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**The Impact of English Language Use on Algerian Dialect:
The Case of Tiaret Speech Community**

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

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I dedicate this work to my greatest parents who support, encourage and trust me. May Allah protect them and help them to keep guiding my life .

To all my lovely sisters Fadhila, karima, and Hanan

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To all my intimate friends; Houda, Souad, Imen and Samira

To my sweet heart Soundous

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Abstract

The present research work seeks to investigate the impact of English language use on the Algerian dialect and Tiaret speech community in particular. In this study, I try to deal with the most characteristics that are specific to this area and to mention some different patterns of language use, including code switching, code mixing, and even borrowing. Then, it examines the speakers' attitudes towards the English language. Globalization has a great role in the use of English among peoples' daily conversation. They are using technological resources available in order to enrich their vocabulary and get their messages across, such as "lite, spotted, lol" and many other terms. This study is a descriptive one where the researcher uses both quantitative and qualitative data. Questionnaire and Observation were be signed and administered to accomplish this study. First, questionnaire addressed to non-English students at Ibn Khaldoun University, and observation within the real life situation (street and media). The results reveal that English becomes a part of our daily life where many English words interfere in our conversation consciously or subconsciously.

Key words: speech community, English language, borrowing, code switching, code mixing, and language contact

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List of Abbreviations and Acronyms

A A	Algerian Arabic
C A	Classical Arabic
C M	Code Mixing
C S	Code switching
H	High Variety
L	Low Variety
L1	First Language
L2	Second Language
M S A	Modern Standard Arabic
N L F	National Liberation Front

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Key to phonemic Symbols

Letters	Phonemic symbols	Letters	Phonemic symbols
أ	/æ/	ض	/ɖ /
أ	/ʌ/	ط	/ ɾ /
ب	/b/	ظ	/ʕ/
ت	/t/	ع	/ʕ /
ث	/ θ /	غ	/g/
ج	/dʒ /	ف	/f/
ح	/ħ /	ق	/q/
خ	/χ/	ك	/k/
د	/d /	ل	/l/
ذ	/ð/	م	/m/
ر	/r/	ن	/n/
ز	/z/	ه	/h/
س	/s/	و	/w/
ش	/ʃ/	ي	/j/
ص	/ʂ /		

General Introduction

General Introduction

Language is the image of the society, vehicle of civilization, and medium of communication. It is used to express thoughts, feelings and beliefs. Additionally, it has been considered as the main subject of many linguists who created various tools of investigating the complexity of this concept. Moreover, the field of sociolinguistics tries to explain the relation between language and society focusing on its use and functions in the socio-cultural context. In a strict sense, its main concern is related to the form and use of language in different cultures and to what extent its development has been influenced by cultural environment. The advent of this branch has attracted the interest of many researchers. William Labov was one of the first pioneers who led such studies for many years.

Each language varies from one community to another and even within a single country according to particular communicative aims. Each one is associated within its social, cultural and political realities, and it takes part in developing its economic and technological environment, It is also considered as the expression of personality and identity.

The sociolinguistic situation of Algeria is very complex domain of research because of the coexistence of different languages which are: Arabic language and its varieties (CA , MSA and AA) , Berber , French and English language . Hence, language contact in our country has created several outcomes which are considered as a result of code switching, code mixing and borrowing being the most common phenomena among speakers. Because it is challenging to cover all different languages, and English language seems to be drastically exceeding socio-cultural context in our country, the bulk of this research narrowed to focus only on the English in particular

Thus, the present research work aims, in broader sense at studying the use of English language in our society, and to what extent it is used. In a strict sense, it, is to check whether the coexistence of such language leads to the emergence of different phenomena like “code switching , code mixing, and borrowing” or not .

To successfully investigate the problem issue behind this study, two major questions are put forward;

- What are the types of variations caused by English language on our dialect?
- To which extent is the English language used in our speech community?

In order to find reliable answers to these questions, the following hypotheses have been suggested:

Hypothesis 1: It is hypothesised that English language may have a prominent lexical variations on speech community products.

Hypothesis 2: English is largely used with regard to its cultural exigencies

This research is outlined around three chapters. The first chapter focuses on the description of the context of the study, the sociolinguistic situation of Algeria that will be explained. The second chapter deals with the theoretical side and background knowledge of the language contact and hence forth many linguistic phenomena were defined and exemplified. Chapter three is concerned with the methodology, the basic approaches, and procedures involved. It presents the data collected in Tiaret speech community through the use of questionnaires and observation of peoples' natural interactions. Then, the data collected are discussed and analysed. Finally, the interpretation of the results.

Chapter one

1.1 Introduction

The linguistic situation in Algeria is very complex as many codes display in the country, and this is because of the historical, political and socio-cultural factors.

In this chapter , we try to shed light on the Algerian linguistic profile and the relationship between Arabic and its varieties , Berber and its varieties , French , and even the use of English language by Algerians in their daily speech community to end up with one Algerian dialect namely Tiaret speech community which is our interest in this research work .

1.2 Geographical Background of Algeria

Strategically, Algeria is situated on the Mediterranean border by Morocco to the West, Tunisia and Libya to the East, and to the south across the Sahara Desert by Western Sahara, Mali, Mauritania, and Niger. Its geographical position has always attracted conquerors to invade it and stole its invasions from different outsiders (Belarbi , 2013).

Algeria is the largest country in the Maghreb. It covers a total area of 2381751 square kilometres. It has 33 million inhabitants (2008).Its official and national language is Arabic, however Berber and French are used some of the inhabitants. Berbers are the originally inhabitants of Algeria. They faced many conquerors like Romans, vandals and the Arabs.

In the middle north of Algeria, there are mountains of Kabylia. Then, the mountains of al-awres positioned on the north East. In the West, there are the great cities like Oran, Tlemcen and Sidi Belabbes. Finally, to the south, the vast “Grand Sahara “and its habitants who are different in their many ethnic groups like the Touareg, and Mezab. They are known by their independence minds, and even by stability and hospitality.

1.3 The Historical Background of Algeria

The name Algeria “Djazayir “is an islands name that was given by Kheireddine¹ who also gave the same name to the town of Algeria in 1517(Medjdob, 2011). Earlier, north Africa had faced many cultures and civilizations such as the Phoenician, the Carthaginian and the Roman.

¹ _ He is a Turkish captain of the Ottoman Mediterranean fleet .

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Particularly, Algeria was the main object of many invasions. Carthaginian invaded Algeria for more than seven centuries. The Berbers were the first native inhabitants of the North Africa, and in that time they were called the Numidians’.

Numidian’s life based on agriculture, and spoke the Berber languages. They really marked their existence in Algeria with their Punic civilization by using a Punic language, which is a Hamito-Semitic language.

Latter, the Rome invaded Carthage and governed certain areas. They settled more than six centuries. This invasion made change on the Berber society. Nomadic tribes were imposed to move from traditional rangelands. Settled tribes lost their connection with the Berber opposition to the Roman were nearly constant.

The next conqueror of Algeria is the vandals in 455 A.C however their cultural and linguistic effects were as weak as the short period they spent in the area. AD a result Berbers was very easy for them to get back their lands.

After that, the Byzantines destroyed the vandal domination in 534 A.C. After they lasted more than one century until the Arabs invasion. Independent Kingdoms appeared in mountainous especially in desert areas and the Berber who had previously been imposed to the boundary of the Roman Empire turned back to their lands.

Therefore, the Berbers were the first inhabitants of Maghreb, they mixed with other people through so different colorizations and influenced by some of their traditions. The Berber varieties are still spoken nowadays in a few particularly in Algeria and Morocco.

1.3.1 Arab Conquest

The Arabs conquest has a greatest impact of the area, however this invasion was a religious kind, it was rather the expansion of a new religion Islam. It is not as the previous religions and cultures invasion, the advent of Islam, which was extended by Arabs, was to have pervasive effects on the Maghreb. The new faith in its different forms would penetrate nearly all segment of society.

This movement started in the mid of seventh century, it was an important event for the future of North African nations. Latter Ukbah Ibn Nafi in 670 was sent as a commander to control over the Berber Kingdom That the Arabs named Bilad al Maghreb «West Land “, where he met opposition from the Berbers and Byzantines, however in 674 he established a tour named Kairaoum which nowadays called Tunisia.

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The first linguistic contacts were means to make commercial exchange easier. The Arabs began to settle there, bringing a new mode of life among the Berber tribes. The Arabs were more skilled in the applied on natives to learn Arabic, which represented the new religion. Therefore, Arabic succeeded in absorbing most local Berber varieties except in a few isolated places where both Islamization and Arabization of these regions were complicated. The displacement of the Berber varieties occurred gradually, first the presence of the two languages in a bilingual area, then through the mixing of the two ethnic groups through marriage and the Arab population expansion. In this sense, in 1988 Marçais stated the development and definite Arabization of most Berber in 7th century as:

“In the 7th century, the Berber region broke up with the West, and was totally connected with the East, without conflict or crisis of consciousness. The new leaders marked it with an eternal stamp which is the Arabism as much as the whole of the Maghreb of today is considered as an eccentric province of Arabis” (as cited in Taleb Ibrahimi, 1997, p.23).

Moreover, the reason for the agreement of Arabic was its marrow company with Islam that most inhabitants interacted with this new faith made most Berber population to make efforts to Arabic. As a consequence, Arabic was as an example of Arab-Islamic identity in a short time, and thus Algeria has a relation with the Arab nation. Taleb Ibrahim (1997) declared :

“Since the coming of the Arabian fatihin, Algeria is announced Arabian and Arabophone. The islamisation of the Maghreb allowed its Arabization; this was done slowly during long periods, first during Okba ibn Nafae in the VII century, then later the hillalian tribes periods”.(p.23).

After the invasion of Banu-Hilal in 11th century, the linguistic situation of the area was witnessed a transformation. Most rural tribes used rural Arabic. After they come to Algeria, there were two varieties of Arabic presented together. The first one is rural variety which they brought, the second one is an Urban one that spoken by the first Muslims in the regions. The Arabic language, later, designated as the language of the whole area because of the establishment of the dynasties and the appearance of Arab scientists, philosophers and poets from the Maghreb.

