1	6%
Upper-intermediate	6	33%
Advanced	7	39%

Table: 3.2.7.2 French Skills Proficiency



Graph: 3.2.7.2. French Skills Proficiency

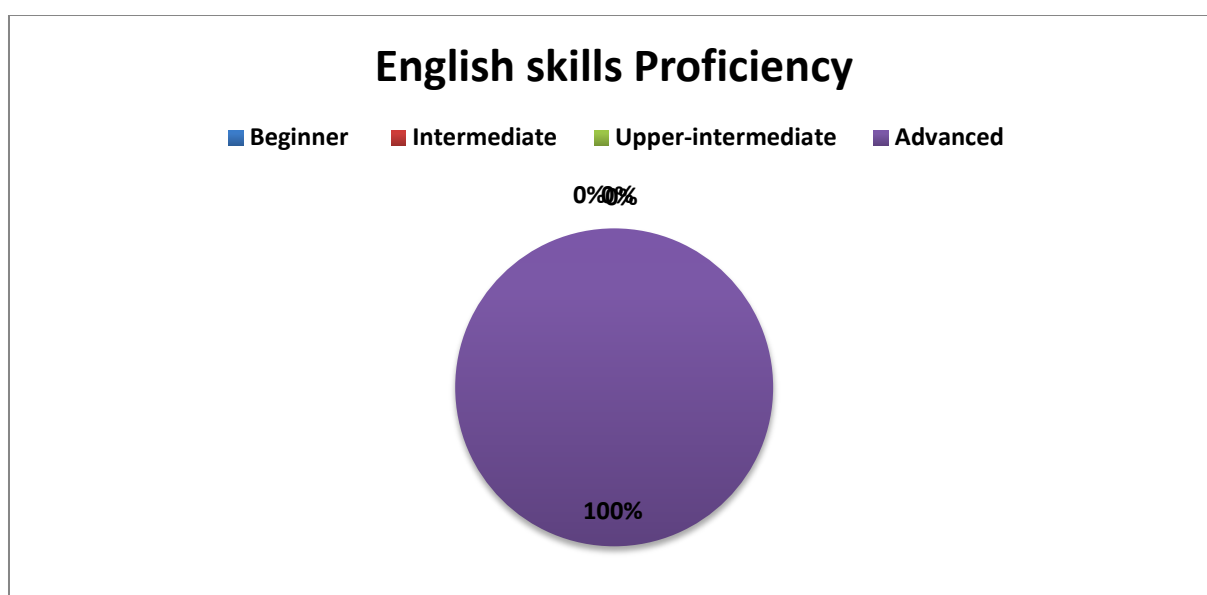
The data above (cf. table 3.2.7.2.) reveal that 39% (n=7) of the targeted teachers of English attest that they have an advanced level in French. 6 (33%) of them say they have an upper-intermediate level. Besides, four others (22%) recognise that they are beginners at French. Only one teacher (6%) has an intermediate level.

Being the ‘booty’ of the colonialist, French has been assigned the status of the first foreign language. It is learned by Algerian learners since the primary school for ten years before they reach the university. It is actually used in the formal settings such as administrations, scientific branches in tertiary education and politics speeches, so the majority of Algerians are required to learn this language in order to use it later on. Besides to its utility for Algerians’ daily life, it is currently assumed that those who speak this language are highly ranked socially and regarded as learned people; a persisting stereotype.

- The EnglishLanguage

The level	Responses	Percentage
Beginner	0	0%
Intermediate	0	0%
Upper-intermediate	0	0%
Advanced	18	100%

Table: 3.2.7.3. English Skills Proficiency



Graph: 3.2.7.4. English skills Proficiency

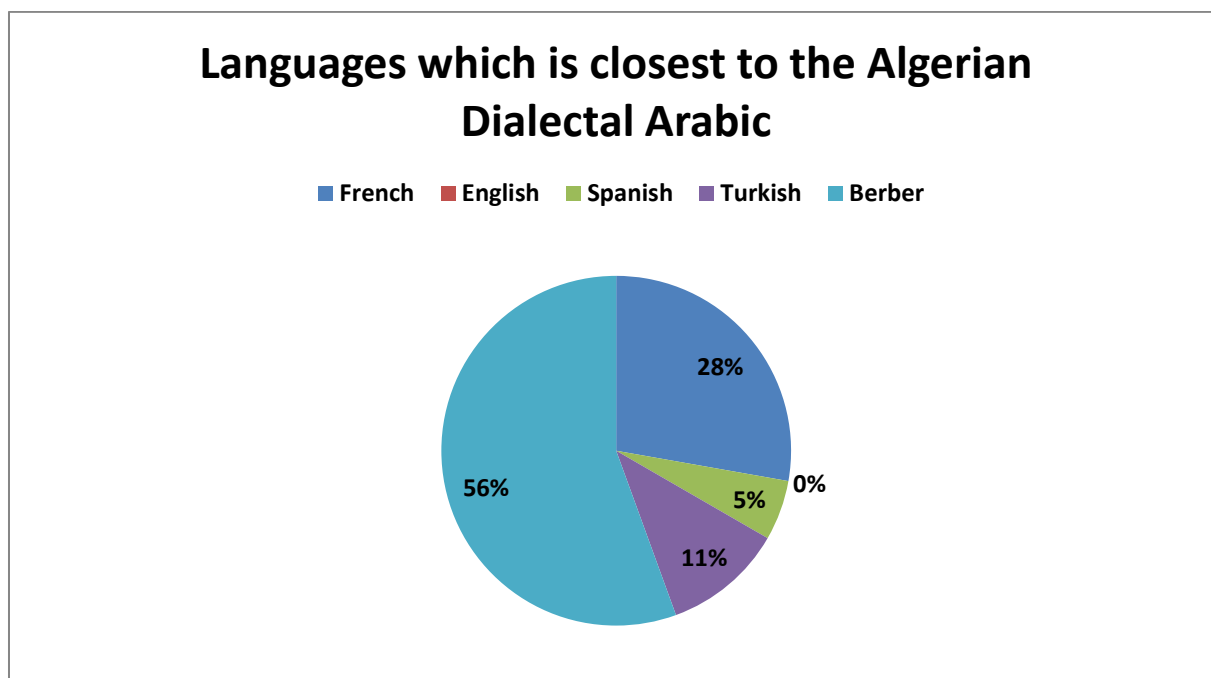
As demonstrated in the above table and graph, all surveyed teachers (100%; n=18) attest that they have an advanced level in the target language; English.

Being graduated in English, proficiency in the target language is the ultimate goal of the initial teacher training course. Yet, the foreknowledge remains an important asset for foreign language learning. It provides the language acquisition support system.

Question Eight: Which of these languages is the closest to the Algerian Dialectal Arabic?

Languages	Responses	Percentage
French	05	28%
English	0	0%
Spanish	01	05%
Turkish	02	11%
Berber	10	56%

Table:3.2.8. Languages which are closest to the Algerian Dialect



Graph: 3.2.8.The Closest Language to the ADA

The graph above shows that among the total number of the participants more than the half, i.e., 56% (n=10) believe that Berber is the closest language to the ADA. Besides, less than the third, viz., 28%(n=5) of them participants consider French as a language which is

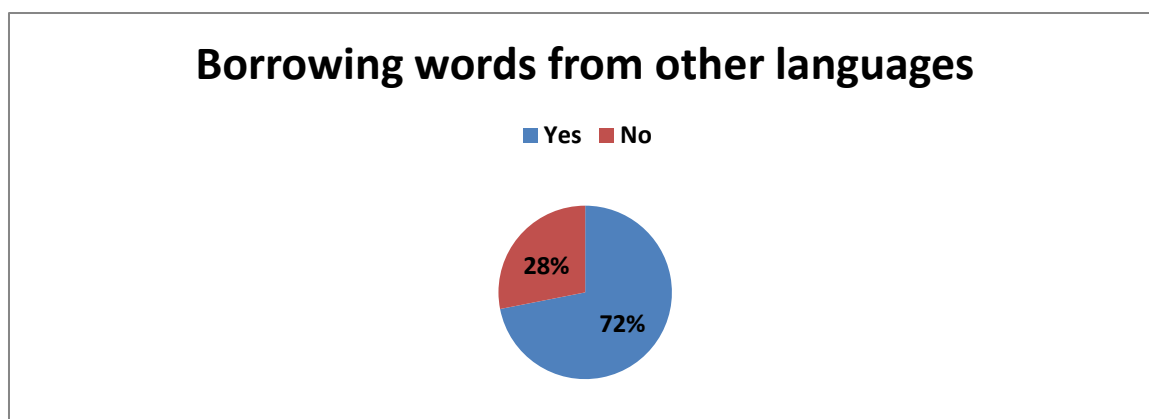
closest to the ADA. Around 11 % (n=2) estimate that Turkish is closest to the ADA. Yet, only one, representing 5%, out of the eighteen participants judges that Spanish is the nearest.

Throughout its history, Algeria had witnessed many empires and dynasties, including ancient Numidians, Phoenicians, Carthaginians, Romans, Vandals, Byzantines, Umayyads, Abbasids, Idrisid, Aghlabid, Rustamid, Fatimids, Zirid, Hammadids, Almoravids, Almohads, Spaniards, Ottomans and the French colonial empire. Thus, the Algerian situation provides linguists and sociolinguists the most culturally and linguistically diverse and rich context. In fact, all these invasions resulted in a dynamic interplay between different cultures and languages which coexisted for centuries. Among the recent invaders to Algeria, France whose language was deliberately imposed on indigenous for about one century and thirty two years had led to a melting of the ADA with many languages. The historical impact of colonization which the ADA get influenced by French language for that reason we may find many morpho-phonological words that are adopted and used in everyday discussions. The Spanish settlers that were in the Western part of Algeria also touched our dialect via words which are originally from that language. However, if we read deeply about the history of Algeria; Turkish language was present in our country before those languages cited above as a result of the Ottoman Empire that were established more than 400 century. The Berber is the more influential language due to the ongoing closed contact between these speech communities and demographical factor as one side and in other one is mix marriages between Arabs and Berber.

Question Nine: While interacting, do you borrow words from other language?

The answers	Responses	Percentage
Yes	16	72%
No	02	28%

Table:3.2.9.Borrowing Words from other Languages



Graph: 3.2.9. Borrowing Words from other Languages

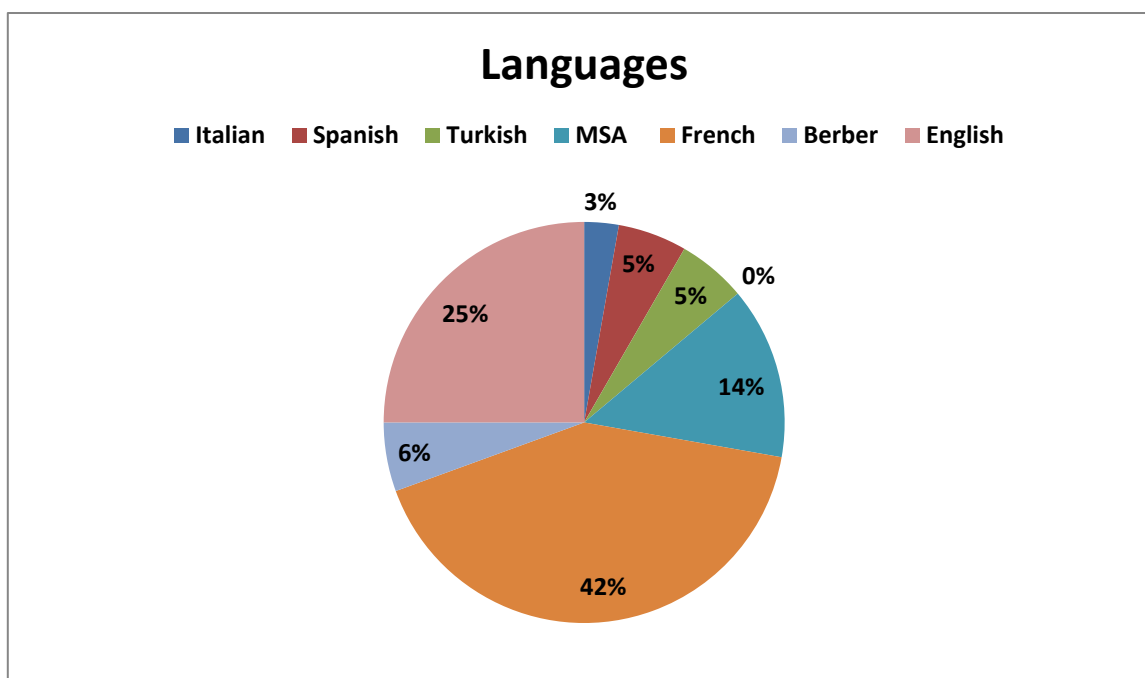
The data resulting from question-item 9 reveal that the majority, 72% (n=16), of the questioned teachers attest that they borrow words from other languages when interacting. Yet, the rest, i.e., 28% (n=2), negates any words borrowing.

The advent of globalization, the unprecedented technological changes and the accompanying consequences have imposed on nowadays people necessary borrowings of words to appropriately communicate with others. Thus, most of the teachers acknowledge the recourse to words borrowing as a solution to ensure comprehension and eschew any communication break.

Languages which were chosen by the participants:

The languages	Responses	Percentage
Italian	01	3%
Spanish	02	5%
Turkish	02	5%
MSA	05	14%
French	15	41%
Berber	02	5%
English	09	24%

Table: 3.2.9.1. The Selected Languages



Graph: 3.2.9.1. The Selected Languages

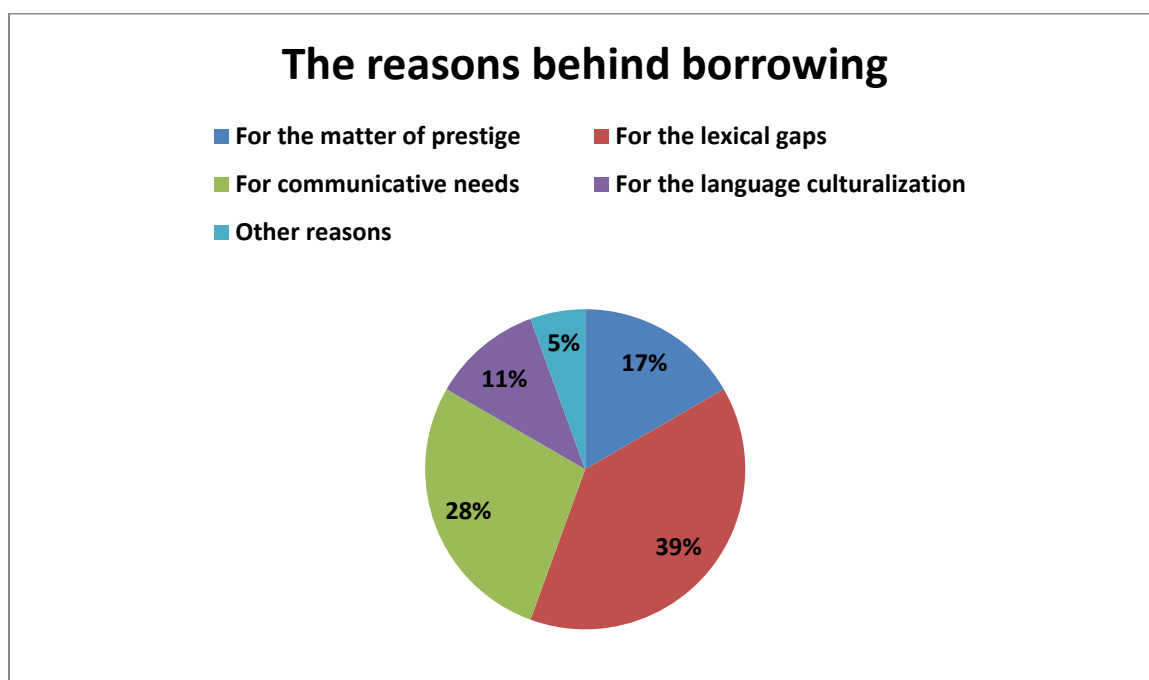
The data indicates that (42%; n=15) of teachers borrow words from French in the first position. 25%(n=9) of participants borrow words from English. (14%; n=5) of teachers borrow words from MSA. Spanish and Turkish was also selected by teachers at the percentage of 5% (n=2). While Berber was at the percentage of (6%; n=2). However, only one teacher borrow words from Italian (3%; n=1).

French language gained the first position with 42%. Being imposed on Algerians for 132 years, and still integrated in the curricula since the third year in primary school education, French remains omnipresent in people's daily affairs. Imposed by technological, economic and political effects, English words are ubiquitous in social interactions. Since the research is about English teachers and their contact with other languages, so, they usually use words from English due to their professions' demands. According to some teachers who borrow words from MSA in order to fill the lexical gaps or sometimes when the dialect is not mutually intelligible between the participants, so, they go back to the official language so as to make words clear, especially in the middle of utterances. Spanish has an influence due to the Spaniards' invasion in the western part of the country. Concerning the Turkish language, some Algerians are influenced by Turkish TV series, thus, they emerge unconsciously starting using words from this language.

Question Ten: The reason behind borrowing words from other languages

The answers	Responses	Percentage
For the matter of prestige	03	17%
For the lexical gaps	07	39%
For communicative needs	05	28%
For the language culturalization	02	11%
Other reasons	01	5%

Table: 3.2.10. The Reasons behind Borrowing



Graph: 3.2.10. The Reasons behind Borrowing

The table shows that 39% (n=7) of the teachers borrow from other languages because of the lexical gaps they face while talking. 17% (n=3) of them said that it was for a matter of prestige; however, 28% (n=5) of them claim that it was only for communicative needs. The remaining group is shared between language culturalization for about 11% (n=2), and information or concept facilitation for 5% (n=1).

Weinreich (1953) claims that *“the need to designate new things, person, places, and concepts is a completing reason to borrow lexical items”*, and Myer-Scotton (2002: 238)

states: “a society with socioeconomic prestige is often the source of borrowing in today’s society”. So, the borrowing process starts first with filling the lexical gaps because we may find some words that we cannot find in particular language but we borrow it from different language.

The preceding question was asked to identify the cogent reasons behind words borrowing in general. However, some participants believe that words borrowing can be nurtured by prestigious matters because it reflects their intellectual level and their social.

