

Hybrid Language Practices among FFL Master's
Degree Students of Tiaret University.



Chetouane Djihad¹, Bouhania Bachir²

¹ University of Adrar (Algeria), dji.chetouane@univ-adrar.edu.dz

² University of Adrar (Algeria), Bouhania.Bachir@univ-adrar.edu.dz

Abstract:

This investigation describes linguistic hybridization that is, mostly, neglected by Algerian linguists. It presents a case where spoken Algerian Arabic and French are involved. It discusses hybrid usage among FFL (French as a Foreign Language) students of at Tiaret university and studies how both codes are merged to form a hybrid variety that shares different linguistic elements with the composing codes. More specifically, the emphasis is on the way FFLs use French words in their communication. Moreover, the inquiry is based on detailed descriptive analysis of purposed recorded speeches and observations of 20 participants that were carefully chosen. The qualitative analysis shows that the respondents are using one variety; however, with two different linguistic systems.

Keywords: Language Contact, Linguistic Hybridity, FFL Master's Degree students, Tiaret University.

1. INTRODUCTION

Individuals always fall in the situation of communication and interaction with people coming from different contexts. This state leads automatically to contact between their languages. Language is the core of communication by which relations are established and messages are transported. It is dynamic and it exists only when it is used or it dies when there is a lack or no practicing at all like Latin language. Through language, people go back with time to ancient history and try to investigate issues and discover realities of their ancestors. It is regarded as a bond between

Corresponding author: CHETOUANE Djihad. dji.chetouane@univ-adrar.edu.dz

the past and present, and our way to the future. Whatever was the nature of interface between people, it remains a general fact that each contact situation between their languages leads to a linguistic outcome. One of the contact effects is the emergence of codemixing or hybridization phenomenon. This latter is regarded as a combination of two different languages to create a third party and the disappearance of the two original gradually, in case it spreads. Each speech community in the world has faced such situations, especially multilingual communities.

Benrabah (2007) stated that the Algerian speech community embraces several ethnic groups with different languages and varieties. Despite the complex linguistic situation, the Algerian society is a kind of an active laboratory that needs to be investigated for the unique coexistence of different linguistic codes. The current qualitative descriptive framework tries to describe in details how hybrid language practices are produced (using spoken Algerian Arabic and French) by the undertaken participants. In addition to this, the study would give an overview about multilingualism, language contact, and linguistic hybridity. Moreover, since the tackled topic is not profoundly and deeply studied by Algerian linguists, then this study would provide the researchers, in the field of contact linguistics, with data to be used as a base for future works. This work tries to answer one main question which is formed as:

- How are FFL students hybridizing Algerian Arabic and French?

As an attempt to answer the mentioned wondering, one main hypothesis is selected.

- FFL students are hybridizing both linguistic codes through blending two linguistic elements from both codes to form one linguistic system.

2. Language Contact

Multilingualism is defined commonly as the ability of the individual or the speech community to communicate in more than three languages. This is quite the opposite of monolingualism, the capacity to use effectually only one language. We can also say that the person who can use many languages effectively is a bilingual or a multilingual. According to Auer and Wei (2007), most users of language around the world tend to speak more than one language. Therefore, this linguistic phenomenon (multilingualism) is seen as a custom and the current trend in comparison to monolingualism which is seen currently as an abnormality. In other words, multilingualism is a phenomenon that is noticeably spread in most speech communities. Nowadays, when we pay attention to the way individuals in different speech communities use language, we become amazed of how they can manipulate their usage of language and how they can create multilingual situations, specifically the young generation. They can create different meanings by using their large linguistic repertoires. Blackledge and Creese (2010) stated that, the youngest individuals of any speech community are the ones who use their linguistic possessions to build absolutely new meanings that serve their

communication needs. That means, the young generations are linguistically capable of creating different multilingual situations to establish a strong communication bonded with the society.

Thomason (2013) thought that, the human history shows that most natural language contacts have been face to face and most speakers that are in the contact situation have a low degree of proficiency of the languages involved. In other words, individuals concerned with most contact situations have a narrow linguistic repertoire in both tongues. There are different ways and potentials for languages to contact in this modern world that is full of means of communication like the new technologies and social media that provide both spoken and written languages. Contact of linguistic codes is very spread. Therefore, it is common and familiar to speakers and it is not an exception. It means that, it is not a norm to see a language in a context of pure isolation and without any kind of interaction with other linguistic codes.

