DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Ahmed Draia -Adrar-

FACULTY OF ARTS AND LANGUAGES

DEPARTEMENT OF ARTS AND ENGLISH

A Dissertation Presented in Partial Fulfillment of the Requirements for the Master Degree in Linguistics and Didactics

French Loan-words Used by Grown-up People in Lamtarfa Spoken Arabic

Presented by:

GOUNI Messaouda

President Mr. BOUKLI Reda

Supervisor Dr. BOUHANIA Bachir

Examiner Miss. KERTHIOU Omayma

Date of Discussion

11-06-2019

At: 08:00 AM

Academic Year 2018-2019

Dedication

To my mother soul and to my father

I dedicate this modest work

Acknowledgements

Abstract

People are different. So, their pronunciation is not the same, too. The difference occurs even in their mother tongues. Females speak differently from males as well. Grown-up people vary at the same time from the other generations. In the present study which is titled ' French loanwords used by grown-up people in Lamtarfa spoken Arabic' we are going to give a clear picture about the use of these loans in various contexts. The same happens when people use borrowed or foreign words. Since our issue is with grown-up people we shall observe them when speaking. Then, we try to interview them. The problem is that we cannot interview males. We are going then to ask a friend for help. The majority of the participants are non-educated and they do not even know that they are borrowing. Therefore, they use French loans adding to them Arabic affixes. We will ask our informants to pronounce after us some French words to illustrate why they substitute using [d, f, b] instead of the French sounds [ʒ, v, p]. Most of our respondents are non-educated this pushes us to ask them in Arabic and translating the results into English. As a result, we are going to bring factors which distinguish the grown-up people and their use of French. Finally, we will discuss the grownup people opinions about French language use, points of view about French language, motivations behind the substitution and finally judgment about the use of French more than Arabic in peoples' daily life.

Abstract

People are different. So, their pronunciation is not the same, too. The difference occurs even in their mother tongues. Females speak differently from males as well. Grown-up people vary at the same time from the other generations. In the present study which is titled ' French loanwords used by grown-up people in L'amtarfa spoken Arabic' we are going to give a clear picture about the use of these loans in various contexts. The same happens when people use borrowed or foreign words. Since our issue is with grown-up people we shall observe them when speaking. Then, we try to interview them. The problem is that we cannot interview males. We are going then to ask a friend for help. The majority of the participants are non-educated and they do not even know that they are borrowing. Therefore, they use French loans adding to them Arabic affixes. We will ask our informants to pronounce after us some French words to illustrate why they substitute using [d, f, b] instead of the French sounds [ʒ, v, p]. Most of our respondents are non-educated this pushes us to ask them in Arabic and translating the results into English. As a result, we are going to bring factors which distinguish the grown-up people and their use of French. Finally, we will discuss the grownup people opinions about French language use, points of view about French language, motivations behind the substitution and finally judgment about the use of French more than Arabic in people's daily life.

Key words

French language, loan-words, use, Grown-up, spoken Arabic.

ملخَّص

يختلف النّاس باختلاف النّطق لديهم. ويتأتّى هذا الاختلاف حتى في لغتهم الأم، فالإناث تتحدثن بشكل مختلف عن الذكور، والمتقدمون في السّن يختلفون في الوقت نفسه عن الأجيال الأخرى، سنحاول من خلال هذه الدّراسة المعنونة: الكلمات الفرنسية المستخدمة من لدن كبار السّن في لهجتهم العامية بــــــ"المطارفة"، إعطاء صورة واضحة عن استخدام هذه الاقتباسات في سياقات مختلفة، وهو الشيء نفسه الذي يحدث عند اقتباس كلمات من لغات أجنبية أخرى وبما أنّ دراستنا تتمحور حول كبار السّن فقد قمنا بمراقبتهم أثناء حديثهم وذلك بإجراء مقابلة معهم،مع صعوبة مقابلة الذكور فارتأينا أن نستعين بوسيط، وبالرغم من أن غالبية أفراد العينة غير متعلمين ولا يدرون نّهم يقتبسون إلاّ أنّهم يستخدمون الفرنسية مضيفين إليها اللّواحق العربية، وسنطلب من مخبرينا أن يحاكونا في نطق بعض الكلمات الفرنسية، لنبين سبب استعمالهم للأصوات [d.f.p] بدلا من الأصوات الفرنسية [b.v. ʒ] معظم مجيبينا غير متعلمين وهذا ما يدفعنا لأن نسألهم بالعربية ومن ثم نترجم النتائج إلى اللّغة الإنجليزية، ونتاج ذلك تبيان العوامل التي تميز كبار السّن في استخدامهم للفرنسية، وفي الأخير تم مناقشة آراء هذه الفئة حول: استخدام اللغة الفرنسية ووجهات نظرهم حول الفرنسية والدوافع وراء الاستبدال، وأخيرا التصور حول استخدام الفرنسية أكثر من اللّغة العربية في الحياة اليومية للنّاس.

الكلمات المفتاحية

اللّغة الفرنسية، الاقتباسات، الاستعمال، كبار السّنّ، اللّهجة.

TABLE OF CONTENTS

List of Abbreviations

CS: Code-switching

HV: High Variety

LV: Low Variety

MSA: Modern Standard Arabic

AAAlgerian: Arabic

FR: French

List of Phonetics Symbols

1. English Symbols

1. Short Vowels

[ɑ] as in ' after '

[ɪ] as in ' fit '

[a] as in' Arabic'

[ɒ] as in ' thought'

[ʊ] as in ' foot '

[æ] as in ' fat'

[ə] as in ' about '

2. Consonants

[p]as in ' past '

[v]as in ' vast '

[b]as in 'broadcast '

[d]as in 'advice'

[g]as in ' great '

[ʒ]as in ' vision '

[f]as in ' forecast '

[n]as in ' now '

[ʃ]as in ' show '

[t]as in ' ten '

[k]as in ' scare '

[s]as in ' secret '

List of Tables

List of Graphs

General Introduction

General Introduction

Languages change among people who use them. Throughout language we can know more about societies and about people of these societies. Therefore, sociolinguistics studies language in relation to its speakers, and more specifically to various kinds of speakers separated by social variables such associal background, occupation, social income, age, sex and the list goes on. Problems such as linguistic borrowing, influence of one language on another, interference, bilingualism, code-switching, diglossia…etc, have become essential elements in our topic.Since borrowing is a kind of lexical adaptation from another language to the speakers' language, our interest is related to lexical borrowing. Falk's (1973) better explanation of the lexical adaptation expresses that people make changes in the lexicon of the borrowed words and enter their language lexicon during the process of borrowing. We would like to say that the reasons behind code switching, bilingualism and borrowing are mostly social and linguistic. Conquest is among the major reasons that make language change. Algeria, as an example, witnessed this phenomenon (conquest). Conquests over time influenced the linguistic sphere in Algeria. Language contact pushes people there to change or to switch between codes when communicating (Arabic and French).