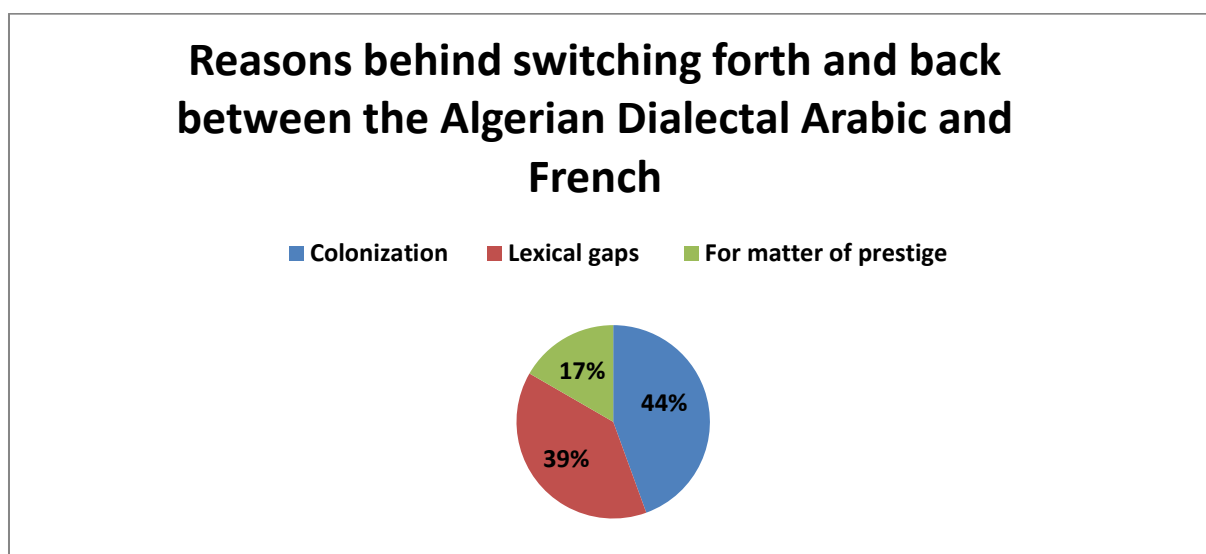
When two dialects are not mutually intelligible as a result for that they choose to use or borrow terms from the language which can be understood among them for the sake of communicative needs.

The culturalization in borrowing is the process by which a human being acquires the cultures’ language of a particular society from infancy; For instance, Taxi, Pizza these words are integrated in our utterances as a result of intercultural exchanges.

Question Eleven: Why do Algerians switch forth and back between Algerian Dialectal Arabic and French?

The answers	Responses	Percentage
Colonization	8	44%
Lexical gaps	7	39%
For matter of prestige	3	17%

Table: 3.2.11. The Reasons behind Switching forth and back between the ADA and French



Graph: 3.2.11. The reasons behind switching forth and back between the ADA and French

The eleven question item is asked to disclose the plausible reasons inciting Algerian teachers to code-switch from ADA to French and vice versa. The results demonstrates that for 44%(n=8)of the teachers meant by the survey, the cogent reason behind switching forth and back between the ADA and the French is the linguistic impact of the last colonizer and the domination of its language in the Algerians' daily affairs. For 39% (n=7) of teachers the use of the code-switching is essentially made as a recourse to fill in the lexical gaps. For the rest, i.e., 17%(n=3), the use of this language alternation is only a matter showing their identity and social prestige. In order to show that those who switch that are competent enough when it comes to languages.

The follow-up question intends to elucidate the motives inducing teachers to code-switch from ADA to French and vice versa. In fact, the following reasons were collected the informants state different reasons, which are summarized in the following points:

- Education; French is taught at schools.
- French is deeply rooted in Algerian speech.
- As a consequence of French colonization.

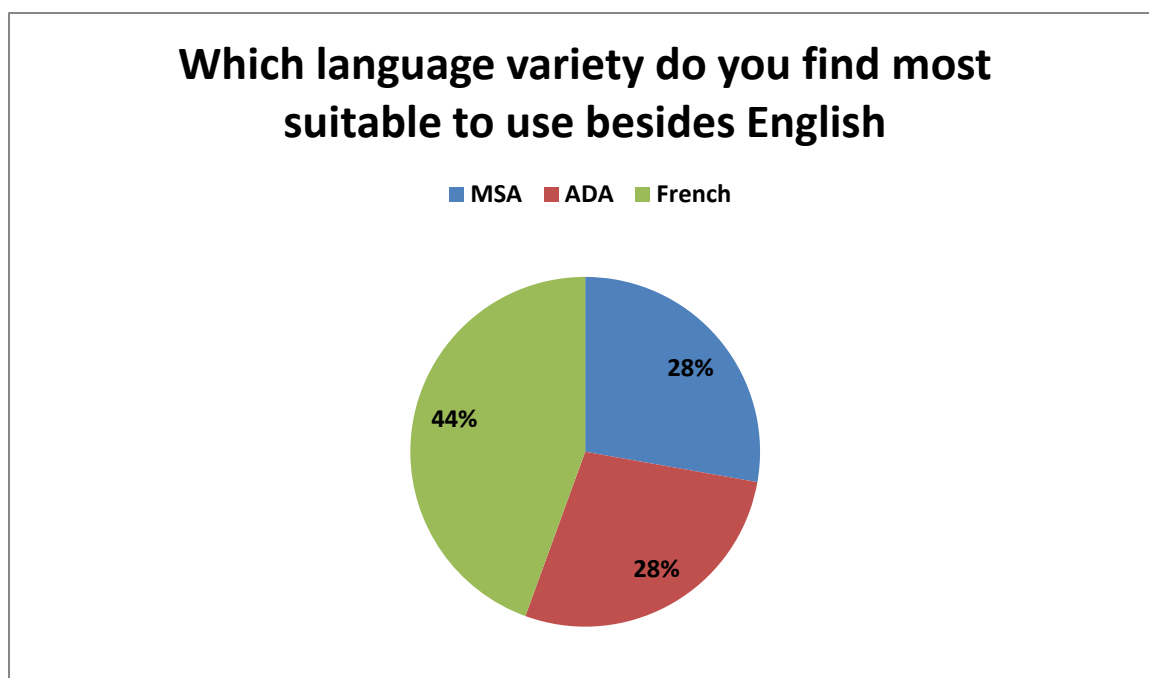
The results confirm Haoues' view (2009) who states that the long period of French colonization has made French deeply rooted in the daily life of Algerians and a great number of French words are used as if they are part of Algerian Dialect, therefore, ADA contains French words which are adapted phonologically and morphologically.

Section Twelve: The Languages in Contact within Classroom Context

Question one: In classroom, besides English, which language variety do you find most suitable to use?

Language/ Variety	Responses	Percentage
MSA	05	28%
ADA	05	24%
French	08	44%

Table: 3.3.1.Classroom Language Suitability



Graph: 3.3.1. Classroom Language Suitability

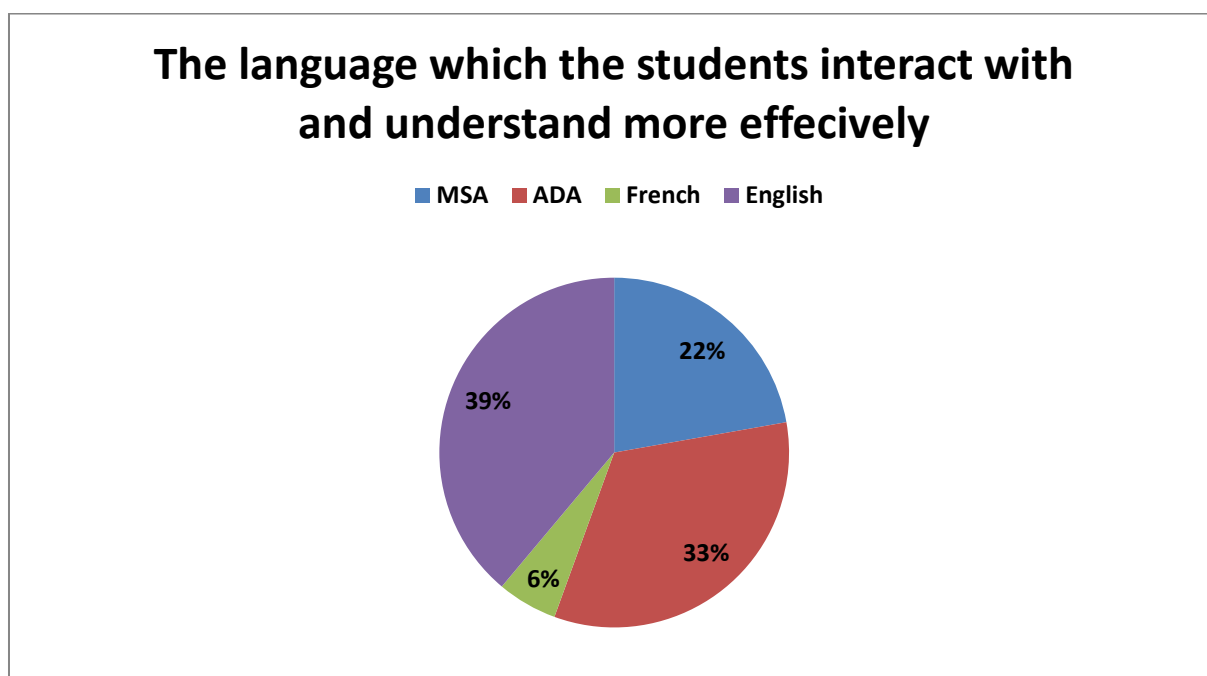
The generated data out of question-item twelve reveal that 44% (n=8) of the targeted teachers consider French language as the most suitable to use in the classroom environment besides English. 28% (n=5) of them state that the ADA is preferred than French and MSA. The same number of respondents estimates that MSA is the most appropriate language variety to be used in the classroom.

With regard to the coexisting languages in the Algerian linguistic landscape, MSA, being regarded as High variety of language, receives a specific political support at the detriment of the rest of the languages. In fact, it is learned since the first year at primary schools, i.e., around 13 years before joining the tertiary education. Thus, if mastered it can be an effective and academic means to convey information appropriately. Since ADA is a dialect, it is painlessly acquired and mutually intelligible by both teachers and students. So the learning process can be easier but it is not highly recommended because the overuse of ADA in the classroom environment can have a negative impact on EFL learners' level on English. However, the use of French language employed as SFL while explaining process because they are familiar with it and it is present in everyday speech.

Question Thirteen: which language do your students often interact with and understand more effectively?

Language / Variety	Participants	Percentage
MSA	04	22%
ADA	06	33%
French	01	6%
English	07	39%

Table: 3.3.2. Effective Interaction and Understanding



Graph: 3.3.2. Language Effective Interaction and Understanding

The underpinning purpose of the thirteenth question-item is to unveil the language variety among the three that enables EFL learners to interact easily. The yielded results reveal that 22% (n=4) of the teachers confirm that learners interact easily when using MSA. On the other hand, 33% (n=6) of them prefers the ADA in order to make them feel comfortable during the session; however, 6% (n=1) of them opt for French to ease learners' interaction. The fourth group, representing 39% (n=7), use exclusively English throughout sessions because they prefer to use the target language in order to make students understand better with English.

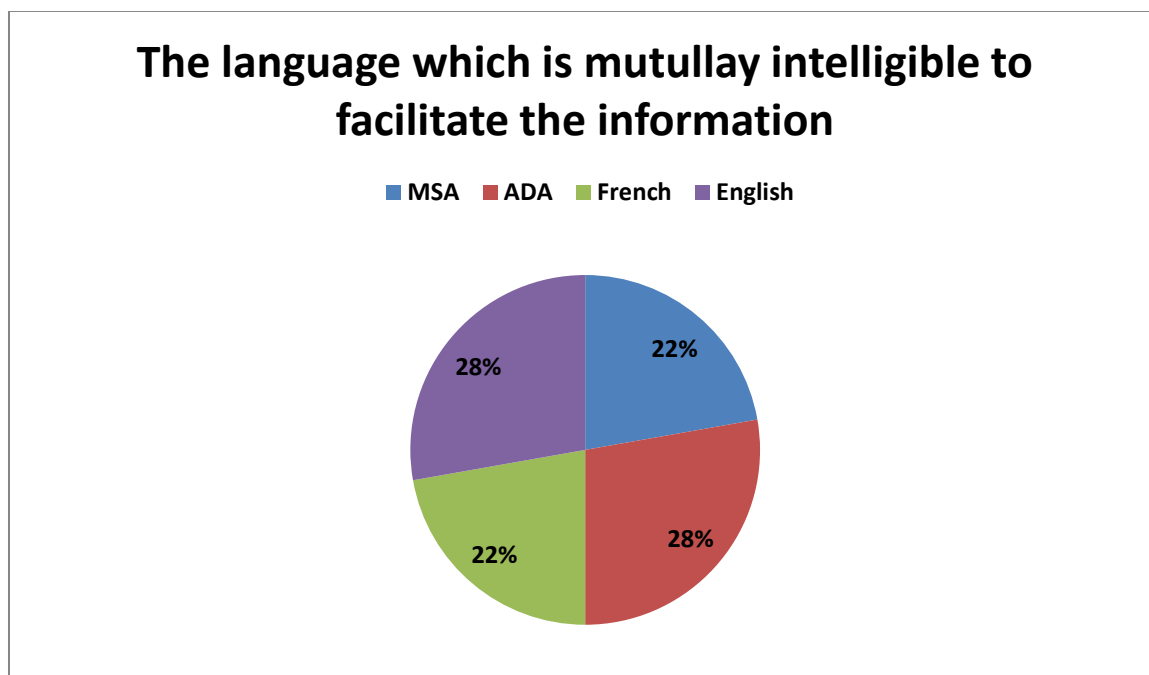
The use of the direct method of teaching, which is also called the natural method, is frequently used to teach foreign languages. It refrains from using the learners' native language and uses the target language. Doing so, students are encouraged and motivated to use the target language. It prioritizes the oral skills over reading and writing ones. The exclusive use of the target language help students to acquire perfect oral communicative skills.

Yet, the ADA, made out of a mixture of many language varieties, is naturally acquired by both teachers and learners. The ADA is generally widely spoken in everyday life but almost never written.

Question Fourteen: Students sometimes face some difficulties on understanding the given information; in this case, which language is mutually intelligible to facilitate the information?

The languages/ Variety	Participants	Percentage
MSA	04	22%
ADA	05	28%
French	04	22%
English	05	28%

Table: 3.3.3. Mutually Intelligible Languages



Graph: 3.3.3. Mutually intelligible Languages

According to the results above, 22% (n= 4) of the teachers state that MSA is the closest language when it comes to explaining and facilitating the information acquisition. 28% (n=5) of them think that speaking the ADA is more effective as regards learning. However, 22% (n=4) of them believe that French language is reciprocally understandable due to its presence in students' everyday life by virtue of its presence for more than a century. The remaining group, 28% (n=5), attests that no other language rather than English for explaining because they prefer to clarify information in English.

The purpose behind this question is to find out which language amongst these languages make EFL learners feel comfortable while interacting. The use of the English in order to facilitate the concepts is always an effective tool. Since the target language is English with this category of learners, the English teaching and learning process will be positive for the improvement of their skills.

ADA is a mixture of many languages and varieties including English i.e, ADA is naturally acquired for both teacher and learner so, the use of ADA within classroom context can sometimes be positive in some situations especially when the students interact with their teachers in extra classroom environment.

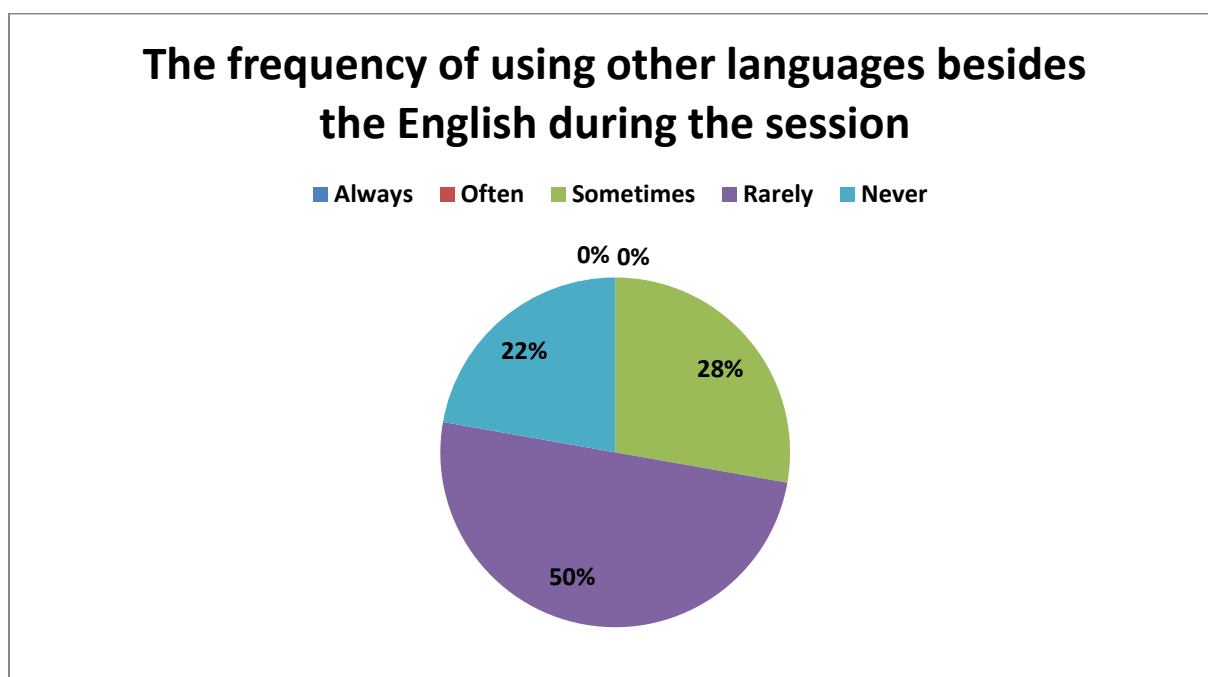
French as first foreign language is taught at schools for 11 years from primary schools until the high schools. It is also needed in the university when dealing with hard sciences, meanwhile it is integrated in the tertiary context while teaching languages, i.e, French is implemented unconsciously in our dialect via referring to sociolinguistic phenomena such as CS and Borrowing and even some diglossic situations. However, French is not the language which is mutually intelligible because not all EFL learners can understand it and react with it.

In other hand, MSA is taught for 14 years, so the use of MSA can be mutually understood for both teachers and students but it does not mean that their competence in this language is in a high level because MSA is not used in all sittings due to the overuse of French in the Algerian society.

Question Fifteen: How often do you allow your students to use other languages besides English during the session?