Bowern (2013) explained that language contact situations can happen in different types and might occur between languages that can be connected or even completely unconnected and distinct. It means that, the speakers of the languages in the contact situation can have either different social features and constructions or can have the same ones. It is the same for their level of multilingualism which can vary from one society to another because of some social contexts. The way individuals in each community use language may differ from one speaker to another and that is linked to different factors like age, gender, and social class...etc. In addition to this, some societies follow few constrictions about the situations where more than one linguistic code can be used, while there is a heavy diglossia in other societies. However, it must highlight that each speech community is limited to a certain social communication.

3. Outcomes of Language Contact

It is viewed that the phenomena of language contact have an impact on the linguistic structures of languages involved in the situation. The most mutual way of how languages influence each other is by borrowing and exchanging words and even expressions, like the use of different expressions and words of English by non-native speakers of English. This kind of linguistic phenomenon is not considered new in this field, but it is rather very old from a linguistic historical view. Another kind of language contact situation outcome involves using two distinct languages in the same context and it is named code-switching. This term denotes for the use of two different languages within the same stretch of language. This situation happens a lot within bilingual communities such as Algeria. In the Algerian context, speakers switch between Algerian Arabic and French, between Berber and French, and even between Arabic and Berber.

Diglossia is another outcome of contact situation. Marçais in 1930 was the first one who came up with the term diglossie to describe the linguistic situation

in North Africa. It is defined as the use of two different varieties of the same language to fulfil different functions. He stated that the Arabic language is used under two different levels: the language of literacy which is (Classical Arabic) used in formal situations; and the language of everyday conversations which has no written form.

Hybridization, is another linguistic phenomenon that has been noticed in many research studies during the last decades and it is the result of contact situations. The following title will clearly explain it.

4. Linguistic Hybridity

This concept of hybridization is general enough to be used in different domains like linguistics and not only in the field of biology. In linguistics, (Bakhtin, 1981, p. 305) literally defined hybridity as:

“What we are calling a hybrid construction is an utterance that belongs, by its grammatical [syntactic] and compositional markers, to a single speaker, but that actually contains mixed within it two utterances, two speech manners, two styles, two ‘languages’, two semantic and axiological belief systems.”

He confirmed in the mentioned quote that linguistic hybridity blends two social codes within the bounds of a single utterance. Furthermore, he differentiated two kinds of hybridity: intentional and unintentional; the former is a mixture of two codes inside the bounds of a single utterance but in the consciousness of speakers they are separated by a specific factor. The latter is a mixture of many different languages that co-existed in the same limits of a single variety or one national language. It is also considered as an important style in the historical processes of language evolution. In other words, the intentional one is a conscious mixture of languages but the unintentional is an unconscious mixture of codes and it is said to be the result of language change through history. Bakhtin thinks that the unconscious hybridity is a socially productive kind because the mixture of languages goes in a voiceless and tough way through long periods of time. It gives birth to new words and new linguistic elements that became part of a single language, which means that the unconscious hybridization contributed to bring up new forms and structures to the community in a smooth and resistant way.

In this matter, the term creolization has been used by Brathwaite (1974). It denotes for the invisible process of uniting two forms into one different style. Strictly speaking, the term creole has a curious status in linguistics and a large history that goes back to the sixteenth century and was applied to people born in the colonies in order to discriminate them from European-born immigrants. Which means that, the term was used to refer to people that are originally not Europeans or from European and non-European families. Moreover, creoles originated from temporary events like trading or some social situations like wars

and slavery. It first emerged in European settlements where slaves and laborers were employed and considered as the majority of population. Cases like Haitian, Mauritian, Jamaican, Guyanese, and Hawaiian Creole used to exist at that time. This linguistic phenomenon has a lot of characteristics because over time it started to evolve and to expand its vocabulary and grammar features. From the very beginning, creoles were less prestigious because they were not original, but derived from other previous varieties and mainly spoken by the lower class of society (slaves). Both intentional and unintentional hybridity are set against each other. The unintentional one unites the mixture to give one language, but the intentional hybridity sets limitations and conflicts between the two original structures to maintain separation.

Bhabha (1994) thought that any kind of linguistic / cultural interactions between languages turn at the end into a third space. Basically, it means that linguistic/ cultural elements when they meet other ones in a situation where they contact each other, a third different element arises (a new meaningful feature or element is produced). He also mentioned that the situation of hybridity includes a struggle and a clash between the elements that are in an interaction situation and he added that the component of identity should not be neglected in the process of hybridization since identity is fixed to culture. Hybridity, therefore, counters also the idea of identity as a vital and crucial element when it comes to the formation of a hybrid identity that emerges from the process of merging the dominant beliefs and ideas with those of the other (Lucy Karanja (2010)).