Foreign adapted words pronunciation must be as correct as that of the French themselves. However, this will not totally happen if someone has a low degree of education. This will affect the way these words are pronounced.

The paper will focus on the factors that play an important role within the integration processes of French elements intoLamtarfa spoken Arabic by answering the following questions :

1. What are the French loan-words used by grown-up people in Lamtarfa Spoken Arabic?

2. How do Lamtarfa people use French loanwords?

3. What are the aspects of French adaptation in Lamtarfa spoken Arabic?

From all what have been said before we hypothesize that the French loanwords have an impact on the grown-up people's spoken Arabic. Thus, if we improve the educational level of grownup people they will pronounce French well and will raise their awareness of the French use in their daily life.

This paper shall highlight the significance of the research with the following points:

1.   A means for building knowledge about borrowing in the south of Algeria and for facilitating learning.

2.   A means to increase public awareness about language phenomena in the south.

3.   To prove that not only the well educated people can use adapted words, but the uneducated ones too.

This current study aims to:

1.   Identify the factors which contribute to mispronunciation of French loan-words.

2.   Investigate the difference between people's pronunciation of the adapted words of French.

3.   The role of the educational level in improving people's way of speaking

4.   The impact of Arabic on the pronunciation of the adapted words.

 Reasons behind choosing this topic are:

1.   We found the topic interesting so we want to know further details about it.

2.   We are surprised from the way grown-up use French borrowed words.

3.   Despite the various studies related to French adaptation we want to add new views.

We are going to limit the second part (practical part) in analyzing the data obtained throughout the five questions using the statistical tables and graphs.

The methodology we use to collect data is the questionnaire. We translate the questions into Arabic. We ourselves ask women questions in Arabic and write the answers directly in English, and we do also ask a friend to help addressing questions to ask men

because of the difficulty we face to ask them. At the same time the friend has the questions written in Arabic since he has a no proficiency in English. Then, we analyze the data obtained with the descriptive and quantitative analysis.

The difficulties that we face during doing this research are:

1. People cannot answer directly. We find ourselves simplifying the questions as much as possible to be understood.

2. Translating the questions to Arabic writing the findings in English.

3. We could not ask males ourselves we needed a friend to help us.

We divided our work into two parts. The first is the theoretical part which includes two chapters. The first chapter deals with: linguistics as a branch of study, sociolinguistics as a sub-branch of linguistics, definitions of phenomena (borrowing and code-switching) including types, reasons and functions of each one, in addition to, the definitions of bilingualism and its types as well as diglossia.

The second chapter focuses on the aspects of adaptation in Lamtarfa spoken Arabic including the historical background of Lamtarfa, geographical situation of Lamtarfa, Lamtarfa speech community (spoken varieties), Language adaptation, French and Arabic adaptation. The second is the practical part which handles methodology, data analysis and interpretation.

Chapter One: Review of the Literature

1.1 Introduction

In this chapter, we are going to shed on phenomena such as borrowing, bilingualism, code-switching and diglossia. We start by defining the linguistics. Then, we give an idea about sociolinguistics as a sub-field in linguistics. We try later to define each of the phenomena above containing its types, reasons, and functions.

1.2Linguistics as a Branch

Linguistics has been defined by the Oxford Encyclopedic dictionary (1992, p: 526) as *"the scientific study of language or of particular languages."* It is defined too by Brown and Attardo (2005, p: 01) as *"the science that studies language."*

These definitions show that linguistics focuses on dealing with language generally not on particular languages. When we say Linguistics, we directly mean language structure. Linguistics tries to answer the basic questions: 'what is language, and how does language work?' The linguist might study language generally *"His ultimate aim may be to describe languages as systems"*Vogt (1954, p366).

According to Chomsky (1965, 1972) cited in Akmajian, Demers, Farmer and Harnish (2010, p: 06) *"to have command of a language is to be able, in principle, to understand what is said, and to produce a signal with the intended semantic interpretation."* This definition indicates that the study of any language depends on the study of one of the most fundamental units of linguistic structure which is the word.

The researches change from studying language apart from societies to studying it within the societies. Linguistics deals with the problems that make languages different from one another. At the same time sociolinguistics deals with the factors beyond the language. i.e. it deals with the interference of society on language and vice-versa. We are going, then, to give an idea about sociolinguistics as a field of study. Since, sociolinguistics is a large subfield in linguistics. Our deal is to cover at least little scopes of it.

1.3Sociolinguistics as a Subfield of Study

Sociolinguistics as we mentioned before is a subfield in linguistics. It is concerned to deal with the co-relationship that exists between language and society. Since there is no language without society and no society apart from language we are going to start with the definition of society and language to better expressing this co-relationship.

Society *"is any group of people who are drawn together for a certain purpose or purposes."*Language *"is what the members of a particular society speak"*Wardhaugh(2006, p 01)

*"The term sociolinguistics means many things to many people and of course no one has a patent on its definition"*Hymes(1974, p: 195) quoted in Paoletti(2011, p: 01) Sociolinguistics is the external part of linguistics. When we deal with sociolinguistics, we are indirectly dealing with language in relation to society.