The Frequency	Participants	Percentage
Always	0	0%
Often	0	0%
Sometimes	05	28%
Rarely	09	50%
Never	04	22%

Table: 3.3.4. Other Languages Use Frequency



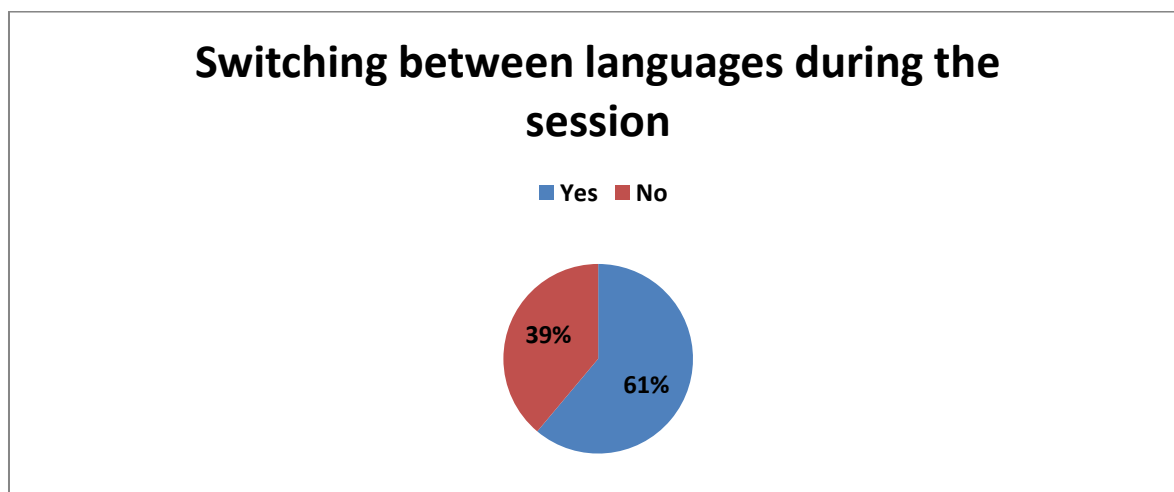
Graph: 3.3.4. Other Languages Use frequency

From these results, we noticed that (50%; n=9) of teachers rarely let their students use other languages besides the English language during the session, (28%; n= 5) of them are a little bit tolerant and comprehensive, however (22%; n=4) strongly disagree on allowing their students using the language they prefer, they prefer to teach the target language which is English to simplify any information, as it helps them also to improve it.

Question Sixteen: Do you switch between languages during the session?

The answers	Responses	Percentage
Yes	11	61%
No	07	39%

Table: 3.3.5. Switching between languages during the session



Graph: 3.3.5. Switching between languages during the session

This graph shows that 61%(n=11) of the teachers acknowledge the use of the code switching during the teaching sessions. Whereas, 39% (n=7) of them deny any use of the code-switching.

Among the justifications provided by code- switchers and non-code switchers, we list the following ones:

For those teachers who resort to code-switch the strategy they justify this saying that is it out of lexical gaps or the absence of the exact explanation of the target language. Others attest that students feel comfortable when the teacher switch between languages, As regards those who refute the use of code-switching, they argue that foreign language should be learned in that language; fans of the direct method.

3.6.1 French Teachers' Questionnaire Analysis

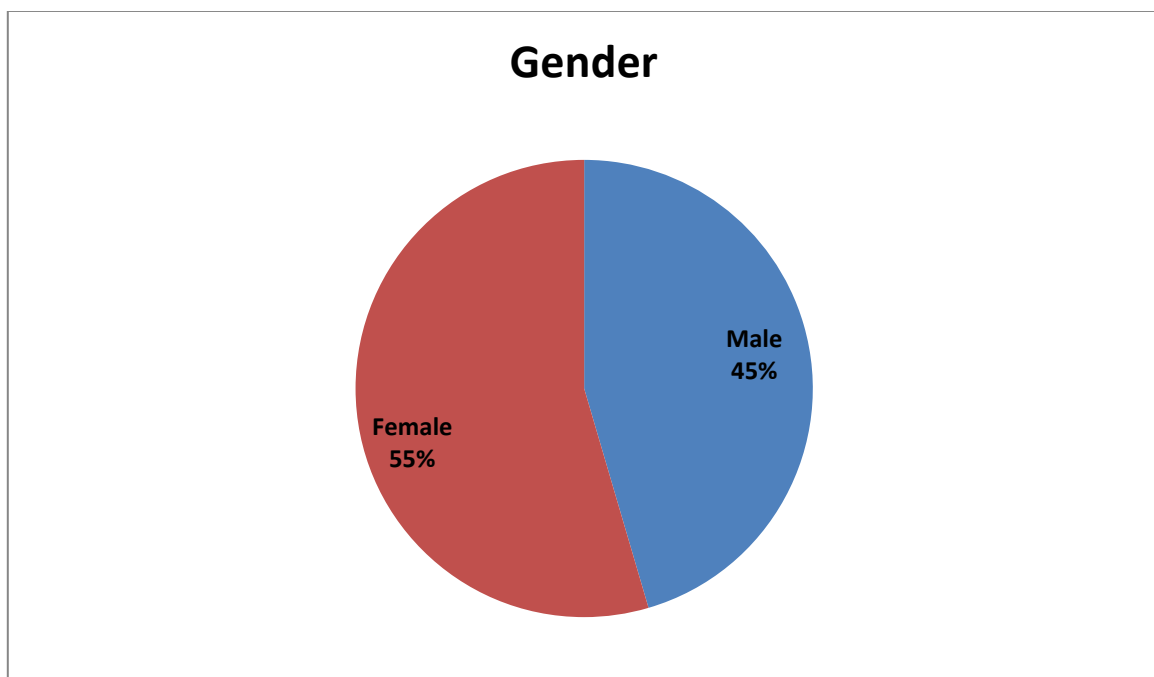
The questions in this questionnaire are interpreted as follows:

Section one: Informants' Personal and Professional Data

Question 1: Gender

Gender	Responses	Percentage
Male	05	45%
Female	06	55%
Total	11	100%

Table: 3. Teachers' Gender

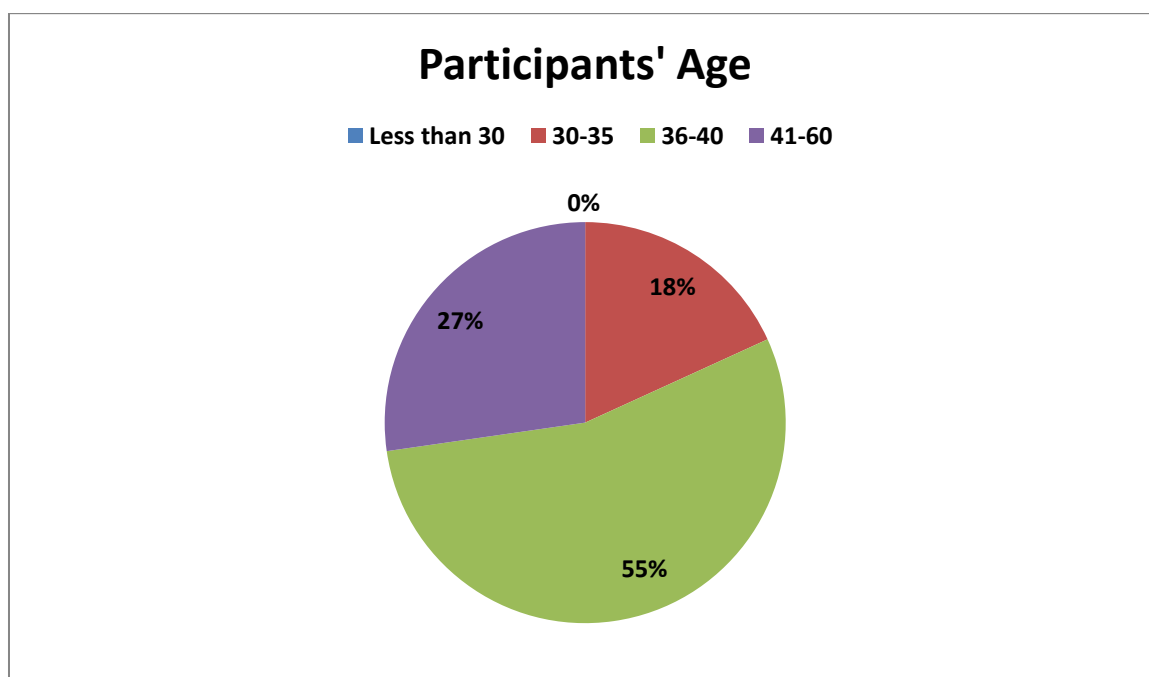


Graph: 3.1. Teachers' Gender

According to both the graph and table above, the male participants represent 45% (n=5) of the total number (11) of surveyed French teachers. The rest, i.e., 55% (n=6) are females.

Question 2: Participants' Age

The answers	Responses	Percentage
Less than 30	0	0%
30-35	02	18%
36-40	06	55%
41-60	03	27%

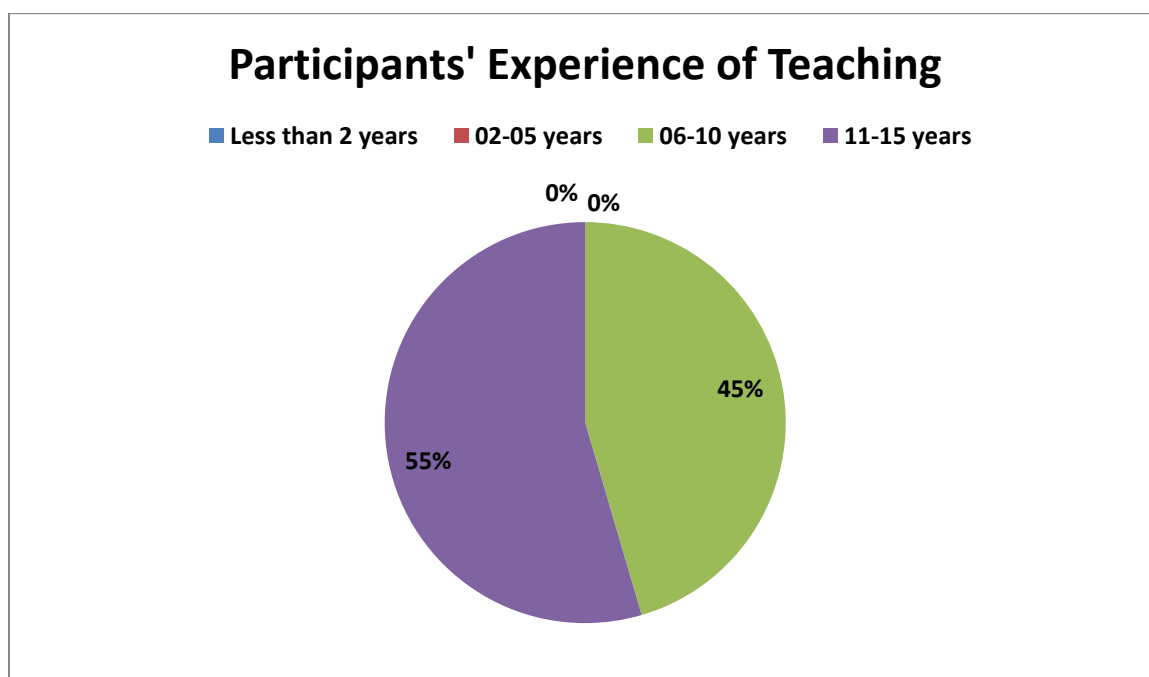
Table 3.2 Participants' Age**Graph: 3.2. Participants' Age**

The above statistical data show that there is no teacher who is aged less than 30. However, 18% (n=2) of them have an age spreading out from 30 to 35. Another group of 6 (55%) teachers have an age ranging from 36 to 40 years old. While the rest of them, representing 27% (n=3) has an age varying from 41 to 60.

It is worthy to say that the group of teachers targeted by this survey is relatively young. In fact, around 73% of them have an age varying from 30 to 40 years old. It can be considered as a valuable asset for the department.

Table: 3.3. Participants' Experience in Teaching

Experience	Responses	Percentage
Less than 2 years	0	0%
02-05 years	0	0%
06-10 years	05	45%
11-15 years	06	55%

Table: 3.3. Participants' Experience in Teaching**Graph: 3.3. Participants' Experience in Teaching**

According to the collected data, no teacher has been working for a period varying from 2 to 5 years at the department of letters and foreign languages. Those who have accumulated a professional career ranging from 6 to 10 years represent 45% (n=5) of the total number of the surveyed teachers. However, more than the average (55%; n=6) has been experiencing teaching for a period spreading out from 11 to 15 years.

The surveyed teachers have accumulated a common professional capital which can be beneficial for the teachers' know-how-to-do development and students' efficient instruction, provided that teamwork is implemented.

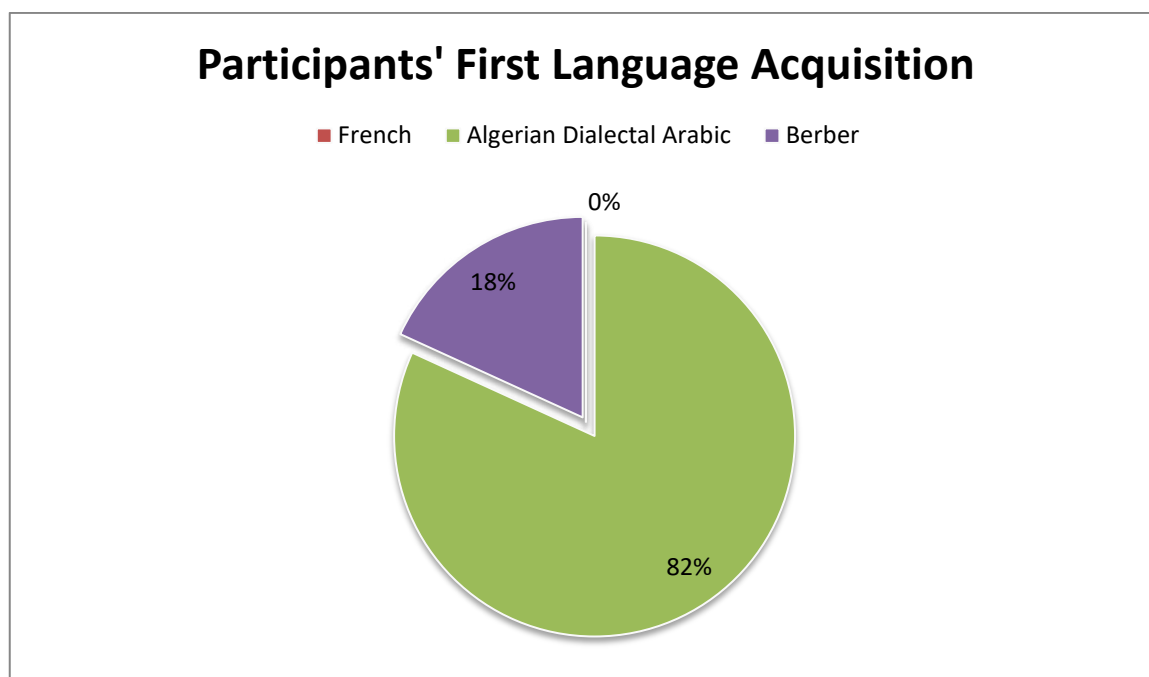
3.2 Section Five: Informants' Language Varieties Use

The questions in this section are interpreted as follows:

Question Four: what language variety is your mother tongue?

Language / variety	Responses	Percentage
Algerian Dialectal Arabic	09	28%
Berber	02	18%
French	0	0%

Table 3.2.1 MT



Graph 3.2.1 MT

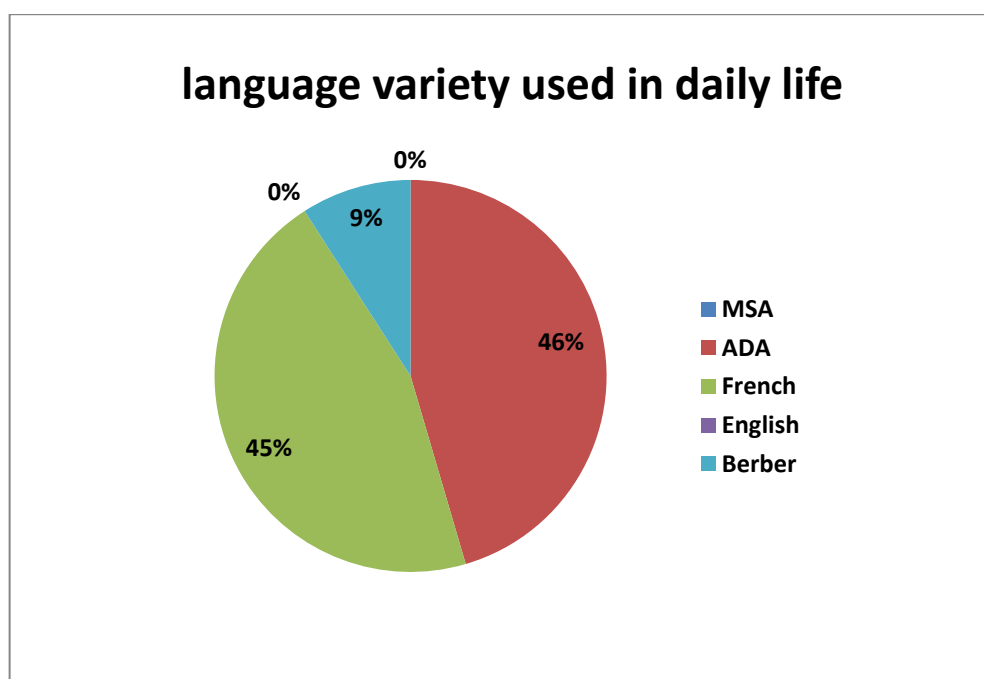
With regard to the informants' mother tongues, the collected data show that the Algerian Dialectal Arabic is the mother tongue for the heavy majority, i.e., 82% (n=9), whereas Berber is the mother tongue of 18% (n=2).

Similar to all Arab countries, in Algeria a variety of dialects are acquired by Algerians before they enter school; ADA, Berber, Mozabite, Tergui and Chaouia. These vernaculars are used in everyday life. The acquisition of these vernaculars endures, for most children, around 5 or 6 years. Once they enter primary school, they come into contact with the MSA, and this event marks their first linguistic break.

Question Five: Language variety used in the daily life

Languages	Responses	Percentage
MSA	0	0%
ADA	05	45%
French	05	45%
English	0	0%
Berber	01	09%

Table: 3.2.2. Language Variety Used in Daily Life

**Graph: 3.2.2. Language Variety Use in Daily Life**

The responses to question-item 5 demonstrate that 45% (n=5) of the teachers recognize that they use ADA in everyday life affairs, discussions and interactions. Besides French is also the daily life language for 45% (n=5) of the teachers. Whereas only one teacher (9%) states that he uses MSA in daily life discussions.