5. Method

5.1. Research Design

The researcher's aim in this humble investigation was to inspect and describe the linguistic phenomenon that is happening among Master one and two FFL students in order to provide a detailed representation and analysis of how linguistic hybridity is constructed between Algerian Arabic and French. In this respect, qualitative descriptive analytical research was applied in this study as to reach a final conclusion about hybrid language practices among the tackled participants. The integrated research design was carefully formed by the researchers to hit the core question of this paper.

5.2. Participants

The research population of the current investigation consists of 20 students from all Master specialties and levels (15 females and 5 males) from the department of French at the university of Tiaret. The examiner focused on Master's degree FFL students since they tend to use French regularly unlike EFL learners that have continuous contact with English instead of French (English as Foreign Language) students. In the same respect, Algerian university students apply for Master's Degree that is limited by only to a period of two years (Master one and Master two). In fact, they were chosen according to two main criteria. The

researchers purposely focused on Master one and two students since they are, academically speaking, exposed to French language from different angles unlike bachelor students. In other words, they were expected to provide the examiners with different important and reliable data in relation to the tackled linguistic phenomenon and its main purpose for being examined. In addition to this, the selection of the informants was also based on being born and raised in Tiaret or any of its side cities or towns because the examiners were focusing on one context rather than two, and since university students come from different parts of the country, the investigators established this main condition to limit the results and avoid having too many uses of one single linguistic element. Consequently, the researchers would face difficulties to spot one regular hybrid pattern. Moreover, the gender was not based on any kind of criteria, and the researchers picked this latter randomly. The overall number of the population was 20 divided to 15 females and 5 males. Additionally, the same participants were observed too after interviewing them. Their age was between 23-25 years old.

5.3. Data Collection Tools

The researchers used two main instruments to collect valuable data. The first one was an interview (using vocal recording) FFL master (one and two) students' authentic daily speech. This method was used to collect data of quality, while recordings were only to cautiously save the speech of the subjects as it is produced to avoid any kind of mistakes while trying to describe and analyze their spoken language. As a matter of fact, the investigators started interviewing before observing the participants in order to highlight, exactly, who is going to be observed. To be clearer, the tackled population were decided upon some criteria as mentioned earlier in a former step that is going to be mentioned in details in the next paragraph. Hence, the examiners needed to check first the validity of those criteria with the students in order to start with the interview and vocal recording, then moving to the observation as a next step.

Actually, the researchers asked first some questions as follows: were you born and raised in Tiaret? Are you a Master student? The answers of these two questions would either pave the way for the researchers to start an interview with the asked participant or not. As a matter of fact, the answer with yes for both questions denote for the legitimacy of the principles and refers to the start of an interview. This latter took place in one particular context which is at the university (University of Ibn Khaldoun, Faculty of Foreign Languages, Department of French), classrooms, and the halls of French department. All the interviews with all the selected participants happened around these places where French students are mostly in.

Before initiating the interview and vocal recordings, the researchers formed random different questions that are not related to the topic of the studied case because it was predicted that the subjects might not be able to answer a question like: "can you mention few words that are a combination of French and Algerian

Arabic which you use on daily basis?" simply because they cannot remember what they use (or think of what and how they use language) when they speak since this latter process is done unconsciously. Therefore, the examiners tried to reach the needed information by another way which is asking the informants different questions that are linked to their timetable of study, lessons and courses and Covid-19 and let them express themselves naturally. In other words, the researchers were engaged in a natural conversation with the participants without telling them that their spoken language is the concern. However, they were told that tape recordings are used only to remember the answers of the questions.

Additionally, both researchers were engaged in the process in which one of them was asking the questions to the respondents and the other was busy with recording the speech only. Moreover, the language used to communicate with the participants was spoken Algerian Arabic to provoke them to speak in this code since it is the concern of the study. Accordingly, the samples responded naturally and they were producing data, unconsciously, that we needed. Additionally, the second reason that prevented the investigators from unwrapping the topic of the study to the respondents was because they were highly predicted to add some retouches to their words and sentences when answering the questions of the researchers and this could take the stream of this study in the opposite direction.