Since language is a social phenomenon, it is natural to assume that the situation of a society has an impact on the language of the speakers of that society. The study of this relationship is the subfield of sociolinguistics. David Crystal (1992, p: 66) defines sociolinguistics as a *"branch of linguistics which studies all aspects of the relationship between language and society, especially with reference to such notions as race, ethnicity, class, sex, and social institutions."*

It is therefore, necessary to mention that sociolinguistics studies language in relation to its speakers, and more specifically to various kinds of speakers separated by social variables such as location, ethnicity, religion, status, educational background, gender, age. From this social exchangeable turn, sociolinguistics is considered to be a discipline in itself, which gives importance to all the dimensions of language in use rather than only one dimension such as class.

The aspects of sociolinguistics were divided by Stern (1983, p: 219) into three directions. In his view, these directions characterized the development of sociolinguistics as a distinct discipline.

The first one is a redirection to general or theoretical linguistics into a study of language in society. The *second* has extended the concept of the native speaker's linguistic competence into the concept of communicative competence by changing the focus from an abstract study of language to a concrete act of language use. i.e. ethnography of speaking or an individual's communicative activity where the study of the social context and of the participants in acts of communication took place .The *third* derives more distinctly from sociology and is often referred to as sociology of language.

The Socio-cultural background of a language plays a role in studying language in relation to society. Holmes (1992, 16) quotes that *"sociolinguistics studies a language and its varieties, and how they are used in the speech community in relation to the socio-cultural background of the language itself."*

Indeed, language affects and can be affected by society. Societies' members are not the same. They differ from one another in the way of thinking, dressing and in the way of using language. It is not only that language affects society; society can affect language too.

Accordingly, a division is drawn between micro and macro-sociolinguistics to give an understanding about language in society. Micro-sociolinguistics deals with the role of both individuals and groups in using language. The major difference between macro and micro-sociolinguistics is that: Sociolinguistics or micro-sociolinguistics is concerned with the relationship between language and society. In addition, how social structure affects the way people use language in different social contexts. In other words, macro-sociolinguistics examines large amount of language data to bring better understanding about group relationships. Whereas, sociology of language-macro-sociolinguistics- deals

with how does the way people talk influenced by social structure. In other words, it focuses on the differences of individuals in society. Coulmas (1997, p: 02) says that:

Micro-sociolinguistics investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age. Macro-sociolinguistics, on the other hand, studies what societies do with their languages, that is, attitudes and attachments that account for the functional distribution of speech forms in society, language shift, maintenance, and replacement, the delimitation and interaction of speech communities. Quoted in Wardhaugh(2006, p: 13).

All that sociolinguistics investigates is about language in relation to society. Sociology of language studies all aspects of society in relation to language.

According to Georgieva (2014, p: 15) sociolinguistics puts emphasis on language in social contexts; whereas, the sociology of language emphasizes the social interpretation of language. She also gives importance to the types or interference of both sociolinguistics and sociology of language make from speech acts.

Georgieva divided sociolinguistics and sociology of language as follow:

Sociolinguistics   sociology of language

Personal   stylistic   social   socio-cultural   sociology

Types of interference
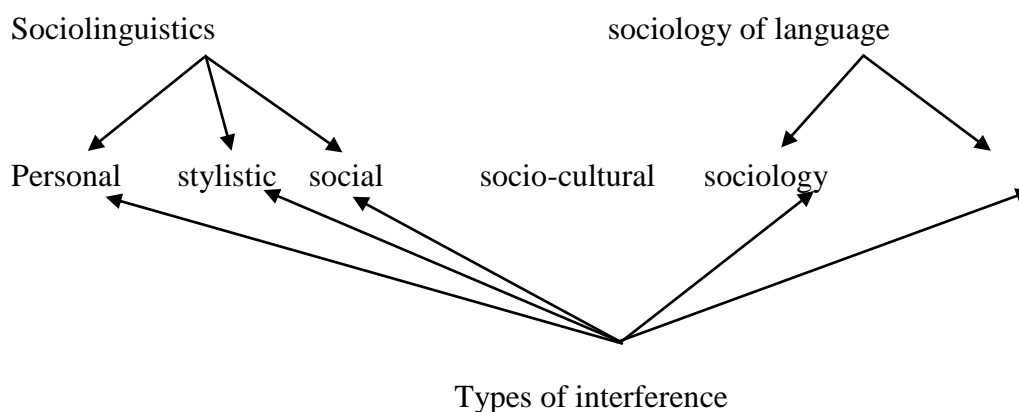
1.4Code-switching / Code-mixing and Borrowing

Languages do no more exist apart from people who use them. Moreover, people are changing overtime and their languages change too. Technology or the new development is the reason behind this change. People invent things every day and they need a name for

them, at that point, a new word comes into language. The time when new words come into use, the old ones entirely disappear, especially, if they are only dialects of a language.

Along with language change, vocabulary is the area where we find language changes the most. Each year hundreds of new words arrive in language. Thus, every part of the language changes. David Crystal (2010, p: 133) stated *"It is not just the words."*

Grammar changes, pronunciation, the way we talk to each other, even spelling and punctuation change. Communication between members in a community may lead to the use of different languages. The languages influence one another. Language contact may involve phenomena such as borrowing, code switching and code mixing. Before dealing with these phenomena, we are going to define what a code is. According to Wardhaugh (2006, p: 101) *"A particular dialect or language that a person chooses to use on any occasion is a code."* Attitudes toward such a language or a variety of language are that which make people change one variety over another.

1.4.1 Code-switching and Code-mixing

David Crystal (1994, p: 69) defines code-switching as: *"the use of more than one language, dialect, or variety during a conversation."*

Fromkin, Rodman and Hyams (2014, p: 310) say: *"code switching is a speech style unique to bilinguals, in which fluent speakers switch languages between or within sentences."*

Wardhaugh (2006) is one of the researchers who do not distinguish between code-switching and code-mixing. According to him, code-switching is not only to use long terms in our speech utterances, but also to mix codes even within very short utterances.