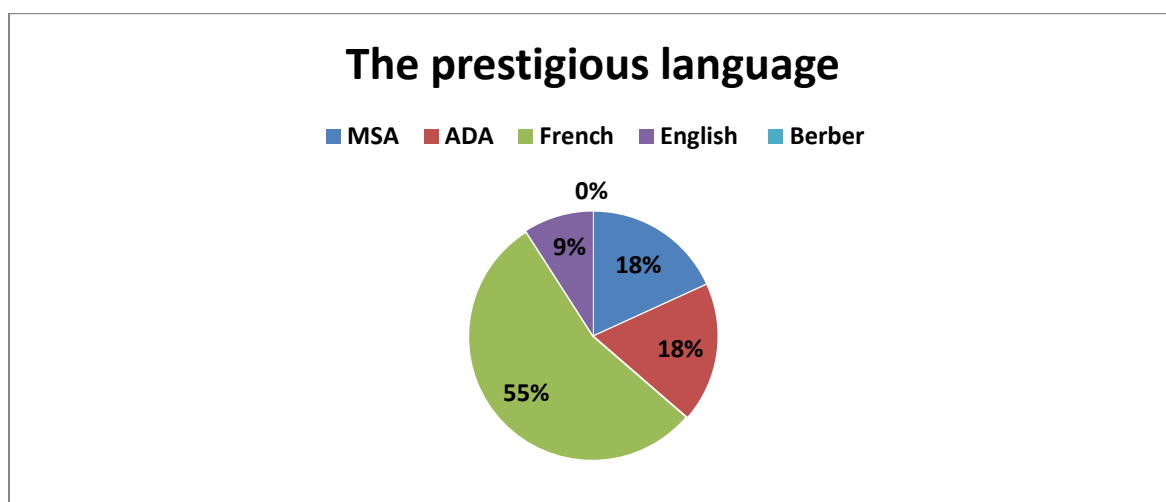
The paradoxical fact within the Algerian linguistic situation is that the MSA is regarded as the official and national language for all Algerians, yet it is not the mother tongue of the majority if not all Algerians. Algerian students may be capable of reading and understanding texts, articles, newspapers written in MSA, but when they try to explain what they read they

use ADA. Similar to imams when preaching, they read verses of the wholly Qu’ran, which are written in MSA, but when it comes to explaining their meaning to the audience, they resort to ADA.

Question Six: The Prestigious Language

Language Varieties	Responses	Percentage
MSA	02	18%
ADA	02	18%
French	06	55%
English	01	9%
Berber	0	0%

Table: 3.2.3. The Prestigious Language



Graph: 3.2.3. The Prestigious Language

The sixth question-item responses reveal that 55% (n=6) of the teachers say that the prestigious language for them is French. The same number of teachers, i.e., two (2) representing 18%, believes that both Berber and ADA are the prestigious languages. Only one teacher, representing 9%, estimates that English is a high-ranking language.

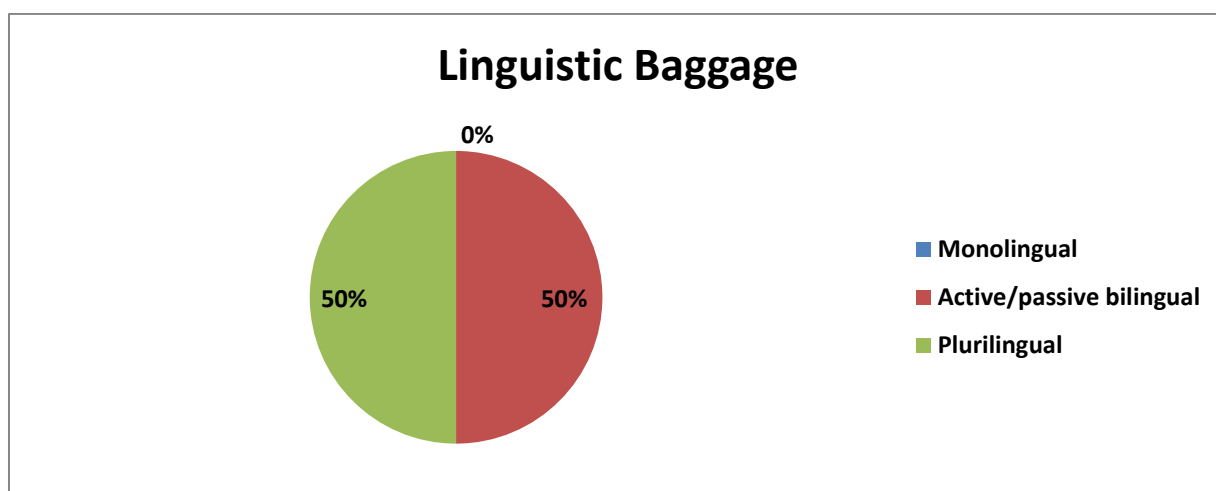
Referring to the above results, it can be assumed that for a language to be prestigious many considerations are to be taken into account. First, those who think that French is the prestigious language might be due to the stereotype which assigns a higher social or educative status to French language speakers. Second, those who suppose that Berber is the prestigious

language might be due to the glorification of the original cultural background. Third, those who consider English as prestigious language might be due to the fact of its dominance as a lingua franca in all fields of life all over the world. Fourth, those who stipulate that ADA is the prestigious language this might be due to its immediate utility in the daily life of people. It is worth noting that the MSA has not been chosen as a prestigious language. Language gain people's esteem, popularity and a status with regard to the service and the utility they can afford to a wide geographical area.

Question Seven: A) Linguistic Baggage

The answers	Responses	Percentage
Monolingual	00	0%
Active/passive bilingual	05	46%
Plurilingual	05	45%

Table: 3.2.4. Linguistic Baggage



Graph: 3.2.4. Linguistic Baggage

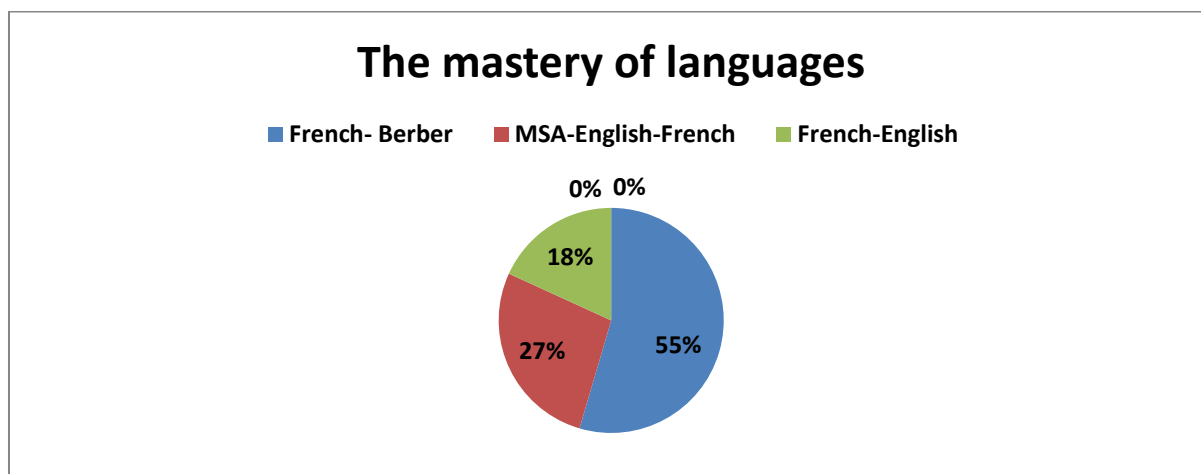
The responses to question-item seven reveal that all of the respondents are either bilingual or plurilingual teachers. In fact, 50% (n=6) are either active or passive bilinguals. Yet, 50% (n=5) are plurilinguals.

Different from teachers of English, where one of the respondents is monolingual, teachers of French are both bilinguals and plurilinguals. Being either bilingual and/or plurilingual teachers works in the favour of the students.

- B) What languages do you master well?

Language Varieties	Responses	Percentage
French- Berber	06	46%
MSA-English-French	03	18%
French-English	02	09%

Table: 3.2.4.1. Language Mastery



Graph: 3.2.4.2. The Mastery of Languages

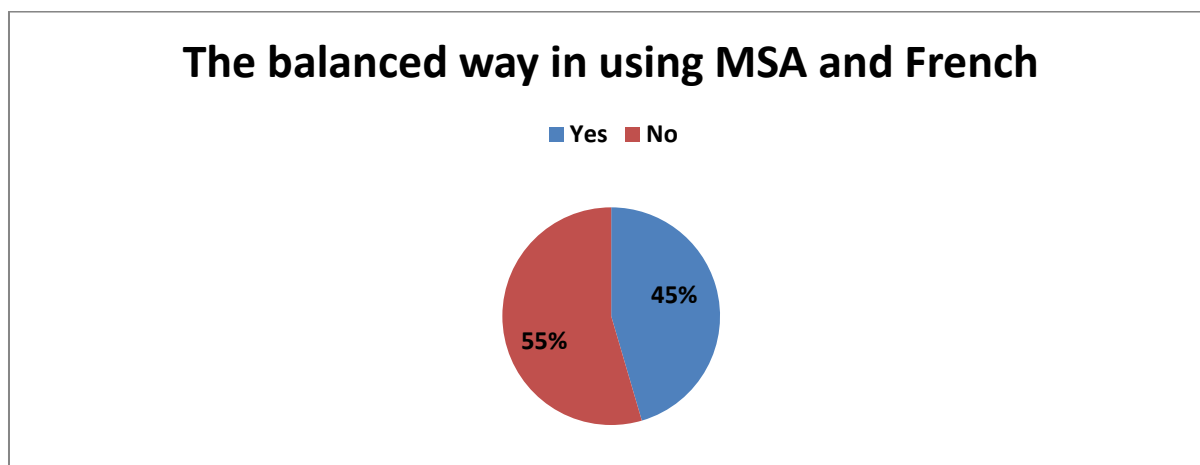
The seven B question –item was asked to disclose the mastered languages among the surveyed teachers of French. Actually, more than the half (55%; n=6) of them testify that they master French and Berber. Besides, two (2; 18%) among the whole group confirm that they master both foreign languages, mainly English and French. Yet, three (3; 27%) attest that they master three languages, viz., MSA, English and French.

Within the advent of globalization and rapid development of Information and Communication Technologies (ICTs), the ongoing increase in knowledge production velocity requires the development of new competences. Understanding and speaking a set of languages have become more than necessary to keep pace with what is currently occurring in the world around us. Thus, plurilinguism is nowadays a widespread social reality which imposes on teachers and students new requirements toward language learning.

Question Eight: A) The use of MSA and French in balanced way

Alternatives	Responses	Percentage
Yes	05	45%
No	06	55%

Table: 3.2.5. The Use of MSA and French in a Balanced Way



Graph: 3.2.5. The Use of MSA and French in a Balanced Way

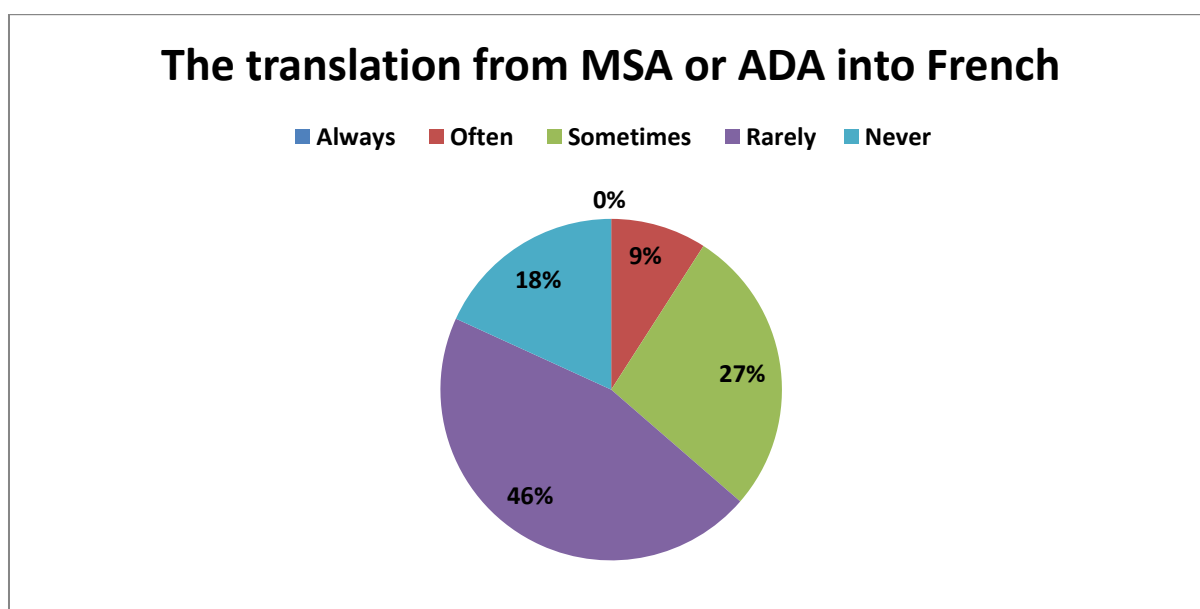
The data generated from question-item eight A) demonstrate that 55% (n=6) of the teachers do not use the MSA, national and official language, in a balanced way with French, the first foreign language. However, 45% (n=5) of them speak the MSA and French in an equiponderant manner.

In the spite of the fact that MSA is both the national and official language in Algeria, the first group of teachers does not use it in an equiponderant manner to the first foreign language; French. This goes back to the lack of extra-classroom context opportunities. Yet, for the second group of teachers who uses both languages in an equiponderant manner, the reason might be due either to the availability of opportunities of practice or the perfect mastery both languages.

Question Nine: The translation from MSA or ADA into French and vice-versa

Frequency	Responses	Percentage
Always	0	0%
Often	01	09%
Sometimes	03	27%
Rarely	05	46%
Never	02	18%

Table: 3.2.6. The translation from MSA or ADA into French and vice-versa



Graph: 3.2.6. The translation from MSA or ADA into French and vice-versa

The purpose behind this question is to find out if there is any linguistic interference amongst these language varieties, viz., ADA or MSA into the target language which is French and vice versa. As the table and graph above show it there are some participants who often (9%; n=1) or sometimes (27%; n=3) recourse to translation from the mother tongue into the target language and vice versa. However, others rarely (46%; n=5) or never (18%; n=2) translate from MSA or ADA to French and vice-versa.

First of all it should be reminded that translation is not only concerned by word to word converting, but by the meaning conveyed by the language segment. Such translation which is called literal can be very tricky. Differences in languages, especially dialects, can be sources

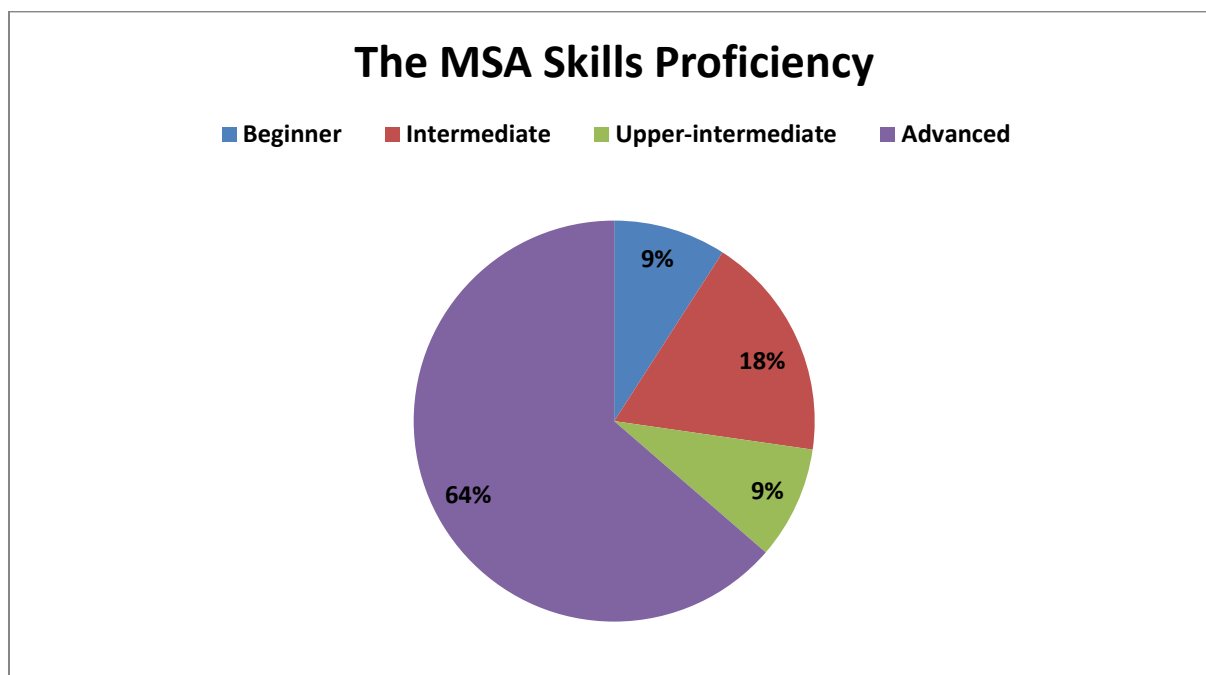
of ambiguity. Besides the mastery of all skills of the languages and dialects meant by translation, it is required take into consideration the cultural factors which can interfere in the communication and alter the meaning. Ways of communication and expressing messages differ from a group to another because of a set of factors; language, symbols, understanding shortcoming, etc. These factors generate a big potential of misunderstanding.

Question Ten: The Language Skills Proficiency (MSA- French-English)

A. Modern Standard Arabic

Levels	Responses	Percentage
Beginner (include only one skill)	01	09%
Intermediate(twoskills)	02	18%
Upper-intermediate(three Skills)	01	09%
Advanced (four skills)	07	64%

Table: 3.2.7.1. The MSA skills Proficiency



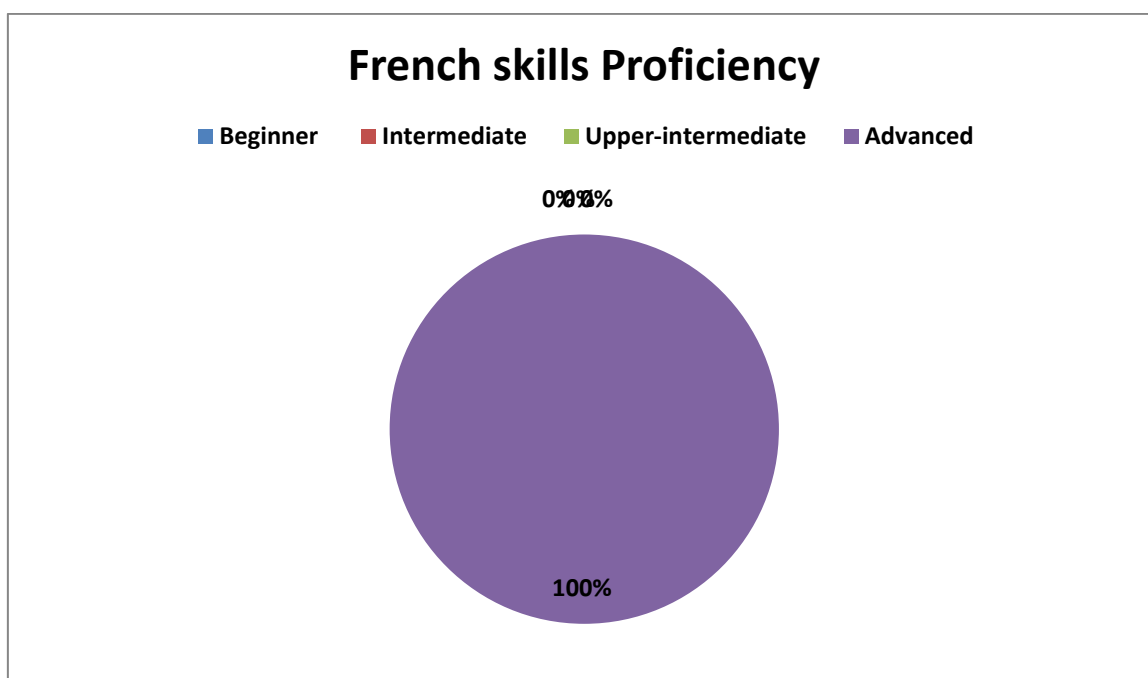
Graph: 3.2.7.1.MSA skills Proficiency

The generated data from question-item ten (A) demonstrate that 9% (n=1) of the participants attest that he have a basic or upper-intermediate levels at MSA. Besides, most of them (64%; n=7) declare that they are proficient, mastering the four skills (receptive and productive). Yet, 18% (n=2) of them have an intermediate level.