Moreover, the second tool to gather data was observation by which the examiners observed (by distance without letting them to be suspicious) carefully the linguistic behavior of the same population that were interviewed and recorded since they suited the designed criteria. This process took much time from the researchers unlike the first one (which took more than 30 minutes for each subject) because it started directly after finishing the vocal record with the same participant. The examiners did not want to waste time or to miss the participant that was questioned. So, after each vocal record with a certain student, the examiners started observing his/her linguistic behavior with his/her classmates or other persons. Everything was observed was noted and taken into account next to the vocal record of the same person in order to confirm and valid the data that was gathered by him/her. Actually, the observation was a covert one (the subjects do not know they are being under test) in order to avoid any manipulation or change in their linguistic behavior. As mentioned earlier, the subjects that have been observed were exactly the ones that have been questioned and vocal recorded.

5.4. Data Analysis Process

The analytical process was feasible and inductive and systemic. The vocal records were carefully and considerably listened to, then the researchers tried to copy down the different sentences, phrases, and words that were used by each participant in order to decode and transcribe each linguistic element since the

content of what the vocal records were speaking about was completely neglected and the focus was only on the linguistic structures. At the same time, each vocal record transcript was placed next to the observation that was carried for the same respondent in order to see if there is a difference between what the respondent was using while answering the questions and what he/she was using while unconsciously speaking (when being observed) to another person. This was the first step of the analysis process, then the researchers started reading everything thoroughly and repeatedly to be taken into the next step which is the analysis. This latter enabled us to identify different linguistic practices to be later on categorized based on similarities.

5.5. Results and Discussion

Based on the systematic analysis we found out different information that will be explained in details throughout different upcoming paragraphs. As a matter of fact, it was clarified in the literature review, of this study, that linguistic hybridity is one process that is involved in a language contact situation. The two studied codes in this investigation (Algerian Arabic and French) had a long history together, then it is no doubt that the outcome of the situation will be deep. The analysis of the researchers was purely qualitative descriptive one. In other words, the focus was to answer the main concern of the study which is linked to how the practiced entity is formed by the participants.

Moreover, some of the conversations are going to be highlighted in the upcoming paragraphs to exactly review the speech of some participants. We selected only two conversations since the others were too long to be written. However, all the valuable data that was gathered by the other interviews were analyzed and they will be linked in the analysis bellow. Furthermore, through the repeated listening to the vocals and careful readings to the observations, it was clear that the participants use borrowing very heavily during their speeches. They provided us (involuntarily) with diverse terms which they used in their speech while answering our questions, and we listed different ones while observing each participant. During the process of listening to vocal records, we selected the following conversations to be highlighted as an attempt to shed light on how the real spoken speech of the participants is produced. Besides, the readers will be able to notice the pattern of the hybridized variety through the conversations or the observations of the researchers.

Table 01: Conversation One and Two.

1) Theme 1: Timetable	2) Theme 2: Education, Lessons, Courses
<p>Conversation with participant A : Researchers: salut ! Question ta3na 3andha relation m3a emploi du temps li madohelkom ! Wechrayekfih w rah mnassbekou non? Translation: Hello! Our question for you has a relation with the time table</p>	<p>Conversation with participant B Researcher 1 : salamou 3alaykom ! Participant B: bonjour ! comment ça va ? Translation: good morning! how are you! Researcher 1: cv hamdolilah! 3andi wahd question khfifnetmena te3tini men wa9tk! Translation: good thanks to Allah! I have one</p>