El-Saghir (2010) tries to illustrate the idea of no distinction between code-switching and code-mixing. He argues that there is no distinction between the two from the sociolinguistic point of view. For him code-switching describes any switch among languages, whereas code-mixing describes the mixing of two languages at the word level

(2010, p: 04).The two are not in contradiction, but complementary to each other Georgieva(2014, p: 177).

For Poplack (2001, p: 2062) *"code-switching refers to the mixing, by bilinguals (or multilinguals), of two or more languages in discourse, often with no change of interlocutor or topic."*Poplack insists that bilingual and even multilingual communities use two or more languages in their communication keeping with the same participant and topic.

1.4.1.1 Types of Code-switching

Poplack (1980) identifies three types of code-switching which bilingual speakers may produce.

1.4.1.1.1 Tag-switching

In this case, either a tag word or phrase, or both can be taken from one language to another. In Poplack's point of view tags include interjections, fillers and idiomatic expressions. Georgieva (p: 180) adds that tag switching is used for solidarity purposes.

1.4.1.1.2 Inter-sentential Switching

It involves switching at sentential boundaries .i.e. it occurs in sentences or in clauses boundaries.

1.4.1.1.3 Intra-sentential Switching

Researchers such as Weinreich (1953/1968) dismissed this kind of code-switching and considered it as random and deviant. Nowadays it is grammatically constrained. Bilinguals, basically, tend to switch intrasententially at a certain morphosyntactic boundaries only.

In this notion, the equivalence *constraint of Poplack (1980)* stated that *"switched sentences are made up of concatenated fragments of alternating languages, each of which is grammatical in the language of its provenance."* It is entirely opposite to the inter-sentential code switching; it occurs in a word or in a phrase within the same sentence or clause.

1.4.1.2Reasons for Code-switching

Indeed, people depend throughout their conversation on some factors such as the nature of the audience, the subject matter, and the situation where the conversation takes place. Romaine (2000) believes that the function of code-switching often serves as a means to explore which code is appropriate and acceptable in particular situation.

Holmes (2013) is one of those scholars who agreed on the above reasons (the participants, the setting and the topic). The only reason that she adds is the aspect of the function or purpose of interaction.

1.4.1.3Functions of Code-switching

People code switch to accomplish some social, psychological and linguistic functions. They use such codes for decoding messages when they engage in communication. The speaker and the listener are in need to transmit the information between each other. Nevertheless, the aim for conveying a message easier and faster is that which makes speakers code switch.

According to Hoffman (1991), cited in Al-Abdely and Al Heeti (2016, p: 12) there are ten functions of CS, which are:

- *To talk about a particular topic*

- *To quote somebody else*

- *To provide emphasis about something*

- *To make an interjection*

- *To repeat in order to clarify*

- *To express group identity*

- *To show intention of clarifying speech content for interlocutor*

- *To soften or strengthen a request or commend*

- *To meet a real lexical need or to compensate for lack of an equal translation*

- *To exclude others when a comment is intended for an exclusive audience*

From the list above, we notice that the purpose of interaction is the reason that makes Hoffman listing these functions. In order to meet the goal of communication we are obliged to use such a means of communication or in other words using a certain code.

1.4.2Borrowing

In general, the term borrowing is defined as *"The process whereby bilingual speakers introduce words from one language into another language, and these loan-words eventually become accepted as an integral part of the second language."*Trudgill(1992, p14)

People sometimes do not distinguish between code-switching and borrowing. Code-switching differs from borrowing, because code switchers have a choice whether to use such a code or not, whereas borrowers find themselves in a situation where they must use the borrowed words and because there is no meaning in the language they use.

Thus, the first researchers in dealing with language contact try to make a distinction between the two terms. Borrowing is to mix short word or expression from one language to the language of the speaker. The borrowed words, then, are fixed among the words of the second language and are adapted to the regular phonology, morphology, and syntax of the speaker's language (Fromkin, Rodman and Hyams 2014).

The most major kind of linguistic interference is what is called loan-words or lexical borrowings. The term 'lexical' refers to the borrowed words which are lexically differing from the language that these words are taken from Strazy(2005, p: 620). This kind of borrowing occurs only when a language borrows words and forms in its own lexicon.

The lexical-borrowings were named by Yule (2010) as a Loan-translation or Calque. Calque is to borrow words directly translated them into the language. Calque is a *"special kind of loan."*Brown and Attardo (2005, p: 32) Hence, only parts of words are translated to the borrowed language.

Moreover, the borrowed words despite the etymological identity of the donor language assume the morphological, syntactic and phonological identity of the recipient language (Smelser and Baltes, p 2063). Well-known loan-words are not available only for bilinguals. They are available even for the monolinguals. Because, these loan-words express peoples' need to express a concept and /or to describe an object, simply, because they have no obvious word available in their language.

Later on, and exactly after Weinreich, comes another kind of borrowing, which is called Nonce- borrowing (Sankoff et al 1990, p:2063). This kind is not so far different from the previous one. Sankoff only illustrates that the nonce loan tends to involve unique lexical items, and to adopt the morphological, syntactic, and often phonological identity of the addressee's language.

Within the scope of borrowing, Bloomfield (1935) makes a distinction between dialect borrowing, cultural borrowing and intimate borrowing. He highlights that dialect borrowing is where the borrowed features come from within the same speech area. Cultural borrowing is to borrow features from a different language. i.e. the conquest is the most important reason that pushes people using the invaders' language rather than their language. People here feel that their language is inferior to the language of the conquerors. In addition, intimate borrowing is concerned with the upper language and the lower language. This kind occurs in societies where the colonized people language is lower than the colonizers language.

Hence, these loan-words are used differently both in vocabulary and grammar from the original language. Thus, Lehman (1962) proposes that the vocabulary and grammatical patterns of a language can be separated into two categories; native elements and borrowed elements.