B. French Language

The answers	Responses	Percentage
Beginner	0	0%
Intermediate	0	0%
Upper-intermediate	0	0%
Advanced	11	100%

Table: 3.2.7.2. French Skills Proficiency



Graph: 3.2.7.2. French Skills Proficiency

The same question-item was asked to the French teachers about their proficiency in French. They all (100%; n=11) confirm that they have an advanced level.

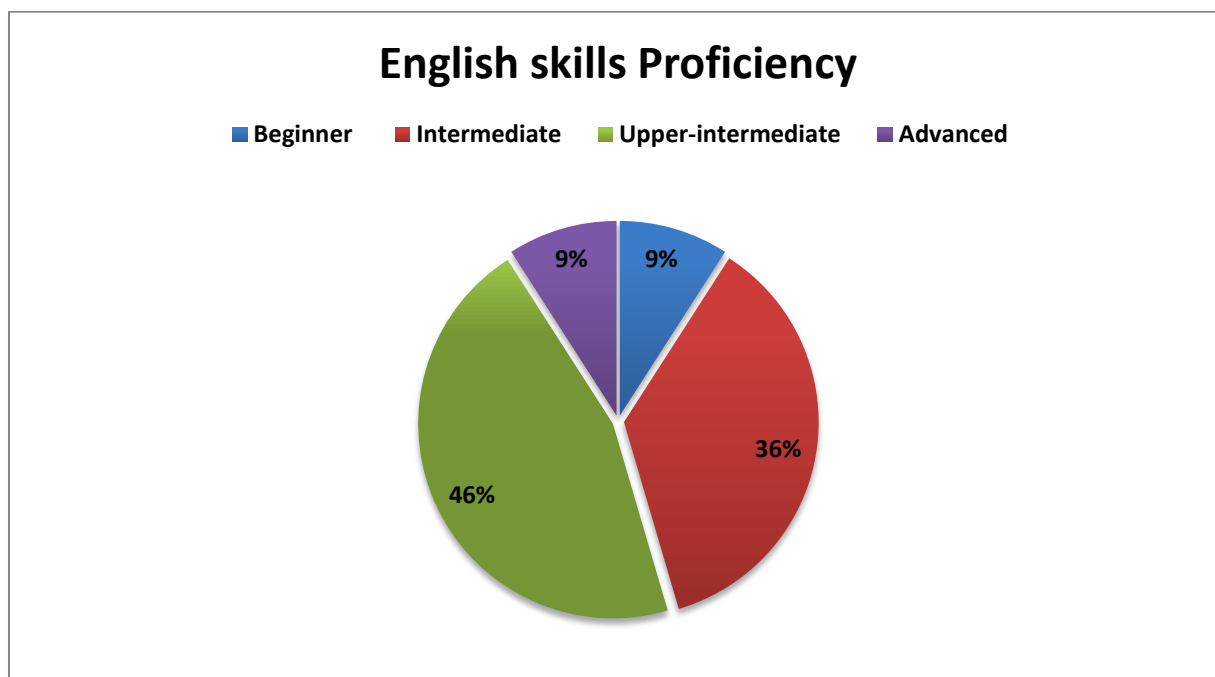
In Algeria, French is considered as the first foreign language and continues to play an important role in spoken as well as the written domains. In fact, it is usually used in the formal settings such as administrations, scientific branches in the universities and political

speeches, because they used to teach French it is the stereotype assumption that those who master French belong to higher social status or are educated people. So, the result from table and graph show that (100%; n=11) are advanced.

B. The English Language

The answers	Responses	Percentage
Beginner	01	09%
Intermediate	04	36%
Upper-intermediate	05	46%
Advanced	01	09%

Table: 3.2.7.3. English Skills Proficiency



Graph: 3.2.7.4. English Skills Proficiency

As the table and graph above demonstrate that (9%; n=1) of participants are beginners in English, and 36% (n=4) are intermediate. Yet, 46% (n=5) are upper-intermediate mastering three skills, and 9% (n=1) are advanced in English.

Compared to the European Common Framework for Languages (ECFE), the levels are categorized as follows:

A1: The beginner level refers to very simple use of expressions and talking about oneself in a basic way. Slow speakers are needed to be understood.

A2: The Elementary level refers to the ability to understand frequently used expressions and give basic personal information; the ability to talk about simple things on familiar topics.

B1: The Intermediate level alludes to the capacity to deal with most situations when traveling, describe experiences and events, and give reasons and explanations for opinions and plans.

B2: The Upper-intermediate level enables the speaker to feel comfortable in MOST situations. He can interact spontaneously and with a degree of fluency with native speakers, and people can understand him without too much difficulty.

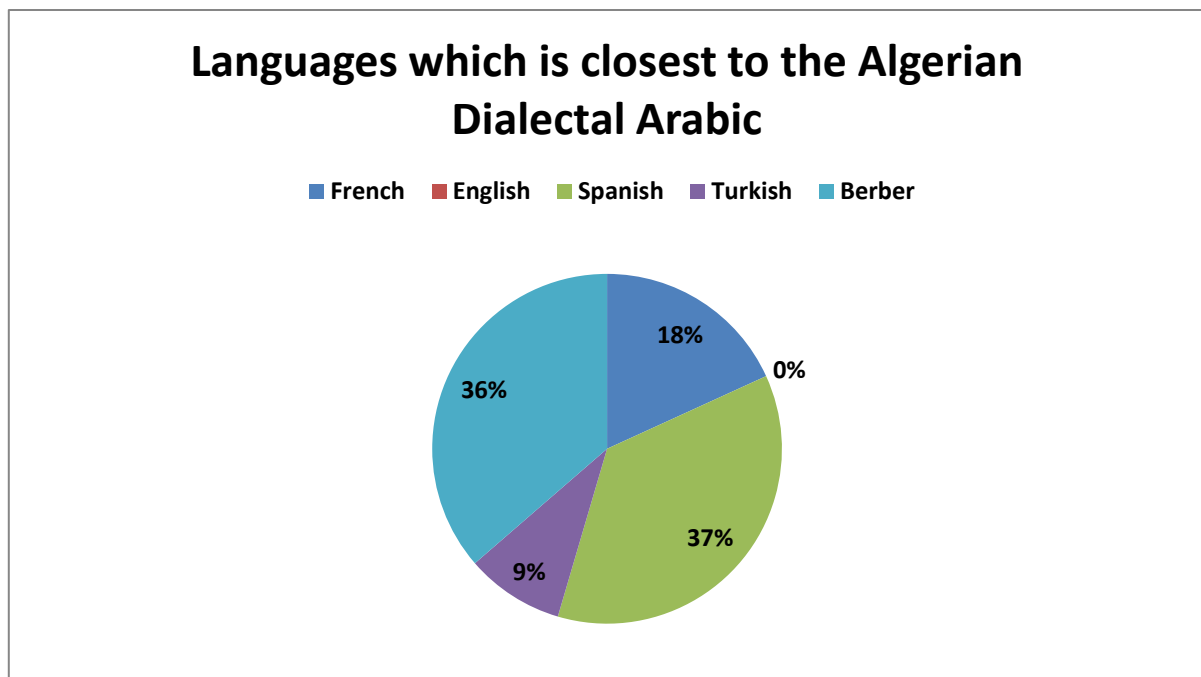
C1: The Advanced level is a standard where things are really flowing, and the speaker does not need to search for expressions. This is fluency. And... he can use language in a flexible way for social, academic, and professional purposes.

C2: *The Proficient level* requires no help! This is where the speaker understands virtually EVERYTHING he hears or reads. He understands humour, subtle differences, and he speaks very fluently.

Question Eleven: Which of these languages is the closest to the Algerian Dialectal Arabic?

The answers	Responses	Percentage
French	02	18%
English	0	0%
Spanish	04	37%
Turkish	01	09%
Berber	04	36%

Table:3.2.8. Closest Languages to the ADA



Graph: 3.2.8. The Closest Languages to the ADA

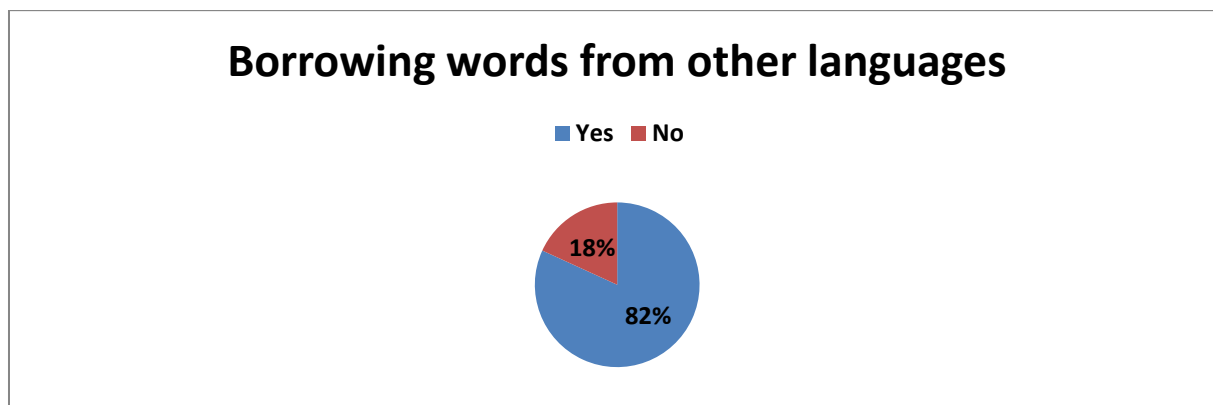
The graph shows that 18% (n=2) of the participants assert that French is the closest language to the ADA. This might be due to historical impact of colonization. Besides, 37% (n=4) believe that Spanish is the closest to ADA because of the settlers that were in the Western part of Algeria, However Turkish language also was present in our country as the percentage shows that (09%; n=1) ticked it as a result of the Ottoman Empire that were established more than 400 century. The (36%; n=4) said that Berber is the more influential language.

The Algerian population was so deeply influenced linguistically during the French occupation that, today almost 50 years after the independence, French language is still used in strategic domains. Grafted onto the Arabic continuum, French is often mixed in with the spoken variety of Arabic (ADA) in everyday conversation (Arabic French), or used in the media (at least five daily newspapers, several weekly publications, a radio channel and a television channel), higher education (in scientific disciplines), as well as social, work and professional settings. In fact, in addition to the great number of French loanwords that have slipped into Algerian Arabic, being adapted phonologically, morphologically and syntactically, many Algerian people understand French and use it in day to day interactions.

Question Twelve: While interacting, do you borrow words from other language?

Alternatives	Responses	Percentage
Yes	09	82%
No	02	18%

Table: 3.2.9. Words Borrowing



Graph: 3.2.9. Words Borrowings

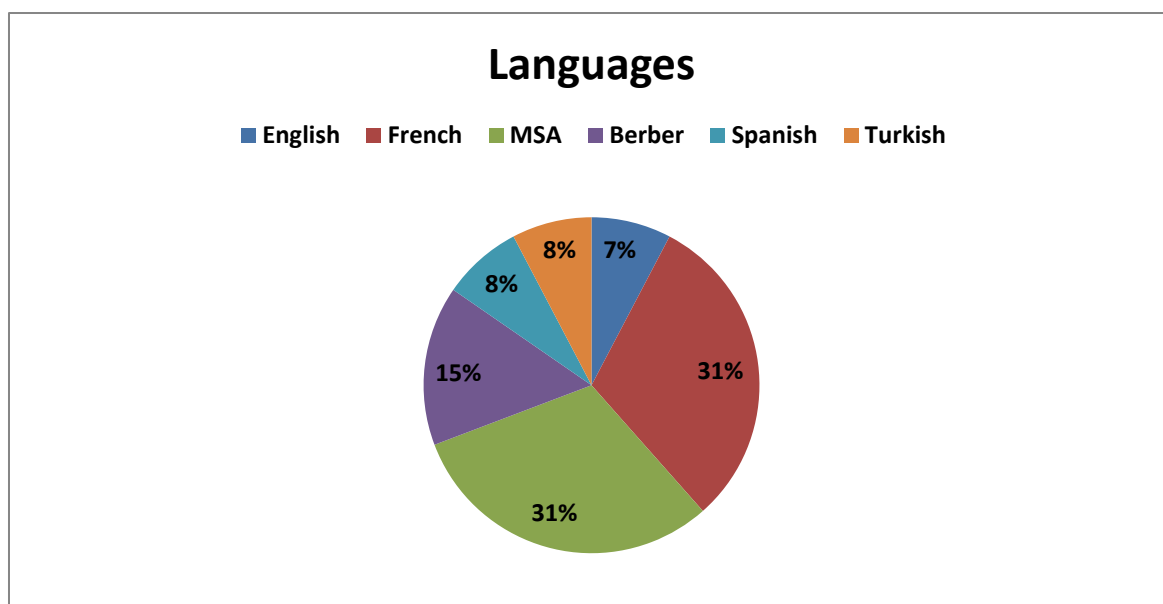
The data above show that most of the teachers (82%; n=9) assert that they resort to borrowing words from other languages. Only 10% (n=2) of the respondents claim that they do not borrow words from other languages.

Being a sociolinguistic phenomenon, word borrowing remains an unavoidable process especially in nowadays situation of language contact which is the prerequisite for such borrowing.

Languages which were chosen by the participants:

Languages	Responses	Percentage
English	01	07%
French	04	31%
MSA	04	31%
Berber	02	15%
Spanish	01	08%
Turkish	01	08%

Table: 3.2.9.1. The Selected Languages



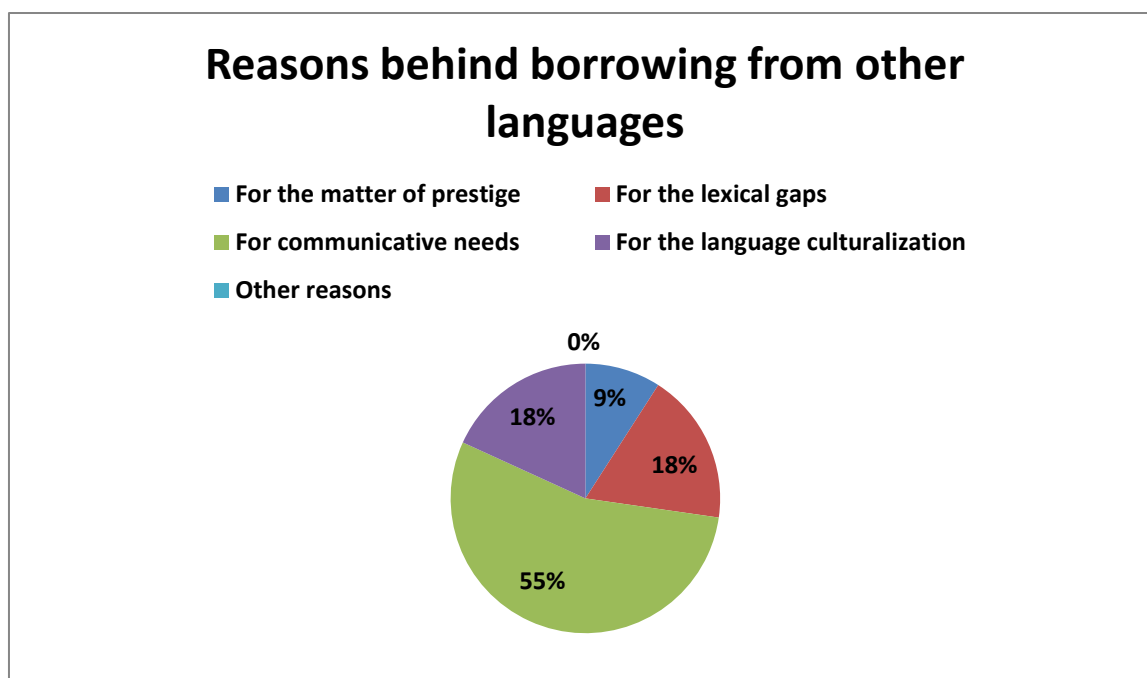
Graph: 3.2.9.1. The selected Languages

As shown in the above graph 31% (n=4) of teachers borrow words from French in the first position, because French is considered as a second language in social settings. One of them (7%; n=1) reports that he borrows words from English for communicative needs. 31% (n=4) of the respondents profess that they borrow words from MSA to fill the lexical gaps or when the dialect is not mutually intelligible between the participants, they go back to the official language in order make words clear, especially in the middle of utterances. The rest of teachers, i.e., 8% (n=2), avouches that they resort to Spanish an Turkish languages to carry on communication.

Question Fourteen: The reason behind borrowing words from other languages

The answers	Responses	Percentage
For the matter of prestige	01	09%
For the lexical gaps	02	18%
For communicative needs	06	55%
For the language culturalization	02	18%
Other reasons	0	0%

Table: 3.2.10. The Cogent Reasons behind Borrowing



Graph: 3.2.10. Cogent Reasons behind Borrowings

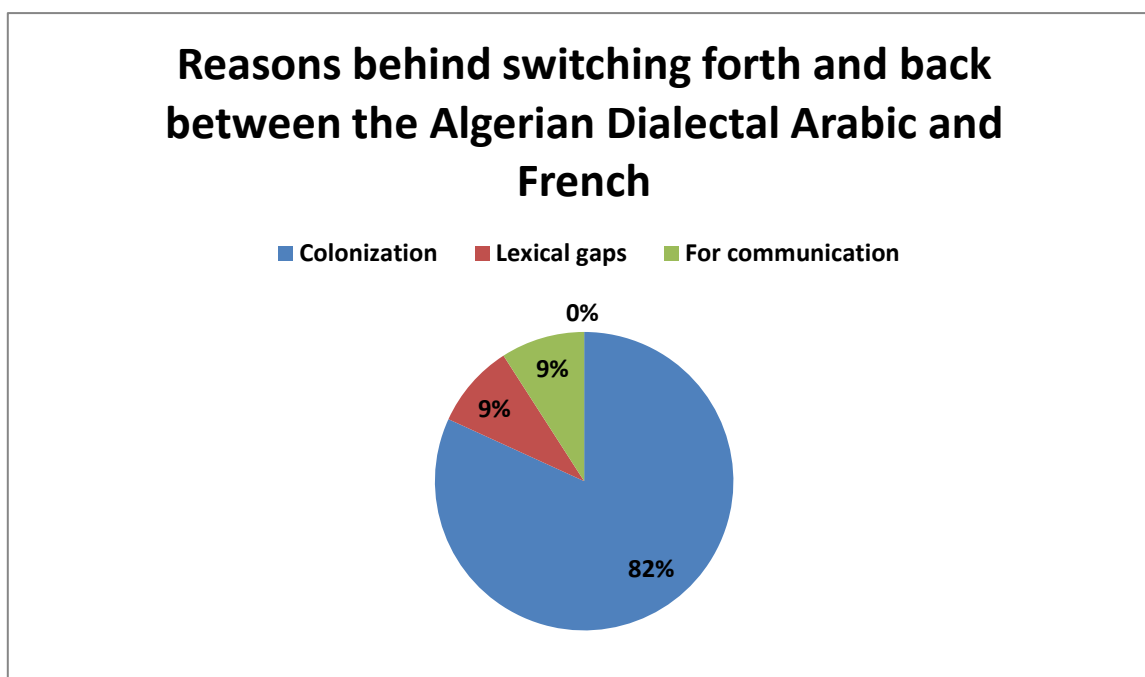
The table shows that 18% of the teachers borrow words from other languages because of the lexical gaps they face while they are talking, (09%; n=1) of them said that it was for a matter of prestige, however (55%; n=6) claims that it was only for communicative needs, while the (18%; n=2) was for the language culturalization.