<p>that you were given to follow to stud! What do you think about it, and does it work for you or not?</p> <p>Participant A: mahochmnassebni ga3. En plus, rani khadam w travaille ta3i ri sba7 w 3chiya libre w emploi hada contraire.</p> <p>Translation: it does not work for me at all. Plus, am working and my job takes place in the mornings only, while am free at evenings, and the current study time table is the opposite.</p> <p>Researcher 1: malarakhtahdarga » les cours w les td ?</p> <p>Translation:so, you are not attending any of the courses or TDs?</p> <p>Participant A: walou ! manichnassisti ga3 w rani m3a la prission ta3 travaillallahghalebwsayi.</p> <p>Translation: nothing! Am not attending at all and am totally pressured by my job. Allah knows that's all.</p> <p>Researcher 1: koncheft m3a li tekhdem 3andah ychoufkiifh y3awnek!</p> <p>Translation: you could ask your boss at work to help!</p> <p>Participant A: aaaaanon ! J'ai essiyè m3ah mais massta3rafch biya ga3.</p> <p>Translation: aaaa no! I already tried to ask him, but he totally ignored me.</p> <p>Researcher 1: Allah y3inek!</p> <p>Translation: may Allah be with you!</p> <p>Participant A: merci!</p> <p>Translation: thank you!</p>	<p>question and I hope you can give me some time of yours!</p> <p>Participant B: oui, oui! Atfadli !</p> <p>Translation: yes, yes! go ahead!</p> <p>Researcher 1: melibdit te9ra f jami3a, which rayk f ta3lim jami3i, w les cours a ga3 les lessons li 9rithom?</p> <p>Translation: the moment you started learning at the university, what do you think about higher education, lessons, and courses that you were taught?</p> <p>Participant B: mmmh!Bon!Personnelment, makanmakanhahaha! Rani 2eme anneè Master mais manifahem walou ! déjà rani jay 3lajel diplom w c tt.</p> <p>Trabslation :mmmh! (a kind of hesitation and thinking) right! Personally, there is nothing hahaha (laugh) am now a second year Master student, but I have nothing in brain! I already come only for the diploma and that is all.</p> <p>Researcher 1: alormakech m ness li bari tet3alam w thawesstedidiplom bah tekhdem w sayi?</p> <p>Translation: so, you are not the kind of people that loves to study; however, you only want that piece of paper to get a job?</p> <p>Participant B: non ! Non !Mechihak!sseyit net3alam mais j'ai rien compris whechfayda ta3 wahd les cours. Alors nbela3 modulethata w nratrapihom ga3. Lprogramm li yemchibih LMD ykhaliktedidiplom w ntafaregh f rassek.</p> <p>Translation: no! no! not like this! I tied to learn, but I could not understand the point from some lectures. So, am trying to get the average in all modules even if I had to go through the make-up exams. The program that follows LMD gives you the chance to take a diploma but with an empty brain.</p>
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5.5.1. Linguistic Analysis

As highlighted in the conversation, we opted for Algerian dialect as a mean of communication with the participant A, and Bin order to make him/her answer with the same code since it is the main concern of the study. It was noted that all the

samples used different French words. The following table introduces the different French words that were used by the participants in all conversations and the ones that we noticed them when observing them.

Table 02: Examples of lexical borrowing from French into Arabic

The word	Translation to English
Avec	With
Plaisir	pleasure
Non	No
Je	I
Pense	Think
Pas	Not
Gosto	Mood
Chomage	Jobless
Personnelment	Personally
La vie	The life
Lprogramme	The program
Modulet	The modules

What we listed from both observation and recording shows the extensive use of borrowed French words. In addition to the words mentioned in the table above, we noticed a lot more than that within our recordings and observation too. The occurrence of French words in an Algerian stretch of language seems reasonable since the contact between the two codes maintained for more than 100 years. According to what we found; it appears that borrowing sweeping over the used language. The participants used this latter without changing the used terms like: en plus, travail, libre, employ, merci, contraire, la prission, non, j'aiesseyè, salut, très, a cause de, and mais. In the same respect, Hornby (2005. P. 169) defined this linguistic occurrence as being "a word, a phrase or an idea that somebody has taken from another person's work or from another language and is used in his own". In the Algerian situation, FFL students in particular practice it borrows from the language that they are learning for mainly two reasons such as: social interaction and to fill gaps in their native tongue. Actually, it comes in different types (as Hornby mentioned) like lexical one. when the speaker borrows some lexical items, he might change them to suit his own linguistic rules.

This process is called adaptation in which the speaker has a tendency to change and replace sounds of the borrowed word with ones that seem to be close and equivalent to them from his native language in order to facilitate the process of articulation. In this case, borrowing has just introduced a phonological change that is new to the recipient language, and through time these changes may introduce phonemes that can be independent by their own in the recipient language. We observed through the interviews and observations that the participants adapt certain sounds such as the word 'ropa' /rɔpɑ/ which is originated from French "robe" /rɔb/ (a dress). The participant replaced the sound /b/ with the sound /p/ that seems closer to it in matter of place of articulation. The former sound is bilabial and voiced sound unlike the latter which is bilabial but voiceless. In this situation, we would notice that

the second introduced sound is new to the spoken Algerian Arabic and for this reason the adaptation process familiarized a new sound.