1.5Bilingualism and Diglossia

The term Bilingualism comes from the Latin *"bi"* which means *"two"* and *"lingua"* for *"language"*Crystal (2010, p: 79). The simplest definition is that of Bloomfield (1933, p: 56): *"Bilingualism is a native like control of two languages."*

Georgieva (2014, pp: 164/124) also defines both bilingualism and Diglossia as follow:

a-   Bilingualism

Narrow definition: *Someone who manages two languages at a more or less equal level.*

Broad definition: *Those Persons who have in fact learnt two languages before reaching adolescence*. Georgieva (2014, p: 164)

b-   Diglossia

*"It is a characteristic of speech communities rather than individuals"*Georgieva (2014,p: 124)

From these definitions, we can assume that bilingualism is characterized the individual'sability of mastering at least two languages. Whereas, Diglossia is broader i.e. it includes the whole community rather than persons or individuals. The two aspects of language contact differ from one another. Bilingualism is concerned with or refers to the different use of two or more languages. By contrast, Diglossia is to choose or use a variety of language High "H" or Low "L" of a single language in the appropriate situation. These indicate that *"diglossia is not bilingualism because there are no natives speakers of high varieties."*Brown and Attardo (2005, p: 152) i.e. no one can use the standard language in daily life apart from the formal situations.

Consequently, bilingualism is private and individual, even psychological in basis. On the other hand, Diglossia is public and societal. Adams, James and Swain (2002,p: 26)

1.5.1Types of Bilingualism

It is exactly after 1950s when the foundations of the theory of languages in contact immerged. According to Dimanovski (2002) these foundations were based on four different investigations:

1-   *Werner Leopold "Speech Development of a Bilingual Child" (1939-1949)*

2- *UrielWeinreich "Languages in Contact: Findings and Problems." (1953)*

3- *Einar Haugen "The Norwegian Language in America: A Study of Bilingual Behaviour." (1953)*

4- *William Mackey Significant article: "Towards a redefinition of bilingualism." (1956)*

When we say bilingualism we directly refer to bilingual speakers. The bilingual speaker is the most important notion in language contact. Thus, there are various factors that mark the distinction between individual bilinguals. The classifications, then, depend on their degree of fluency and competence in the second language.

Apart from early and late bilinguals our research tends to give at least a simple idea about the other types of bilingualism (balanced and dominant bilinguals/ compound, coordinate and sub-coordinate bilinguals). For the reason, we focus on the grown up people who became bilinguals due to the French invasion.Moradi (2014, p:108) in his research in linguistics *"an investigation through different types of bilinguals and bilingualism"*introduced the following types:

1.5.1.1Balanced and Dominant Bilinguals

Peal and Lambert (1962) argue that the distinction between the two bilinguals is based on the relationship between the fluency and proficiencies of the respective languages which bilinguals master.

For more information, the balanced bilinguals identify people's proficiency in two languages, 'the mother tongue and the second language'. Whereas, the dominant or the

unbalanced bilinguals recognize people's capacity in the mother tongue rather than the second language.

1.5.1.2 Compound, Co-ordinate, and Sub-co-ordinate Bilinguals

Weinreich (1953) was one of the first scholars who investigate in bilingualism. He distinguished the three types. According to him compound, co-ordinate and sub-coordinate distinctions deal with the properties of how two or more linguistic codes are organized and stored by individuals.

The major type which most illustrates the notion of bilingualism is the co-ordinate one. The co-ordinate bilingualism is imposed on the bilinguals throughout the educational strategy. Indeed, the learner used to develop two systems of words meaning both in the first and the second language.

1.6Diglossia

The most famous advocator of Diglossia was the American linguist Charles Ferguson 1959. In his article "Diglossia" describes a situation where two varieties of the same language exist side by side in different circumstances. The oldest definition of Ferguson shows that diglossia is a kind of bilingualism in which one of the varieties has high (H) prestige in comparison to the other variety which has a low (L) prestige.

The Arabic speaking countries are examples which express the existence of diglossia. It is where we find a distinction between formal and colloquial varieties. (H) or Classical Arabic is considered as the standard variety and is used in official situations, such as religious services, parliament, teaching; (L) variety is used in informal circumstances, such as conversation between family members, and friends.

Joshua Fishman's (1970), formulation to diglossia is to contradict Ferguson's point of view. He says that:

> *It is primarily responsible for our greater awareness that diglossia*
>
> *exists not only in multilingual societies which officially recognize several*

*"languages" and not only in societies that utilize vernacular and classical varieties, but also in societies which employ separate dialects, registers, or functionally differentiated language varieties of whatever kind.*Bouhania (1999, p: 16)

Diglossia from the oldest view of Ferguson up to the recent researches does not change. i.e. the study of languages in contact is to make the distinction between the H variety and the L variety. In other words, the aim of diglossia is to study which variety is suitable or used by bilingual speakers in certain circumstances. Furthermore, diglossia's essential principles are the two different varieties and their use in the speech community.

Along with diglossia, Georgieva (2014) points out the following three crucial features or criteria:

1.　Two distinct varieties of the same language are used in the community with one regarded as high (H) variety and the other as low (L) one.

2.　Each variety is used for quite distinct functions i.e. H and L complement each other

3.　No one uses H variety in everyday conversation.

There are different characteristics that show the difference between bilingualism and diglossia. The major differences are the circumstances. The circumstances are which make people choose the right code. It is that in diglossia there are situations where people are obliged to use H variety rather than L variety and vice versa.

Deterding (1998,p: 18) lists three characteristics of a diglossic situation:

1-　The circumstances under which each variety is used are clearly defined, so there is little mixing between the two.

2-　The two varieties are clearly separate linguistically, so that at one time a speaker may be speaking either the H-variety or the L-variety, but never something half-way between the two.

3-   *Everyone can speak the L-variety, and will do so in informal situations, such as with friends and family members; but not everyone can use the H-variety.*

This indicates that each variety is used in a suitable situation. We might not use H variety in informal situations and vice versa.

1.7 Conclusion

Since there is no language free of foreign elements, there are many factors that play an important role within the integration processes of foreign elements into a receiving language. As a result, questions such as who is borrowing, where, why, and how need to be answered before trying to have an extreme view of language in contact problems.