Word borrowing is an inevitable/natural consequence of any language contact situation, especially in the case of ADA and French for their long coexistence throughout history. One of the persisting reasons behind lexical borrowing for (1) cultural influence, (2) rare native words are lost and replaced by foreign words, (3) unconsciously integrated words through intensive bilingualism, etc. For those who borrow words for prestige, it is well-known that prestige as a factor in language change is not restricted to changes of lexis but play a role also with regard to structural changes, e.g., styles of pronunciation or syntactic and pragmatic choices. For those who are motivated by communicative needs, word borrowing is resorted to avoid the interaction flow with the interlocutors. Finally, for those who borrow words for the sake of culturalization, word-borrowing is specifically intended to avoid superfluous and ‘harmful’ words embodied in the recipient language.

Question Fifteen: Why do Algerians switch forth and back between Algerian Dialectal Arabic and French?

Reasons	Responses	Percentage
Colonization	09	82%
Lexical gaps	01	09%
For communication	01	09%

Table: 3.2.11. The reason behind switching forth and back between the ADA and French



Graph: 3.2.11. The Reason behind Switching forth and back between the ADA and French

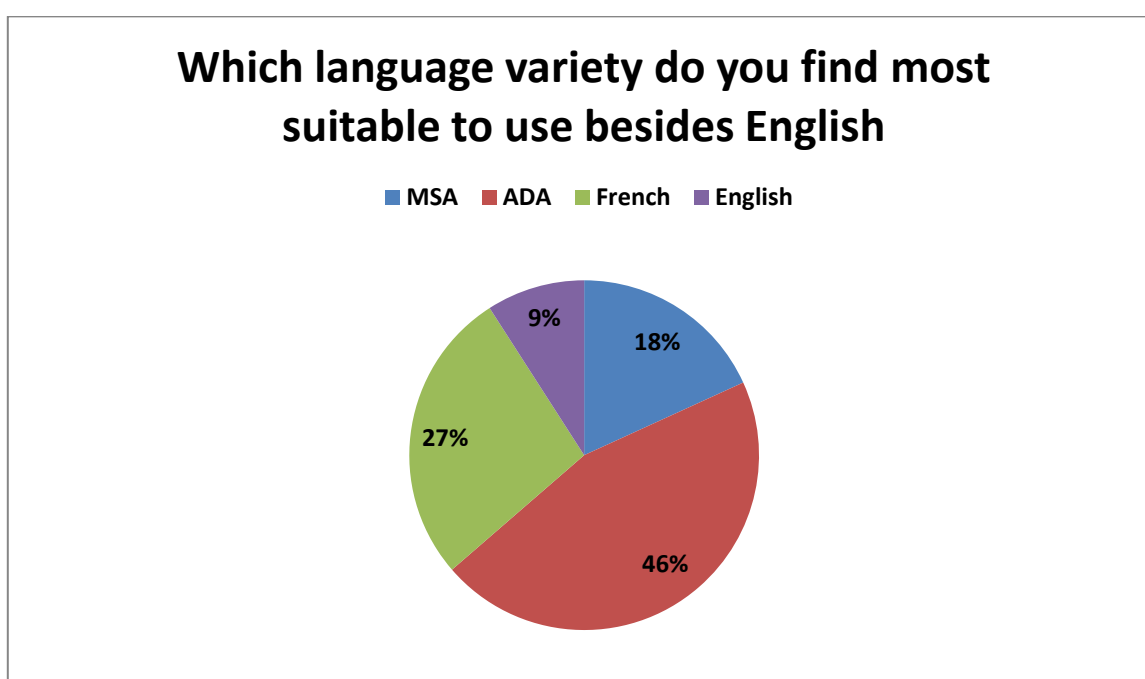
The results demonstrate that 82% (n=9) switch forth and back between the ADA and the French because of the influence of colonization and the historical background of Algeria. 9% (n= 1) of surveyed teachers use code switching to fill the lexical gaps, and the similar percentage (9%; n=1) believe that Algerians switch forth and back for the two reasons: for lexical gaps and communicative needs.

Section three: The Languages in Contact within Classroom Context

Question Sixteen: In classroom, besides English, which language variety do you find most suitable to use?

Languages	Responses	Percentage
MSA	02	18%
ADA	05	46%
French	03	27%
English	01	09%

Table: 3.3.1.The most suitable language used in the classroom



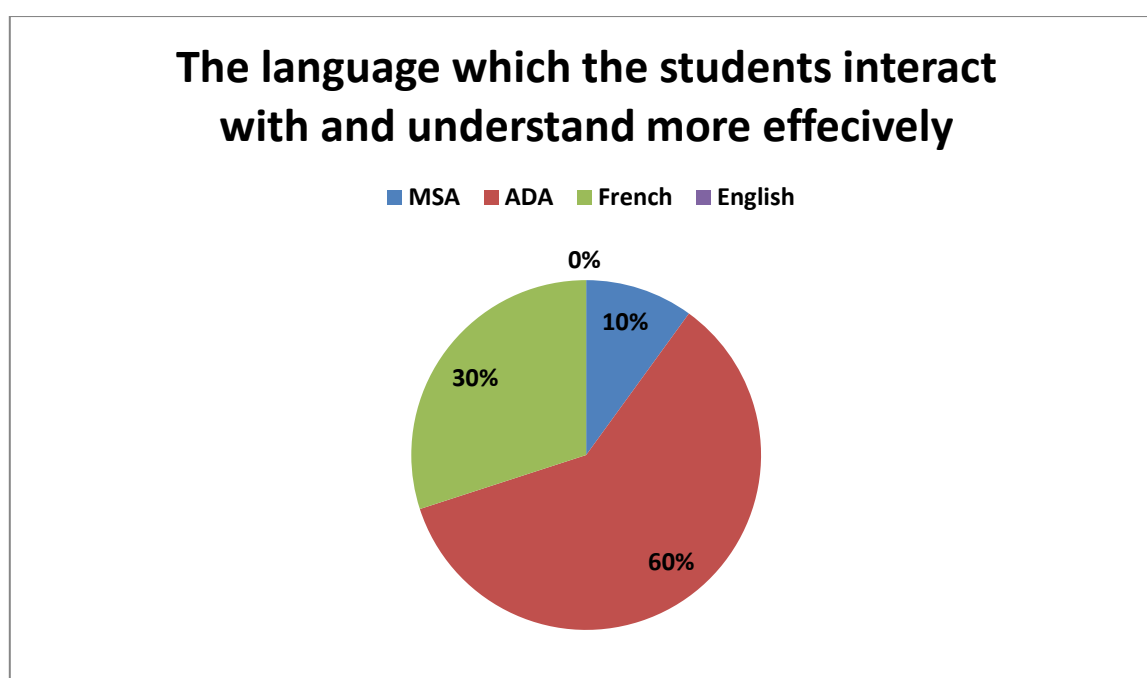
Graph: 3.3.1. The most suitable language used in the classroom

The Sixteen question item was asked to disclose the classroom reality with regard to the most suitable language used in vitro. In fact, 18% (n=2) of the participants report that MSA is the appropriate language to use in classrooms besides English because it is a language which is intelligible to most of the students. The others(46%; n=5) affirm that the ADA is the most appropriate language for the class since it's the dialect spoken by all of the audience. However, 27% (n=3) of them employ the French language explaining that they are used to it as it is omnipresent in everyday speech. Finally, 9% (n=1) use the English language.

Question Seventeen: which language do your students often interact with and understand more effectively?

The language Variety	Participants	Percentage
MSA	01	10%
ADA	06	60%
French	03	30%
English	00	0%

Table: 3.3.2.The Effectively interacted with and understood language



Graph: 3.3.2. The Effectively interacted with and understood Language

The above graph demonstrates that 10% (n=1) only interacts better with the teacher using MSA, while 60% (n=6) of them prefer the ADA because they feel comfortable. However, 30% (n=3) selected French and none have chosen English.

Question Eighteen: students sometimes face some difficulties on understanding the given information; in this case, which language is mutually intelligible to facilitate the information

The answers	Participants	Percentage
MSA	00	0%
ADA	06	55%
French	04	36%
English	01	09%

Table: 3.3.3.Languages Mutual Intelligibility to facilitate the information

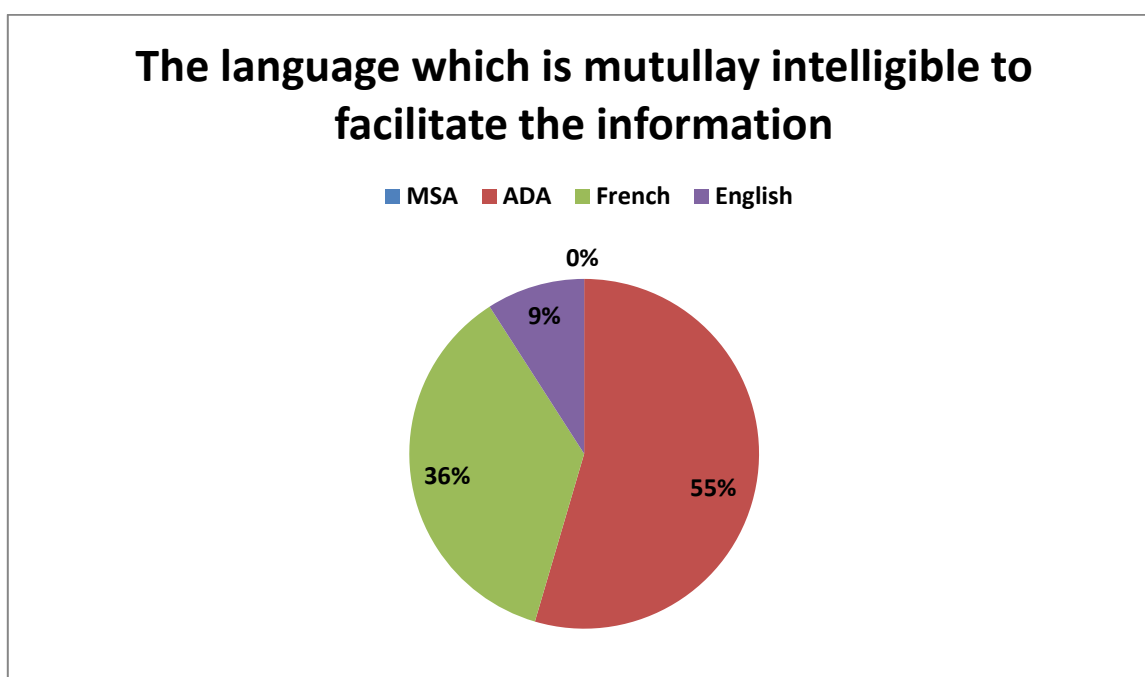


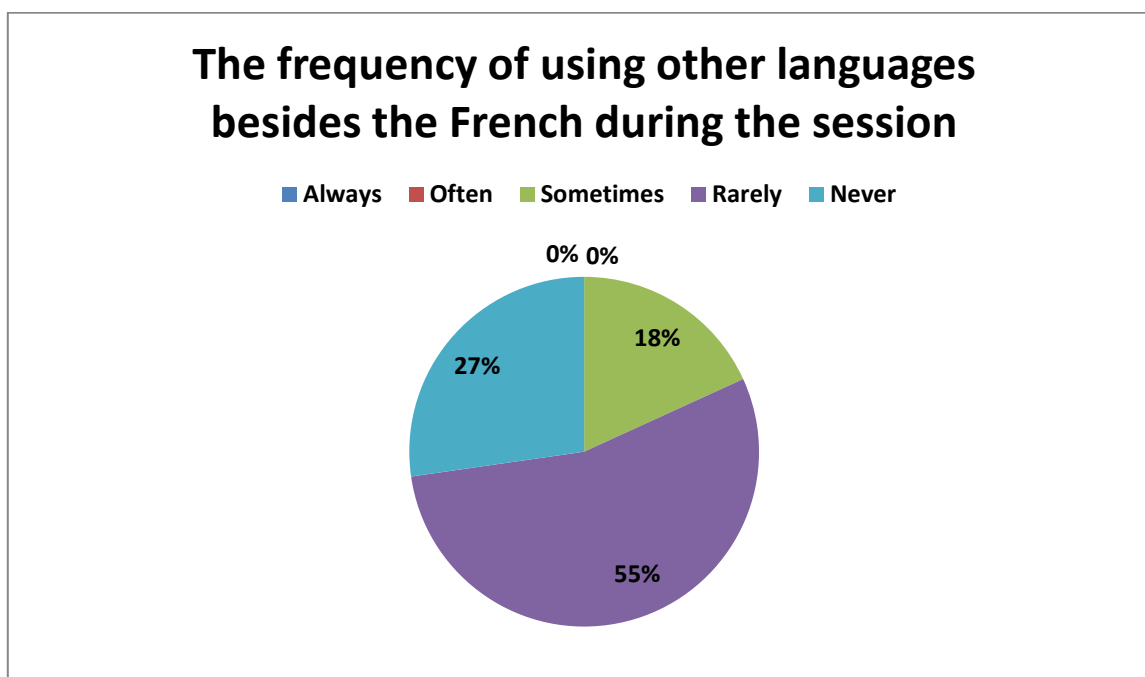
Table: 3.3.3.Language Mutual Intelligibility to facilitate the information

According to the results above, the ADA is the mutually intelligible when it comes to facilitating the information besides French language inside the classroom at the percentage of 55% (n=6) and 36% (n= 4) of participants respectively. For 9% (n= 1) of them believe that English is to entertain students. None of the participants has selected MSA.

Question Nineteen : How often do you allow your students to use other languages besides French during the session?

Frequency	Participants	Percentage
Always	00	0%
Often	00	0%
Sometimes	02	18%
Rarely	06	55%
Never	03	27%

Table: 3.3.4. Languages Frequent Use beside French during the session



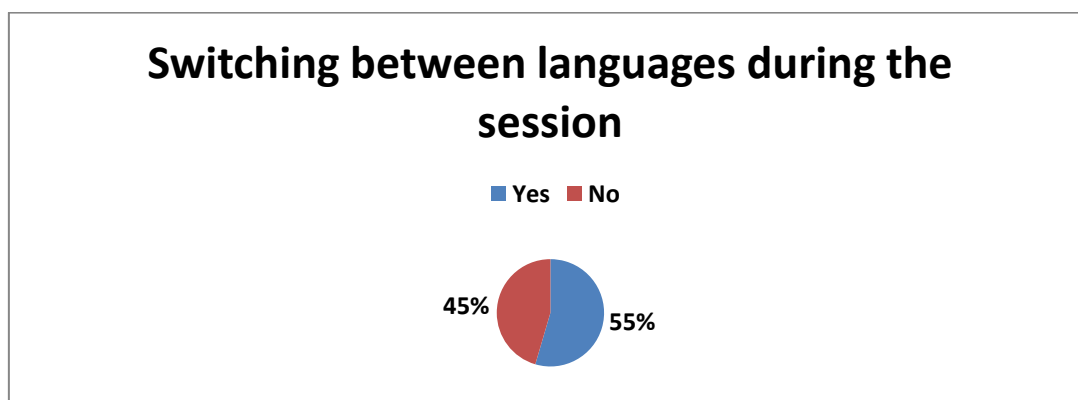
Graph: 3.3.4. Languages Frequent Use beside French during the session

From the above results, it can be noticed that 55% of teachers rarely allow students' use of other languages beside the French language during the session. Yet, 18% of them are a little bit tolerant and comprehensive and allow them to do so whenever the need is felt. For 27% of the informants who strongly disagree with allowing their students to use the language they prefer. In fact, they prefer to teach the target language which is French to simplify any information, as it helps them also to improve it.

Question Five: Do you switch between languages during the session?

Alternatives	Responses	Percentage
Yes	06	55%
No	05	45%

Table:3.3.5. Switching between languages during the session



Graph: 3.3.5. Switching between languages during the session

This graph shows that 55% (n=6) of the teachers use code switching during the session due to the lexical gaps or the absence of the exact explanation of the target language. Some others 45% (n=5) said that students feel more comfortable when the teacher switches between languages they master better. However, 45% were categorically against using code switching arguing that they are learners of French, and they are not supposed to use code switching in order not to be accustomed to.

The purpose behind this question is to investigate about CS, in general, and teaching process, in particular, i.e., CS has been studied from many facets but when teaching foreign languages, it can help to simplify and make students feel comfortable and interact with any variety they master. This process dated back to 1972 when Gumpers and Blom conducted a research in the Scandinavian countries noticing that teachers often switch forth and back between the literal Bokmål¹ and the regional Ranamål² in Hemnesberget to simplify things for their students. As a result, CS starts life as a sociolinguistic phenomenon in teaching and learning process.

¹ Bokmål is the standard of the language

² Ranamål is the spoken dialect

The ongoing first part is about quantitative tool (questionnaire) addressed mainly to the teachers of English and French, in the second part of collecting data deals with qualitative one (interview) .

3.7.2. Interview

The interview was held in Arabic language with the help of an Arabic teacher who is specialized in the field of linguistics that is transcribed in English. It is divided into two sections , the first part is about the general use of MSA. In this section aims at the obstacles that preclude the MSA evolution like other languages. While, in the second part, it deals with the use of MSA in the tertiary context and its contact with our vernacular. The interview contains semi-structured questions in order to bring new ideas during the interview as a result of what the interviewee says.

Section One: The General Use of MSA

Good morning Sir, we are students of MA2 in English specialized in Linguistics. We are doing a research about languages in contact in communicative situations and its impact on the loanwords in tertiary context. We want to ask you questions concerning the Arabic Language in the university context.

Question One: Sir, which language do you use mostly in your daily life?