1.3.2 Spanish and Turkish Invasions

In the 15th century, the Berber dynasty became weak that made Spain and Turkey attracted and invaded Algeria. However, the conflict between the two countries ended by the Turkish success, and then Algeria became a province of the Turkish Ottoman Empire. They possessed territories along the Algerian coast. As a result, these provinces became protectorates of the Ottoman Empire. Algeria was an Ottoman Empire province, during a period of 300 years that ruled by Kheireddine. At that time, the governors were named Basha. In that period, Turkish became the spoken language.

In 1671, a new governor named as a Dey governed Algeria and replaced the Basha who was the first leader of Algeria. According to some historians, the Turkish domination in Algeria was the main issue that made Algerian people asking for help against Spain from the Turkish government in Istanbul. That's why Algeria was occupied by the Spanish people who settled along the coast particularly in the Algerian cities like Oran and Algiers.

1.3.3 French Domination

The fan stroke event is the main reason behind the French invasion of Algeria. This event was in 1827, when the Dey Hussein "the Turkish governor wanted "from Pierre Duval", the French consul, to pay the French debts that taken during the Napoleonic wars. On 29th April, 1827 Pierre Duval did not give satisfactory answers to the Dey Hussein who stroked the French consul with his fan. Because of this event, they blocked the city of Algiers for three years.

On 14th June 1830, more than 37000 soldiers with 500 ships settled in Sidi Ferruch to conquer Algeria. Then, Emir Abd-el-Kader, Cheick Bouamama, Cheick Mokrani and many others were led in furious resistance against the French troops. In 1948, Algeria became an inherent part of France. Later, many Europeans like Spain, Italy and Malta came to farm the Algerian fertile lands. The French government tried to eradicate the identity of the Algerian people by using different methods. For instance, they designated French as the language of the country, and destroyed the Koranic schools. That's why the situation of Algerians humiliated, literacy fell and many inhabitants were uprooted since their lands were taken from them by the French conquerors. On May 8th, 1945, the Algerian people went out in the streets to ask for their national claims to the French army. The result of this event was murdering more than 45000 persons in Setif, Guelma, and Kherata. The Algerian people did not give up but they

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started to organize themselves to give their freedom. On November 1st, 1954, Algerian people decided to get their independence from the invaders. French colonization lasted more than 132 years in which the Algerian people faced all kinds of harsh massacres. Whereas, they were strong enough to get their territories and destroy the colonizers (Medjdoub, 2011).

On March 18th, 1962, there was a negotiation between France and FLN at Evian that ended by the agreement to declare the Algerian independence on July 03rd, 1962, whereas the Algerian nationalists determined to make it on July 5th, 1962 representing the same date when the French invaded the country.

1.4 Geographical Location of Tiaret

Before starting to deal with Tiaret speech community and its characteristics, I wanted to make a short over view of this town. Tiaret is situated on the west of Algeria. It covers around 20.086.62 square kilometres. It has 178.915 inhabitants (2008).

Many wilayates, to the north Tissemsilt and Relizane, to the south Leghowat and El Bayad the wilaya of Djelfa, bound Tiaret.

The town has been inhabited since antiquity, and it has many megalithic monuments. it was a Roman station. The Jedars are an ancient mousolums, which lie near Tiaret.

This later occupies strategic mountains that are why it was a key to control the central of Maghreb. At the beginning of the eighth century, it was the key northern terminus of the western Africa branch of the trade of slave.

The new town of Tiaret is established around a French redoubt of 1845. The modern town attracted various governors from France and the area expanded.

Climate

It is known by two mains periods, which are:

A very cold winter weather with an average temperature of 7.2 °C.

A hot summer . The average temperature is 24 ° C.

After dealing with this brief presentation of the town of Tiaret, the researcher will shed light on some of its characteristics in the next section.

1.5 Characteristics of Tiaret Speech Community

Before dealing with the description of Tiaret speech community, let us, first, present some definition to the term “speech community”. This concept it has interpreted in different ways. Sociolinguistic is a field which deals with the different language varieties, and the term “speech community” is one of its fertile fields of study.

In the context of “speech community”, Trudgill (2003) provided the following definition: *«is a community of speakers who share the same verbal repertoire, and who also share the same norms for linguistic behaviour»*(p.126).

Accordingly, it is a group of people who speak the same language and has its own characteristics. Some linguists have seen the speech community as a homogenous entity. Hockett (1958) Claimed that: *«Each language defines a speech community»*(p.8). This definition neglects some of the facts that it is impossible to deal with it on purely linguistic concepts, particularly when the social aspects of language are being considered.

Labov (1978) said: *“A speech community cannot be solely conceived as a group of speakers who all use the same linguistic forms, but rather as a group who share that norms in regard to language”*(p.158).

Each individual of the same speech community should have linguistic norms that means, they have the same understanding and values of attitudes toward language varieties exist in their community. Spolsky (1998), in this respect, argued *“All the people who speak a single language and so share notions of what is same or different in phonology or grammar”*(p.24).

Now when speak about People who live in Tiaret, they are not engaged with only their dialect, but they start to emerge new speech by using English words in their everyday conversations. They switch between their dialectal Arabic and English language.

Examples below show more details about this phenomenon:

First example:

/ Oh my God ʔlaʔtini /

Oh my God! You scare me

Second:

/ Please, haja nroho /

Please, let us go

Third:

/ How sweet, ʕahiti /

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How sweet, thanks

Fourth:

/ ʒek ʃ bæb new look li dertih /

The new look that you do is fitting you

Fifth:

/ wah ʃeftha, I like it /

Yes, I saw it and I like it

Sixth:

/ ok gadwa nʃælæh, take –care /

Ok tomorrow inchalah, take-care

We notice from the examples above that English language is clearly used in this speech community

1.6 Languages exist in Algeria

In this part, it will be focused on the main languages that exist in Algeria which is used by the Algerian speech community.

1.6.1 Arabic language and its Varieties

Nowadays, the classification of Arabic is totally different from that in the past. Earlier, there existed two categories of Arabic. The first one is classical Arabic “CA” which is the holy book Quran language. The second one is colloquial Arabic was used in daily speech community whereas the classification of Arabic is as follow:

1.6.1.1 Classical Arabic

Classical Arabic is the language of pre-Islamic poetic Koiné. It is the variety that is chosen by god to be the holy book-Quran language. After, it become the issue of centuries of religious study and grammatical analysis.

There are suppositions that CA considered the mother tongue of none. The word “Arabiya” itself comes from the Quran, where it indicates the Holy book language.

Eligibali (1996) states that *«to presume that classical Arabic was the native language of any speaker either immediately before or at the time of inception of Islam is, at best, a gross misrepresentation»*(p.8).

Particularly in Algeria, the Arab settlement happened during two periods, and «Banu Hillal» invasion was the most important one because of the great linguistic, sociological and

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political transformations. With this, the Islamisation and Arabization of the area were complicated processes. In this sense, Bouamrane (1986) stated that: *“If Islamisation was almost total, Arabization on the contrary was only partial”*(p.30).

CA is considered as a prestigious language because of the fact of being the language of Islam. It is known but its fixed forms, richness vocabulary and grammatical rules regularity. It is the instruction language, religious teaching and what is so important, it considered as a sign of an Arab-Muslim identity.

After the Algerian independence, their nationalists tried to regain the Arab and the Muslim identity because of the spread of French language that was imposed during the colonial period, so they put plans in favour of Arabic. This is known by «Arabization process» that is applied on all domains like education and administration. But, it is not exactly used now however a modern Arabic named «Modern Standard Arabic " (MSA). This latter is used by educated people in a formal way.

1.6.1.2 Modern Standard Arabic (MSA)

Modern Standard Arabic is the simplified version of Classical Arabic. The later of the eighteenth century sign the modern Arabic period. In that time, Arabic was coeval with the concept of universal education, the beginning of journalism, and exposure to western writing activities and styles like short stories, plays and novels.(Ryding, 2005).

CA varies from MSA in both style and vocabulary, since each one indicates the written traditions of various historical and cultural periods. But, the structure of linguistic of both of them are similar. Syntax and style of the MSA are complex forms consisting new expressions in the journalistic, broadcasting and advertising domains. With this, there consists a certain degree of similarity between the two terms that indicates a strong link to the literary and Islamic tradition. The MSA knowledge is a sign of prestige, education and social standing. (Ryding, 2005).

Therefore, modern standard literary Arabic is included in the press and media like television and radio channels. Additionally, it is considered diplomacy language and formal one. It is used in political meetings, conferences and many other official fields.

1.6.1.3 Berber

The name Berber or what is known by Tamazight is a name that given by the Romans derived from the Latin “barbarian” that means a member of a particular ethnic group indigenous to North West Africa. It found in many countries like Morocco, Algeria, Egypt, Nigeria and Mauritania. In 1963 Greenberg 1963 who said that it is of the five Afro-Asiatic languages”(as cited in Ahmed Sid, 2008, p.33). Earlier this group was named by Semito-Hamito languages. Berber, Semitic, Chadic, Cushitic and Egypt are used in North Africa, and Berber texts were written in unique scripts named Tifinagh which is a Touareg alphabet. After that, it was written by Latin and Arabic scripts.

Particularly, Berber was the original language of Algeria. Algeria is the second country that Berber language is found in after Morocco. It is considered as an oldest and indigenous language used by people who live in mountains or the regions of southern Algeria. (Brahimi, 2000) stated that Berber spoken natively by 20 % to 30 % of the Algerian population and it has four varieties. The major groups of Berber are found in:

✓ **Kabyle**

The majority of people who speak Berber are found in Kabylia like Tizi Ouzou and Bejaia. It has a writing language and its own alphabet. Nowadays, it is used by local authorities, and there are a huge number of schools teaching it.

✓ **Aures Mountains**

Chaoui is another Berber variety that spoken in this area which concluding many places like Batna and Biskra.

✓ **North Sahara**

M'zab is a variety spoken in this area and mostly in Ghardaia and many other Ibadites regions.

✓ **South Algeria**

“Touareg of Tassili”: further south, the place where Berber is existed by many dialects like Tamahaq which is the variety that used by the Touaregs in the Ahaggar and Tassili.