In the same matter, Spolsky (1998, p. 49) stated that “borrowing occurs when the new word becomes more or less integrated into the second language”. Let us focus on the word ‘integrated’ which denotes for the process of making the borrowed word part of the recipient language. In other words, the process of changing sounds of the borrowed terms or replacing them by others that are part or equivalent to ones in the recipient tongue seems like a process of linguistic possessing. This latter is quite clear in the example of robe and ‘ropa’.

In the same vein, Treffers-Daller (2010) identified two types of borrowing. She categorized them as: lexical, and grammatical borrowing. The current paper would focus on both of them to tackle the bigger picture of the whole work. When it comes to the former, she added other categories that are related to it. She said that there is loanword, loan blend, loan translation, and loan shift. From another hand, loan words are defined by Haugen (1950) as “The term loanword had already been established to designate vocabulary whose basic form and meaning are taken directly from another language, then integrated with lesser or greater fidelity into the phonological and grammatical systems of the matrix language” (cited in Dil, 1972, p.152).

Table 03: Examples of integrated borrowings from French into Arabic

Spoken Algerian Arabic	French	English
Mitra /mitrΛ/	Mètre	Meter
Ropa /rɔpΛ/	Robe	Dress
Bochta /bɔ:ftΛ/	Poste	Post-office
Placa /plΛsΛ/	Place	Place
Filage /fileəʒ/	Village	Village
Firma /firmæ/	Farme	Farm
Classa /klsΛ/	Classe	Classroom
Vista /vi:stΛ/	Veste	Jacket
Faliza or Valiza /vali:zΛ/	Valize	Suitcase

The mentioned loan words above are completely integrated (adapted) in the morphological system of spoken Algerian Arabic. In other terms, for a non-linguist or a non-Algerian, they might appear as terms originated totally from Arabic. Moreover, some of the terms are partially integrated in the phonological system since some words like /village/ and /robe/ have become as / fileəʒ / and / rɔpΛ/ in which the two sounds /v/ and /b/ changed to /f/ and /p/. however, others are fully integrated in the system of phonology like / bɔ:ftΛ /. In this latter, the sound /p/ was pronounced as /b/, /s/ changed to be as /sh/, and /t/ converted to sound like the Arabic sound /ط/. Furthermore, some sounds were added to the borrowed words to indicate the feminine like: ‘boshta’ and ‘ropa’. The sound /a/ which is added to the final position refers to the idea that the word is feminine and not masculine.

As a matter of fact, the analysis of the observations and the interviews revealed other type of practice which is different from the adapted borrowing.

The following use is related completely to French verbs. The following list was analyzed, transcribed, and translated to French and English.

Table 04: Examples of borrowed adapted verbs from French into Arabic

Practice in Spoken AA	French	English
Neprofiti /neprofiti/	J'ai essayé d'en profiter	I tried to take advantage of it
Neprovokeh/neprovoke:h/	Je le provoque	I tried to provoke her
Sharjitha /ʃarʒitha/	Je le chargè	I tried to recharge it
Ivititha /ivititha/	J'ai essayé de l'éviter	I tried to avoid her
Ypoussini /jɔsini/	Pour me pousser	To push me
Nasisti /nasisti/	Pour participer/assister à	To attend
Yanalizili /ʝanalizi/	A analyser pour moi	To analyze for me
Yexplikili /jiksplikili/	Pour m'expliquer	To explain for me
Nratrapihom /nɾaɾapihom/	Pour les reprendre/ Pour rattrapè	To retake/catch up them
Tchanja /tʃɔnʒa/	Ça a changé	It changed
Touchina /tuʃinæ/	Nous avons été touchés	We have been touched
Tencourajina /tɔnkɔraʒina/	Pour nous donner du courage	To give us courage
Ybombardihom /jɔmbɔrdihom/	Pour les bombarder	To bomb them/ to bombarde them

It is clear from the mentioned terms in the table above that French verbs are taken as a central material in the process of forming new terms that would be adapted completely to the morphological system of spoken AA (Algerian Arabic). In other terms, they are integrated morphologically since Arabic affixes are attached to them and it would seem to the hearer as a word originated mainly from the Algerian dialect. Yet, some of them are adapted to the phonological system of spoken AA, while others are remained unchanged because the original phonemes of the term did not change when used by the participant. This kind of linguistic practice blends two linguistic codes into one word to refer to a certain meaning.