Chapter Two: Aspects of Adaptation in Lamtarfa Spoken

2.1 Introduction

Language change took most in the Algerian history. We should know that the Algerian policy was based on Modern Standard Arabic despite of the various invasions that Algeria witnessed before the French colonization. The situation changed during the French colonization. The language was changed to be known as French Arabic language. The sociolinguistic complexity in Algerian brings different phenomena such as CS, borrowing, bilingualism and diglossia. This chapter aims to give a clear picture of the language phenomena basically in Algeria; particularly in Lamtarfa.

2.2 Language and Dialect

From a linguistic point of view there is no distinction between language and dialect. People when engage in communication, they might use an appropriate code to pass the message easily. In dealing with language in any society we are obliged to shed light on its varieties. The varieties of languages are the dialects spoken in different parts of the same country. Dialects can be defined as *"subdivisions of a particular language."* Language, then, is *"a collection of mutually intelligible dialects".* Chambers and Trudgill(2004, p: 03)

The only distinction between language and dialect is that people need dialect more than languages. Thus, dialect is more open to new words from other languages, whereas, a language is not. *"The major difference between language and dialect is that a language is spoken in a state that has chosen to give it some power. Dialects become languages for political and social reasons, not for linguistic ones."* Brown an Attardo(2005, p: 96)

In view of that, dialect differs in vocabulary, grammar and pronunciation from other varieties of the same language. The reasons behind this differentiation are either social class, age, and / or sex. To a lesser extent, dialect is associated with a particular region.

Dialect itself is divided into two different kinds; Regional dialects and Social dialects.

2.2.1 Regional Dialects

People all over the world differ in their way of living. Every one chooses the place that he/she thinks is suitable for living. Some of them prefer to live in rural areas; others prefer living in urban places and others in mountains. The geographical area makes people choose their own dialect. Though pertinent, a regional dialect conveys information about the speakers. Besides, the term 'regional' related to the geographical space.

Due to the stereotyped pronunciations that are found in some dialects, dialectologists did a lot of work in order to investigate certain stereotypes. In addition, they do their best to identify the consistent features of speech. They relied during their research on the criteria of the NORMS (non-mobile, old, rural, males). Yule (1985, p: 182)

2.2.2 Social Dialects

Groups of the same social class speak differently from one another. Each individual has his own way of speaking. Even members of the same family speak differently. We may also find differences in speech within groups of the same social class. As a result, the dialect of the younger speakers in comparison to their grandparents is not the same.

There is no communication where there is no social discrimination. The social discriminations such as age, status, occupation, level of education and sex are the core of the social dialect. Basically, social dialect means social discriminations. Education improves someone's way of speaking. Someone who did not attend school, he is not like someone who did. The more people improve their level the more their language change. We may find that female speakers tend to use more prestigious forms than male speakers with the same overall social background.

2.3 Historical Background of Lamtarfa

The south had been colonized after many discoveries over the area. It was exactly by 1860. The aim as we said was to discover the place and to know better about the people living there. Among the officers there were colonel Colonieu and Burin with few soldiers who were in charge to Touat from El-Abyadh Sid Sheikh, but they were refused and confronted by people in Aougrout. There was also Gerhardt Rohlfs (1864) a German officer who started from Tafilalt throughout Tsabit, Sali and Ain Salah later on. Others were Palat in 1886 who was killed during his mission in February of the same year and Camille Douls, another officer who was also killed in February 21st, 1889.(SidiSlimane Ben Ali)

The period 1860-1901 witnessed many confrontations in the south. Battles such as Ingosten, Charouin, Talmin and Lamtarfa (SidiSlimane Ben Ali) explain how people in Gourara took part in the history of French colonization in Algeria.

The French colonization influenced not only the culture of Algeria, but also the most important point or what we can say the pillar of the nation that is language. The only thing that we may notice is that all efforts done by the invaders to change MSA were unsuccessful. Moreover, people in Algeria are influenced to some extent by the French invasion. i.e. they try to use French loan-words to either prove that they are educated or for such personal purposes.

Since the south is a part from Algeria, it is obvious that the French has an impact on the sociolinguistic situation there. *Lamtarfa* people used and they are still using French loan-words in their daily speaking. The loan-words are lexically differing from the original language.

2.4 Geographical Situation of Lamtarfa

Lamtarfa is located in the south west of Algeria and that is exactly in the Daira of Aougrout. It was considered as a municipality in 1985.It includes six villages, Sahla, OuladRashed, Oulad Ali, Oulad Mahmoud and Oufran. It is named Lamtarfaafter the coming of a man calledMatref according to Ibn-Khaldun. Others said that Lamtarfa is named according to a tribe called Beni- Matref from Tlemcen. Lamtarfa is situated in the north of Adrar. It is 90 km far from it. It is bordered by Charouin from the north, Asbaa from the south, Tsabit from the west and Aougrout and Daldoul from the east. Lamtarfa inhabitants are 8056 over 1419 km².

2.5 Lamtarfa Speech Community

Phenomena such as code-switching, borrowing, bilingualism, diglossia (the other phase of bilingualism), exist side by side in Lamtarfa speech community. Lamtarfa community includes people who speak Algerian dialects. Historically speaking the language spoken in this region is an Arabic dialect. As we mentioned before the Algerian dialects are influenced directly by French. Thus, Lamtarfa spoken Arabic is influenced too. We also notice that in Oulad-Rashed the grown-up people using Zenet with each other in their daily lives.

This variety is disappearing now. We can find some adults who understand it but they do not use it. At the same time we find those (adults) who speak it fluently especially the girls who have a low education level or whose never been to school. Generally speaking we can say that those girls who are always home with their parents and their grandparents and they spend much more time with they acquire it indirectly. So, they use it even with each other's (girls).

Nowadays generation neither understands nor speaks Zenet. What is more, those who know Zenet use it when they are talking about topics such as marriage, problems

between father and mother…etc they do not want the others to know especially children. And they use it when they travel to other places and meet others speaking the same variety even if they are in places where speakers speak only Arabic.

We notice that boys do not use Zenet even the uneducated. The only reason is that attitudes towards using this variety differ between girls and boys. Boys travel all the time and meet new people from different places. They try all the time to hide their identity because they recognise Zenet as an inferior variety and is related only to the old people. In other words they consider it as a language of ignorance.