1.6.1.4 Algerian Arabic

Algerian Arabic is a vernacular form derived from classical Arabic, it considers as the mother tongue of the Algerian people who use it their everyday speech community. In other words, it is variety used by the majority of all speakers of the country. It has no written form, it is only spoken and through time it has developed within Algerian speakers.

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AA goes along with borrowed words from invading languages “Turkish, Spanish and French”. It is true to state that it is the task of code switching and even code mixing which are the major characteristics of Algerian Dialectal Arabic, while individuals consciously and unconsciously use various codes in many situations for different intentions.

It has diverse from standard Arabic. To sum up AA is the native language of the Algerian people. This variety is particularly used for daily life conversation. It has many variations. It consists of various regional dialects, which are Urban, or Bedouin ones.

1.6.2 French

As mentioned previously, Algeria was faced the French invasion that settled one hundred and thirty-two years. French language in Algeria existed with French occupation. The French government tried to eradicate the use of Arabic as an education and Communication language. Thus, they left a great impact on the linguistic and the cultural situation of the Algerian community before and after the independence. After Arabic language, French is still used language by the Algerian speakers; it is used in many areas of social life like education, administration, media, economy and even informal situations.

1.6.3 English

English is global language. It considers the language of development and technology. It has a promising status in Algeria , and it is considered as the second foreign language . Earlier, the Algerian government designed and obliged new educational programmers to teach English from the middle school. Whereas, just a small number of Algerians speak English, most of them younger people.

From the later of 1970 to the early of 1990 English was taught as a secondary obligatory foreign language " after the French language " right from the fourth grade in the middle school. He added, in September 1993, that the ministry of primary and secondary education permitted the pupils to choose between English and French. But between 1993 and 1997 only 0.33 % to 1.28 of pupils chose to study English rather than French. This statistic was identified to be much more than that because the useful of English in the world (Benrabah, 2007).

Latter on 2000, the Algerian government introduced the educational reform that was most supported by the United State, and now English language is taught at the first grade in the middle school.

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In Algeria, English is not an official language nor a national one, however it has a great impact on Algerian speech community. Many speakers are trying to learn and use this world language because of its importance in almost all domains of life. Many researchers argue that English is starting to surpass French as the main foreign language in Algeria; changing attitudes have contributed to the shift. All these views are turning around the same subject; English in the Algerian context.

1.7 English as Global Language

English is the language of development and technology; it becomes the main common tool used in the world. Broughton (1978) defines English as the “*major world language*” (p.1). It is the native language of many individuals; it is spoken by more one billion people and is the language of international communication in business, diplomacy, technology, travel and even entertainment (Tiersky, 2001).

Ellis (2000) stated that:

“In the case of second language acquisition, the language plays an institutional and social role in the country In contrast, foreign language learning takes place in settings where the language plays no major role in the country and is primarily learnt only in the classroom”(pp.11-12).

language must be socialized ; it can no longer be used in isolation, it may lose its status and even its role in society. That is to say, it should be utilized within its socio-cultural context the case of English language being used as a second or a foreign language.

1.8 English as a Lingua Franca

Nowadays English has been classified as a crucial language in countries all over the world using it differently, as a foreign, second and even as a lingua Franca.

A lingua –Franca is a common language used for communication between individuals who do not share their first language (Seidelhofer, 2005).

In order to gain successful communication between different people needs a language that is mastered by both interlocutors. A language used in such settings is called lingua franca. In this respect, Jenkins (2007) defined this term as follow:

“A lingua-franca is a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers”(p.1).

Description of the Context of the Study

Throughout history, whenever and wherever different people from different countries have come into contact, and there had been a need for a common language to facilitate their communication. There were unparalleled increases, focusing the need for a vehicular language that can overcome language barriers. English plays that role at the moment; can just be discussed.

English language has become a global matter. Its uses have spread to cover all the domains. It holds a unique and important position, and it considers the dominant one because masters by more than 750 million non – native speakers (Graddol, 1997).

It considers as the main language of international business and is selected ever more frequently as the unified language in multinational corporations and in academic, technological and scientific contexts or even sports events. It is the prestigious one that is unchallenged in the media, the entertainment moment, and many other settings.

English as a lingua franca is a functional term associating with the use of such language as a common language by individuals of different languages. It is used in wide variety of international fields, including economic, banking, higher education, politics technology and media

Consequently, English reached truly global dimensions; no other language has come near. In this respect, Quirk (1985) stated “*English is a language on which the sun does not set, whose users never sleep*”(p.1).

Respectively, it is a language that guarantee its position in this wild world , each day the number of its users increases; because they finally receive their importance in their daily life, especially when it becomes the language of the networking.

1.9 The Origin of Language Attitudes

The concept of attitudes is defined by Colin Backer (n.d) as: «*an epithetical construct used to explain the direction and persistence of human behaviour* ". According to him, “behaviour” can be defined by reference to relativity stable and enduring disposition in people. For example, people who believe in fast and dislike profanities, seen to have a favourable attitude to religion "(P.10). Attitudes have linked to what is observed measured, person's thoughts and even emotions, which are disappeared. In other terms, attitudes are hidden, concluded from the directions and persistence of external behaviour

Description of the Context of the Study

He also added that: “ Attitudes are a convenient and efficient way of explaining consistent patterns in behaviour. Knowing some body's attitudes to alcohol, for instance, my sum up likely behaviour in a range of contexts over time "(p.11).

That is to say, attitudes lead everybody to act, react, and behave in specific way. Attitudes are a concept, which has two different definitions, a classical view of attitudes and actual one. They were generally meant a posture or pose in painting or drama, as in adopt an attitude of innocence.

The word «attitude» is derived from the Latin word «aptitude» and Italian «atto» that means “actus” in Latin. Consequently, attitudes are stated to be: «Aptitude for action» that can be defined as “ having a tendency towards certain actions” (Baker, n.d, p.11).

Later, Bam (1998) provided the actual definition of attitudes: “attitudes are self-descriptions of self-perceptions” (p.11). In this perceptive, people come to aware their attitudes by observation of their own behaviour.

1.10 Algerians Attitudes Towards English Language

The Algerian society distinct differently depending on people's choices, uses and even their knowledge about other languages.

Some are having more than one language in their verbal repertoire that's why the opportunity of switching and mixing between language and even borrowing words from English language in particular, is more common to take part in every conversation they do.

Nowadays, many Algerian people prefer to use English language because of many reasons, for instance, they see English as language that is more prestigious, it is the language of the technology development, even it is useful currently and it is an international language.

However, the question now is how do uneducated individuals use English words? This makes evident that speakers use borrowing when they are incapable to switch between languages. so, they use words from English language unconsciously in their daily conversation, because it is less complex to recognize words or even expression from TV, for instance from channels like " mbc action, mbc two, news " or from other conversation than learning the entire English language. So, Algerian people are more aware of vocabulary that they use it in their speech.

1.11 The Algerian Attitudes Towards the English Culture

Before dealing with the attitudes of Algerian people towards English culture , first, we through some lights on the term of culture.

1.11.1 Culture Definition

Culture considers as distinctive features of human being, and an important aspect of their lives. It is so difficult to deal with it precisely, because of many definitions are given to this term. (Kaplan & Manners, 1972) said that: “culture is admittedly an omnibus term” (cited in Byrom, 1989, p. 80).

Culture has been a field of interest and study for a wide range of disciplines like: anthropology and ethnography of communication. Ethnography, for instance, is a branch of anthropology concerned with the detailed descriptive study of living culture. The related field of ethnography compares the cultures of different societies or ethnic groups” (Richard& Schmidt, 2002). In this concern, one can be said that the term of culture is associated with ethnic groups, and it is understood differently, and used differently, that's why is defined differently. Hinkle (1999) stated that: " *It may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviours and activities*"(p.1).

The etymology of the word culture refers to the Latin noun “Cultura”, from the verb “colure”, that means to cultivate. It is used in agriculture to refer to the process of tending crops and animals. Whereas, latter it refers to the human intellectual and social development. After that, culture adopted new meanings, like the general body of arts, and later on it is used to refer to " *a whole way of life, material, intellectual and spiritual* " (Williams, 1985, p.XVI).

To sum up, culture is shared between generations and within generations in all societies. Each generation of people expresses the term of culture according to its own historical experience. Then, it associates with the social life of people including knowledge, beliefs, arts, manners, customs and traditions.

1.11.2 Algerians Attitudes Towards English Culture

Like the other countries, Algerians speakers developed the use of English to progress and ensure better communication .English in our country has an important role in the process of acquiring knowledge that is not accessible in other languages, it contributes to social and political stability. In addition, it promotes mutual understanding and friendship between Algeria and the other countries of the world; since they use different social network, it provides the spread of such language that is used in their everyday conversations to communicate with different people around the world

Description of the Context of the Study

Algerian government intend to implement the use of English at all levels of education because of its importance role in almost all the domains

At university, English is existed in various curriculum at various departments, either as a main subject or simply as an additional one.(Missaoui, 2016).

1.12 Conclusion

In this chapter, the researcher intended to provide geographical and historical background of Algeria. Then, the study sheds light on Tiaret speech community where the investigator talks about English as the language of the globe and as a lingua-franca . Finally, it examines their attitudes towards English language and its culture

Chapter Two

2.1 Introduction

This Chapter provides a general description about language contact and the phenomenon that maybe rose from it.

Language contact takes place when many speakers engage into interactions and their languages contact. It is proved that the use of more than one language is very beneficial and it brings along with this contact many phenomena like code switching, code mixing, borrowing and many other phenomena. These outcomes of language contact are dealt with in this chapter

2.2 Defining Language

Language foremost is a system of communication based upon words and the combination of words into sentences. It attempts to express ideas, exchange knowledge, beliefs, opinion, wishes, feeling and emotions. Sapir (1921) defined language as “a purely human and instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols”(p.7).

On the other hand, behaviourists provide another definition to the term of language. (Ormord, 1995) declared that learned behaviour involving a stimulus, and response. It involves verbal behaviour like gestures and body movement.

Moreover, most languages have standard form, which some varieties selected and promoted by either political decisions or social institutional like schools or even media. Standard varieties are prestigious and used in the formal settings and it is highly valued in the society that uses it. In this respect, Fasold (2006) says:

The standard language may not even be the best possible constellation of linguistic features available. It is general social acceptance that gives us a workable arbitrary standard, not any inherent superiority of the characteristics it specifies”(p.37).

