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***The phonological and morphological Word-Adaptation of French Loan
Words in Algerian Colloquial Arabic
Case study of Tiaretian Speech***

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Degree in

Linguistics

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dedication

To my mother and my father

To my sister ASMAA, her husband Yassine and their children

To my brothers AHMED and MEHDI

To my extended family

To all my friends

Afak

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List of Abbreviations

AA: Algerian Arabic

Ber: Berber

C: Consonant

CA: Classical Arabic

CS: Code-Switching

Fr: French

H: High Variety

L: Low Variety

MSA: Modern Standard Arabic

V: Vowel

List of Phonetic Symbols

A-Consonants

Symbol	Example	English Gloss	Symbol	Example	English Gloss
[b]	[bɑ:b]	door	[m]	[mʃɑ:]	He walked
[t]	[tɒfɒh]	apple	[n]	[nɑhla]	Bee
[d]	[dɑjməŋ]	Always	[f]	[fa: r]	Mouse
[k]	[ka: Tlb]	Writer	[s]	[sɒkɑr]	Sugar
[g]	[gal]	He said	[z]	[zDa: ʒ]	Glass
[tʃ]	[tʃ a:b]	To be cooked	[ʃ]	[ʃams]	Sun
[dʒ]	[dʒhab]	gold	[ʒ]	[ʒmal]	Camel
[ʔ]	[ʔard]	earth	[χ]	[χɒbz]	Bread
[ɔ]	[ɔdɪm]	old	[ɣ]	[ɣ arb]	west
[r]	[rɪhla]	trip	[h]	[hja:t]	Life
[l]	[lsa:n]	tongue	[ʃ]	[ʃ ajn]	eye
[w]	[waʒh]	face	[h]	[hɪnd]	India
[j]	[jti:m]	Orphan	[ʂ]	[ʂba: h]	morning
[θ]	[θalF]	snow	[ð]	[ði:b]	Wolf

B-Vowels

Length	symbole	Example	Gloss
Long	[a]	/bara/	Outside
	[e]	/dem/	Blood
	[u]	/tubsi/	Plate
	[D]	/pDtD/	Pole
	[ɪ]	/hɪsa/	Emission
Short	[a:]	/da:r/	House
	[u:]	/l u:h/	Wood
	[i:]	/si:f/	Sword

Abstract

The present research work aims at exploring French words loaned into the Algerian colloquial Arabic, taking Tiaretian speech community as a case study. It also concentrates on the study of the morphological and phonological changes during the process of borrowing from French. To reach a reliable data about this linguistic phenomenon, two research instruments are used: a questionnaire administered to 100 participants divided into 50 members of Tiaretian speech community, and 50 students from the English section. The second method of investigation is a word list addressed to a sample of 20 people selected randomly, to know the main reasons that make people borrow words from French, and to observe what kind of adaptation people use in borrowing. The findings come out with the conclusion that Algerian Arabic speakers unconsciously use French borrowing to fill lexical gaps; hence this borrowing has become one of the aspects in the formation of Algerian Arabic variety.

Keywords: Algerian Arabic, French, borrowing, morphological adaptation, phonological adaptation

GENERAL INTRODUCTION

Topic

Language contact is the use of more than one language in the same place and at the same time. This phenomenon does not necessitate fluent multilingualism yet it involves the communication between speakers of different languages. Language contact may take place as a result of various circumstances such as military Invasion, colonization, immigration, education trade.

Algeria is one of the multilingual communities which is widely known by its diversity and complexity, since different language varieties are used for communication; Modern Standard Arabic, Algerian Arabic, Berber, French, and English. The use of these varieties leads to different sociolinguistic phenomena among them is borrowing.

Borrowed words are usually adapted into the recipient language: words therefore are adapted to the phonology, morphology, and syntax of the borrowed language. However, they are pronounced as if they were part of the speakers' mother tongue. The present study aims at exploring linguistic borrowing and how words are adapted from French language into the Algerian colloquial Arabic.

Motivation:

As students of English language at the University of "Ibn Khaldoun Tiaret" specialized in the linguistics field, our interests are in topics that contain pronunciation and word formation thus this study drives from our curiosity to go deeper and search for the phenomenon of Algerian Arabic borrowing of French words in the Algerian speech community. Because of our everyday interactions with Tiaretian people, we have noticed people most of the time adapt words from French language and use them in their daily verbal repertoire.

Theme

Algeria is known for its sociolinguistics diversity as a multilingual country with different languages .Algerian Arabic variety is the native variety

mastered by most Algerians and it is used in daily communication .However, this variety is characterised by a linguistic phenomenon, which is represented in borrowing.

The present master research work aims to explore the French words loaned by the Algerian speech community with a special focus on morphological and phonological aspects, and their adaptation to AA in the Tiaretian speech community.

Observation:

One of the observable results of language contact is the importation of words and elements from one language into another for the purpose of explaining, expressing or describing a certain idea. Thus, what is worth mentioning is that the words of AA variety have undergone great changes in their morphology as a result of the adaptation of French words into them. A long list of borrowed French words is used excessively by the Tiaretian populations.

This study highlights the different adaptations of words borrowed from French into AA and the major manifestations on the morphological and the phonological speaker levels. It also aims at shedding light on the phenomenon of borrowing and tries to investigate how the Tiaretian speech community is dealing with the alternation between the two languages: Arabic, and French .It attempts to find out various reasons behind this phenomenon.

Research question:

To answer the above-discussed issue, the following main question is asked:

1_ Do Algerian people borrow words from French language when they communicate in their AA variety?

Sub questions are:

1_Are Tiaretian speakers aware of the use of borrowed words in their dialects?

2_What are the main reasons that make people borrow words from other

languages?

3_What kind of adaptation do Tiaretian people do during the borrowing process?

Hypotheses:

In the light of these research questions, the following hypotheses are put forward:

Main hypothesis is:

1_ Yes sometimes Algerian people borrow words from French language when they communicate with their AA.

Sub hypotheses are:

1_We hypothesize that educated people are aware of the use of borrowed words in their dialects.

2_ Tiaretian population carry the process of borrowing from French and use them in AA for many reasons:

a) The long period of colonization.

b) To fill lexical gaps

c) To attract attention and to prove the mastery of the foreign language.

3_The majority of borrowed words are adapted into the phonology and morphology of the recipient language. This is the case the adaptation of French morphemes (suffixes, prefixes, and infixes) in AA morphemes with many changes in their pronunciation.

In order to check the validity of the hypotheses, two methods of investigation are set: a questionnaire and a word list.

Process:

The current study includes a general introduction, which is devoted to the aims of the research and to a brief discussion of the subjects, and three chapters.

The first chapter is devoted to the literature review where it starts by giving brief definitions of some terminologies, which have a direct or indirect relation with the suggested theme. Then it sheds some light on the language situation in Algeria in terms of its historical and linguistic perspective by providing an overview of the three languages: Arabic consisting of (CA, MSA, and AA), French and Berber. Then it deals with some of sociolinguistic phenomena that characterize the Algerian speech community, such as code switching, bilingualism and borrowing.

The second chapter deals with AA and French language contact with some focus on the morphological system of both AA and French, language borrowing from a Diachronic perspective, the adaptation of AA morphemes to French words, and the adaptation of French phonemes and AA /French consonants clusters .

The third chapter is a case study carried with the methodology used in collecting data and describing the sample population it is followed by the analysis of the obtained result in Ibn Khaldoun University and in Tiaret speech community by means of a questionnaire, and a word list. Finally, gives an interpretation of the gathered data.

To reach a reliable data, two research instruments are used: a questionnaire, addressed to a sample of 100 participants divided into 50 members of the Tiaretian speech community, and 50 students of English in the English section. Than a word list addressed to a random sample of 20 participants to analyse what kind of adaptation people use in the borrowing process and to investigate the intercultural contact of AA and French as a sociolinguistic factor.

CHAPTER ONE
“Sociolinguistic Situation in
Algeria”

Introduction

The present chapter highlights different terminologies which have relation with the historical perspective of language situation in Algeria .This will deal with the evolution that has led to this situation including different languages displayed in the Algerian speech community :the different Arabic languages varieties (Classical Arabic, Modern Standard Arabic, Algerian Arabic, French and Berber with their different statuses .It also discusses today's Algerian Sociolinguistic profile in terms of Diglossia, bilingualism, code-switching and borrowing.

I.1.Language, dialect and varieties of language

Language and dialect are two language varieties to each one its own linguistic aspects, and distinguishing between these terms is one of the most difficult issues in sociolinguistics. According to Haugen (1966), the distinction between language and dialect can take two separate ways known as ‘size’ and ‘prestige’. On the one hand, language is bigger than a dialect since it is used to refer to a linguistic norm or a group of related norms, while the term ‘dialect’ is one of those norms. Haugen points out that language and dialect are ambiguous terms. Although ordinary people use these terms quite freely in speech, for them a dialect is almost certainly no more than a local non-prestigious (therefore powerless) variety of a ‘real’ language.

I.1.1.Language

To provide a precise definition of language is not easy, because the language phenomenon is complex and has many facets .For Lyons:

"Languages are the principal communication systems used by particular groups of human beings within the specific society of which they are members." Lyons

John (1981:12)

Language is the best communicative system of human beings used by particular social groups, and it can be standard or vernacular.

I.1.1.1. Standard language

Standard language may be defined as an official language variety which is generally written and used by a group of people in their public official discourse such as in the schools, media or by governments. Standard languages may arise when a certain dialect begins to be used in written form, and these dialects must undergo a process of standardization. Thus, a dialect must pass through four stages in order to become a standard language. These stages are:

- **Selection:** this process involves selecting one of the varieties to be elevated to the status of standardisation
- **Codification:** refers to the norms and rules of grammar use, which are set down in books and dictionaries as its correct forms are learned and used by people.
- **Elaboration:** for the selected variety, may discharge a whole range of functions that may be called upon to discharge including abstract and intellectual functions. Where it lacks resources to do so, these functions are developed.
- **Acceptance:** the selected variety should be accepted by the members of a community as a norm variety (language) through the promotion, spread, establishment and enforcement of its rules.

I.1.1.2. Vernacular language

Vernacular language makes reference to the language or dialect that is spoken by people inhabiting a particular country or region. The vernacular is typically the native language, normally spoken informally rather than written, and it's considered as a variety which has not been standardized and does not have an official status.

I.1.2.Dialect

Dialectologists define dialect as a spoken variety of language. It has been the main trouble of sociolinguists, as far as it is spoken, and written. It is considered as a sub-division of a particular language and it differs from other varieties in terms of pronunciation, grammar, vocabulary in the same language .Chambers and Trudjill maintain that:

"A dialect is a substandard, low-status, often-rustic form of language, generally associated with the peasantry, the working class, or other groups lacking in prestige. dialect is also a term which is often applied to forms of language, particularly those spoken in more isolated parts of the world, which have no written form" Chambers and Trudgill (2004:03)

There are two types of dialects: regional and social:

I.1.2.1. Regional dialect

It refers to the variety spoken in one particular area of a country, which has different pronunciation, grammar and vocabulary, and hence differ from the standard language, Ward says that:

“dialect geography is the term used to describe attempts made to map the distribution of various linguistic features so as to show their geographical provenance ‘’. Ward Haugh (2006:104)

A regional dialect is most represented as rural dialectology that is interested in the line of dialect and geographical region, and how dialect varies from a region to another it is how dialect continuum gathers the group living together and how mutual intelligibility between them is performed according to the distance between the different regions.

I.1.2.2.Social dialect

Social dialects are defined in terms of social factors. According to David Crystal (2008), social dialects identify where a person is in terms of social

scale. People of different social background speak differently in the same geographical area. Yule says that:

“... Varieties of language used by groups defined according to class, education, age, sex, and number of other social parameters”. Yule (1985: 240)

Thus, social dialects, varies according to social variables.

While regional dialects are geographically based, social dialects originate among social groups and are related to a variety of factors, the principal ones apparently being social class, religion, race and ethnicity.