2.6 Language Adaptation

*"Language adaptation is a kind of language change, but it has both natural and intentional aspects. Also, it focuses on what historical linguistics are sometimes called 'external factors' of language change."*Coulmas (1989, p: 02)

It is clear that each language has its own lexicon and since the lexicon is not the same the adapted words will certainly changes to be the recipients' language lexicon. If we take the example of the French word (privé) pronounced by an aged person never been to school, we will notice that he will utter it using Arabic [b] and [f] instead of [p] and [v] to be [brɪfɪ]. This better illustrates that languages are not the same. Coulma's (1989) point of view was to prove that adaptation processes are not limited to vocabulary supplementation only but also to grammatical changes.

Borrowing is *"concerned with single lexical items notably, words whether nouns or adjectives, they are called loanwords"* (KaidSlimane 2014, p: 13). Thus borrowing is a kind of lexical adaptation from another language to the speakers' language. Since, the loanwords are borrowed lexically people are free to change them according to their language lexicon. Freedom of speech makes speakers have the opportunity to choose which word is appropriate to every situation.

A better explanation of the lexical adaptation is that of Falk (1973) who expresses that people make changes in the lexicon of the borrowed words and enter their language lexicon during the process of borrowing. Continuing with the idea of adaptation we would like to say that the reasons behind CS, bilingualism and borrowing are mostly social and linguistic. People when code switching try to show something to the interlocutor. This may be their social status, their educational background and /or their ethnic membership.

These reasons for the use of such code are only to make the addressee get the message that you want him or her to get exactly. To sum up these phenomena we say that there is no problem to switch if your aim is to meet the goal of communication that is successful interaction. We must not forget that diglossia is also a phase of adaptation. But, it is not the same as the other phases (CS, borrowing and bilingualism). We can say that it is imposed on people through learning. People ought to learn it in schools for the sake of politics. To learn or to have knowledge about a language makes you learn about those languages.

The use of more than one language in different situations is code-switching. Domain is the most important factor that makes people change their way of speaking .i.e. they are obliged to choose a certain code. Spolsky (1998) analyses the social situations to three defining characteristics: the place, role-relationship and topic. According to him these make up a set of domains.

Furthermore, this indicates that bilingual speakers practice their choice of language in order to define the situation. The situation pushes us to choose the language which is appropriate .When people switch either directly or indirectly from their first language into the second language, will certainly change the linguistic structure of the recipient language.

2.6.1 French and Arabic Adaptation

Along with adaptation into the Algerian Arabic and from all what has been given we wish that we gave you a clear idea about the borrowing or adaptation. History is

amongthe major reasons that make language change. Algeria like else witnessed this phenomenon. Conquests over time influenced the linguistic sphere in Algeria. Language contact pushes people to change or to switch between codes when communicating.

Communication, then, is based on the sending and receiving of information. The goal of this process is to inform in order to be informed. This process will not be if the feedback does not reach the goal. Here Coulmas (1989) insists on the importance of language in the communication process. According to him language is a means that ideally transmits the communicative needs of its society. That is to say, language is a mirror which reflects society.

Spolsky (1998,p: 53) expresses this idea of conquest by saying that *"multilingualism has also been related by conquest and the sub conquest incorporation of speakers from different languages into a single political unite. "*

Moreover, the AA is a dialect spoken by Algerian people. It is derived from the MSA. That is to say it a variety of it. It is the variety of communication between people there. i.e. it is a variety understood by all people over there. This indicates that AA is used despite the different varieties spoken by the different speech communities in Algeria.

People never borrow without conditions. Coulmas 1989 in this notion sees language as a system which fit the need of those using it. Furthermore, Falk (1973, p: 51) concludes all the conditions behind adaptation. He states that *"to trace the history of linguistic borrowing is to trace the history of a people where they settled, whom they conquered who conquered them their patterns of commerce, their religious and intercultural history"*. The French, then, reach the South by 1860. They want also to have control over all Algeria.

2.6.2 French Adaptation into Lamtarfa Spoken Arabic

Lamtarfa community is a place where we find interference of phonological, morphological and syntactic aspects, too. The ways they use the loanwords characterizes

this speech community. We are trying later to illustrate each category for giving a general idea about that speech community.

2.6.2.1 Phonological Adaptation

People in multilingual communities and bilinguals in particular face the problem of foreign words. This is due to many reasons such as no meaning in the mother tongue of the borrowers.

Concerning the phonological interference of code switching; Lamtarfa people do their best to utter the French loanwords as the French do themselves. In contrast a person who never studies French will find difficulty to pronounce well. Pronunciation is the act of producing the sounds of a language Roach (1992, p: 86).

If we compare between people over there we may find that the adaptation of French words including sounds like [p]and [v] into the grown-up Arabic result to the mispronunciation. This phenomenon happens because of the mother tongue influence. These two sounds did not exist in their spoken Arabic before colonization. They may find difficulty to utter these sounds simply because the pronunciation of these sounds includes two phonemes that are not found in their phonological system. Thus, this will directly affect both the perception and production of these phonemes.

Examples: The sound [v] in the word 'vélo' (bicycle) in French is pronounced [bɪlu] instead. The sound [p] in the word 'passeport' (passeport) is pronounced with the sound [b].

The following table is better illustrating these substitutions.

Grown-up Pronunciation	French	English

[ʂɬaaʒ]	Stade	Stadium
[maʂaad]	Massage	Massage
[fɪraʒ]	Virage	Rounded street
[Fraʃma]	Franchement	directly
[bõʒʊr]	Bonjour	Good morning
[basbɒr]	Passeport	Passeport

Table 2.6.2.1.1: French Loan-words Pronunciation by the Grown-up People

Likewise, they substitute between phonemes like the voiced alveolar [d] and the voiced palato-alveolar phoneme [ʒ]. Their adaptation for the French voiceless fricative [f] and voiced fricative [v] are phonologically different; because, the speech variety of those Grown-up people is totally enriched with these new sounds. The labiodental [v] sound changes spontaneously to become [f] sound. Another feature is in the alveolar phoneme [n] which is totally omitted.