2.2.1 Language and Communication

Language is a tool of communication, which this later most of time occurs within some kinds of social context. Thus, effective communication demands connection recognition between a language and speakers.

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These connections are very complex, for instance, if you want to use slang, formal language with an employer or even to judge somebody's speech, you require knowledge of the language and both of social and cultural forces acting on that language.

Social context is a main factor that drives our language choices. For instance, the language is used in an interview situation, maybe with a prospective employer or college admission officer. During the interview, one should have practiced sounding confident. Then, all decisions that are made by people, based on language they use. Moreover, to assess the level of an education person, socioeconomic, position background or even other acts by how this one speaks

2.2.2 Language and Identity

In any speech community has a specific language that is used by individual to express ideas, beliefs, thought and attitudes. When a group of language users share a certain language to satisfy their needs is named a language community. It is created by someone interest like age, gender and so on.

Identity has become an important theme in the field of linguistics when one says my language; it is a sense of his or her identity. It provides speaker choice of language. Language defines ethnic, religious, regional, educational, psychological and many other identities. Crystal (2000) said that a nation without language is nation without a heart . That is to say language is the soul of nations. Edwards (2013) added "*language and identity are ultimately inseparable*"(p.20).

According to him, language and identity cannot separate from each other. The language of any speaker will consist specific register according to his/her gender, age, region, profession and soon. Thus, we can recognize everybody through his or her language or even idiolect. Therefore, identity is crucial to provide us a sense of existing.

To conclude, language is an important marker of the identity, nobody can escape it. Identity is so entrenched in our brain. Language represents identity of individuals, and it is in relation with regional, class, national and many other quantities. Pragmatically, identity helps to understand and make solution to many issues that relate in language and society.

2.3 Defining Dialect

Dialect is a language variety that varies from the other dialects in three levels; phonology, grammar, and vocabulary. In this respect,

(Chambers, Trudgill, & Schilling, 2003) said: “dialect varies from other dialects of the same language simultaneously on all three levels Phonologically, Grammatically and in terms of vocabulary”(p.17).

There are two types of this concept, which are regional and social dialect. The first one associates with pronunciation, vocabulary, and grammar according to the geographical areas of the individuals. Whereas, social dialect refers to the social groups in the sense that speakers have many social backgrounds such their level of education, their social class and even their occupation talk differently at the lexical, grammatical, and pronunciation level.

To sum up, dialect is a form of the language that is spoken in particular area of the country, or even by specific group of people. It is characterized by its phonological, syntactic and lexical properties.

2.4 Language contact

Sociolinguistics has made great development, during the last decennium, in the field contact linguistics. Since languages are in contact, it has always been an interesting theme in the field of linguistic study.

“**Language in contact**” is a book that written by weinriech in 1953 is considered as pioneering in the field. It resulted from many reasons like wars, migration, colonialization and globalization. When individual of different linguistic system interacts with each other When two or more languages interact and influence each other make what is called by language contact is the social and linguistic phenomenon by which speakers of different languages or even dialect interact with one to another. It can cover many phenomena that will be dealt in this part.

2.4.1 Code

In daily conversation, speakers usually choose different codes in different situation. They may select a certain code because it makes them easier to communicate. A code is a system that is used by people to discuss a particular topic. It is used by speakers to express their thought and feeling. Stockwell (2002) defines this concept as follow: « a symbol of nationalism that is used by people to speak or communicate in a particular language, dialect, register, accent, or style on different occasions and for different

purposes”(pp.8-9). Likewise, Wardaugh (1986) stated that: “a system used for communication between two or more parties used on any occasions”(p.101). According to him, when more than one speaker communicates with each other in conversation, we can say the system of communication that they use a code. That’s why, speakers are usually need to choose a certain code when never they want to speak, and they may also select to switch from one code to another or even to mix codes. (Darmo, 2001) said that code can be defined as a speech system and the application of the language element, which has certain characteristic in line with the speakers' background, the relationship between the speaker and interlocutor and the situation. He also adds that the term code can be as a form of language and language varieties.

2.4.1.1 Code Switching

Language provides speakers opportunities to express their attitudes, thought and shape their identity. The consistence of two different languages in a speech community attempts the individuals alternatively switch to those two languages sometimes by choice and sometimes it is necessary to use that, this phenomenon is named code switching or also known as code alternation.

Many linguists have dealt with the phenomenon of code switching, like (Gompers & Chavez, 1972), (Pfaff, 1979), (kashrut, 1978) and (Poplack, 1980).

For instance, Grumperz (1982) defined CS as «*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical system or subsystems*”(p.59). Then, (Carole Myers_ Scotton, 1993) adds that the use of two or more languages in the same conversation turn. So, accordingly, CS is a shift between various language varieties within the discourse by the speaker or writer. It can be also defined as the use of two or more linguistic verities in the same conversation.

Particularly, the Algerian people speak their own dialect; Algerian Arabic, with friend or even at home sometimes they switch between AA and English language.

E.g. / happy birth day Fatima w kol ṣæm w nti bṣir /

Moreover, in the sense of CS William C. Ritchie and Tej K. Bhatia (2004) said:

“*We use the term code switching (CS) to refers to the use of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech subject to discourse principles. It is motivated by social and psychological factors*”(p.337).

Code switching is a sociolinguistic feature whereby the speaker switches between sentences or words of two languages within the same conversation or even in the same utterance. It may be seen as social prestige, or to display one's linguistic skills and aids the speaker to change his or her tone throughout the conversation

Blanc and Hamers (1983) argued :

“The term of bilingualism includes the one of bilingualism, which refers to a state of an individual but is also applied to a state of a community in which two languages are in contact with a consequence that two codes can be used within the same interaction and that a number of people are bilingual ” (p.21).

As a result of the phenomena of language contact; the meeting of two or more languages, code switching has been developed to reach the human needs particularly when it comes to the issue of the exchanging of the cultural aspects.

They state also CS as a form of competence in the two languages. whereas some linguists see this phenomenon as inability or a lack of competence to expressing some one's self in particular linguistic variety. Hymes (1968) provides the following definition: “ *CS used as a strategy of communication to compensate his lack of competence by using communication*”(p.200).

From the definition above, the phenomenon of code switching can be seen as a mean in order to overcome the gap in the speakers' mind. Thus, humans adopt the target language terms since they are unable to express or reflect ideas, thought and even expressions while using their native language so it is obvious to go forth to the foreign language to complete their speech

2.4.1.1.1 Types of Code switching

There are three type of CS identified by (Poplack, 1980)

2.4.1.1.1.1 Intersentential Switching: is the alternation in the same speech between two languages, which occurs between sentence, that means the switch is been after a sentence in the first language, and the next sentence starts with a new language.

e.g. / happy new year Fatima / nti lowla li golthalek /

(Happy new Year Fatima / you are the first one who I wish you).

2.4.1.1.1.2 Intrasentential Switching: takes place within a sentence boundary, that is to say it occurs within a sentence.

E.g./ x̣reḍɔ̣ ʃlik new_look li dertih/

(this new look is fitting you)

2.4.1.1.1.3 Extra Sentential Switching: it is a word or even phrase from another language is tagged in the conversation.

E.g. / please! / trouhi mʃaja /

(Please! do you come with me)

Moreover, in the literature on code switching, it found another type of code switching which Intra_word is switching.

2.4.1.1.1.4 Intra_word Switching: it occurs within word boundary, that is to say a word linked to a morpheme from another language.

E.g. / Djelbabist / which mean woman who wear " ḍɔ̣ɛlbæb ".

In English is composed of the word " ḍɔ̣ɛlbab " and the suffix " ist".

2.4.1.1.2 Motives of code switching

There are many causes that push individual uses CS from one language to another. Trudgill (2000) said: «the same speaker uses different linguistic varieties in different situation and for different purposes» (p.81). That is to say, there are many reasons behind using CS.

(Gumpers, 1982) provided some examples where the CS satisfies the interpersonal function of communication. Those examples are:

- * To appeal the literate.
- * To convey precise meaning.
- * To emphasize a point.
- * To communicate more effectively.
- * To identify a particular group.
- * To establish good will and support.

To conclude, code switching is used to convey a certain meaning in a specific situation and for specific purpose.

2.4.1.2 Code mixing

Code mixing refers to mix many linguistic units like morphemes and words within a sentence by regarding the grammatical principles.

Ritchie and Bhatia (2004) provided the following definition:

" we use the code term code mixing (CM) to refer to the mixing of various linguistic unites (morphemes, words, modifiers, phrases, clauses and sentence) primarily two participating, grammatical system within a sentence. In other word, CM is intrasentential and is constrained by grammatical principles and may also be motivated by social _psychological factors" (p.337).

Therefore, Code mixing is a mixing of two codes or languages, usually without a change of topic. It takes place within one sentence.

E.g. / raki fi dar wela weekendity/?

Are you home or in campus? Usually speakers use code mixing to show higher social prestige, or even professional state.

2.4.1.2.1 Types of code mixing

There are two types of code mixing which are :

2.4.1.2.1.1 Intra-lexical Code Mixing

This kind of code mixing takes-place within a word boundary. For instance, in the Algerian dialect, people say / mixihom/. In English means « mix them ».

2.4.1.2.1.2 Involving a Change of Pronunciation:

This type of CM occurs at the phonological level. For example, when Algerian people say an English or even French word, but modify it to their dialectal Arabic, such as, the word / ?tei / is (tea) in English.

2.4.1.3 Differences Between Code Switching and Code Mixing

It is very difficult to distinguish between code mixing and code switching. Whereas, we can find some indicators guide to the differences of these two sociolinguistics concepts.

Many point of views suggested to separate the two concepts. First, if it involves changing into a foreign clause or a sentence, it should be defined as a code switching, but it involves the use of foreign phrases or group of words, it is defined as a code mixing. Furthermore, code mixing is found in the informal one, in contrast. Code switching is existed in the both formal and informal situation.