Salam, as an answer to your first question which is about the language that I use in my daily life, as a teacher of Arabic specialized in Linguistics. I use MSA in the department with my students, while I use ADA in everyday discussion.

Question Two: What languages do you master well beside MSA?

Of course from a linguistic point of view, I do not say “mastering a language”, but we say “dealing with a language”. As I deal with the French and English languages because the current studies are held in these languages for that reason, as teachers we have to learn these languages.

Question Three: What is the impact of Arabic language on foreign languages?

This question leads us to a problematic question because Algeria is going through an embarrassing situation, i.e., as a result to languages in conflict that were in the past between the three languages; MSA which is present from a historical background and second point is ADA because we know that the Algerian society has a lack of knowledge when it comes to

learn MSA due to the French colonization. This period which lasted over 130 years in Algeria, the Algerian society has witnessed the touch of French language on the Algerian reality. So, they were obliged to interact with the foreign language. and to answer your question all the researches who were related to foreign universities as France or England, we must first learn first these languages in order to deal with these universities. That's why MSA was directly influenced. It can be from historical side because there were always interactions with other languages; for example, in the past, when you see the borden territories in the Arabian Peninsula; you will find that there was a great Persian civilization. So, this Arab Peninsula has been influenced by the Persians. As a result to this contact, we can find some words which are originally from Persian language; for instance, //بوطة// (Ice-cream), / زئبق / (mercury), //زنجبيل// (ginger), //كافور// (camphor), /نرجس/ (narcissus) these words are firstly from Persian due to the overuse, they are integrated the vocabulary of the MSA.

Question Four: What is the impact of foreign languages on MSA?

Beside the historical impact when conducting a research, especially in the field of linguistics, we find ourselves obliged to dealwith languages as well as the universities. We cannot make a research with French or German universities without knowing these languages. As a result to this varied language mixture, the MSA was influenced by these foreign languages for scientific needs.

Question Five: Did MSA borrow words from other languages?

Of course, it is obvious as the words “technology, computer, radio” seem to be Arabic words but actually they are foreign words. The modern technological world imposed to us these foreign words. There is also the word like /تلفزة/ which is television; this word is hybrid and it is arabized.

Question Six: Did the meaning of some words change from CA to MSA?

If you mean the old classical Arabic, this language is rarely used in our context because it is complicated and somehow not well-understood; for instance as this prose

/مَكَرٌّ مَقْبَلٌ مَدْبِرٌ مَعَاً ... كَجَلْمُودِ صَخْرٍ حَطَّةُ السَّيْلِ مَنْعَلٌ/

The nowadays generation does not understand the old language, so MSA is a modified edition of CA and it is always used in formal settings.

Question Seven: which between the CA and MSA represents the language of Holy Coran?

The language that was used in the Holy Coran is the same language that was spread over the Arabian Peninsula among “Koreish” tribe on the one hand, taking the example of verse from SuratYussef " *إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا* " (*We have bestowed it from on high as a discourse in the Arabic tongue*), on the other one, some linguists found some words from the Holly Coran which are not Arabic; for instance, /أرائك/ (Sofas) it is originally Persian word; it was used in the Arabian Peninsula.

Question Eight: Do you think that MSA has lost some its significance within the Algerian society? Why?

Of course, it belongs to the historical factor. French colonization imposed itself for approximately more than 130 years. Thus, the spread of different varieties of dialects in Algeria, including Muzabit, Chaouia and Berber in general has caused a detriment to MSA. In fact, these varieties have weakened the use of MSA in the Algerian society. The second reason is the lack of motivation for those who are concerned with the Arabic field because there is no strong will to get it back its initial position. The last reason is with decision makers because we may find them speaking French instead of the Arabic language.

Question Nine: Is it possible for MSA to get back its significance as it was before?

As I said before; it is related to the historical fact to awaken the youngest generation about the importance of their identity as it is stated in the Algerian Constitution. If there is a political will to make Arabic as a prestigious language, MSA will be stronger and more used by the Algerians.

Question Ten: In the 21 century, some believe that all languages are evolving whereas Arabic is still not used in the Algerian Universities, especially in the Scientific Branches. What are the reasons for that?

Yes; it is truly noticed. I have already mentioned this factor because all studies are held in foreign languages due to the lack of knowledge of MSA which cannot be imposed in the Algerian society. The technological impact can also be a strong factor to increase awareness and make MSA gain its initial position.

Question Eleven: Which language is more influential to ADA?

If you mean Berber, it is more influential due to demographical factor because whenever the population size is large, this will influence the language variety

Question Twelve: Is there any relationship between ADA and Berber?

ADA is a mixture of different languages not only Berber. We can find some borrowing words from French, Turkish and Spanish for example the word “*avancez*” used in the bus

Question Thirteen: Why do some Arab countries find ADA difficult to understand?

It is true when you go to the Middle East, you will find that all Arab countries such as Syria, Iraq, Lebanon, Jordan, Palestine, Egypt, Sudan, Kuwait, Bahrain, Qatar and Saudi Arabia; 90% of their dialects are originating from MSA, whereas the ADA is a mixture of many languages so it is hard for them to understand our utterances.

Section Two: The Arabic Language within Classroom Context

Question Fourteen: Do you switch forth and back between codes during the sessions?

We try to use MSA for a high percentage, let’s say 90% more than ADA but sometimes we find some difficulties with the students while explaining some concepts, so in order to facilitate or simplify ideas, we resort to ADA.

Question Fifteen: Does ADA use during the lessons have negative or positive impact?

Whenever we try to speak MSA, it will be positive and whenever they find difficulties speaking MSA; this reflects their weakness. So, ADA or other languages are sometimes needed when it comes to the Algerian Identity. As a result, MSA must be used and preserved in the Algerian Universities in general and in everyday discussions in particular. To conclude, we would say that using ADA has a negative impact during the session.

3.7.1 Analysis and Interpretation

From the interview, we have observed that MSA is losing its significance in the Algerian Society due to the historical French colonization that its hegemony lasted more than 130 years. This invasion had strongly influenced ADA because there are many French words that are morpho-phonologically adopted in our utterances. However, not only are French words present in our dialect but there are other adopted lexical items as well, including Spanish, Turkish, Berber and even English. This various language melting-pot has, indeed, weakened the use of MSA in the Algerian context on one side, and contributed in the

Algerians' lack of knowledge of MSA on the other one. This is quite visible in current discussions when they resort to the ADA for shortage of lexis, or for much more explicitness. Moreover, it is noticeable that MSA is absent from the scientific field which leaves the whole field to English and French. This is not due to its inability but to the inappropriate decision making on the one hand, and its speakers' neglect toward preserving their identity.

According to the interviewee, the use of the ADA though it is sometimes needed to facilitate or simplify some concepts its overuse may interfere negatively in the teaching and learning process due to its unhelpful impact on the use of MSA. Since the students are learning the Arabic language for the sake of speaking it fluently and their first official language is the MSA, so switching forth and back between ADA and MSA is not an effective tool to teach MSA.

Conclusion

This foregoing chapter was devoted to the practical part of the investigation. It mentioned the issue under study which revolves around the languages in contact and their impact on loanwords in communicative situations especially in the tertiary context, then presenting the research tools used in collecting data. The last part is dedicated to the analysis and interpretation of the generated outcomes. Actually, the latter demonstrated that the English and French teachers sometimes use ADA to clarify the information provided to students because it is mutually understood and consists of many language varieties. They argue that the ADA can be helpful to lift ambiguity and improve students' knowledge and performance. However, the use of ADA to teach MSA is not an effective means because this language is the first official and national language, so the students must use MSA it in the classroom instead of speaking their mother tongue. With regard to Algerian speakers who borrow words from French due to the long period of colonization, and its status in Algeria, it is taught in schools and used in many domains of study, and it is socially valued among almost the Algerians. Borrowed words are adapted phonologically and morphologically and adopted into Algerians' speech.

General Conclusion

General Conclusion

The current research set a clear objective from the very onset; Investigating the Language Contact Phenomenon in the Algerian Context and its Impact on Loanwords in Communicative Situations the Tertiary Education as a Sample. A special emphasis was devoted to the phenomenon of the language contact that leads to the emergence of the sociolinguistic outcomes such as diglossia, bilingualism, code switching and borrowing throughout the Algerian society, in general, and tertiary context, in particular. Unavoidably, through time, language contact has entailed considerable language phenomena, which have had linguistic and sociolinguistic impact on speakers' interactions. Because of the perplexing definitional issues pertaining to the terminology under concern, specific definitions have been scrupulously selected including all possible aspects of code-variations within the target population under survey and chosen as a sample in the analysis of the data. To conduct this investigation, two methods of data collection are used, viz., census questionnaires and an interview. The corpus consists of two questionnaires directed to 29 teachers, English and French mingled, and an unstructured interview.

To sketch a clear tracking of the current investigation, the following design was pursued. First, focus was put on the origin of languages namely those coexisting in the Algerian linguistic landscape, viz., French, Arabic and English by shedding some light on their development throughout time (diachronic linguistics). Meanwhile, it recalls their contact over history and puts much focus on outcomes. The conduct of any research cannot be done in a vacuum, yet it should be designed to fit in a particular context. Thus, the scope of the study was reduced to pinpoint the Algerian linguistic context, especially the tertiary environment.

The generated data reveal that both teachers and students at the department of English and French switch back and forth subconsciously or consciously between different varieties of coexisting languages and dialects for different reasons. Teachers, especially those who are for code-switching, assert that they do so to serve pedagogical purposes; easing students' learning process, removing possible ambiguities; clarifying some syntactic rules, explaining new abstract concepts, promoting students' understanding etc. They support the idea that this switching is in fact an additional strategic device at the disposal of bilingual

General Conclusion

and/or plurilingual teachers to function in a flexible way and accommodate to the speech of the interlocutor. Up to here, these teachers are in accordance with the theory suggested by Gumperz (1982) on conversational functions of code-switching. However, few teachers have a negative attitude towards language mixing, arguing that learning a foreign language should be done in the target language exclusively. Besides, in most switching instances, the speakers recourse to ADA to ensure interaction continuation. This proves the influential character and omnipresence of the ADA over the rest of the languages and dialects in interactional teaching and learning situations.

The above daunting findings demonstrate that the hypotheses, which were couched in the general introduction, are true and valid. As far as the influential language, it is confirmed by most of the surveyed population that the ADA has a powerful omnipresence in teachers' and learners' interactional instances. Then, the first hypothesis is well-founded and evidenced. With respect to teachers' and students' switching back and forth, the phenomenon is viewed by the heavy majority of the surveyed teachers as a conversational function to respond to interactional needs. This means that the second hypothesis is also valid.

Since the Algerian students are not native speakers of these foreign languages, teachers need to use other methods concerning code switching and borrowing. As a result to the coexisting languages via code switching and borrowing in teaching amongst ADA, English and French which can be sometimes an effective tool to lift ambiguity and improve students' knowledge and performance, but the overuse of this variety is not highly recommended because the target language will lose its effectiveness and significance at the level of the written and the oral expression.

No research whatsoever possibly complete and refined it is could claim to be utterly comprehensive and encompassing all the perspectives via which any academic issue can be handled. Further studies remain as an utmost necessity to illuminate the facets which are still opaque. We advise other researchers to conduct further investigations on these linguistic phenomena so as to attain insightful knowledge, revealing code-switchers' preferences and choices when it comes to shifting from a particular linguistic code to another. Undoubtedly, not all code-switchers shift back and forth for the same reasons.

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APPENDICES

Appendix 1

The purpose behind this survey is to investigate the language contact phenomenon and its impact on loanwords in communicative situations in the Algerian context. We would appreciate it if you could take time to fill in the questionnaire and return it in due time. Your collaboration is of a great help.

❖ Section one : Informants' Personal & Professional Data

1. Sex: Male Female
2. Age: Less than 30 30-35 36-40 41-60
3. How many years have you been teaching at the English Department?
Less than 2 years 2-5 years 6 -10 years 11-15 years

❖ Section two : Informants' Language Varieties Use

1. What language variety is your mother tongue?
Modern Standard Arabic Algerian Dialectal Arabic Berber French
2. In everyday discussions, which language variety do you use the most?
MSA ADA French English
3. In your opinion, which of these languages or variety is the most prestigious?
MSA ADA French English Berber
 - Why? _____

4. Do you consider yourself as _____?
Monolingual Passive/active Bilingual? Plurilingual?
 - What languages do you master well?

5. Do you use MSA and English in a balanced way (in extra-classroom context)?
Yes No
 - If Yes/No Justify

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6. How often do you translate MSA or ADA into English and vice-versa?

Always Often Sometimes Rarely Never

7. What is your skills proficiency for the following languages?

The languages	Receptive skills		Productive skills	
	Listening	Reading	Speaking	Writing
MSA				
French				
English				

8. Which of these languages is the closest to the Algerian Dialectal Arabic?

French English Spanish Turkish Berber

9. While interacting, do you borrow words from other language?

Yes No

- If yes , state the languages

10. In your opinion, what is the reason behind borrowing words from other languages?

For the matter of prestige For the lexical gaps For communicative needs

For the language culturalization other reasons

- If others, state them

11. According to you, why do Algerians switch forth and back between Algerian Dialectal Arabic and French?

❖ Section 3: The Languages in Contact within Classroom Context

1. In your classroom, besides English, which language variety do you find most suitable to use?

MSA ADA French

2. Which language variety do your students often interact with and understand more effectively?

MSA ADA French English

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3. Students sometimes face some difficulties in understanding the given information; in this case, which language is mutually intelligible to facilitate the information?

MSA

ADA

French

English

4. How often do you allow your students to use other languages besides English during the session?

Always

Often

Sometimes

Rarely

Never

5. Do you switch between languages during the session?

Yes

NO

- If Yes/No Justify

❖ Section Four : Informants' Feedbacks

1. What is your feedback with regard to this linguistic phenomenon?

Thank you for your collaboration

Appendix 2

Le but de cette enquête est d'étudier le phénomène de contact linguistique et son impact sur l'emprunt des mots dans les situations communicatives dans le contexte Algérien. Pour pouvoir effectuer ce travail, nous avons besoin de votre coopération, veuillez s'il vous plait répondre aux questions ci-dessous. Nous vous en serons reconnaissants pour votre aide.

❖ Section 1 : Données Personnelles et Professionnelles des Informateurs

1. Sexe :

Homme Femme

2. Age :

Moins de 30 ans Entre 30-35 plus 35-40 plus 40-60

3. Expérience professionnelle :

Moins de 2 ans Entre 2-5 ans plus 5-10ans plus10-15ans

❖ Section 2 : Les langues utilisées par les informateurs

1. Quelle est votre langue maternelle ?

Arabe Algérien Berbère Français

2. Dans les discussions de tous les jours, quelle support de langue utilisez vous le plus ?

ASM AA Berbère Français Anglais

3. Selon vous , quelle est la langue la plus prestigieuse ?

ASM AA Français Anglais Berbère

- Pourquoi ?.....

Appendices

.....

4. Vous considérez vous comme ?

Monolingue Bilingue Multilingue

- Quelles langues maîtrisez-vous parfaitement ?

.....

5. Utilisez-vous ASM et le Français de manière équilibrée ?

Oui Non

- Si Oui/ Non, pourquoi ?

.....

6. Est-ce que vous faites recours à la traduction en passant de l'ASM ou l'AA au Français et vice versa ?

Toujours Souvent Parfois Rarement Jamais

7. Quel est votre degré de maîtrise de ces langues ?

Les langues	Compétence réceptive		Compétence productive	
	Écouté	Lu	Parlé	Écrit
ASM				
Français				
Anglais				

8. Laquelle de ces langues est la plus proche de l'Arabe Algérien ?

Français Anglais Espagnol Turque Berbère

9. En interagissant, empruntez-vous des mots d'une autre langue ?

Oui Non

- Si Oui, citez les langues :

.....

.....
.....

10. A votre avis, quelle est la raison qui vous pousse à emprunter des mots de d'autres langues ?

Pour le prestige Pour les lacunes lexicales Pour les besoins de communication
Culturaliser la langue Autres raisons

- Si vous cochez « Autres raisons » citez-les :

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

11. Selon vous, pourquoi les Algériens alternent-ils entre l'Arabe Algérien et le Français?

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

❖ Section 3 : Le contact des langues dans la classe

1. En classe, à part le Français, quelle variété de langues trouvez-vous la plus appropriée ?

ASM AA Anglais

2. Au moyen de quelle langue vos étudiants se sentent-ils en mesure de communiquer aisément avec d'autres locuteurs ?

ASM AA Anglais Français

3. Parfois, les étudiants ont du mal à comprendre que ce soit une leçon, des informations ou simplement une phrase. Dans ce cas là, quelle langue est mutuellement intelligible ou proche facilitant la transmission des informations ?

ASM AA Anglais Français

4. Autorisez-vous vos étudiants à utiliser d'autres langues à part le Français durant le cours ?

Toujours Souvent Parfois Rarement Jamais

5. Mixez-vous entre les langues durant le cours ?

Oui Non

- Si Oui/ Non Justifiez

.....

.....

.....

❖ Section 4 : Commentaires des informateurs

1. Quel est votre avis sur ce phénomène linguistique?

.....

.....

.....

.....

Merci de votre collaboration

Appendix 3

Keys to Interview Orthographic Transcription

Symbol	Meaning
?	Question
(.)	Normal stop in speech
(1.0),(2.0) ...	Number of seconds, in long stop in speech
Speech <	Quick speech
:	Long sounds, which makes speech low
Capital Letters	Loud Speech
↑	High intonation
↓	Low tone
[Speech]	Two speakers at the same time
=	To be continued
R	Researcher (interviewer)
I	Interviewee

Section One: The General Use of MSA

Good morning Sir, we are students of MA2 in English specialized in Linguistics. We are doing a research about languages in contact in communicative situations and its impact on the loanwords in tertiary context. We want to ask you questions concerning the Arabic Language in the university context.

R: Sir, which language do you use mostly in your daily life?

I: Emm (1.0) Salam, as an answer to your first question(1.0) which is about the language that I use in my daily↓life as a teacher of Arabic specialized in Linguistics. (1.0)I use MSA in the (1.0)department with my students while I use ADA in everyday discussion.

R: What languages do you master well beside MSA?

I: Of course from a linguistic AAAH(2.0) point of view, I do not say “mastering a language”(1.0) but we say “dealing with a language”. **Speech** < As I deal with the French and English languages because the current studies are held in these languages for that reason, as teachers we have to learn these languages(.

R: What is the impact of Arabic language on foreign languages?