I.1.3.Variety of language

Any language has different varieties, which may range from the most formal and standardized to the most informal and colloquial level. According to Wardhaugh:

“These various languages are often acquired through simple exposure to the language, although one language or more in a speaker’s repertoire may be learned through schooling or in an instructional setting”.

Wardhaugh (1986:22)

I.2.Language situation in Algeria

I.2.1.Historical background of Algeria

Due to the multiple invasions that have settled in Algeria throughout history, the country's sociolinguistic profile is exceptionally complex and rich. Across Algeria's history, there have been numerous invasions. Berbers were the first people to settle in North Africa, and "Tamazight" has been their language for almost 5000 years. It is said to be an ancient language in Algeria which was well-known across several international populations. The Phoenicians were the first to arrive in Northern Africa, establishing Cartage (in modern-day Tunisia) behind tiny settlements, followed by the Romans. Algeria was conquered by the Romans. As a result, the Roman Empire occupied the Berber area .Afterwards, Vandals invaders from Northern Europe arrived in Algeria,

led by a Germanic group that lingered for a century and overthrew the Roman empire. The Byzantines defeated the Vandals in 534 and remained in Algeria until the Arabs arrived. The Arabs spread Islam as a new religion and Arabic as a new language, which influenced Northern African countries, including Algeria in social, cultural, economic, and political affairs. Many towns and settlements were conquered and controlled by the Spanish in Algeria: Mers ElKébir in 1505, Oran in 1509, Algiers and Bejaia in 1510. Algerians implore the Ottoman Empire to defend them. Algeria was an extension of the Ottoman Empire until 1830, while French forces invaded Algeria. Some borrowed words can be found in the tracks of Spanish and Turkish languages that are now found in AA. In Algeria, the French were their successor. Algeria was declared a French territory in 1848. They later passed a law proclaiming Arabic a foreign language and prohibiting it from being taught in schools. The French ruled Algeria for 132 years until the country obtained independence in 1962.

1.2.2. Linguistic perspective

Algeria is characterized as a multilingual society due to the presence of many languages, namely Arabic with its three varieties (CA, MCA, AA), French, Berber

1.2.2.1. Arabic Language Varieties

There are three variants of Arabic: Classical Arabic, Modern Standard Arabic, and Algerian Arabic.

1.2.2.1.1. Classical Arabic

It is the language of the Holy Qur'an and Arabic civilization; it is adopted in formal transactions as well as the codification of poetry, prose, and intellectual interaction, as well as literature, in general. Fus'ha is another name for CA.

All over the world, more than one billion Muslims use CA necessary in their oral reciting of the Qur'an in their prayers, at home and mosques, whatever their mother tongue is. In the same context, Fleish says:

“Classical Arabic is used by approximately one billion Muslims for prayer and scholarly religious discourse” Fleish (1964:412)

I.2.2.1.2.Modern Standard Arabic

MSA is entirely based on Classical Arabic, the language of the Holy Qur'an and other early Islamic literature. MSA and classical Arabic have nearly identical syntax and sentence structure, as well as a similar lexicon. MSA, on the other hand, has evolved over time, eliminating some of the more traditional terms and phrases that are no longer in use and adding new technical and intellectual terminology as time has passed.

Since Algeria's independence in 1962, MSA has been the official and national language. The Algerian constitution then introduced an Arabization programme in the nation, which requires the use of Arabic in all government and educational institutions, as well as all public meetings and debates .MSA is the language used at schools, administration and different institutions.

I.2.2.1.3.Algerian Arabic Variety

Algerian Arabic is a variety of the Arabic language, and is spoken in Algeria's territory. The Algerians mother tongue is AA, which is also known as "Dardja", or simply "Algerian". Since the invention of social media, Algerians have used AA as the major variation in their daily life, as well as in informal conversation and informal online communication .Taleb-Ibrahimi states that:

“These Arabic dialects constitute the mother tongue of the majority of the Algerian people (at least for those who are originally Arabic speakers), the language of the first socialization, of the basic community.”

Taleb-Ibrahimi (1995: 33)

AA is only used orally; it does not have a written form. Sometimes, it takes its written forms from CA and only understood by the Algerians. It is mostly used in Facebook and another online services.

AA is the language of Algerian homes and streets. In other words, it is a vernacular variant with distinct accents in each Algerian area. Algerian Colloquial Arabic has been reinforced by several borrowed terms from French, Spanish, Turkish, and other languages throughout history.

1.2.2.2. Berber

After AA, Berber is the second vernacular language. A minority of the Algerians speak it as their first language. In 2002, the Algerian Constitution recognized it as a national language, to be declared as an official language in 2016. Algeria is one of the countries in North Africa where this language is spoken. Taleb Ibrahimi says:

“Minority by the number of speakers confined to an oral use, dialectized to the extreme, the Berber dialects although vectors of a long-lived and very old tradition were never subjected to a codification nor to a standardization, but were especially, always victims of a domination and a certain marginalization, accentuated, moreover, these last years by schooling.”

She emphasizes that other languages, such as Arabic, have always dominated and suppressed Berber. However, Berber is currently taught in some schools and universities, but not all the Algerians use it, only the minority.

1.2.2.2. French

French is an Indo-European language of the Romance language family whose speakers are called “Francophone”. Outside Europe, Africa has the highest concentration of French-speaking territories and prospective Francophone populations. In the Maghreb (Algeria, Tunisia, and Morocco), French has a high prestige. French colonization led to a much deeper infiltration of the French language into society.

Despite the fact that the French have long since departed Algeria, their language still remains and is used by a good number of the population. This is true on several levels, and in Algiers it works differently. French was passed

down from the colonial power in Algeria to become the official language. After fifty-nine years of independence. The Algerians have acquired a rich oral and written French culture. This language is spoken by a large number of students and individuals who use it in the same way as the native French do, especially those in urban regions. Each year, a considerable number of Algerians seek employment in France. Until today, all of these considerations will ensure that French and Arabic coexist for many years. Moreover, it has become plain that French is omnipresent in the Algerians social life, who use it spontaneously in their day-to-day needs.

I.3.The Current Sociolinguistic Profile of Algeria

Algeria's linguistic situation is highlighted by its complexity, as it is a country where multiple languages are used.

I.3.1.Diglossia

Diglossia is a sociolinguistic phenomenon that refers to a situation where two varieties of the same language coexist among the members of the same speech community. Marçais first introduced it in 1930 to characterize the use of two varieties of Arabic in different settings, though he did not mention explicitly the specialized functions of each variety when he stated that the Arabic language is presented in two different aspects namely; a literary language and spoken dialects.

Later on, Ferguson (1959) dealt with four diglossic situations namely Arabic, Modern Greek, Swiss German and Haitian Creole. Accordingly, the superposed variety is called 'High' variety, which represents CA and MSA in the case of Arabic. He contrasted its use with the 'Low' variety, which is the colloquial Arabic. Ferguson states that each variety has specific uses in different social situations. Within this framework, Ferguson states that:

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

earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but it is not used by a sector of the community for ordinary conversation. Ferguson (1959: 336)

In order to characterize the diglossic phenomenon, Ferguson has stated nine criteria:

1. **Function:** H and L are used for different functions; H variety is used in formal situations and L variety is used in less or informal situations. In Algeria, for instance, Algerians do not use CA in everyday communication, it is mainly used in religion, official settings, TV news, and education, whereas the L which represents AA is used in daily conversation and in informal settings.
2. **Prestige:** In most diglossic situations, the H variety is regarded as highly valued and more prestigious. Thus, though the Algerians stick to their daily use of AA in the Algerian situation, they have positive attitudes towards CA.
3. **Literary Heritage:** According to Ferguson, a large body of written literature is in the H variety; however, the L variety is used only orally. This can be seen in Algeria where CA is used in the written form despite the Algerians use of Lin nowadays mass media, such as Facebook, Messenger etc. This variety is not present in the written form.
4. **Acquisition:** In most diglossic languages, L variety is acquired first. It is the mother tongue of the Algerians, whereas the H variety is learned through the schooling process. The same thing is in Algeria: children acquire AA at home and learn CA via formal education only, yet CA learning is limited to a few places such as schools or mosques.
5. **Standardization:** For Ferguson, the H variety is standardized, thus, it has books on grammar, and dictionaries, while the L variety is full of variation in vocabulary, pronunciation, and grammar. In Algeria, for instance, CA is the standard variety, whereas Algerian dialects have no settled orthography and there a wide variation in pronunciation, grammar, and vocabulary.
6. **Stability:** According to Ferguson, diglossia is a long-life phenomenon; it may persist for several centuries.
7. **Grammar:** The grammar of H variety is more complex than the grammar of L

variety. H has grammatical categories which are not found in L and an inflectional system of nouns and verbs which is much reduced or totally absent in L.

8. **Lexicon:** in any diglossic community, one finds certain terms that exist in one variety and not in the other one; and vice versa.
9. **Phonology:** According to Ferguson, the two kinds are discerned. One is where H and L share the same phonological elements, with H having more complex morphophonemic and a special subset than the L-variety inventory. For example the sound /q/ phoneme in H variety has different realizations(allophones) in L variety such as: [g], [k], [ʔ]

1.3.1.1.Diglossic Code-Switching

Nowadays, this diglossic code-switching phenomenon is commonly observed in the Algerian speech community where MSA, the prestigious variety, has been given a great deal of weight as it is the world's language of Muslims and Arabs; in contrast to AA, which is used in daily communication only among the Algerians. Nonetheless, it is common to hear an Algerian use the low variety (AA) in situations where only the high variety is appropriate; or to hear an Algerian use the H variety in ordinary discourse and combine it with the L variety as in the case of the Algerian students who often switch to AA during school sessions, despite the fact that they are aware that only MSA should be employed. Another example is observed among religious people and Arabic language teachers who employ MSA in their work and when speaking with friends and family members. Even at schools these teachers sometimes switch between MSA and AA when they want to clarify a difficult issues. These people would rather use MSA rather AA.

1.3.2. Bilingualism in Algerian Context

The Algerian timeline events denote how many cultures and civilizations have been present for points in time throughout history. The languages accompanied with those civilizations have marked their presence. Hence, the Algerian linguistic profile has developed complex patterns with Arabic and its

regional varieties in most of the country, Berber dialects in various areas and French as a functional secondary language, a heritage of the colonial period. This language contact sheds light on an important linguistic phenomenon which is bilingualism.

Bilingualism refers to the ability to communicate in more than one language. In other terms, it is the habit of using two languages alternately, and the person concerned is referred to as "bilingual" (Weinreich, 1968). Different scholars define this phenomenon in different ways.

On the one hand, some think of bilingualism as having complete control of two languages. Bloomfield (1933: 56) describes bilingualism in this way: "*Native like control of two languages.*" Similarly, Haugen (1953: 07) defines bilingualism as "*the ability to make full meaningful utterances in the other language.*" The extent of bilingual competency differs from one person to another. The degree of fluency is not the same for all bilinguals. According to Mackey (1968:555), *Bilingualism consist in 'the alternate use of two or more languages by the same individual.'*

I.3.2.1.MSA/French Bilingualism

The majority of Algerians are inspired by French and employ it in their daily discussions. This might be due to Algeria's long colonial existence under French rule. French terms are often used in the media, such as newspapers, radio stations, and television stations; in political speeches; in schools alongside with Arabic; and in higher education, particularly in scientific domains such as medicine and architecture. When Algerian bilinguals employ or substitute a term or phrase from one language to another and vice versa, they are considered as MSA/French bilinguals.

I.3.2.2.AA/French Bilingualism

Many Algerians switch and mix between Algerian Arabic AA and French in their everyday speech communication. This co-existence of Arabic and French in Algeria makes it a bilingual country.