The table below provides summarized differences between the two codes according many views given here:

Point of view	Code switching	Code mixing
Grammatical items involved	Sentence and clause	Phrase and word
Base language	Clear	Sometimes unclear
Topics	May change	Maintained
Situations	Both of formal and informal	More informal
Bilinguals fluencies	Partial	Total

Table 2.1 Differences Between Code mixing and Code switching

2.4.2 Bilingualism

Bilingualism, in sociolinguistics, is as the major outcome of language contact. It is one of the factors that lead to language change. This concept generally used to refer to the person who has the capacity and ability to use and speak two languages fluently. In this respect, Mackey (1962) stated bilingualism as *“the ability to use more than one language”*(p.52). likewise, Bloomfield (1933) stated that a bilingual speaker should have *“a native- like control of two or more languages”*(pp.55-56). Fluently is a paramount element that individuals should reach in the two language to be a bilingual.

In contrast, Myers Scotton (2006) argued: *“being bilingual does not imply complete mastery of two languages”*(p.3). She wants to say that to be bilingual one does not need competency in the two languages. Haugen (1953) added that bilingualism starts when *“the speaker of one language can produce complete meaningful utterances in the second language”*(p.7).

Edward (1994) said:

“ Consider further the possible subdivision: speaking skill, for example includes what may be quite divergent level of expression in vocabulary, grammar and accent. In fact, there are about 20 elements here, all of which figure in the assessment of bilingualism, and many cursory regard to «bilingual ” speech quickly demonstrates it does not follow that strength in one means strength in another”(p.37).

One can understand that competence is seen a continuum at the individual level, the bilingual who assures different degrees of competence in each of the four skills writing, reading, listening and speaking.

When speaker is able to write, read and understand two languages, this called active bilingual. whereas when speaker cannot speak two languages correctly and even cannot read or write them correctly, this called passive bilinguals.

To conclude, we can define bilingualism as the alternate use of two languages by the same speaker with a varying degree of ability

2.4.2.1 Type of Bilingualism

The bilingualism concept has many types, which are given by different linguists. Weinreich (1953) gave three type which are compound, coordinate and subordinate.

2.4.2.1.1 Compound Bilinguals: that is to say when two languages are taught in the same context and situation, words from native language and non-native language have the same meaning.

2.4.2.1.2 Coordinate Bilinguals: in this type both languages are taught in different contexts and situations.

2.4.2.1.3 Subordinate Bilinguals: mean linguistic codes of bilingual's second language are assumed to be understood by and interpreted their first language.

Moreover, according to (Hamers & Blanc, 1989) mentioned other types which are balanced and dominant bilingualism.

Balanced bilingualism refers to the case that the speakers have same degrees of proficiency and mastery in both languages. However dominant " Unbalanced " bilinguals are those who are more proficient in one language than in the other one .

2.4.3 Multilingualism

Multilingualism is sociolinguistic situation in which more than two languages in used within the same speech community.

Sridhar (1996) said:

“Multilingualism involving balanced, native like command of all the languages in repertoires is rather uncommon. Typically, multilinguals have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as a greetings and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles”(p.50). Multilingualism implies equal and fluent competence in various languages.

2.4.4 Borrowing

Borrowing is acquiring new words across languages. It is the process whereby bilingual speakers use words from one language into another one.

Gumper (1982) stated that:

“Borrowing consists of the introduction of single words or short, frozen, idiomatic, phrases from one language into the other. The items in question are incorporated into the grammatical system of the borrowing language and they are treated. They are treated as part of its lexicon, take on its morphological characteristics and enter into its syntactic structure”(p.66).

When speakers from different speech communities come in contact, they influence each other. There is a relation between bilingualism, code switching and even borrowing one can speak about borrowing only when come back to bilingualism and code switching because the borrowing concept occurs in bilingual societies. In this respect, (Dulay et al., 1982) argued that:

“Linguistic borrowing is something that has happened whenever there have been bilinguals. It is, in fact, unthinkable without the existence of bilinguals and apparently inevitable where there is a considerable group of bilinguals”.

Borrowing occurs within a bilingual context because one can talk about borrowing when a group of people adopt some foreign words in their native language.

It takes place when a given speech community incorporates some words or phrase from a foreign language into its native language because of many reasons like the English domination now days. Particularly, Algerian speakers borrow some words and even expressions from the English language. E.g. “pizza” and “piano”.

Moreover, since English language is the language of technology, Algerian people borrow the following terms like «share it, lite and vide mate” in sense of need.

2.4.5 Diglossia

Diglossia is concerned with two varieties of the same language. First one considered as a high variety and the second as a low variety. Ferguson (1959) defined the term diglossia as follow:

“Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which many include a standard or regional standards),

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there is a very divergent , highly codified superposed variety , the vehicle of a large and respected body of written literature , either of an earlier period or in another speech , community which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any section of the community for ordinary conversation” (p.16).

According to him, diglossia is the use of two varieties (H, L) of the same language used in different functions and in different context. Then, he showed that in the Arabic countries, there is a H variety and low one of the same language in different functions in society. The high variety is used in formal situations; however, the low variety is used informal one. To illustrate, Ferguson, gives the following suggestion of possible situation:

Situation	H	L
Sermon in Mosque	X	
Instructions to servants , workers		X
Personal letter	X	
Speech in parliament	X	
University lecture	X	
Conversation with family , friends , colleagues		X
News broadcast	X	
Radio		X
Newspaper editorial	X	
Caption on political cartoon		X
Poetry	X	
Folk literature		X

Table2.2 Specialization of Functions for the High and Low Varieties in Diaglossic situations

From the table above, we notice that H variety and L variety are totally different. H variety is used for writing formal speech and even in academic purposes.

Whereas the L variety is used for social, familiar and all the informal situation.

But sometimes when speaker uses the H variety is being more complicated that leads him come back to use the low one to facilitate and explain.

Particularly , in Algeria , we observe the “ Imam “ of a mosque switches from CA² to the colloquial Arabic in order to be understood , in this sense, he quotes that : “*These two*

² _ it is the language of holly Quran , nowadays is known by MSA

varieties, classical and colloquial, exist side by side in the Arabic speech community in a diglossia relationship” (Ferguson, 1959, p. 359).

2.4.6 Pidgin language

Pidgin language occurs when two groups of people who have no common language, they communicate through. It is an acquired language to contact with people who continue to speak their own language in their community through. In other words, pidgin is not a native language of anyone but it is an acquired language to communicate with people are not sharing the same community. Then, it is most commonly used in situations like trade, on even where two groups speak languages different.

Holm (1988) claimed a pidgin as:

“A reduced language results from extended contact between group of people with no language in common, it involves when they need some means of verbal communication, perhaps for trade, but no group learns the native language of any other group for social reasons that may include lack of trust or of close contact” (pp.4-5).

According to him, pidgin is not a full language since it is created just on the aim of communicating and understanding each other. Moreover, it is a mixture of more than one language, in which the grammatical system is based on the language and the vocabulary is mainly taken from another (Spolsky, 1998).

A pidgin is a solution that is made by individual in the case where people acquire a limited amount of a language for the purpose of both commerce and trade. It extend in sea coasts and it developed as trade language where traders use various colonial languages (Spolsky, 1980).

Some characteristics of Pidgin Language

- ✓ Its vocabulary is very limited.
- ✓ more restricted range of phonological and grammatical norms.
- ✓ no marks of plural.
- ✓ no verb tenses.
- ✓ It is used in specific areas.

To exemplify, in Algeria Chinese workers design a new language that is a mixture of their mother tongue and A.A, the use of pidgin language enables them to communicate with Algerian people.

2.4.7 Creole language

Creole language is somehow like pidgin language. It occurs when two languages or more are in extended contact. In 1994, Aitchison wrote “Creoles arise when pidgins become mother tongues” (as cited in Ward Hough, 2006, p.317).

Whereas Holmes (1992) defines that “A Creole is a pidgin which has expended in structure and vocabulary to express the range of meanings and the range of functions required of a first language” (P.95). One can understand that creole has a larger vocabulary, a wide range of phonological and grammatical norms, and vast areas of use than pidgin language. Creole language progresses ways of systematically signalling meaning like verb tenses, which may develop into inflections of affixes over time.

From above, one can understand that Creole develops when pidgin become mother tongue, to simplify this point we have following example: during seventeenth, eighteenth and nineteenth centuries, Africans of different ethno linguistic groups were brought by Europeans to colonies in the new world to work with together on sugar plantations. The first slave’s generation in such a setting, the conditions were sometimes those that produce a pidgin language. Thus, the children who born in the new world are exposed more to this pidgin which becomes their native language, so that pidgin language become Creole since it is the native language of those children (Holms,2000).

2.4.8 language death

Besides dealing with language contact and its outcomes, sociolinguistic has studied how language can be died or it is about to. language death occurs when local speakers have died taking with them their language. Language loss is a phenomenon that leads to language death. There are two levels that language death occurs on, which are personal and familial level. This letter is often occurred with immigrant societies, in which new generation find themselves in a language conflict between the mother tongue and the new foreign language. Thus, they become more intimate and recognizable with the new language that they find there.

Language death is a process that has a great impact on the speech communities.

Brenzinger (1992) stated that: “a language is considered to be extinct when there is no longer a speech community using the language”(p.3). Accordingly, language death occurs only when it is useless in speech community.

2.4.11 Arabization Definition and its Objectives

Arabization or what is called taa’rib, is a term that has been emerged in the first year of independence, especially in north African countries, as a part of the drive towards political and linguistic unity among all Arabic people.

It tried to replace French, which was imposed during colonialism as the official language, by standard Arabic as a means to recapture a sense of identity that the French colonizer has dismantled.

After independence, the three states of the Maghreb: Algeria, Tunisia and Morocco, were faced diverse invasion, with the critical issue related to the truth that French was imposed the colonial period as the only official language. When they try to run away from the French domination and for giving back the Arabe-islamic cultural identity and the national personality, the new leaders of politics backed on the whole by the fervour of people, displayed the desire to shape the Arabization with the aim of earning both cultural and linguistic independence, though the project was not of the same extent of the three states of the Maghreb. Particularly, in Algeria, Arabization was an impulsive reaction to French domination that settled one century and thirty two year, during which France counted Algeria as an inseparable part of the French patrimony. In this sense , in 1991 Ennaji stated that:

“By contrast, in Algeria the place of French is paradoxical subject of conflict for historical reason. Because France attempted to assimilate Algeria (more than Morocco and Tunisia) into the French cultural community, officials in independent Algeria react in a hostile way to French and are very keen on seeing it replaced by the national language, Arabic” (quoted in Dendane, 2006).