All the illustrated terms were used in full sentences by the participants. For instance, one of the participants said: manichnasisti ga3. The verb 'assister' (to attend) is used as a root. Primarily, the verb is used in the present simple. The same case happened with all the mentioned verbs above, however the difference is related only to the kind of affixes that are attached to the root. 'nasisti' is attached the prefix 'n' which refers to the personal pronoun 'I' by which the user of the term will be speaking about him/herself. In addition to this, the vowel 'i' is attached to the final position of the term to confirm the use of present simple. In other words, it replaces the linguistic conjugation element 'e' when it is use in formal French such as 'j'ai assisté'. Moreover, the other examples went through the same process of blending linguistic parts from both spoken AA and French.

Furthermore, the students were not only limited to blending French verbs with affixes from spoken AA, but they even tried to do the same process with French nouns and adjectives. These latter were also integrated totally in the morphological system of AA.

Table 05: Examples of integrated nouns and adjectives into Algerian Arabic

Integrated terms	French	English
Tegripit /tegripit/	j'ai eu la grippe	I had flu
Tristani /tristeni/	il m'a rendu triste	He made me unhappy/ I have been sad
Tmotivite /tmotivit/	motivated	I am motivated
Mignonna /minjon n/	elle est mignonne	she is cute

The mentioned instances in the table above seem to be integrated by the speakers into the lexicon of spoken AA without any difficulties. In this situation, the participants tried to shrink a whole sentence in the limits of one word. In other terms, the same rule that was applied on borrowed verbs was also applied on adjectives and nouns and it reflects the wide use of French linguistic elements and they are taken to the extreme when adapted and integrated in the spoken AA. In French language, adjectives are supposed to be used next to verbs and without adding any affixation. However, this linguistic phenomenon seems to be different and it violated this rule as one of the speakers said: "hadikprofamignonnazf" (that teacher is so cute). In this sentence we notice the clear absence of the verb and the word 'mignonna' is acting as one. This new term is based on the root 'mignon' and it is attached to the prefix 'a' from spoken AA to refer that the adjective is describing a female. For this reason, we stated that speakers are trying to shorten their speech by turning an adjective to look like a verb because it is difficult for the non-native speaker to say in French 'elleestmignonnee, yet he/she would say 'mignonna' instead.

Codeswitching and code mixing are another linguistic behavior that we noticed when digging into the recordings and the observations. There is almost no speech that is free from both phenomena as the speakers were using them heavily. To illustrate, the following tables provide some of the used sentence that express both code switching and mixing by the tackled participants.

Table 06: Examples of code switching

Spoken AA	French	English
Non, cest pas possible ! mechihak.	Non, ce n'est pas possible! pas comme ça.	No, it is not possible! not like this.
Ça ve dire pas belifhamnakoleshe.	Ça ne veut pas dire qu'on a tout compris.	it does not mean that we understood everything.
Cèst pour ça gotleknroho.	Cèst pour ça, je t'ai dit de partir	That's why, I told you to leave

Table 07: Examples of code mixing

Spoken AA	French	English
Ga3 les prof ymedoulina des documents.	Tous les professeurs nous remettent des photocopiés.	All the teachers give us handouts.
Rani occupè doka w radwankon libre.	Je suis occupé en ce moment et demain je serai libre.	am busy right now and tomorrow I will be free.
Hadamechi problem ta3i.	Ce n'est pas mon problème.	This is not my problem.

Table 06 describes code switching when it is practiced by the participants. It is quite clear that code switching is when the speaker switches from one linguistic code to another in his/her speech and it is common among bilingual utterers such as FFL students and the highlighted phrases in bold are instances of French then directly followed by AA phrases. In this vein, Haugen (1956, p.40) stated that it happens "when a bilingual speaker introduces a completely unassimilated word from another language into his speech". Thus, the illustrations show no integration or adaptation (neither morphologically nor phonologically) into the spoken AA. However, in some cases, the speaker slightly integrates it by changing the French sound /r/ to be pronounced as English /r/. The same case happened with code mixing; however, this latter is concerned with words. In other terms, in code mixing, the speaker tends to mix words from both languages in one phrase or sentence.

5.5.2. Discussion

In this portion, we are going to present what we noticed among the participants in addition to the interpretation of the analysis.

5.5.2.1. The Process of Linguistic Hybridization

This paper was grounded on one main question which is: how **FFL** students of Tiaret university are hybridizing spoken Algerian Arabic and French in their daily communication? Throughout a systematic qualitative data collection, analysis, and interpretation, we reached some information within the linguistic practices of Master one, two **FFL** students.