Bilingualism exists almost everywhere in Algeria and is used differently from one region to another. Moreover its degree of ability differs from one

person to another. In this case one refers to two kinds of bilinguals: active and passive. The former Refers to the category of Algerians who have the ability to understand, speak, read and write in both languages. This category covers the intellectuals of a number of students and educated people who use French fluently in different contexts ;the latter refers to the category of the Algerians who understand both languages and cannot speak, write or read in one or both of them correctly .Mouhadjer explains this idea by saying that :

“active bilinguals are those persons who really speak French in their life even those who they do not know how to read and write. Passive bilinguals are those who understand French but do not have the ability to speak it. “

Mouhadjer (2002: 990- 991)

In other words, receptive (passive) bilingualism refers to all the speakers who can understand the language which is either spoken or written, but cannot write or speak it. Those speakers have only the mastery of passive skills(listening and reading), while productive(active) bilingualism is represented by speakers who have the mastery of both passive and active skills(speaking and writing).

1.3.3. Code-Switching

In Sociolinguistics, the term code-switching refers to the use of two different languages, alternatively within the same sentence. It is the alternation of words of two languages in a situation where two distinct codes in discourse are used .This happens very often among bilinguals who often switch between two languages in the middle of a conversation.

In Algeria code-switching is a very common linguistic phenomenon which occurs every day in whatever the type of speech community, Gumperz defines code switching as:

“the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.”(1982:59)

Code switching can thus be observed among bilinguals or multilingual speakers speaking together, when the speaker shifts from one language to

another in the same utterance or in the same conversation, Hamers and Blanc define it as:

“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 consequence that two codes can be used within the same interaction and that a number of people are bilingual(social bilingualism.”(1983:21)

1.3.3.1. Types of Code-Switching

Code switching has three major types namely: inter- sentential switching, tag switching, intra-sentential switching.

a-Inter-sentential code switching

It is the type of code-switching that occurs outside the sentence or clause level, at the boundaries of sentences or clauses. Sometimes it is known as “Extra sentential switching. Such as:

Il_s nous ont demandé la tenue /bech ydirouna sebba w yhawzona/

(they asked us to bring the outfit which was only a cause to dismiss us)

b-Tag Code-switching

As itself is explanatory, in this type of code switching, a word or phrase from another language is TAGGED in the conversation. This is very much similar to intra-sentential Code-Switching. Such as:

/goul/ tu vas bien /el lyoum /?

(Tell me, how you are today?)

c-Intra-sentential Code-Switching:

This is type of code switching occurs within the same sentence or clause. This code switching is very common in the languages that share a common family i-e., English and French. This code change from one language to another alternatively in the same utterances, such as:

E.g./fel/vingt six décembre/rkabna fel babour/

(On the twenty sixth of December we went by ship)

I.3.4.Code-Switching in Algerian Context

In the Algerian context, Code-Switching tends to occur in all situations and in all places within language word groups (sentences, clauses or phrases). Algerian switching is mostly concerned with Arabic- French mixture, since the latter is widely spoken by the majority of Algerians in their daily life. Here some examples are provided from Algerian society:

- Taarfi not retard lyoom.

/tʌʕʌ rfi nɔt rɛtɑ:r lju:m/

(You know, I woke up late today)

- wesh gatlak lprof

/ wɛʃ gætlək lpxɔf/

(What did the teacher tell you?)

- clima lyoum raha chaba

/ klimʌ lju:m rʌhʌ ʃʌbʌ/

(The weather is nice today)

From the above examples, it is observed that Code-Switching in Algeria is found in all the positions of a sentence: beginning, middle and end of the sentences. In the first example, switching occurs in the middle of the sentence, in the second ,the end of the sentence, and in the last one,at the beginning of the sentence.As a result, Algerians speech contains the three types of switching (Inter-sentential, intra-sentential, and tag switching)

1.3.4.1.AA/French Code-Switching:

Switching between French and AA is Algerian phenomenon which results from French colonialism, and have an impact on the Algerian people. The French language is used with AA in the same sentence or between sentences to become a common language because of the appropriateness of some words or expressions in French rather than in AA to become a constant habit for the Algerians. French is often regarded in the Algerian's speech as a prestigious language.

1-3-4-2 Berber /French code-switching:

Algeria has several Berber groups, but the most important are found in the kabylie highlands, East of Algiers, in Tizi Ouzou and Bejaia .As Berber people have a tendency to move between French and Berber in same discourse when speaking to each other, this form of code flipping is often utilized by these minority communities. When speaking to non-Berbers, they may utilize a combination of Arabic and French. Nonetheless, they generally speak it well in locations like Algiers.

When Berber people want to get rid of someone from their group, they prefer to use Berber exclusively. In most circumstances, they mix Berber and French when ignoring a language synonym. For example: Berber/French code switching is formed as follows:

- (I am going now, see you later) [ΘIduafra a:r] après

- (tomorrow, I will go to home) Demain [adrazusayam]

1.3.5.Borrowing:

Borrowing is a linguistic phenomenon that can be defined as “problematic” because researchers use different terminology to refer to a number of different language contact phenomena, and it is difficult to find generally accepted terminology. The definition given by Thomason and Kaufman 1988 in their pioneering work on contact-induced change has been very influential in the past decade and is, therefore, probably a good starting-point. Define borrowing as follows:

“Borrowing is the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporated features.”

Thomason and Kaufman (1988:37)

1.3.5.1. Types of Borrowing:

There are two types of borrowing: cultural borrowing and core borrowing:

1.3.5.1.1. Cultural borrowing

Myers-scotton uses the term cultural borrowing to refer a loanword which is adopted to express a concept that is new to the recipient. Language speakers cultural borrowings are used to fill lexical needs when new concepts or objects enter into a culture, Myers-scotton defines this type in the following way:

“Cultural borrowings are words that fill gaps in the recipient language’s store of words because they stand for objects or concepts new to the languages culture.”Scotton(2006/212)

As a result, words and objects are brought into the culture to cover a gap in the target language. Most Algerians employ terminology as cultural borrowings from other cultures in their daily life, such as:

Pizza-computer- internet-website-Facebook. So on.

1.3.5.1.2 Core borrowings

In Carol Myers-scotten’s work, a core borrowing refers to a loanword which is used in spite of the fact that a word for the same concept already exists in the recipient language, she defines core borrowing as:

“core borrowings are that duplicate elements that the recipient language already has in its word store...”Scotton (2006/215)

Some examples of this type are:

“le directeur” /directeur / “le livre”/ livri/

1.3.5.2 Motivation for borrowing

The most common motivations for lexical borrowing have been identified as; need and prestige. On the one hand, borrowing is used when new concepts or things are encountered which already have a name in the source language but not in the borrowing language. Weinreich (1953) notes that the need to designate new things, persons, places, and concepts is a complete reason to borrow lexical items.

On the other hand, borrowing occurs because of ‘prestige’, Weinreich (1968) believes that the primary motivation for borrowing is ‘prestige’. If one of the languages in contact situations is of greater prestige than the other, speakers will use more borrowed words as a means of displaying social status (Romaine 1995). According to Hicky (ibid), prestigious borrowing usually occurs when a speaker perceives that there is greater social cachet attached to a word from another language.

1.3.5.3 Borrowing Process

Some linguistic components are imported from one language into another when different languages and cultures collide. This process occurs in two ways; importation and substitution.

“If the loan word is similar enough to the model so a native speaker would accept it as own, the borrowing speaker maybe said to have IMPORTED the model into his language, provide it as an innovation in that language, but insofar as he has reproduced the model inadequately, he has normally SUBSTITUTED a similar pattern from his own language.”Haugen (1950:212)

A-Importation:

In this type of borrowing, the words are genuinely transferred from the borrowed language to the recipient language .It is made using a material that is identical to the original .

B-substitution:

It is a notion reproduced from one language into another. It implies that certain modifications in the form and pronunciation of words may occur. “Loan words” “and loan blend” are examples of borrowed terms that come under this category. As mentioned above, Winford maintains that:

“In cases of relatively light to moderate contact lexical borrowing tends to be adapted in terms of the phonology and morphology of the recipient language and become essentially indistinguishable from native forms.”

Winford(2003:46)

As a result, borrowed words undergo some morphological and phonological changes in order to accomplish the recipient language’s main structure and system.

1.3.5.4. Borrowing vs Code switching

Distinguishing between borrowing and code switching can be traced back to what Snakoff and Mainville(1986)claim: “ borrowing from one language involves satisfying the morphological and syntactic rules of another language” .Borrowing refers to the use of a foreign word as origin or phrase

that has been accepted by the host language. While code-switching refers to the uses which have not been accepted into the host language and which can be a single word, a phrase, one a sentence or even more. Similarly, Gumperz (1982p:66) explains the distinction between borrowing, it's linguistic patterns and code switching; he says:

“borrowing can be defined as the introduction of single words or short, frozen idiomatic phrases from one variety (i.c language), into the other, the borrowed items are fully integrated into the grammatical system of borrowing language and they are treated as if they are part of the lexicon of that language and share the morphological and phonological systems of that language, code switching by contrast relies on the meaningful juxtaposition of what speakers must process strings formed according to the internal syntactic rules of two distinct systems.”Gumperz (1982:66)

Code-switching and borrowing are characteristics of communication. For those who want to prescribe language, it may be weird to watch two languages being mixed together. However, from a descriptive perspective, this is a natural result of language interaction.

1.3.6. Borrowing in Algerian context

Borrowing in Algeria is a sociolinguistic phenomenon. That results from the influence that French exerts on Algerian Arabic; i.e., the influence of French on colloquial Arabic as words are spoken yet rarely written.

Conclusion

The sociolinguistic situation in Algeria is a complex one. It has been highly influenced by the different invasions and conquests, which led to the establishment of various cultures, civilizations and languages. This chapter is an attempt to outline both the historical and the linguistic perspective of language situation in Algeria, as being a multilingual country where many codes, such as CA, MSA, AA;Berber ,and French language coexist. This coexistence gave birth to new varieties of language as a reason of the effects

that languages exert on one another. Besides, it discusses the sociolinguistics situation in Algeria, which is characterized by its different phenomena, such as diglossia, bilingualism, code switching and borrowing.

CHAPTER TWO

“Algerian Arabic/French Word Contact”

Introduction

In this chapter, we discuss how people may take words from other languages to describe concepts or ideas that do not have equivalent words in their own language, as we discussed in the previous chapter, this phenomenon is known as borrowing, and it is one of the language contact outcomes. The current chapter sheds light on AA/French words contact by first introducing both AA and French morphological systems in terms of their morphemes and allomorphs. Next, it deals with language borrowing from a diachronic and synchronic perspective, then it puts into examination AA/French borrowing process starting by the morphological Adaptation of words .i.e., how AA morphemes are adapted into French words. This chapter deals with the phonological adaptation of sounds concentrating on the adaptation of AA phonemes to French words and AA/French consonants clusters.

II.1.AA Morphological system

Algerian Arabic is the variety of Arabic spoken in Algeria. it has a vocabulary mostly Arabic with some borrowed words and loanwords from French, Turkish Spanish ,Berber .In Algeria ,Algerian Arabic or Darija is not a written variety ,therefore is not used in schools, television or newspapers , which usually use MSA or French ,but is more likely heard in music some of radio programmes and in the Algerian's daily conversation.

Within Algerian Arabic itself, there is significant local variation. Algerian Arabic accents changes from place to place; even two towns near one another may not speak the same AA accent.

AA morphological system is dealt with in terms of words and their construction and changes that affect their form.

II.1.1.AA Morphemes

The morpheme is the smallest meaningful linguistic unit on which the morphological study is based. for example the word "العالمين" Consists of a number of morphemes :The "ال" for "the" ,the morpheme "عمل" For "to

work”, ’العامل’ For ’worker ’,and the morpheme ’ين’ presents gender and plurality the morpheme in Arabic is divided into three sections:

II.1.1.1.Free Morpheme:

It is an independent morphological units that can stand alone as a word. it can occur in isolation and cannot be divided into smaller meaning units. examples of a free morpheme in AA are Pronouns: (انا, انت, نتيا , انتوما , حنا, هو, هي, هوما) (I, you, we, you ,you, he ,she, they) Respectively prepositions (من, في, ل) for (from, to ,in).Active verbs(بدأ, دا) for (took, started), and these verbs are in the past simple indicates the initiation .