Moreover, when the Algeria people gain their independence, the government tried to restore the Algerian identity. They decided to appoint classical Arabic as the official language of the country in order to represent it and which permits the unity of the nation, and they aimed to arabise all the Algerian speech community to be unified.

Then, the government aimed to recover the pre-colonial period and designated Arabic to restore the national identity and personality for the new country.

Language Contact Phenomenon as Sociolinguistic Field of Research

On October 5th, 1962, the president Ben Bella stated that classical Arabic is the national and official language. The government also arabized the environment. For instance, they renamed the streets with the Arab names, and even programs in radio and television used the literary Arabic.

To sum up, Arabization was a sign of unity and solidarity, and the most important objective of this process was to eliminate the French language that has spread in all fields in the Algerian society.

2.5 Conclusion

The concepts mentioned above, in this chapter, are very complex to deal with broadly, therefore there was an attempts to state them briefly taking only what is important to the subject. First, the researcher talks about the language and its meta-function. Then , the study provides the readers with the issue of language contact and its main scores presenting as follow : code switching , code mixing , bilingualism , multilingualism , borrowing , diglossia , pidgin and Creole , and language death . Finally, the researcher concludes the study by talking about language death and Arabization and its objectives.

Chapter Three

3.1 Introduction

This chapter provides the methodological issues concerning the present study. It deals with the fieldwork and presents the necessary methodology to gain reliable information concerning the daily conversation of Tiaret speech community, its main object is if people use English words in their speech then, where, when and with whom they use it. Moreover, to elicit student's attitudes towards the language, this study took place in Ibn Khaldoun university of Tiaret with non-English students. It deals with techniques of data collection namely quantitative and qualitative methods. It provides the analysis of the collected data so that hypotheses can be confirmed or refused.

3.2 Research Methodology

To reach the predefined objectives of this study, the researcher opted for a set of procedures to gather as much as possible data from non-English students, and the community of Tiaret with regard to the use of English language in different contexts. To this end, a descriptive approach is adopted to review and analyse all the variables related to the study.

3.3 The Research Method

The research is considered as the process of collecting information and data for the purpose of answering questions or solving some problems. The data collection is based on both of research method and research methodology. However, these two concepts are totally different. " Method can be understood to relate principally to the tools of data collection on analysis, techniques such as questionnaires and interviews. Methodology has a more philosophical meaning, and usually refers to the a more philosophical meaning, and usually refers to the approach or paradigm that underpins the research " (Blaxter, Haughes & Tight, p.85).

The research paradigms have two main paradigms which are qualitative and quantitative. The qualitative paradigm uses non-numerical data, however the quantitative one contains numerical data. Aliaga and Gunderson (2002) Defined quantitative research as: "*explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics* " (quoted in Daniel Mujis, 2004, p.1).

3.4 The Research Tools

To check the influence of English language on speech community, and in Tiaret in particular, two research tools are adopted to collect relevant data to our study: questionnaire and observation.

3.4.1 The Questionnaire

The first instrument used in this research work is questionnaire. The questionnaire is very important tool to gather data in any research work. In this concern, Murder (1989) defines it as: "*a power full, structured set of questions that can be used to obtain the opinions of a large number of respondents in writing without necessarily making contact with the target group*"(p.12). It is designed to obtain a credible work on the data gathered. The aim of this questionnaire is to discover if people use English words and to which extent they use it in their speech community.

The questionnaire was addressed to non-English student both boys and girls from Tiaret speech community in Ibn Khaldoun university. The answers were anonymous because the informants were not asked to give their names that make them feel free and comfort when answering the questions. The questionnaires are written in standard Arabic in order to facilitate to them the understanding of the questions. It is composed of three sections, the first one is meant for background information, the second is to collect data about Speakers' attitudes towards English language use and the third one is to know speakers' cultural background. It encompasses all the types of the questions (yes/no) multiple choice, open-ended questions.

3.4.1.1 Description of the Questionnaire

The questionnaire is composed of fourteen questions that rang between yes/ no, open ended and multiple choice questions. it is divided into three sections as follows:

Section One: Background information. " Q1_Q2 " are about student gender and age.

Section Two: is about Speaker's Attitudes (Q3_Q10).This part is about English language. It seeks if speakers are interested in English language or not, and whether they use it in their conversations or not. Moreover, it is meant to get an idea about situations and reasons behind using it. This section also includes student feeling when using English words.

Section Three: Cultural background (Q11_Q14): This section is composed of questions seeking to know if the participants are familiar with the English people culture, and what they know about them. Moreover, it aims to find out if English is used in their speech community,

and to what extent they agree or disagree on the influence of their dialect using English words.

3.4.1.2 Population

Concerning the sample of population. This research study was carried in the town of Tiaret. First, The questionnaire was given to fifty (50) non- English students of both gender, “40” are females and “10” are males from different levels (first, second, and third year). They were chosen randomly from the university of Ibn Khaldoun, from different departments including Law, Commerce, and Frensh. They aged between 17 to 25.

Second, it was conducted with the ordinary people observing their natural interactions and reactions with each other including both females and males, they were observed in different contexts and in diffrent situations.

3.4.2 The Observation

The second instrument used in this study is observation. Observation is used to collect another verbal data to find out more how people behave and express themselves in real life situation in different contexts and activities. Since I am a member of the community under investigation, so it was not difficult for me to obtain a large amount of data. To this end, I was involved observing and taking notes from natural interactions or behaviours of speakers of Tiaret speech community. Milory and Gorden (2003) claim that: " the principle benifits of participant observation are (a) the amount and quality of the data collected, and (b) the familiarity with community practices gained by the investigator”(p.68).

Observation provides a deeper understanding of the community under investigation. The aim of this tool is " to understand the sociolinguistic dynamics of the community from the perspective of the community itself " .(Wolfram and Schillings _ Estes, 1996, p. 106) .

What is difficult in observation is the problem of analyzing the result, this other approaches are needed to be combined with such a tool.

3.4.2.1 Description of Observation

The research determined the scope of observation from different sources that are englobed within Tiaret speech community such people interaction, and their conversation in social media.The collected data is organized in an observation sheet as follow:

	Expressions	Cultural aspects
Indicators	<p>Exactly, New look As you like, Ladies first So funny, So sad, I like it, Thank you, Sorry, Welcome, Bye, Hi, Oh my god, See you , Come-on, Look, Not me, What's this, Never mind, Pretty, Handsome, Nice, Beautiful, Good, Great, Fantastic, Fashion, My hear, Life, Chance</p>	<p>Fashion and Prestige</p> <p>What is noticed from theses commonly used English words by non English speakers is that the majority use words like (new look, ladies first, by, hi, yes, no, welcome, OMG, bye....as a fashion and prestige to impress the others or attract their attention.</p>
	<p>Happy new year Happy birth day</p>	<p>Celibrations</p> <p>Some they use certain words as a high esteem and value for particular context like happy birthday, happy new year....to show extra love and respect.</p>
	<p>Spotted, lol, emojis, net, lite, videmate, snap chat, sweet selfie, smart phone, share it.</p>	<p>Technology aspects</p> <p>Very few students seem to use certain words subconsciously to be updated with technology as (light, smart, net, boot, track, In this respect, it seems that most of them code switch to these English words mainly for cultural considerations be it consciously or unconsciously.</p>

Table 3.1 Observed Data and Its Analysis

3.5 Data Analysis

The data collected by the researcher, it will be analysed

Part One: Background Information

Q1. Gender

Gender	Participants	Percentage
Female	40	80 %
Male	10	20 %
Total	50	100%

Table 3.2: student gender.

This table shows that the largest majority of participants are female (80%), whereas only (40%) are male. This shows again that female sample is larger than the male one as they are the dominant number in education as well

Q2. Age

Age	Participants	Percentage
17_20	21	42 %
21_23	17	34 %
24_25	10	20 %
More than 25	2	4 %
Total	50	100 %

Table 3.3 Student Age.

From the table above, we notice that most of the respondents (42%) are aged between 17_20, then (34%) of them are between 21_23. It is only (20%) of students age ranges between 24_25. However, only (4%) are more than 25.

Section Two: Students' Attitudes Towards English language Use

Q3: are you interested in English language?

Option	Participants	Percentage
Yes	41	82 %
No	9	18 %
Total	50	100 %

Table 3.4 Student Interest in English language.

Research Methodology and Data Analysis

In this question, students were asked whether they are interested in English language or not. 41 students,(82%) said " yes «, however only 9 students(18%) answered with " no". this reveals that the majority are interested in English language which clarifies that they have a positive attitude toward English and they like to interact with others using it.

Q4:Do you use words from English language? justify?

Option	Participants	Percentage
Yes	42	84 %
No	08	16 %
Total	50	100 %

Table 3.5 The Use of English language.

As we can see in the table above, (84%) of students answered that they use words from English language, however, just few of them (16%) do not use it. Some of Participants who said " yes " (84%) justify their answers, as they use it to enrich their vocabulary, and others ()clarify as they use it in order to develop their speaking skills.

Q5: How often do you use English words?

Option	Always	Sometimes	Rarely	Never	Total
Participants	20	18	08	04	50
Percentage	40 %	36 %	16 %	08 %	100 %

Table 3.6 Frequency of The English Use

As it shown in the above table, great number of the participant use some English words with high or low frequency. The detailed results demonstrate that the high that a number of participant (40%) always use English words, then (36 %) sometimes use certain words, and (8%) of the participants nearly use the English words. However, the low scores show that just a few of them (8%) can't use English in their speech.

Q 6: where do you use these words?

Option	At home	At university	At street	Nowhere	Total
participants	12	16	18	04	50
Percentage	24 %	32 %	36 %	08 %	100 %

Table 3.7 Situations for English Words Use.

In different settings, we can notice that the majority of the participants (36%) use the English words at street. Then (32%) of them use at university, and (24%) said that when they are at home they come back to English. However only (8 %) of participants said that they use English words in nowhere.