I: This question leads AAAH(1.0) us to a problematic question(2.0) : because Algeria is going through an embarrassing situation,↑i.e. as a result to languages in conflict (1.0) that were in the past between the three languages= MSA which is present from a historical background and **Speech** < second point is ADA because we know that the Algerian society has a lack of knowledge when it comes to learn MSA due to the French colonization. This period which was lasted over 130 years in Algeria **Speech** < the Algerian society has witnessed the touch of French language on the Algerian reality = So they were obliged (1.0) AAAH to interact with the foreign language and (2.0)to answer your question all the researches which were related to foreign universities as France or England= we must first learn first(2.0) these languages in order to deal with these universities= That’s why MSA was directly influenced= It can be from historical side (2.0) because there were always interactions with other languages(2.0) for example,(1.0) in the past , when you see the borden territories in the Arabian Peninsula(1.0); you will find that there were a great civilization↑of Persia= So this Arabian Peninsula has been influenced by the Persian As a result to this contact emm(1.0) we

Appendices

can find some words ↑ which are originally from Persian language; for instance, / بوظة / (Ice-cream) / زئبق / (mercury)= // زنجبيل (ginger), / كافور / (camphor), / نرجس / (narcissus) these words are firstly from Persian due to the overuse = they become in the vocabulary of MSA(.)

R: What is the impact of foreign languages on MSA?

I: Speech < Beside the historical impact when conducting a research especially in the field of linguistics(1.0) we find ourselves obliged to deal languages as well as the universities, we cannot make a research with French or German universities without knowing these languages= As a result to this varied language mixture ↓ it made the MSA influenced by these foreign languages for scientific needs.(.)

R: Did MSA borrow words from other languages?

I: Of course Of course= it is obvious as the words **Speech** < “technology, computer, radio” seem to be Arabic words but actually= they are foreign words= The modern technological world imposed to us these foreign words(2.0) There is also word like / تلفزة / which is television; this word is hybrid and it is arabized[**Speech**](.)

R: Did the meaning of some words change from CA to MSA?

I: (1.0) If you mean(1.0) the old[**Speech**] classical Arabic: this language is rarely used in our context because it is complicated and somehow not well understood(1.0) = for instance as this prose

/مَكْرٌ مَفْرٌ مَقْبِلٌ مَدْبِرٌ مَعَاً ... كَجَلْمُودٍ صَخْرٍ حَطَّةُ السَّيْلِ مِنْ عِلِّ/

(1.0) The nowadays generation do not understand the old language **Speech** < so MSA is a modified edition of CA and it is always used in formal sittings.(.)

R: which between the CA and MSA represents the language of Holly Coran?

I: The language that was used in the Holy Qu’ran (1.0) is the same language that was spread the Arabian Peninsula ↓ “Quraysh” on one hand taking ↓ **Speech** < the example of verse from Surat Yussef ↓
"إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا" (We have bestowed it from on high as a discourse in the Arabic tongue), on the other hand= ↑ some linguists found some words **Speech** < from the Holy Qu’ran which are not Arabic= for instance, / أرائك / (Sofas)(1.0) it is originally Persian word ↓ it was used in the Arabian Peninsula[**Speech**] (.)

Appendices

R: Do you think that MSA has lost some its significance within the Algerian society? Why?

I: Of course(1.0) **Speech** < it belongs to the historical factor=↓French colonization imposed themselves approximately more 130 century(1.0)= Thus, the spread of different varieties in Algeria including Muzabit= Chaouia and Berber↑in general= These varieties have weakened (1.0) the use of MSA in the Algerian society = The second reason is the lack of motivation for those who are concerned with the Arabic field↑because there is no strong will to get back its position **Speech** <The last reason iiiis with decision makers because we may find them speaking French instead of the Arabic language(.)

R: Is it possible for MSA to get back its significance as it was before?

I: Of course↑as I said before it is related to the historical fact to aware the youngest generation about the importance of their identity **Speech** < as it is represented in the Algerian Constitution(2.0) If there is a political will to make Arabic as prestigious language= MSA will be stronger and more used by the Algerians(.)

R: In the 21 century, some believe that all languages are evolving whereas the Arabic still not used in the Algerian Universities especially in the Scientific Branches. What are the reasons for that?

I:Yes yes= it is true and noticed = I have already mentioned this factor because **Speech** < all studies are held in foreign languages due to the lack of knowledge of MSA which cannot be imposed in the Algerian society=The technological impact↑can also strong factor to aware and gain the position of MSA as it was before(.)

R :Which language is more influential to ADA?

I: Of course(1.0) If you mean Berber it is more influential due to ↓ **speech** <demographical factor because whenever there were a high number of population, it will influence on the variety [**Speech**](.)

R: Is there any relationship between ADA and Berber?

I: (2.0) ADA [**Speech**] is a mixture of different languages not only Berber **speech** < we can find some borrowing words from French, Turkish and Spanish for exampllle (1.) = the word “*avancez*” (move forward) used in the bus(.)

Appendices

R: Why do some Arabic countries find ADA difficult to understand?

I: (1.0) yes = it is true when you go to the Middle East = you will find that all Arabic countries such as **speech** < Syria, Iraq, Lebanon, Jordan, Palestine, Egypt, Sudan , Kuwait, Bahrain, Qatar and Saoudi Arabia=(2.0) all these countries their 90% of dialect is from MSA(2.0) while the ADA is a mixture of many languages so it is hard for them to understand our utterances(.)

Section Two: The Arabic Language within Classroom Context

R: Do you switch forth and back between codes during the sessions?

I: (2.0) We try to use MSA at the percentage of 90% more than ADA but sometimes we find some difficulties **speech** <with the students while explaining some concepts why? in order to facilitate or simplify ideas= we go back to ADA(.)

R: Is the use of ADA during the lessons has negative or positive impact?

I: Of course (1.0) whenever we try to speak MSA= it will be positive and whenever they find difficulties speaking MSA **speech** < this reflect their weakness so ADA or other languages are sometimes needed when it comes to the Algerian Identity **speech** < As a result (2.0)MSA must be used and preserved in the Algerian Universities in general and especially in everyday discussions=This concludes that using ADA has a negative impact during the session(.)

Appendix 4

❖ الفصل الأول : استعمالات اللغة العربية الفصحى

1. ما هي اللغة التي تستعملها في حياتك اليومية؟
السلام عليكم ورحمة الله وبركاته من خلال سؤالك المبدئى و هو بإعتباري أستاذ متخصص في اللسانيات العربية هو اللغة العربية بالنسبة للجامعة و اللغة العامية في التعاملات اليومية في الشارع أو علاقات الإجتماعية
2. ما هي اللغات التي تتقنها من غير اللغة العربية؟
بالحكم التخصص لا أقول إتقان بل أقول تعامل مع اللغات الفرنسية و الإنجليزية باستثناء اللغة العربية لأن النظريات الحديثة لها تواصل كبير مع هذه اللغات لذا وجب علينا التعلم اللغة الإنجليزية و الفرنسية
3. ما هو تأثير اللغة العربية على اللغات الأجنبية؟
إذن هذه الأطراف أثرت على اللغة العربية و بالتالي التعامل الأجنبي كان محتوما علينا بالنسبة للغة العربية لماذا تأثرت, تأثرت بحكم أن كل الدراسات يجريها الباحثون دائما تمت بصلة كبيرة, سواء الجامعات الغربية فرنسا او إنجلترا , ولذلك وجب عليها تأثر تأثرا مباشرا, إذن أستطيع أن أقول أن هذا من جانب التاريخي لأن اللغة العربية دائما لها اختلاط مع اللغات الأخرى, مثلا اللغات المجاورة منذ القديم الزمان في الشبه الجزيرة العربية انك لما تقرأ الرقعة العربية تجد أن كانت هناك حضارة كبيرة وهي الحضارة الفارسية, فتأثرت الرقعة العربية مع الفارسية وبالتالي نجد ألفاظ كبيرة من اللغة الفارسية في العربية, مثلا كلمة "بوطة", نرجس, زنبق, زنجبيل, كافور هي أصلها فارسية ولكن لكثرة استعمالها أصبحت تعد من اللغة العربية .
4. ما هو تأثير اللغات الأجنبية على اللغة العربية؟
عامل تاريخي, حكم المنظومة العربية بصفة عامة, لما نقوم بأي بحث خاصة في مجال الاتصال اللغوي, فسنجد أنفسنا مضطرين إلى التعامل مع هذه الجامعات إذ لا يمكنك التعامل مع جامعة فرنسية و أنت لا تعرف اللغة الفرنسية وكذلك الجامعة الألمانية, و بالتالي هذا الخليط, العامل القهار, الظرفي جعل اللغة العربية تتأثر بهذه اللغات الأجنبية و تتعامل بمنطق الضرورة, إذن هذه الضرورة جعلتنا لا نتعامل مع اللغة العربية مباشرة, لأن الجانب العلمي يتطلب التعامل مع اللغات الأجنبية.
5. في رأيك هل تظن أن اللغة العربية تبنت بعضا من المفردات من اللغات الأخرى ؟ الأمثلة
طبعا, هذا واضح نجد كلمة تكنولوجيا, كمبيوتر, راديو تبدو في الصيغة عربية لكنها أجنبية, إذن العامل التكنولوجي فرض عليها هذه الكلمات الدخيلة, التلفزة و كلمة بيداغوجي أيضا هي كلمات هجيلة صيغة بطريقة عربية لكن أصلها أجنبي بسبب العامل التكنولوجي.
6. هل تغير معنى بعض من مفردات من اللغة العربية الكلاسيكية إلى اللغة العربية الفصحى؟ الأمثلة

إذا كنت تقصد الجانب الكلاسيكي ان اللغة القديمة جدا هي قليلة الاستعمال حتى أنها لا تفهم في بعض الأحيان ك

/مَكَرٌّ مَقْبَلٌ مَدْبِرٌ مَعًا ... كَجَلْمُودٍ صَخْرٍ حَطَّةُ السَّنْبُلِ مِنْ عِلِّ/

لكن مع هذا الجيل الذي نتعامل معه الآن, لو حاولنا أن نفهمه لاستطيع, اللغة الكلاسيكية تراثية قديمة أصبحت بسيطة لا توجد فيها هذا المستوى العالي من اللغة العربية وإنما تجد مستوى بسيط جدا الآن في المدارس.

7. أي نوع من اللغة العربية تمثل لغة القرآن؟ (بين اللغة العربية الكلاسيكية و اللغة العربية الفصحى)
اللغة التي كانت سائدة في الشبه الجزيرة العربية بالأخص لغة قريش من الجانب الأول " إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا " هذه الآية موجودة في سورة يوسف, وبعض المدققين في اللسانيات يجدون في القرآن الكريم بعض الكلمات التي ليست عربية ك /أرائك/ ولما فسرهما اللسانيون قالو ان اللغة العربية هي اللغة المستعملة.

8. هل تظن أن اللغة العربية فقدت بعضا من أهميتها في المجتمع الجزائري؟ ما هي الأسباب؟
طبعاً, هذا يعود إلى العامل التاريخي, ربح على صدورنا أكثر من 130 عام, انتشار اللهجات في الرقعة الجغرافية سواء مزابية, شاوية, أمازيغية بصفة عامة, هذه اللهجات أضعفت استعمال اللغة العربية, ضعف القائمين لا توجد إرادة قوية من أجل إرجاع اللغة العربية في ساحة الاستعمال, حتى نجد ان المسؤولين الرسميين لا يتعاملون مع اللغة العربية ويتعاملون باللغة الفرنسية, ضعف الإرادة السياسية من جانب تاريخي كل هذه الأسباب أضعفت استعمال العربية

9. هل بإمكان اللغة العربية استرجاع مكانتها كما كانت في الماضي؟ إذا بالإمكان ما هي الوسائل التي تساعد في تطويرها؟

نفس الأسباب توعية الجانب التاريخي, توعية الجيل لاسترجاع هويته و مكاته و اذا شهدت الرقعة الجزائرية كل الحلول لتوحيد الرأي و محاولة تجسيد الهوية وتزيينها كما موجودة الان في الدستور, نفس الأسباب التي فوضت جعلت اللغة العربية متأخرة, هي نفسها اذا تم علاجها تجعل اللغة العربية قوية و كثيرة الاستعمال

10. يظن البعض أن مع تطور العالم في القرن 21, كل اللغات تطورت باستثناء اللغة العربية خاصة في تخصصات العلمية في الجامعات الجزائرية؟

نعم هذا صحيح و ملاحظ, لماذا سبق أن أشرت لك الى هذا العامل, قلت لك ان كل دراسات الغربية تقام ب اللغات الأجنبية نظرا لعدم استعمال اللغة العربية, لا يمكن ل كان تفرض اللغة في المجتمع و بعض الإطارات, و اذا تمت توعية في العامل التكنولوجي الذي غزانا من كل جهة فيمكن للغة العربية ان تسترجع بعض من بريقها

11. أي لغة من اللغات الأكثر تأثيرا على اللهجة الجزائرية؟ لماذا؟

إذا كان المقصود ب الأمازيغية فإنها أكثر تأثيرا و ذلك يعود إلى التعدد السكاني, كل ما كان التعدد السكاني أكثر في الرقعة الجغرافية فيكون أكثر تأثيرا.

12. في رأيك هل هنالك علاقة بين اللهجة الجزائرية و اللغة الأمازيغية؟

اللهجة العامية الجزائرية هي خليط لا تجد فيها فقط الأمازيغية حتى بعض الألفاظ التركية, فرنسية, إسبانية مثلا عندما نصعد في الحافلة نقول "avancez"

13. يقال أن بعض من الأوطان العربية يظنون أن اللهجة الجزائرية هي أصعب اللهجات في العالم العربي؟ لماذا؟
صحيح إذا ذهبنا إلى المشرق العربي ستجد السعي عندهم هي ان اللهجة السورية, العراقية, اللبنانية, الأردنية, الفلسطينية, الكويتية, المصرية, السعودية.. ما إلى ذلك لغتهم 90% مأخوذة من اللغة العربية, اللهجة الجزائرية خليط من اللهجات فمن الصعب عليهم فهم حواراتنا و كلماتنا.

❖ الفصل الثاني : استعمال اللغة العربية في السياق الجامعي و الأكاديمي

1. أثناء المحاضرة, هل هناك امتزاج لغوي بين اللغة العربية و اللغات الأخرى؟
نحاول استعمال اللغة العربية بنسبة 90% و بعض الأحيان عندما نجد الطلبة يجوبونا و يتحاورون معنا باستعمال اللهجة العامية, لاصل الفكرة نقبل هذه الأشياء لتسهيل طريقة الحوار إلى ما هو عامي و ما هو دقيق
2. هل استعمال اللهجة الجزائرية أثناء المحاضرة لها تأثير سلبي أم إيجابي؟
كلما التزمنا ب اللغة الرسمية وهي اللغة العربية الفصحى كل ما كنا ايجابيين, كل ما و جدنا صعوبة في اللغة الرسمية هذا يعكس الضعف, مثال عندما ترجع إلى اللغة العامية فهذا دليل على الضعف في البحث على الآليات اللغة العربية, فهذا ناتج عن ضعف استعمالنا للغة العربية فنضطر إلى استعارة من اللغات أو اللهجات السائدة. فلذلك لتشكيل الهوية الجزائرية بجب المحافظة و استعمال اللغة العربية الفصحى في البحث الجزائري بصفة عامة و الحياة اليومية بصفة خاصة كنتيجة إلى ذلك هذا أمر سلبي استعمال اللهجة الجزائرية في المحاضرة.

الملخص

تعتمد هذه الدراسة على ثنائية المنهاج الوصفي-التفسيري الذي يهدف للتحقيق والتحليل حول النتائج اللغوية التي تترتب عن ظاهرة احتكاك اللغات واللهجات في السياق الجزائري بشكل عام و في التعليم العالي و الجامعي بشكل خاص. وبالفعل ، فإن التعايش بين مجموعة من اللغات واللهجات في المشهد اللغوي الجزائري الذي يعيشه المجتمع من تنوع لغوي واضح كاللغة العربية الحديثة ، الفرنسية ، الإنجليزية ، اللهجة الجزائرية الأمازيغية ينجر بعض التغييرات اللغوية الواضحة في التفاعلات اليومية. ويجدر بالذكر أن لهذا الاحتكاك اللغوي المذكور أنفاً تأثير وتأثر على بعضها البعض بطرق مختلفة، مما سيظهر نتائج فعلية واضحة تمس اللغات التي يتكلمها المجتمع، بما في ذلك ظاهرة ازدواجية اللسان،ثنائي اللغة،المزج والاقتراض اللغويين. ولإجراء هذا البحث، أستخدمت أدوات نوعية وكمية على حد سواء ، أي استبيانين هما نقطة الارتكاز في تحقيقنا إلى جانب المقابلة. وتتألف العينة المستهدفة من الأساتذة الجامعيين للغة الانجليزية والفرنسية والعربية في كلية الأدب واللغات الأجنبية في جامعة ابن خلدون في تيارت. وكشفت نتائج البيانات على أن جميع الأساتذة تقريباً يستعملون المزج اللغوي بتأثير كبير من اللهجة الجزائرية، خاصة لأسباب تربوية. ومع ذلك ، تجدر الإشارة إلى أن بعض الأساتذة يرفضون استخدام أي لغة أخرى غير اللغة المستهدفة. كما سيناقش هذا البحث التداخل اللغوي بين اللغة المستهدفة واللهجة الجزائرية، فيما إذا كان استخدامهما إيجابياً أو سلبياً في تعليم وتعلم اللغة المستهدفة.

الكلمات المفتاحية: احتكاك اللغات واللهجات ، والنتائج الاجتماعية اللغوية ، ازدواجية اللسان،ثنائي اللغة ، المزج اللغوي، الاقتراض اللغوي ، التداخل اللغوي

Le résumé

La présente étude à double focalisation descriptive-interprétative se propose d'étudier et d'analyser les résultats linguistiques des langues et dialectes en fonction dans le contexte Algérien, en général et dans l'environnement universitaire en particulier. En effet, la coexistence d'un ensemble de langues et de dialectes dans le paysage linguistique Algérien, c'est-à-dire, l'Arabe Classique, le Français, l'Anglais et l'Arabe Dialectal Algérien, le Berbère, etc., entraînent des changements linguistiques apparents dans les situations d'interaction quotidienne. Il convient de noter que le contact des langues et dialectes susmentionnés s'influencent mutuellement d'une manière différente. En fait, lorsque les utilisateurs de ces variétés de langues interagissent, des résultats sociolinguistiques émergent, notamment la diglossie, l'alternance codique, le bilinguisme et l'emprunt des mots. Pour mener cette recherche, nous avons utilisé deux méthodes de recherche, à savoir qualitative et quantitative, c'est-à-dire deux questionnaires qui constituent l'essentiel de notre enquête et une interview. La population ciblée par cette enquête est composée de professeurs d'Anglais, de Français et d'Arabe de la Faculté de Lettres et de Langues à l'université Ibn Khaldoun de Tiaret. Les résultats ont démontré que presque tous les professeurs font recours à l'alternance codique avec une grande influence de l'Arabe Dialectal Algérien notamment pour des raisons pédagogiques. Néanmoins, il convient de noter que quelques professeurs refusent l'utilisation d'une autre langue que la langue cible. En outre, cette recherche met en exergue l'interférence entre la langue cible et le dialecte Algérien avec une insistance spéciale sur leurs impacts positifs/négatifs sur l'enseignement/l'apprentissage de la langue cible.

Keywords : Contact des langues et dialectes, résultats sociolinguistiques, diglossie, bilinguisme, alternance codique, emprunt, interférence linguistique.