II.1.1.2.Bound Morpheme:

Refers to the units that cannot stand alone however it is attached to another part of a word ,or to a free morpheme such as: the word ’يلعبوا’ “They play” is composed of ’الياء’ (bound morpheme),’العب’ (Free morpheme),and’وا’(bound morpheme).Bound morphemes include a prefix which is a type of affix that is a placed at the beginning of a root such as:’ال’an infix which is inserted inside a word stem such as: ’شجيرة’ in ’الياء’ “ shrub” and the suffix which is an affix placed after the stem of word such as a suffix-in ’ين’ used to form pluralisation ’مسلمين’ “muslimin”.

II.1.2.AA Allomorphs

AA allomorphs Are the different forms of the morpheme in the speech, for example of morpheme [ال] “el” is indeclinable and expresses definite state of a noun of any gender and number. It follows the solar letters and the lunar letters rules of classical Arabic: if the word starts with one of these consonants, el is assimilated and replaced by the first consonant

t,d,r,z,s,s,d,t,l,n

Examples:

rajel → errajel “man” (assimilation)

dar → eddar “home”

nar → ennar “fire”

qmar → elqmar “moon” (no assimilation)

II.2.French Morphological System

The French Morphological system is composed of French morphemes and allomorphs.

II.2.1.French Morphemes

In linguistics, we usually define morpheme as the smallest significant elements. For example the word “danseurs” for “dancers” is composed of three morphemes: -danche- “the verb to dance”, -eur- “the one who dance” and the -s- of the third person plural another example “mangeaient” is composed of the -mange- (the verb “eat”) -ai- (mark of the imperfect) and -ent- (third person plural, “they”). However, “arc en ciel” “rainbow” is not composed of three morphemes, but a single morpheme, containing the meaning “arc en ciel, a natural phenomenon.

There are two major categories of morpheme: lexical, and grammatical morphemes.

a- Grammatical morphemes: are limited in number ;they belong to a closed class, such as “tu”, “à”, “et” .these are pronouns ,prepositions, conjunctions, determinants, affixes.

b- Lexical morphemes:

belong to open class. Search for “fille” “lent” “soleil” etc these are names, adjectives or adverbs.

II.2.1.1.Bound and free morphemes

Bound morphemes appear only as a parts of words, always in conjunction with the root and sometimes with other bound morphemes. For example -ons in “port-ons” or re- in “repenser”.however, the free morpheme can function independently as words as : “la” or “roux” which is free morpheme .among the

bound morphemes, two classes are distinguished :derivational morphemes and inflectional morphemes.

a- Derivational morphemes:

Also affixes when combined with roots change either for semantic meaning or part of speech of the affected word .For instance in the word “Exceptionnellement” the addition of the bound morpheme -ment to the root “exceptionnelle” change the word that from adjective (exceptionnelle) to an adverb (exceptionnellement) .In the word “défaire”,-dé functions as derivational morpheme, for it inverts the meaning of the word formed by the root kind. Generally the affixes used with a root word are bound morphemes.

b- Inflectional morphemes

Inflectional morphemes modify a verb’s tense, aspect, mood, person, or number, gender, or case, without the word’s meaning or class (part of speech). As an example of the applying inflectional morphemes to words are: adding -s to the root “homme” to form “hommes”(men) and adding -ait to “ajouter” to form “ajoutait”(he added).Inflectional morpheme never modifies the category of the base to which it is attached to the contrary to the derivational morphemes.

II.2.2.French allomorphs_

Allomorphs are variants of morphemes that differ in pronunciation but are semantically identical. For instance, in French, al-in “allez”,v-in “vas” ,i-in “ira” are 3 allomorphs of the verb “aller” “to go” . The same case for the termination “ames”, and “imes”, and “ûmes “of the past simple. These grammatical morphemes are allomorph, three signifiers having the simple past meaning.

II.3.Language borrowing from diachronic and synchronic perspective

The diachronic perspective considers the development and evolution of language through history in which the linguist focuses on the earlier and the later States of the language and so uses historical evidence .Synchronic

approach considers a language at a moment in time without taking its history into account. In the synchronic approach, the linguist makes a descriptive analysis of the borrowed words without referring to the previous states of the borrowed language. The main focus of the synchronic perspective has been to identify the grammatical constraints on borrowing, and to describe phonological, syntactic and morphological integration of borrowed words.

II.4.AA/French borrowing

II.4.1.Morphological Adaptation

“According to Smeaton (ibid) a borrowed word undergoes modification of morphological structure to believe harmony with the established predominant pattern and root system of the recipient language”. For example in inflection, most loan nouns in AA are inflected for gender and number, gender, nouns, and adjectives are inflected for gender so that they are either feminine or masculine.

II.4.1.1.Adaptation of AA Morphemes:

Affixation, in which AA morphemes are transformed into French words affixes, is an example of this type of adaptation, Affixation is the term for process of attracting affixes, As a result, an affix is a morpheme that is attached before, after, or within a word stem to create a new work. An affix is a grammatical part that is copied and modified forints, as a result, Algerians add AA morphemes to French to change the shape of the French word so that it becomes an Algerian word in the end these morphemes are prefixes or infixes adapted to French suffixes.

II.4.1.1.1. To French prefixes:

A prefix is a component that is added to the beginning of word to change or improve its meaning. In Algerian Arabic, the prefix/m/ is used to adjectives acquired from French loan verbs or French loan adjective.

For example:

French	English	AA
Douche	a shower	/mdawaʃ/
Garanti	Guarantee	/mgarantI/
Chôme	broke	/mɥ:meur/

II.4.1.1.2.To French suffixes:

A suffixes is a component that is added to the end of word to create a derivative most commonly one that turns the stein into another part of speech, the gender and number of most borrowed nouns AA are impacted.

a. Gender morpheme:

When French borrowed terms are transformed into Algerian Arabic, the feminine gender morpheme /a/ is appended at the end of the noun or adjective, the same can be said for feminine gender French borrowed words.

For example:

French	English	AA
Professeur	professor	/prof/ Masculine /profa/ Feminine
Blonde	Blonde	/bIDnda/Feminine

b. Number morpheme:

For nouns and adjectives, it is fairly frequent to encounter French borrowed words containing Algerian Arabic plural morphemes. There are two plural infections in AA, in addition to the “broken plural” there is a “ sound plural” with the two realizations /-i:n/ for the masculine and /-g:i/for the feminine.

For example:

French	English	AA
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Ecole	School	/Iiku:lat/ Feminine
Carton	Cardboard	/kraEi:n/ Masculine

When conjugated with the first singular pronoun “I” the prefix “n” and suffix “I” are added to French verb to become AA verbs.

For example:

French	English	AA
Demander	to demand	/ndemandi/

To refer to the plural pronoun “w”, the prefix “n” and the suffix “w” are also appended.

For example:

French	English	AA
Entrainer	to train	/netriniw/

II.4.1.1.3 to French infixes.

An infix is a word element that can be added into the base form of a word to produce a new word or intensity (rather than at the beginning or end). It’s also known as a combined adjective, in fixation is a method that is rarely employed in professional writing but is frequently encountered in colloquial and slang, in order to construct the broken. plural infixes, delectation, and vowel change are used in the following example.

For example:

French	English	AA
Machine	Machine	/mwaʃI:n/

Camion	Truc	/k3:mjwa:t/
Films	movies	/afla:m/

II.4.2. Phonological Adaptation

According to Haugen(1969), there are three stages in the phonological adaptation process, first a bilingual introduces a new word in a phonetic form close to the model. Without direct access to the model produced by native speakers of the source language monolinguals can only rely on the pronunciation of bilinguals- whose degree of bilingualism may vary. Next, the individual monolingual speakers of the recipient language approximate the non- native sound patterns to the native ones with its repeated use in the community, the word becomes an established loan used by monolinguals, but varying from one dialect to dialect to another due to geographical boundaries.

II.4.2.1. Adaptation of AA phonemes to French words

Another sort of adaptation is when Algerian Arabic phonemes are incorporated into French words. In other words, because some French phonemes are not present in the Algerian Arabic variety, Algerians substitute equivalent sounds in Arabic. the key phonetic alterations in French borrowed words that occur when they are transferred to the Algerian Arabic system are shown. as follow:

II.4.2.1.1. AA Vowel Adaptation

There are three pairs of vocal phonemes in Algerian Arabic each consisting of a short and a long number.

The 3 long vowels are:

./a:/ e.g. صاحب/sa:heb/ friend

./i:/ e.g. كليت/kli:t/ iatem in the past

./u:/ e.g. تليفون/tilifu:n/ .

The 3 short vowels are:

./a/ (as in "man") [æ] .e.g. كاتب/kætab/ writer.

./i/ (as in sit) .e.g. هي/hija/ she .

./u/ (as in foot) .e.g. روح/ru:h/

Plus the schwa, this replaces /e/ in some position e-g انت/ante/

Vowels that are not found in AA are substituted by others when they occur in borrowed words.

Examples of these vowels are:

1-The French vowels /eu/ is usually rendered as [i:] in: [kwafi:r] for "coiffeur": "hairdresser", or as /ɜ:/ as in /ʃɒfɜ:r/ for "chauffeur": "driver".

2- If a word starts with a vowel, this vowel is elided or /I/ is added in front of it as in /laʒans/ for "agence" for "agency", "agency".

3- A nasalized vowel in an open syllable is replaced by 'a vowel + n' as in :/l'kraju:n/ for "le crayon", "pencil"

II.4.2.1.2. AA Consonant Adaptation:

Because there are no parallels in the recipient language, consonants in French words are transformed into the AA variety.

The /p/ is a phoneme in many languages, but only an allophone of /b/ In

AA. It is substituted with /b/ or /f/ such as in the following words: /blaʒa/ for "place"/bɔsta/ for "poste" /pɔmada/ for /pɔmmade/.

The /v/

is an allophone of /f/ in AA, it is found in borrowed words and is replaced by /f/ or by /b/ as in /sabu:n/ for "savon" and

/særbita/ for /serviette"/, /l'kräfata/ for la gravette. in

initial position, /v/ may be replaced by /f/ by some speakers, such as: /fitæ:s/ for “vitesse” and /fiTæ:ʒ/ for village.

Algerian Arabic is particularly rich in uvular, pharyngeal, and pharyngeal zed (“emphatic”) sounds such as:

- /ʃ/ (ص) as in /ʃaab/ “he found”.
- t̤/(ط) as in /t̤aj:ra/ “plane”.
- /d̤/ (ض) as in /d̤aw/ “light”
- /ð̤/ (ظ) as in /d̤əlm/ “injustice”.

II.5.A.A. French consonant clusters:

A consonant cluster is a group of consonants with no intervening vowel in linguistics. as a result; we name a consonant cluster any time two consonant sound appear in quick succession. (abbreviated)

II.5.1.AA. Consonant clusters:

Consonant clusters in Algerian Arabic are usually divided from MSA words and are separated into start and ending consonant clusters.

II.5.1.1. Initial consonant clusters:

In MAS monosyllabic, disyllabic, and trisyllabic words, the phases of initial cluster creation are formed with two consonant.

In monosyllabic MSA words:

When a MSA monosyllabic word has a CV-CC structure, this clustering process occurs

- All the MSA words with the structure CVCC are changed into CCVC in AA
- When the MSA word contains one of the short vowels /a/ -/u/ or /i/, this

vowels is replaced by “a” in AA for example: /tamr/, /tmar/ for dates.

- This vowel is kept after the two initial consonants in AA if the vowel in the MAS word is /a/ and is followed by a pharyngeal consonant. For example /bahr/, /bhar/ for sea.

b-In disyllabic MSA words:

This clustering process in undertaking:

When the vowel in the first syllable of a MSA word is short and the first syllable is open The first vowel of the first syllable is eliminated in this situation, reducing the number of syllables from disyllabic to monosyllabic.

For example:

/maʃa:/, / mʃa:/ for “walked”

The length of a long vowel in the second syllable, is not preserved in the AA variety when the second syllable is open .