Q 7: You use English words because:

Option	Participants	Percentage
The development of technology	10	20 %
English as an international language	05	10 %
To show you prestige	05	10 %
Unconsciously	20	40 %
English is useful	10	20 %
Total	50	100 %

Table 3.8 Reason of the English language Uses.

Because the question enquires the reasons behind the use of English language, the score is somehow converged. First, the majority of the participants (40%) use English words unconsciously. Then, both of the development of technology and English is useful have the same rate which is (20%) for each one of them. Additionally, (10%) of the results show that participant use English words in order to show their prestige and the same rate also to individuals whose considers it as an international language.

Q 8 Using English Words make you

Option	Participants	Percentage
Confident	30	60 %
Proud	12	24 %
Confused	08	16 %
Total	50	100 %

Table 3.9 Student Feeling When they use English words

As indicated in the table above, (60%) of students feel confident when they using English words and (24%) are proud about it, whereas only (16%) have some of confusion.

Q 9: with whom do you use English words?

Option	Participants	Percentage
Family	12	24 %
Friends	26	52 %
Other	08	16 %
None	04	08 %
Total	50	100 %

Table 3.10 The targeted people to use English with

From the above table we see that more than the half (52%) of participants use English words with friends, and 24 % use it with family, then 16 % use it with other. Finally, just 08 % use English with none.

Q 10: you use English words when you are.

Option	Participants	Percentage
Joking	20	40 %
Serious	05	10 %
Surprised	25	50 %
Total	50	100 %

Table 3.11 Student Situation when using English words.

When I asked my participants about the cases that they use English words in, half of them (50%) say that they use it when they are surprised, and 40 % in the joking case, however 10 % answered by serious situation.

Section Three: Speakers Cultural Background

Q 11: Are you familiar with English people and their culture?

Option	Participants	Percentage
Yes	38	76 %
No	12	24 %
Total	50	100 %

Table 3.12 People Attitudes Towards the English Culture

Table 09 shows that the majority of my information have some of information about English people and their culture with percentage of 76 %, whereas 24 % are not familiar with.

Q 12: what do you know about English people?

Option	Participants	Percentage
They are developed	30	60 %
They are different	18	36 %
You know nothing	02	04 %
Total	50	100 %

Table 3.13 Student Point of View about English People.

As indicated in the table above,(72%) of informants see that English people are developed, and (18%) think that they are totally different from the other because of their behavior, their thought and even their habits. and according to the rest (4%) have no idea about them.

Q 13: In English used in your speech community?

Option	Participants	Percentage
Yes	46	92 %
No	04	8 %
Total	50	100 %

Table 3.14 Student opinion about the use of English words in their speech communiy

As it is shown in the table above,(92%) of the students claim that English words is existed in their speech community. In contrast, only (8%) said no.

Q 14: your dialect is being influenced when English words is used.

Option	Participants	Percentage
Strongly agree	28	56 %
Agree	20	40 %
Strongly disagree	0	0%
Disagree	2	4 %
Total	50	100 %

Table 03.15 The Influence Of English Words On Our Dialect

The last table shows that 40% of the individuals claim that their dialect is influenced by the English words that they use, while 56% of them strongly confirm that

Discussion of the Findings

The research work is conducted with the aim to check the influence of the English language on our dialect. It tries to limit these effects on a very narrow scope context of research which is Tiaret community. Based on the findings of our collected data from both questionnaire and observation to mean to validate or refute the before mentioned hypotheses. The first one is associated with the following assumption that there are many English words that are used by individuals. To this end, finding results collected from questions confirm this claim. The evidence for that is viewed in question (04) as they were asked if participants use English language in their speech or not, most of them (84%) confirmed that they do. Another proof to validate the first hypothesis is also highly persuaded in their answers to questions (06&09) where they asked about situations and the targeted people to use English with. The results indicate that they use everywhere with each other in different contexts. As for observation, it was noticeable from community interactions to the presence of many English words in their everyday communication either for fashion and prestige (new look, handsome, as you like, never mind...etc), celebration (new year, happy birthday), or technology resources (vidmate, shareit, lite, smart, lol).

Another finding that confirms the second assumption is shown in question (07) where people asked about their motives to use such language, they claimed that it is considered as an international language and language of technology. With regard to the second hypothesis, also the collected list of English words (see the table 3.1 Observed data and its analysis) denote the main motives lead to confirm what has been suggested in relation to the essence of cultural exigencies.

To conclude, both of the observation and the questionnaire of the investigator indicate that the English Language is spreading among the Algerian society and it presents in our daily conversations according to different contexts, and its use is increasing by the day.

General Conclusion

General conclusion

Sociolinguistics have always focused on how language varies from one place to another or even among individuals or groups. In other words, all languages vary over time and change according to geographical place and social setting. The way people talk is influenced by different factors like the origins of their elders, their social background, their working environment, their friend, their personalities, the educational background, and the main factor, nowadays, is globalization.

Our attempts to describe the linguistic aspects characterizing Tiaret community lead us to discover interesting remarks concerning this speech community. This research work is more precisely concerned with the use of English language . To support or invalidate the already mentioned hypotheses, two research tools were used. On one hand, questionnaires administrated to fifty students to investigate language attitudes towards English language. On other hand, speakers' daily natural interactions were observed then analyzed whether English words exist in their speech or not.

The findings confirm the two hypotheses suggested before. Then, the results reveal that English is used among people's conversation in different settings, for instance, when they are chatting in the social media, they use certain words for instance " Emoji, Angry, Happy, Lol" , and even while listening music. Otherwise, the use of English takes place when they are surprised like "Oh My God", "Really!", " Impossible " and also adjectives and adverbs are useful in our society such " pretty, handsome, wonderful and better" .

The findings have also showed that the users use such language since it is a sign of prestige and to adapt with the new world.

The aim of this study is to bring new information to the field of sociolinguistic, to the research work of people's daily speech, and the impact of English language on every day conversation, especially, in Tiaret speech community. At the end, we can say that the cohabitation between Algerian Arabic and English language really exists. On one hand, speakers make codes and in their daily interactions. On the other hand Since English is considered, nowadays, as the symbol of development, modernity, and prestigious language, individuals try to borrow words and use it as possible as they can.

Limitation of the study

During the preparation of this investigation, I faced a number of difficulties. First, there are no studies about the phenomenon Arabic _ English mixing in Algerian societies, and in

General conclusion

Tiaret, in particular. The second limitation is the difficulties that I have faced in collecting data and specially when I want to record people's conversation; naturally I notice that I can't record all their speech that make me avoid this tools. Finally, is about the small number of participants which prevented me from generating the finding of our research work on all the Algerian people.

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Appendices

The questionnaire in English

The objective of this survey is to collect tangible information about English language within Algerian dialect in Tiaret speech community. Please let us know your spontaneous response to questions. All information given by you will be confidential and all will be used purely for academic purpose. Please tick the appropriate answers.

Please, answer the questions bellow carefully by ticking (✓) the appropriate box

Section one : Background Information

1 / Are you

Female Male

2/ How old are you

17-20 20-23 23-25 more than 25

Section two: Speakers Attitudes Towards English language Use

3 / Are you interested in English language?

Yes No

4/ Do you use words from English language?

Yes No

5/ how often do you use English words?

Always Sometimes rarely never

6/ Where do you use these words?

At home At university At street nowhere

7/ You use the English words because:

- The development of technology
- English is an international language

- To show your prestige
- Unconsciously
- English is useful

8/ Using English words make you

Confident Proud Confused

9/ With whom do you use these words?

Family Friends others none

10/ You use English words when you are

Joking Serious Surprised

Section three: Speakers Cultural Background

11/ Are you familiar with English people and their culture?

Yes No

12/ What do you know about them?

- They are developed
- They are different
- You know nothing

13/ Is English used in your speech community?

Yes No

14/ your dialect is being influenced when English words are used?

- Strongly agree
- Agree
- Strongly disagree
- Disagree

الاستبيان

الهدف من هذا الاستبيان هو جمع معلومات دقيقة فيما يتمحور حول استعمال اللغة الانجليزية بصفة عامة في حياتنا اليومية وبالأحرى في مجتمعاتنا وبصفة خاصة في ولاية تيارت. نرجو منكم الإجابة على الأسئلة التالية بكل مصداقية مع العلم أن الأجوبة المقترحة ستبقى في سرية وتستخدم لأغراض البحث العلمي فقط.

*ضع العلامة (X) أمام الخانة المناسبة. وشكرا لكم.

الجزء الأول:

1/ كم تبلغ من العمر؟

20-17 23 -20 25-23 أكثر

2/ هل أنت

ذكر أنثى

الجزء الثاني:

3/ هل أنت مهتم باللغة الانجليزية؟ لماذا؟

نعم لا

4/ هل تستخدم كلمات من اللغة الانجليزية عادة؟

نعم لا

5/ كم مرة تستخدم هذه الكلمات

دائما أحيانا نادرا أبدا

6/ أين تستخدم هذه الكلمات

في المنزل في الشارع في الجامعة

7/ لماذا تستخدم هذه كلمات من اللغة الانجليزية؟

نظرا للتطور التكنولوجي

للتكيف مع اللغة الجديدة

- لإظهار مكانتك الاجتماعية
- لا إراديا
- لأنها متداولة اليوم في محيطنا

8/ عند تداول هذه الكلمات تحسب:-

الثقة القلق الإحراج التداخل

9/ مع من تستخدم هذه الكلمات؟

العائلة الأصدقاء آخرين

10/ تلجأ إلى استعمال كلمات من اللغة الانجليزية عند

المزح الجد الصدمة

حالات أخرى:.....