As a matter of fact, we clearly can see that their daily linguistic practices involve the use of different linguistic behaviors that seem to lead both codes into a process of uniting them to construct/produce one hybrid variety. In fact, Language hybridization results language change which is a process that touches any language at any time and touches all parts of its grammatical system. In an immediate noticeable way, the lexicon especially undergoes changes either by introducing loanwords from other languages or by even creating new words from materials that already exist. The phonological and morphological aspects are no exception too, as both had their chance to be confronted by the whole process.

We viewed that hybridizing **SAA**(Spoken Algerian Arabic) and French is a deep linguistic phenomenon that needs deep and long investigation to be evident for everyone. Honestly, the way the participants are using both codes seem interesting because it is not only about words, sentences and speeches; however, it is more than that. Investigating a language is investigating minds and societies. Therefore, our research would have future investigations, hopefully, to reach the secret of language, and language change. In the same vein, the studied hybrid entity went through a hybridization process. This latter was composed of different sub-processes that were all working at the same time to shape a kind interrelated linguistic mechanism. Moreover, we think that the process of hybridization started by the first entrance of French language into the Algerian society; however, what is interesting is that the process is still taking place among the **FFL** student and maybe among all the Algerians. This matter needs another investigation to find the truth. For the meantime, what we have tackled is a partial process that is still rolling among the learners of French. The

upcoming paragraphs would illustrate the different subprocesses to form the overall hybridization mechanism.

When it comes to borrowing, **FFL** students tend to adopt and take words from the other language. This situation, which is the adoption of certain linguistic elements and items from a certain language as they are. Actually, it happens for many reasons, and the most common one is to fill up a certain gap. For instance, the word 'jamais', is an example of borrowing and the participants used it a lot during the conversations. According to the findings, it was practiced in different types like lexical one. Furthermore, when the speaker borrows some lexical items, he/she might change them to suit his/her own linguistic rules. This process is called adaptation in which the speaker has a tendency to change and replace sounds of the borrowed word with ones that seem to be close and equivalent to them from his/her native language in order to facilitate the process of articulation and at the same time. This case would definitely lead to a kind of change on the level of phonology which would allow for different phonemes to enter the phonological system of the recipient tongue.

Morphological changes are also a result of the process of borrowing, it enriches the morphological inflectional side of the recipient language since it provides it with different ways to form different categories of a certain words. This kind of change might be sometimes accompanied by phonological changes too like the examples we had above when the participants clearly changed different sounds like French /r/ to English /r/, /v/ to /f/, /p/ to /b/.

Additionally, since morphology works directly with semantics then it is no doubt that the speaker would introduce new meanings to his/her own native tongue or change an already existed meaning of a certain word. For illustration, we noticed a word used by one of the participants that refers to her physical state. She used the sentence 'hadak**7itist**' (that person is jobless). The word '7itist' originally comes from spoken **AA** word '7it' which means 'wall' in English. The speaker linked the term '7i' to the prefix from French language 'ist' to form an adjective. In this situation, the speaker formed a new word into the morphological system of **SAA** and at the same time changed the meaning of the word '7it'. This situation did not only present the idea of Bakhtin about merging two systems into one; however, it exceeded that limit and reached the level of linguistic creativity where the participants could create a new word for a certain meaning. There were other created words like 'fishless'.

6. CONCLUSION

This quantitative investigation revealed that both spoken **AA** and French are going through a number of linguistic processes that actually lead to integrating French linguistic elements into the system of **SAA**. We mainly focused on the morphological and phonological aspect only since they are the mirror of any linguistic code. The analysis of the data clearly suggests that hybridization is a wide process that involves a number of sub-processes that can be referred to as introductory phases. In other words, the moment both languages were in a contact situation, hybridization started. The first process is borrowing, then the speaker moves slowly to code switching and code mixing till he/she reaches a deeper mechanism that changes the word itself,

phonemes, and even meaning. This situation can be shaped in the form of one linguistic system that involves two, three or even more languages.

Additionally, the paper promotes for future researches in this field. To be clearer, the whole result highlights another wondering as 'what about the syntax, semantics, and pragmatics of the involved languages; are they going through hybridization process?'. Moreover, the mentioned sub-processes are already working and hybridization did not yet reach an end. As evidence, SAA still preserves a part of its purity. That is to say, the originality of SAA is wobbly and not stable at all. Therefore, since language (especially mother tongue) is a unique possession to every speaker, so how come that he/she easily abandon it?

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