For example:

MSA	AA	
/qala:m/	/qla:m/	“darkness”
C V C V : C	CCV : C	

-The second syllable is closed and has a long vowel; however, in AA, the length of this vowel is reserved, when it is followed by a glottal stop in MSA we get an open syllable in AA by eliminating the glottal stop.

For example:

MSA	AA	
/ʔani:d/	/ʔni:d/	“dogged”
CVCV:C	CCV:C	
/sama:ʔ/	/sma/	”sky”

CVCV:C

CCV

C-In Trisyllabic MSA words:

This clustering process is undertaken when

- The first syllable of MSA trisyllabic is open, with a short vowel. As a result, the first syllable's vowel is lost, and the number of syllables is reduced from trisyllabic to disyllabic
- The third syllabic is vowel is either long or short as a result, if it is a long vowel in a closed syllable, it will be modified as follows: in SA /a:/, /v:/, /i:/ are changed into /a:/, /u:/-/a/
- If it is short vowel in a closed syllable it will be modified as follows: In MSA /a/ is changed into /a/ in AA.
- It is modified as follows it is a long vowel in open syllable: in MSA /a:/, /u:/, /i:/ are changed into /a/ ,/u/ / i/

II.5.1.1.2. AA initial clusters formed with three consonant :

There are very few initial clusters with three consonants in AA:

Examples of that are:

MSA	AA	
/ʔstaxal/	/staxal/	“he exploited”
/ʔstaxa:h/	/staxa:h/	“he rested”

II.5.1.2. final consonant clusters

These can be found in both AA and MSA, but there are many fewer final clusters in AA.

- The majority of MSA nouns with a final clusters have been rewritten as AA terms with a beginning clusters
- In AA, there is only one situation where a final consonant cluster of three consonants is formed: /maʔʔamʔj/ “ I have not understand”

II.5.2. French consonant clusters:

Consonant clusters are allowed in standard French, and one to three consonants can appear in the initial position of a word while one to four consonants can appear in the medial and final places

Initial consonants clusters	Inner CC	final CC
/ p RI/ for “caughted”	/epRI/ for “loving”	/kapR/ for “caper”
CCV	VCC	CVCV
/stRI/ for “streak”	/espri/ for “spirit”	/mysk/ for “muscle”
CCCV	VCCCV	CVCCC
-/ekstRa/ for “extra”	/dekstR/ for “dextral”	
VCCCVV	CVCCCC	

Conclusion

The preceding chapter defines the morphological systems of the AA and French in terms of morphemes and allomorph, the both then goes on to discuss AA/ French adaptation, focusing on both morphological and Phonological adaptations. finally, it emphasizes the interplay between AA and French consonant clusters, because there are no parallels in the recipient language, consonants in French words are transformed into the AA variety.

CHAPTER THREE
“Field Work”

Introduction

This chapter will provide an analysis and interpretation of the obtained results. Followed by an introduction to the two research instruments used in data collection questionnaire and a word list furthermore, a brief presentation of the respondents who participate in the questionnaire will be included.

III.1.Geographical overview of Tiaret speech community.

The wilaya of Tiaret know variously as Tahret or Tihret. Is located in the south west of the capital of Algiers, in the western region of the high plain, in the tell Atlas and about 300 km from the Mediterranean Coast it has 14 dairatas, and forty two Municipalities .The town had a population of 150.000 people and it covers an area of 20.086.62 km² it is bounded by several wilayates namely :

- Tissemsilt to the North.
- Relizan to the West.
- Bayadh to the south.
- Saida and Mascarato the south West.
- Djelfa to the South East.

III.1.1.Etymology

It is known that the name “Tiaret” means lioness in Berber, a reference to the Barbary lions that once traversed this region; however, others believe that the word “Tihret” means station in local Berber dialects, because Tiaret has served as a stopping point for travelers, traders, and armies since ancient times.

III.1.2.History

Situated in a Strategic mountain pass, Tiaret was an essential to any power that sought to control the surrounding land and the lucrative trade routes that passed through it. This province has inhabited since antiquity, it grew up as site under the domination of small Berber tribal kingdoms; the first of these being the Rustamid dynasty between 761 and the 909 ,served as the capital of the area when Tiaret it was first founded by Abd AL- Rahman Rustaumid, an Ibadi theologian from greater Iran .Tiaret was said to be relatively free-thinking and Democratic, being a center for scholarship that permitted wide range of sects and movements, notably the Mu'tazila . There were many Jews living in the area until at least the 10th century, Including scholar and doctor Judah Ibn Kuraish who became the doctor to the Emir of Fes.

Tiaret occupies a strategic mountain pass at 3,552, feet and was the key dominating the central Maghreb. Later, from the start of the 8th century, it was the key northern Terminus of the West African branch of the slave trade. As such, it offered a lucrative income from taxes on the trade, and was the desirable prize.

From the year 911 Tiaret was fought over by a number of tribes, being first captured by Masala Ibn Habbus of the Miknasas in the year 911, in alliance with the Fatimid Caliphate. Finally, in 933 it was in the hands of Fatimids. After 933 Tiaret ceased to be the capital of a separate state. Most of the population was banished to Ouaregla and then escaped to the inhospitable M'zabe. From 933 Tiaret attracted many khawaridj Muslim from Iraq.

From 933 it was administered as a part of the kingdom of Tlemcen and in the 16th century fell to the Ottoman Empire. In 1843 it fell to the French after they defeated Emir Abd-el-Kader El Djezairi . France brought stability to Tiaret, as well as substantial members of colonists who constructed many grand buildings in the European style. When Algiers achieved Independence in 1962, most of the French and other European “pieds noirs” literally “Black feet” left the city that had been their home for several generation.

II.2. The Research Instruments

In order to gather answers to our research question, two methods of investigation are used a questionnaire and a word list.

II.2.1. The Questionnaire

Questionnaire was written into two languages Arabic and English. The words utilized were simple and easy to understand to avoid any misunderstanding. Than it was divided into four sections, the first one was designed to gather the personal information of the participants; their age, gender, educational level, and occupation. The second part it was aimed to know attitudes of people towards the varieties of language used by Tiaretian speech community it was handled five questions .Third section used for the sake of knowing People's information and attitudes towards French language with a six question . The last section ought to know people attitude towards the use words loaned from French language with four questions.

II.2.2. The Word list

Word list is used as a second research instrument and it is divided into two parts. In the first one, the informants are given a set of words and asked to give the equivalent in Algerian colloquial Arabic in both singular and plural form. In the second part, they are asked to conjugate French verbs with the first singular pronoun and first plural pronoun in order to see the morphological and phonological changes, and to test their awareness about borrowing.

III.3. Description of the sample population

In the following study, the informant to whom the questionnaire and the word list have been addressed is composed of two category. Fifty of them are random participants from Tiaretian speech community, and fifty of them are English student from university Ibn Khaldoun Tiaret. Each category is divided into twenty-five female and twenty-five male, their ages varied between eighteen and sixty years old .This participants are of different occupation and

educational level. In addition, They mostly speak French to different degrees.

III.4. Data Analysis and Interpretation

The data obtained pass through two process; first analysis and then interpretation

III.4.1. Questionnaire Analysis and Interpretation

The questionnaire is divided into four sections.

Section one: this part is designed to gather the personal information of the participants; their age, gender, educational level, and occupation.

One hundred people participate in this questionnaire, fifty of them are English students and fifty are random participants from Tiaretian community. Their ages vary between eighteen (18) and sixty (60) years old, with different educational background and different occupations; in addition, the participants live in different areas of the town of Tiaret.

From the previous table remarkable that:

Age	Male	Female	Percentage
[18 -30]	30	31	61%
[30 -40]	9	11	20%
[40 -50]	7	4	11%
[50 -60]	4	4	8%
Total	50%	50%	100%

Table III.1: Table representing participants' age and gender

- 61% of the participants their ages vary between eighteen (18) and thirty (30) years old, among them are (30) males and thirty one (31) females.
- 20% of the informants their ages vary between thirty (30) and forty (40) years old, nine (9) males and eleven (11) females among them.
- 11% of the respondents are aged between forty (40) and fifty (50) years old seven (7) males and four (4) females among them.
- 8% of the participants their age vary from fifty (50) and sixty (60) , four (4) males and four (4) females among them.

Educational level	Male	Female	Percentage
Primary level	07	03	10%
Middle level	08	07	15%
Secondary level	11	14	25%
University level	25	25	50%
Total	50%	50%	100%

Table III.2: representing participants ‘educational level.

From the above informants’ educational level table shows that:

- 50% of the participants have university degree, with twenty five (25) males and twenty five (25) females among them.
- 25% of the informants hold secondary school level, with eleven (11) males and fourteen (14) females among them.
- 15% of the respondents hold middle school level, with eight (8) males and seven (7) females among them.

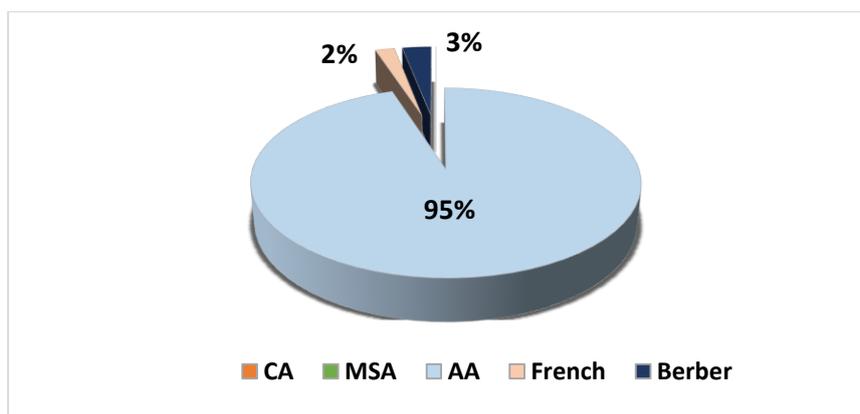
Occupation	Male	Female	Percentage
Students	25	25	50%
Teachers	02	06	08%
Directors	01	01	02%
Doctors	01	01	02%
Nurses	00	02	02%
House maid	00	07	07%
Pastry cook	00	02	02%
Barber	03	02	05%
Tailor	00	03	03%
Traders	06	00	06%
Drivers (taxi, bus)	05	00	05%
Security agent	03	00	03%
Retired people	01	01	02%
Unemployed people	03	00	03%
total	50	50	100%

Table III.3: Table representing informant's occupation

Section II: This part aims to know attitudes of people towards the varieties of language used by Tiaretian speech community .It include five questions.

Question 01: Which language do you use in your daily life?

The results obtained are summarized in the following graph:

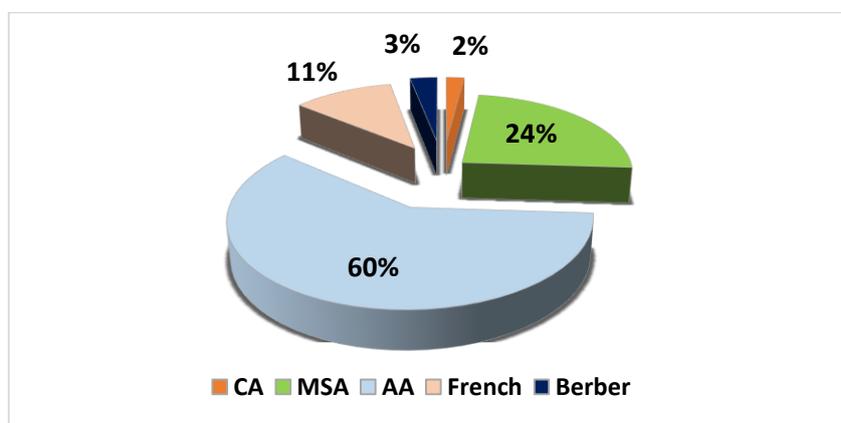


Graph 1: participants' most used language.

From the graph above, the majority of the informants use AA in their everyday interaction with 95%, as it is their mother tongue. While 03% of the participants are Berberphones use Berber language, than 02% of the informants use French language as their first language.