الجزء الثالث:

11/ هل لديك معلومات مسبقة عن الثقافة الانجليزية؟

نعم لا

12/ ماذا تعرف عنهم؟

مختلفة متطورة لا اعلم شيئا

13/ هل اللغة الانجليزية مستخدمة في مجتمعاتنا اليوم؟

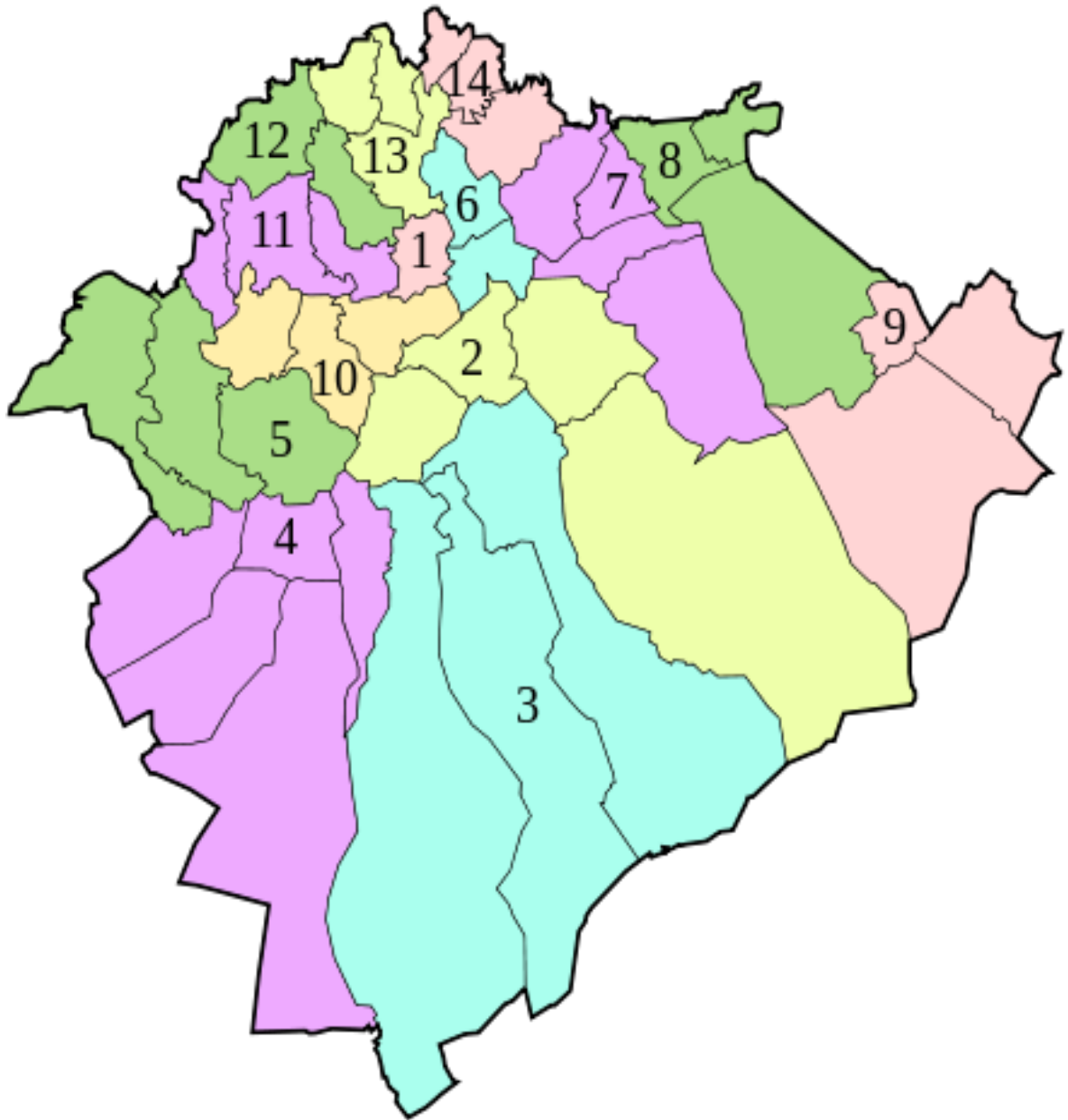
نعم لا

14/ اللهجة (العامية) تتأثر عند إدخال كلمات من اللغة الانجليزية

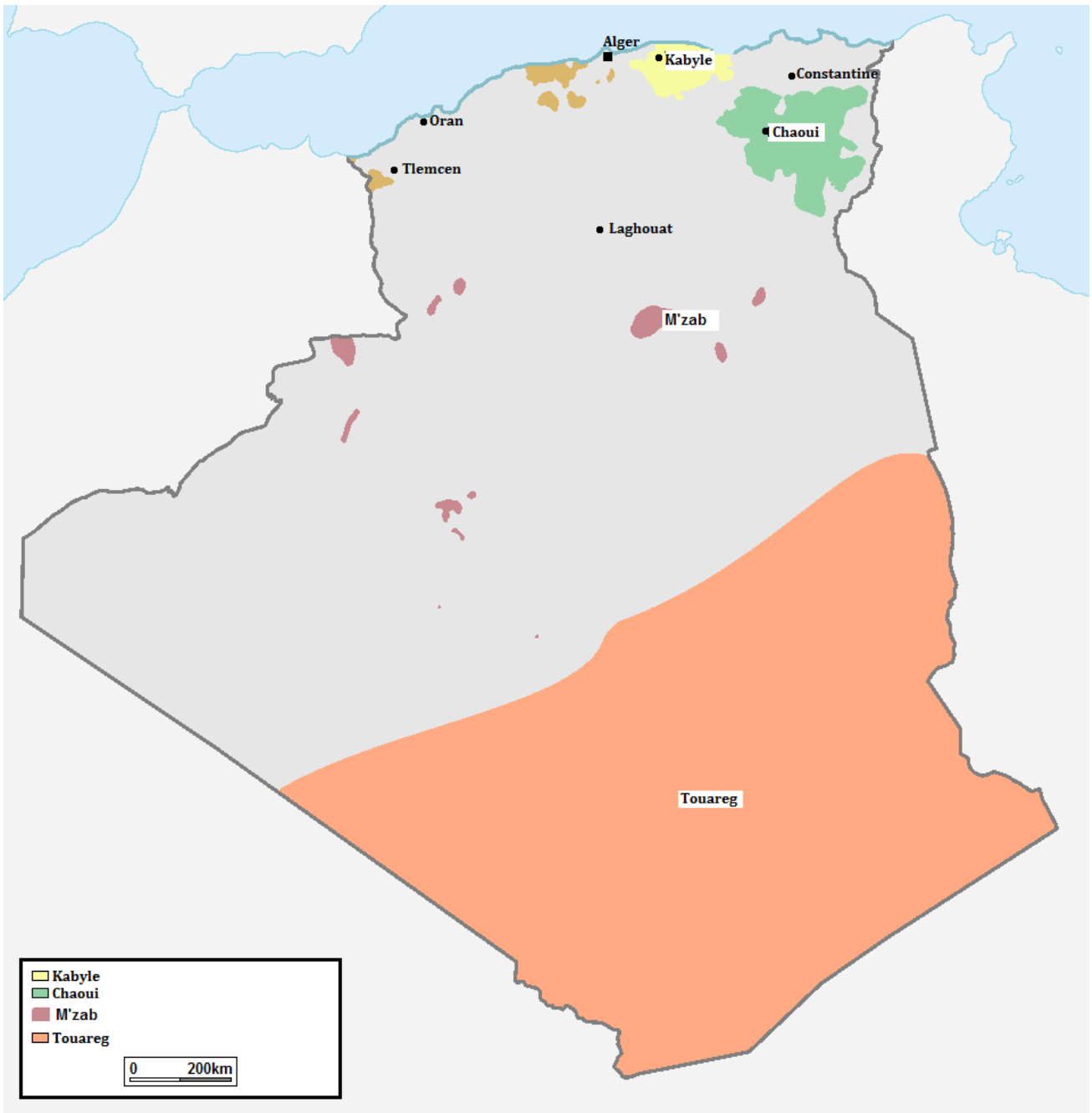
موافق بشدة موافق غير موافق بشدة غير موافق



1.1 Map of Algeria. www.mapery.com



1.2 Map of Tiaret. [data:image/jpeg;base64/](#)



1.3 Map of Berbers in Algeria. <http://www.algerie.org/langdomn.htm>

الملخص

الدراسة الحالية تهدف إلى تحليل تأثير استعمال اللغة الانجليزية على اللهجة الجزائرية عامة وعلى مجتمع تيارت بصفة خاصة. من خلال الدراسة نحاول تسليط الضوء على خصائص هذه المنطقة مع ذكر اساليب استعمال هذه اللغة في سياق المزيج اللغوي، الاختلاط اللغوي والاستعارة اللغوية وبالتالي استنباط اتجاهات المتكلمين ازاء اللغة الانجليزية اثناء المحادثات اليومية وذلك من خلال استعمالهم للمفردات التكنولوجية لاثراء رصيدهم اللغوي . نمط هذا البحث وصفي باعتماده على وسيلتي بحث وهما الاستبيان والملاحظة . اولا الاستبيان وزع على طلبة الجامعة الغير معنيين باللغة الانجليزية . اما الملاحظة تمت من خلال مراقبة تفاعل وتجاوز المجتمع المعني بالدراسة . بينت نتائج هذا البحث ان اللغة الانجليزية اصبحت جزء من المحادثات اليومية حيث انه الكثير من المفردات تستعمل اراديا او لا اراديا

الكلمات المفتاحية : اللغة الانجليزية , المزيج اللغوي, الخليط اللغوي و الاستعارة اللغوية

Resumé

Cette recherche a pour objet d'analyser l'effet de l'usage de l'anglais sur le dialecte algérien en général et précisément la communauté de tiaretienne. Dans cette étude, on met l'accent sur les spécialités de la région en citant les manières d'usage de cette langue en code switching, codemixing, et borrowing pour enfin déduire les orientations des locuteurs face à l'anglais dans la discussion quotidienne. A travers l'usage des termes techniques pour enrichir le potentiel linguistique. L'approche adoptée sera descriptive en se basant sur le questionnaire et l'observation. D'abord, le questionnaire qui distribué aux étudiants universitaires qui ne sont pas concernés par l'étude d'anglais. Puis, constatation qui s'est déroulée à travers l'observation de l'interaction langagière en société objet d'étude. A la fin, nous avons déduit que l'anglais deviant une partie du langage quotidien vu le nombre des mots utilisés qui sont en évolution.

Les mots clé: la langue d'anglais, code switching, code mixing, et borrowing