Question 2: Which language do you master most in speaking?

The results are represented in the following graph:

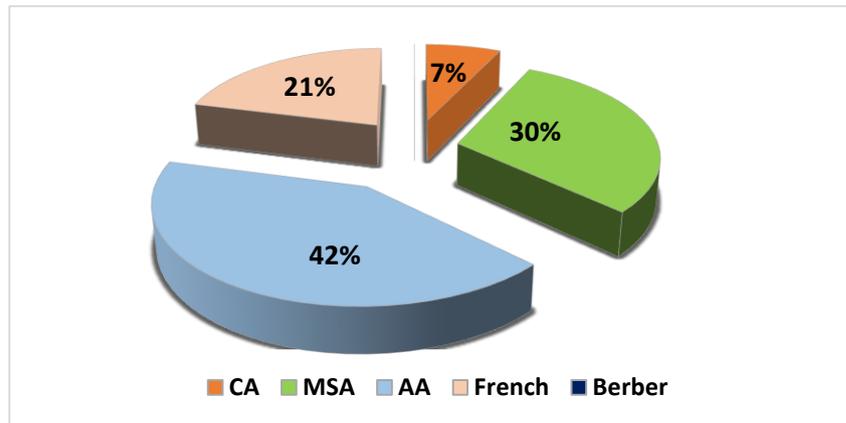


Graph 2: Informants' most mastered language in speaking.

This statistic in the above graph shows that the majority of the participants 60% master AA in speaking, followed by a score of 24%, which represent MSA as an official language used in formal situations. The rate of 11% goes to the participants who master French language in speaking ,than 03% represent the informants who master Berber and only 02% shows the participants who master CA.

Question 3: Which language do you master most in writing?

The results obtained are represented in the following graph:



Graph3: Informants ‘most mastered language in writing.

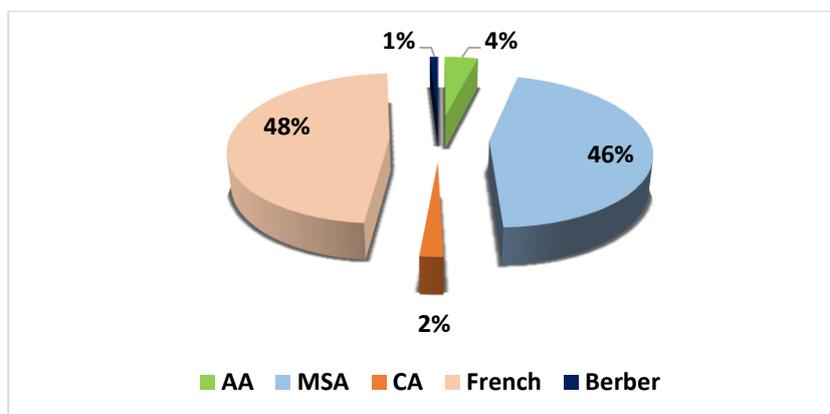
As indicated in the before mention graph, the most mastered language used in writing by the participants is AA with a rate of 42%, followed by MSA as being an official language used in formal contexts with a score of 30%.French also is a mastered language in writing by the participants with 21%. Only 07% shows that they master CA and none for Berber.

Question 4: Choose one language is considered prestigious by the Algerians?

The existence of bilingualism makes one language more prestigious than the other.

However, the participants were asked to specify which language they prefer.

The results obtained are represented in the following graph:

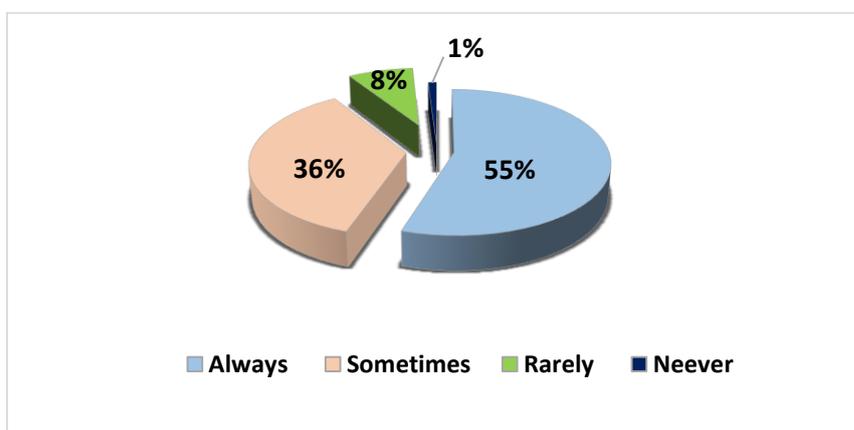


Graph 4: Participants’ most prestigious language.

The results show that the majority of the informants consider French as prestigious language with a high score of 48% .French language have a high status in Algeria it is taught in schools, used in spoken and written form. It is also used in radio and many newspapers and magazines are printed in French. Followed by a score of 46% for MSA .while 04% of participants prefer AA and only 02% for CA and 01% goes to those who chose Berber.

Question 5: Do you use more than one language when you speak?

The statistic obtained are represented in the graph below:



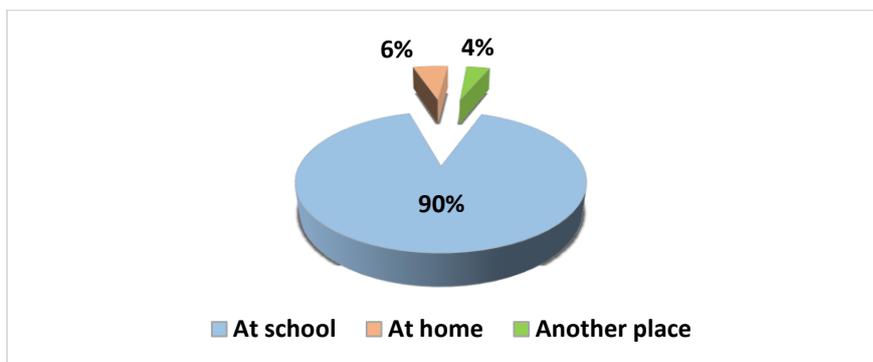
Graph 5: Informants ‘degree of using more than one language.

The graph above reveals that 55% of participants always use more than one language during their conversations, while 36% of informants says that occasionally they use more than one language and 8% of the total number declare that they rarely use another language .only 01% of the informants select “never”.

Section III: This part aims to know People’s information and attitudes towards French language.

Question 1: Where did you learn French language?

The answers are presented in the graph below:

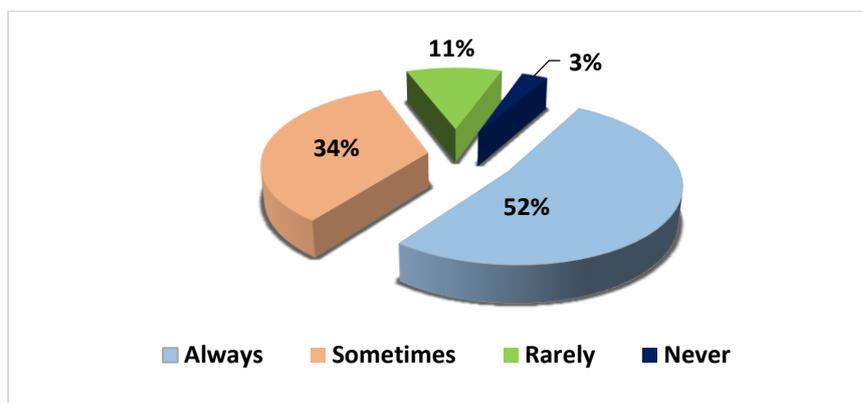


Graph 6: Place of learning French language.

It is noticeable that the great majority of our participants learnt French at school with a 90%, because this language it is official and have a high status in Algeria. While 06% of the informants have acquired French at home and only 04% learnt this language in another places.

Question 2: Do you use French language during your everyday communication?

The results obtained are represented in the following graph:

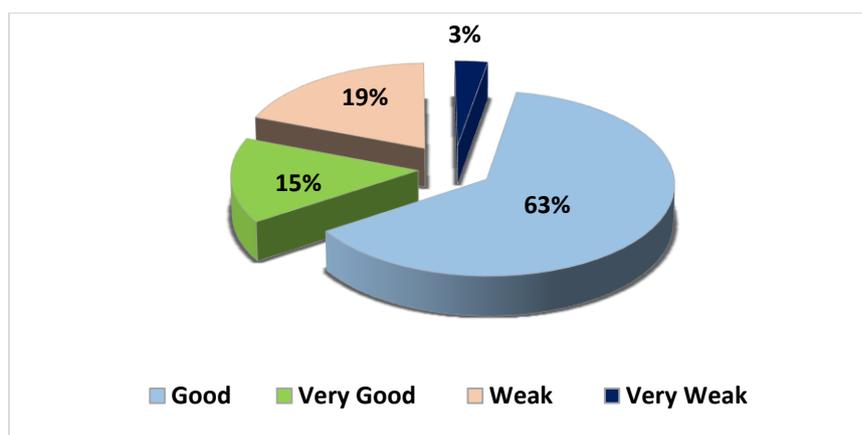


Graph 7: Informants’ degree of French language use

The graph reveals that 52% of the respondents are frequently use French language and 34% of them are sometimes use it. While 11% of the participants infrequently use French language and only 03%, do not use it at all.

Question 3: How do you consider your level in French language?

Answers are revealed in the following graph:

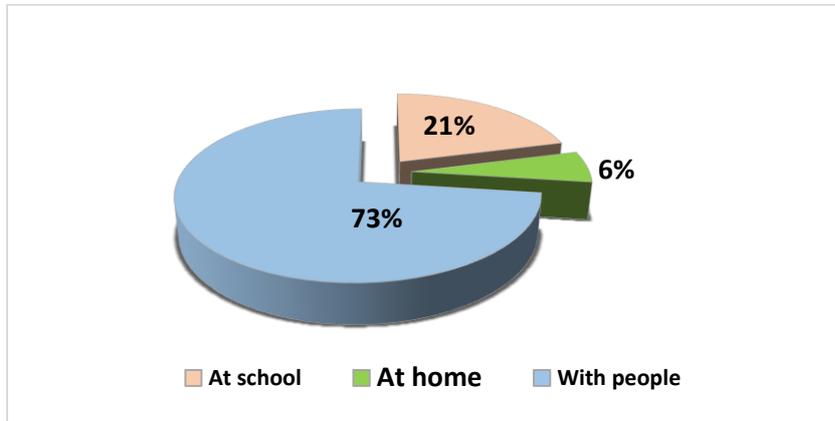


Graph 8: Participants’ level in French language.

From statistic obtained 63% of the informant’s consider their level in French language as good one. While 19% of them have a very good level and 15 % of the participants declare that they have a weak level, than only 03% has very weak level.

Question 4: when do you use French language?

The answers are represented in the following graph:

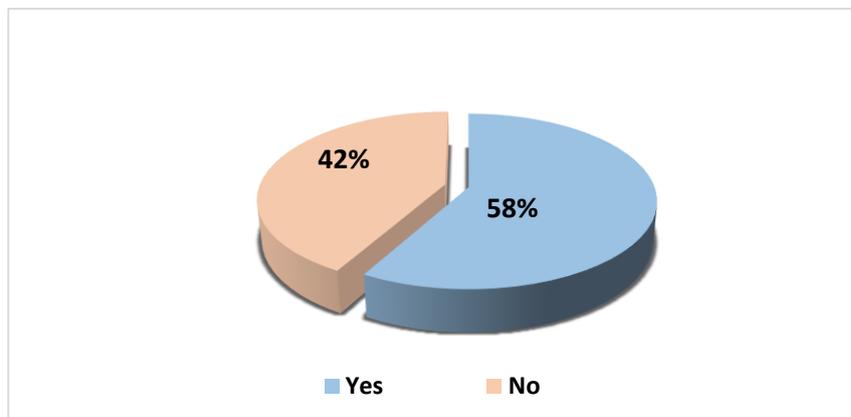


Graph 9: Respondents answers about French use situations.

We notice that 73 % of informants use French language with people while a rate of 21% declare that they use it only at school and 06% say that they use it at home .

Question 5: Do French language is an essential language for the Algerian society?

The results obtained are summarized in the graph below:

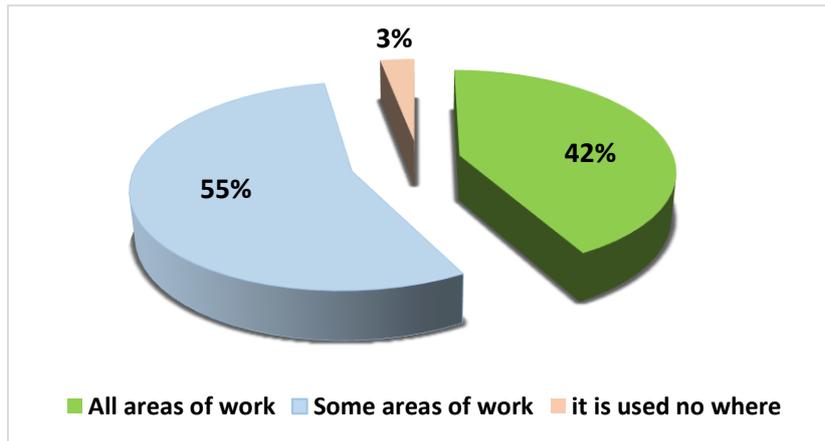


Graph 10: Participants' opinion about French status in Algeria

We asked our respondents about their opinion concerning French language if it is essential or not in Algerian society. The rate of 58 % of them affirm that French is indispensable .While 42% of them says that is not an essential language.

Question 6: where do you think French language is used?

The answers obtained are presented in the following graph:



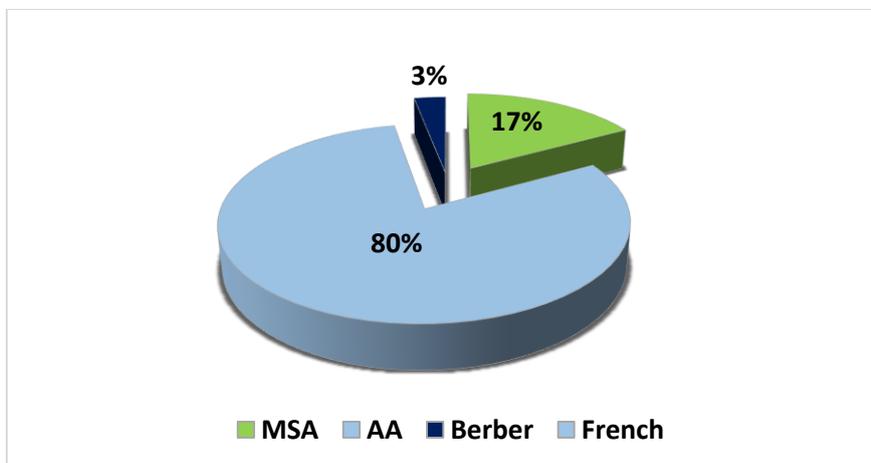
Graph 11: Informants' opinion about areas of using French language.

The above graph reveals that 55% of the participants think that French language dominant in some areas of work. While 42 % stat that is used in all areas of work and only 03% says that is used no where

Section IV: People attitude towards the use of French loaned from French language.

Question 1: What is your mother tongue?

The results obtained are represented in the following graph:

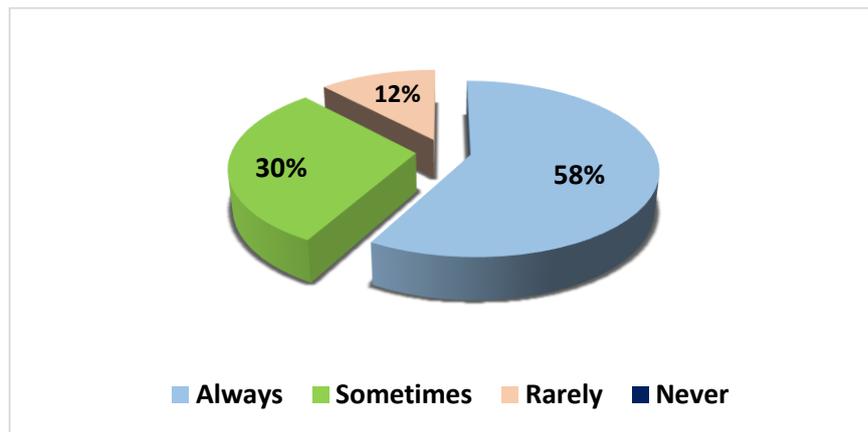


Graph 12: Respondents mother tongue.

As mentioned in the before statistic, AA receive the highest score 80% followed by MSA with a rate of 17 % in third position we find Berber with a score of 03% since the participants are berberphones. French does not get any score by our informants.

Question 2: When you speak Algerian Arabic do you include words from French language?

The results are summarized in the following graph:

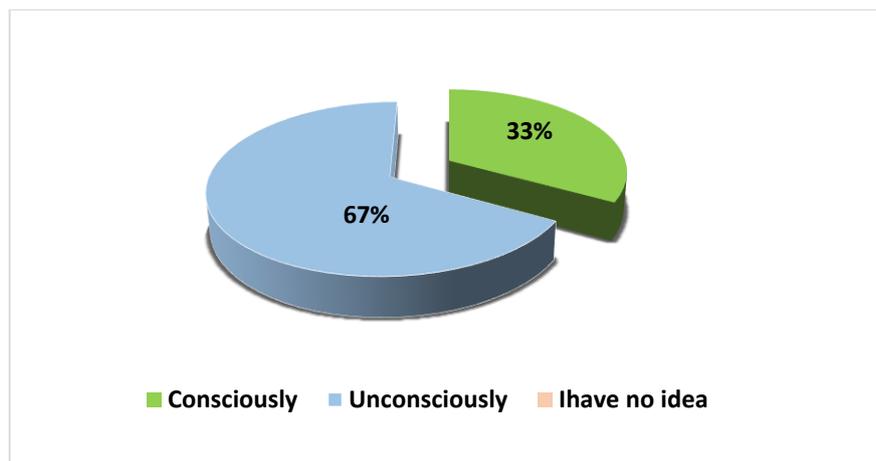


Graph 13: Informants' degree of including French words into Algerian Arabic.

As it is mentioned in the graph, 58% of the informants are consistently inserting French words into their AA variety, followed by a score of 30% who include these words from time to time. In third position, 12% of the informants declare that they use French words one in while.

Question 3: How do you include these words?

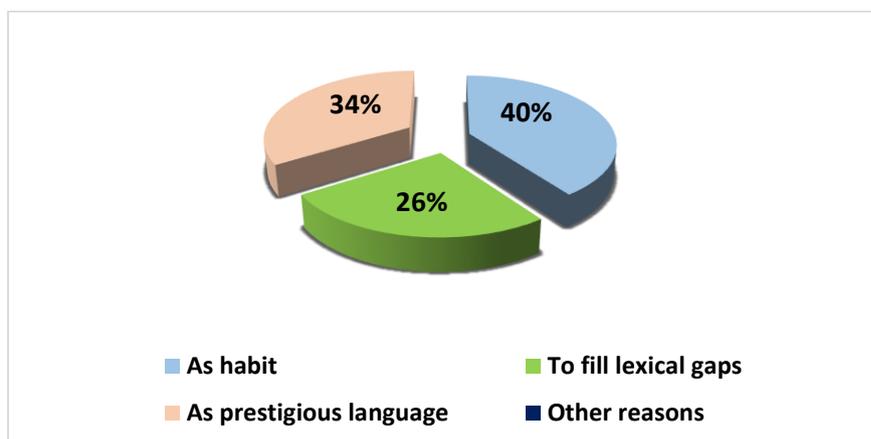
The statistic obtained are interpreted in the graph below:



Graph 14: Respondents' rate consciousness.

From the above graph, it is noticeable that the majority of our participants are not aware of using French words in their AA, followed by 33% stat that they use the process unconsciously

Question 15: What are the reasons that lead the Algerians people to borrow words from French language?



Graph 15: Informants ‘reasons behind the process of borrowing French words.

According to the above graph 40% of the participants use borrowed words from French language in their AA daily practice, followed by 34% stat that is for the matter of prestige. While 26% goes to fill, lexical gaps and no one from our participants mention other reasons.

III.4.2. Word List Analysis and Interpretation.

Part 1:

This part is to analyse how borrowed words are adapted into the Algerian colloquial Arabic. The participants are given a list of words and asked to write the synonym in AA, with both singular and plural forms for each word.

Words in English	Synonyms in AA « Singular »	Percentage	Synonyms in AA « Plural »	Percentage
Jacket	/vIsta/	79%	/vIsta:t/	90%
	La veste	21%	Les vestes	10%
Pan	Kaseru:na	38%	Kaseru:na:t	35%

	tawa	61%	Tawa:t	59%
	La casserole	1%	Les casseroles	6%
Pencil	/kriIju:n/	79%	krIju:na:t/	86%
	Le crayon	21%	Les crayons	14%
Farm	/fIrma/	98%	/fIrma:t/	43%
			/fwa:rem/	51%
	La ferme	2%	Les fermes	6%
Construction site	/ʃɑntI/	88%	/ʃɑntIja:t/	80%
	Le chantier	12%	Les chantiers	20%
Card	/ka:rtɑ/	68%	/karta:t/	61%
	La carte	32%	Les cartes	39%
War	/gIra/	75%	/gIra:t/	66%
	La guerre	25%	Les guerres	34%
Bucket	/bIdo/	100%	/bwa:da/	55%
	Le bidon	00%	/bIdu:wa:t/	45%
Town	/fllaʒ/	27%	/fllaʒa:t/	29%
	/vllaʒ/	51%	/vllaʒa:t/	55%
	Le village	22%	Les villages	16%
Book	/lIvrI/	56%	/lIvrIja:t/	67%
	Le livre	44%	Les livres	33%
Policeman	/boull:si /	78%	/boullsi:a /	43%
	Le policier	22%	Les policiers	57%

Table A: results of the adaptation of French words into Algerian colloquial Arabic

From the above scores representing adaptation of French words into Algerian Colloquial Arabic. The table shows that the majority of these words are pronounced in the same way with the source language. For example the word /firma/ for 'farm' with a score of 98% the word /vista/ for 'jacket' with a rate of 79%, the word /livr/ for book with 56%.

Since certain French phonemes are missing in AA, Algerians resort to replace them by providing the same sound in Arabic. For instance the word /boulls/ for 'policeman' the voiceless sound /p/ is replaced by the sound /b/. While most of the respondents pronounce the word 'policier' with realization of /b/ sound instead of /p/ with a rate of 78%. With the same voiced sound /v/ we have, the word 'village' the /v/ sound is substituted with voiceless /f/ sound /filaz/.

It is observable that 'a' sound is utilized to recognize the change of gender from masculine to the feminine of the French words in AA for instance the word /firma/ 'la ferme' for (farm) and another word which is /ka:rt/ 'une carte' for (card).

The participants also adapt some French words into their mother tongue with some changes for instance the word /krIju:n/ for 'crayon' (pencil) here the consonant "r" is realized with same sound as Arabic "ر", another illustration the word /tablu:/ for 'tableau' (board) the consonant "t" is pronounced as the Arabic sound 'ط'.

As a remark, many of the informants substitute a French articles "le" and "la" by the Arabic sound "l" i.e., the word "la guerre" for (war) is pronounced /l'gIra/ another remark concerning the omission of some consonants such the word /bIdo/ for "bidon" (bucket) the consonant /n/ is replaced by a vowel /o/.

Our participants are also asked to give the plural form for each word. From the results obtained it is recognizable that they have the same word with different representation or forms. The majority of the respondents pronounce the plural form by adding the suffix /at/ or using broken plural form. As in the following examples:

- The words /karta:t/ for 'cards', /vIsta:t/ for 'jacket', /gIra:t/ for 'war' and

/ʃɔ̃ntljɑ:t/ for ‘construction sites’, /livrljɑ:t/ for ‘books’ all these words take the plural form by adding suffixes /at/ .

- The words /bwa:da/ and for ‘bucket’ than /fɪrma:t/ and /fwa:rem/ for ‘farm’. These words take the both two forms (suffix “at” and broken plural).

Otherwise, some of the informants maintain the French form as it is to illustrate, the word “le livre” for (book) with a rate of 44% and “le village” for (town) said by 22% also “les cartes” for (cards) with 39%.

Part 2: this part is to analyse how French verbs are adapted into the Algerian colloquial Arabic. Twenty of the participants are given a list of six verbs to be conjugated into AA with both singular and plural pronouns (I and we) in the present tense .The answers obtained are represented in the following table:

Verbs in French	Verbs in English	Conjugation of the verbs with “I”	Conjugation of the verbs with “we”
Partager	To share	/npartaʒI/	/npartaʒu:/
Reparer	To fix	/nrepaʀI/	/nrepaʀu:/
Corriger	To correct	/nkɔʀiʒI/	/nkɔʀiʒu/
Voyager	To travel	/nevwaʒaʒI/	/nevwaʒaʒu:/
Brancher	To connect	/nbrɑ̃ʃI/	/nbrɑ̃ʃu:/
Dessiner	To draw	/ndɛsɛnI/	/ndɛsɛn:/

Table B: Informants ‘conjugation of French words into AA

The results show that the verbs are conjugated similarly to Algerian Arabic verbs. It is clear that the participants keep the root of the verb with any changes, however they add the prefix “n” and of the suffix “I” to refer to the first singular pronoun such as /nrepaʀI/ and /npartaʒI/ .

Conclusion

This chapter was devoted to the practical part of the investigation. First introducing a geographical overview and the history of the Tiaretian speech community, and presenting the research tools used in collecting data. Then the second part dealt with analysing and interpreting the obtained results. However, the results demonstrated that educated people are aware of using borrowed words, which are for the matter of prestige, and to fill the lexical gaps. Also they loan words from French due to the long period of colonization, and its status in Algeria, it is taught in schools and used in many domains of study, and it is socially valued by the Algerians. From the word list it is noticeable that Tiaretian people are adapting French words in their Algerian colloquial Arabic phonologically and morphologically.

GENERAL CONCLUSION

A significant number of French words have been adapted to the verbal repertoire of the Algerians, and this phenomenon is reflected in their daily speech. The French language is still occupies many important fields.

This study aims to examine the intercultural contact between AA and French as a sociolinguistic component that facilitates the adaptation of French words into AA variety by examining the morphological and phonological adaptation of these words using the Tiaretian speech community as a case study.

In this research work, there are three main chapters. The first chapter is dedicated to the theoretical part of the sociolinguistic environment in Algeria. It illustrates some essential terminologies, and then it deals with the various languages displayed and the statuses assigned to each one, before moving to Algeria's sociolinguistic profile in terms of Diglossia, Bilingualism, Code-Switching, and Borrowing.

The second chapter deals with AA and French words contact. It mainly focuses on the definition of AA and French morphological systems in terms of morphemes and allomorphs; it then moves to discuss AA/French adaptation, focusing on both morphological and phonological adaptation. Lastly, it emphasizes both AA and French consonants clusters and their situations of interference.

The third chapter deals with the methodology, analyzing and interpreting data. It aims to know people's position towards the French words loaned into colloquial Algerian Arabic. In order to check the validity of the hypotheses, two methods of investigation are used a questionnaire and a word list. The results show that that educated people are aware of use-loaned words, which are borrowed for the matter of prestige and to fill the lexical gaps. In addition, they mentioned other reasons like the use of French language in education and in the majority of domains. The outcomes reveals that French words are easily adapted into Algerian colloquial Arabic morphologically and phonologically the participants borrow nouns more than verbs.

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APPENDICES

APPENDIX 1

Questionnaire

The questionnaire in front of you is a part of a Master research work entitled “*The phonological and morphological word-adaptation of French loan words in Algerian colloquial Arabic*”. The data you are supposed to provide is solely for academic purpose and will be treated with utmost confidentiality. Please, provide full answers where necessary .Thank you very much for your collaboration

Section One: Personal Data

Gender: Male Female

Age:

Educational level:

Primary level Middle level Secondary level

University level

Occupation:

Section Two: Attitudes of people towards the varieties of languages used by the Tiaretian speech community

1-Which language do you use in your daily life?

Classical Arabic Modern Standard Arabic Algerian Arabic

Berber French

2-Which language do you master most in speaking?

Classical Arabic Modern Standard Arabic Algerian Arabic

Berber French

3-Which language do you master most in writing?

Classical Arabic Modern Standard Arabic Algerian Arabic

Berber French

4- Choose one language is considered prestigious by the Algerians?

Classical Arabic Modern Standard Arabic Algerian Arabic

Berber French

5- Do you use more than one language when you speak?

Always Sometimes Rarely Never

Section Three: people's information and attitudes towards French language?

1- Where did you learn French language?

At school At home Another place

2-Do you use French language during your everyday communication?

Always Sometimes Rarely Never

3-How do you consider your level in French language?

Very good Good Weak Very weak

4-When do you use French language?

At school At home with people

5- Do French language is an essential language for the Algerian society?

Yes No

6-Where do you think French language is used?

In all areas of work In some areas of work It is used no where

Section Four: People use towards of loaned words from French

1-What is your mother tongue?

Modern Standard Arabic Algerian Arabic French

Berber

2-When speaking Algerian Arabic do you include words from French language?

Always Sometimes Rarely Never

3-How do you include these words?

Consciously Unconsciously I have no idea

4-What are the reasons that lead Algerians people to borrow words from French language?

-As habit

-To fill the lexical gaps

- For the matter of prestige

-Other reasons

- If others, state them.....

..... Thank you

for your Collaboration

الاستبيان:

يعتبر هذا الاستبيان جزء من عمل بحثي لشهادة الماستر بعنوان " الكلمات الصوتية والصرفية مع الكلمات المستعارة الفرنسية باللغة العامية الجزائرية " وقد تم تقديم البيانات من أجل ان نستنتج اختلاف الرأي نحو هذه الظاهرة ونشكركم رجو منك تقديم البيانات كاملة عند الضرورة وشكرا.

الجزء الأول: البيانات الشخصية

الجنس: ذكر أنثى
العمر.....:

المستوى التعليمي:

الابتدائي المتوسط الثانوي الجامعي
المهنة

الجزء الثاني: موقف الأشخاص من أصناف اللغة التي يتم التعامل بها في مجتمع تيارت:

1-ماهي اللغة التي تستعملها في حياتك اليومية؟

العربية الكلاسيكية العربية الفصحى العربية الجزائرية الفرنسية
الأمازيغية

2-ماهي اللغة التي تستعملها بكثرة اثناء التحدث؟

العربية الكلاسيكية العربية الفصحى العربية الجزائرية الفرنسية
الأمازيغية

3-ماهي اللغة التي تستعملها بكثرة أثناء الكتابة؟

العربية الكلاسيكية العربية الفصحى العربية الجزائرية الفرنسية
الأمازيغية

4-اختر لغة واحدة تظن انها ذات منزلة في الجزائر.

العربية الكلاسيكية العربية الفصحى العربية الجزائرية الفرنسية
الأمازيغية

5- هل تستعمل اكثر من لغة واحدة أثناء التحدث؟

نعم لا احيانا نادرا

الجزء الثالث: معلومات الناس ومواقفهم اتجاه اللغة الفرنسية

1- اين تعلمت اللغة الفرنسية ؟

في المدرسة في البيت في مكان آخر

2- هل تستخدم اللغة الفرنسية أثناء التواصل اليومي مع الأشخاص؟

نعم احيانا نادرا لا

3- كيف هو مستواك في اللغة الفرنسية ؟

جيد جيد جدا ضعيف ضعيف جدا

4- متى تستعمل اللغة الفرنسية؟

في المدرسة في البيت مع الأشخاص

5- هل اللغة الفرنسية لغة ضرورية في المجتمع الجزائري ؟

نعم لا

6- متى استعمال اللغة الفرنسية ؟

في كل المجالات في بعض المجالات لا نستخدمها في اي مجال

الجزء الرابع: موقف الأشخاص من استخدام الكلمات المستعارة من اللغة الفرنسية:

1- ماهي لغتك الأم أو الأصلية؟

العربية الفصحى العربية الجزائرية الفرنسية الأمازيغية

2- هل تقوم بإدراج كلمات فرنسية أثناء تحدثك بالعربية الجزائرية؟

نعم احيانا نادرا لا

3-كيف تقوم بإدراج هذه الكلمات ؟

بكل وعي بدون وعي بس لدى أي فكرة

4-ماهي الأسباب وراء استخدام الكلمات المستعارة الفرنسية من قبل الجزائريين ؟

كعادة لأنها لغة حديثة لأسباب أخرى

ملأ الفراغات المعجمية

-إذا كانت هناك أسباب أخرى أذكرها

.....

شكرا جزيلا لتعاونك...

APPENDIX 2

Part ONE

The following list contains French words .Please, read the words and try to provide the equivalent synonyms in your dialects by giving both the singular and the plural forms of the words.

الجزء أول

لقائمة التالية تحتوي على كلمات فرنسية، الرجاء قراءتها ثم إعطاء المرادفات المناسبة التي تستعملها أثناء التحدث في كلتا الحالتين الجمع والمفرد

Words in French	Synonyms in AA « Singular »	Synonyms in AA « Plural »
La casserole		
Le crayon		
La veste		
La ferme		
Le chantier		
La carte		
La guerre		
Le bidon		
Le village		
Le livre		
Le policier		

Part Two

In this part, try to conjugate French verbs in the present tense with both singular (I) and plural (We) forms

الجزء الثاني

المطلوب من في هذا الجزء، حاول تصريف الأفعال الفرنسية في زمن المضارع مع المفرد والجمع انظر الى المثال

Verbs in French	Conjugation of the verbs with "I"	Conjugation of the verbs with "we"
Entrainer	Netrini	Netrinou
Partager		
Reparer		
Corriger		
Voyager		
Brancher		
Dessiner		

Summary

The present study aims at exploring French loaned words in Algerian colloquial Arabic. also It investigate the factors that lead Algerians to use French words and how these words are adapted into their dialects studying morphological and phonological changes, taking Tiaret speech community as case study. To obtain the necessary data two-research instruments were used: a questionnaire and word list

Keywords: loaned words, morphological and phonological, Algerian colloquial Arabic, Tiaret speech community.

Résumé

La présente étude vise à explorer les mots d'emprunt français en arabe familier algérien. Il étudie également les facteurs qui conduisent les Algériens à utiliser des mots français et comment ces mots sont adaptés dans leurs dialectes en étudiant les changements morphologiques et phonologiques, en prenant la communauté linguistic Tiaretienne comme étude de cas. Pour obtenir les données nécessaires, deux instruments de recherche ont été utilisés : un questionnaire et une liste de mots.

Les mots clés : les mots d'emprunt, arabe familier algérien, changements morphologiques et phonologiques, la communauté linguistic Tiaretienne

الملخص

تهدف الدراسة الحالية إلى استكشاف الكلمات الفرنسية المستعارة باللغة العربية العامية الجزائرية. أيضاً أسباب التي تدفع الجزائريين إلى استخدام الكلمات الفرنسية وكيف يتم تكيف هذه الكلمات في لهجاتهم بدراسة التغيرات المورفولوجية والصوتية، مع الأخذ في الاعتبار مجتمع اللغوي تيارتي كدراسة حالة. للحصول على البيانات اللازمة تم استخدام أداتين من أدوات البحث: الاستبيان وقائمة الكلمات

كلمات المفتاحية: المورفولوجية والصوتية، المستعارة , مجتمع اللغوي تيارتي، العربية العامية الجزائرية