Educated Adults Pronunciation	French	English
[pəʊst pəlɪs]	Post police	Police office
[klɪmatɪzʊr]	Climatiseur	Air conditioner
[papjidʊ nitʊvajaʒ]	Papier de nettoyage	Cleaning paper
[kʊafØz]	coiffeuse	Dressing table
[plakar]	Placard	Cupboard

Table 2.6.2.1.2: French Loan-words Pronunciation by the Educated Adults

The educated adults are able to pronounce the French sounds as they are in French. Education, then, has an influence on their way of uttering French. Even those who have a low degree of education are doing their best to have the correct pronunciation. Thus, education plays an important role in making peoples' pronunciation well. Another reason is the technological development and the necessity that pushes this group to learn and to pronounce French as it is pronounced by the French themselves.

2.6.2.2 Syntactic Adaptation

The term 'Syntax' was introduced in Oxford dictionary (2000, p: 1373) as *"the way that words are and phrases are put together to form sentences in a language"*. In language notion Longman dictionary (2000, p: 1476) introduces syntax as *"the way words are arranged together to form sentences or phrases"*

From these definitions we can say that the term syntactic means the differentiation of the sentence order from one language to another. As an illustration of this phenomenon; Arabic is an example where the verb is placed before the noun. But, in French it is the opposite. People adaptation does not include everything but only things such as nouns, verbs and more precisely adjectives related to colors. This kind of adaptation was introduced by Sibawayh in his manuscript ' The Book' which was printed in 1317 A.H. He states that: *"The Arabs change those foreign words that are absolutely incongruous with their own, sometimes assimilating them into the structure of their words, and sometimes not. As for that which they assimilate into their forms (i.e., morphological patterns)..."* cited in Benabadji(2018, p: 09)

Despite this different grammar Lamtarfa people change the French words according to their language grammar. The borrowed words, either singular feminine and masculine or plural feminine and masculine are pronounced like Arabic feminine form by adding the suffixes [a], [a t], and [e:] to them.

Lamtarfa Spoken Arabic	French	English
[məʃwara]	Le mouchoir	Hand kerchief
[santʊra]	La ceinture	Belt
[ɒrdɪnatʊraːt]	Les ordinateurs	Computers
[tesan]	Les tasses	Cups
[sekan]	Les sacs	Hand bags
[lkrɑtʃn]	Les cartons	Boxes

Table 2.6.2.2.1: French Loan-words pronounced with Arabic Affixes

In the same region people used not to change the French words. They used them keeping the same meaning given by the French themselves. These include some nouns and adjectives. e.g.: [lapɪsɪɪn] for 'la Piscine' (swimming pool), [fornɒ] for 'fourneau' (oven), and [trɒnkɪl] for 'Tranquille' (quite).

2.7 Conclusion

Historically speaking language in Algeria passed through many steps until it reached the goal of Modern Standard Arabic as the national language of the nation. Regardless of all what have been mentioned before we find that the French deeply influenced the Algerian speakers. Nobody in Algeria, either educated or never been to school, communicates without integrating at least few French words.

Chapter Three:Methodology, Data Analysis and Interpretation

3.1 Introduction

Before introducing this chapter we would like to say that the grown-up in our research are people of 50 and more. This present chapter deals with methodology, data analysis and interpretation. It first introduces the research instruments used in gathering data; questionnaire and words list. After, it describes the sample population. Later, it gives an analysis and interpretation of the main findings. We should remember that we asked people one by one since most of them neither read nor write English.

3.2 Research Design

We depend on the descriptive quantitative methodologies to analyze the data obtained. The tables used in the practical part are analyzed by using SPSS "2011"(Statistical Package for Social Sciences) version 20.Whereas, the graphs are drawn personally.

3.3 Research Instruments

Certain factors and aims of the research make the researcher choose such kind of research instruments. Illiteracy is mostly found in the country side regions. It is the essential factor which pushes us to choose a questionnaire in an interview. The aim of the study is to know the grown-up attitudes towards FR and to better illustrate why and how they use FR words when they speak. The questionnaire is the only instrument that we use to answer some questions. Moreover, to test the participants' awareness about borrowing we make them listen to us uttering a list of some FR words.

3.3.1 The Questionnaire

We conclude part one into five questions. The questions are used to collect information about the FR use in grown-up peoples' daily life.They were administrated to a sample of 20 participants. Since the respondents were mostly uneducated or less educated (primary level) the questions were translated into Arabic.

Hence, the questionnaire was divided into two sections; the first is used for the sake of gathering general information about the participants including sex, age and educational background. The second section is restricted to the research project concerning the linguistic adaptation and the conditions that lead to such a process despite the ignorance of the use by those grown-up people. We depend on one close-ended question and four open-ended ones in order to answer the research questions.

3.3.2 The Words List

We use this kind of instrument when we find people unaware of borrowing. We, then, give them some words. The list is given only when they answer that they do not know that they are using FR in their daily life. It is exactly when answering with no. The aim is first to make them knowing that they are borrowing and second to continue with the other questions. After that, we try to make them pronounce after us some words including the [ʒ, v, p] in order to find the reasons behind the substitution between these sounds and between [d, f, b]. Also, to show whether there is another mispronunciation rather than these sounds.

3.4 Description of the Sample Population

Sociolinguistically when the researcher wants to study something related to society he/she is not obliged to take the whole society. A sample from society is enough, then, later he generalizes the findings. Due to the enormous population of Lamtarfa we are obliged to choose a sample from this speech community. The sample which we defined as "grown-up" and which has been chosen by mean of five age groups. This sample consists of twenty respondents equally distributed between males and females aged between 50 and 94.

3.5 Questionnaire Analysis and Interpretation

The questionnaire is the instrument used in the current study. It is divided into two sections.

3.5.1 Section One

This section aims at gathering general information about the participants' sex, age and educational background.

Table 3.5.1.1 describes the sample population undertaken by means of five age groups.

Age Group	Male	Female	Total	Percentage
50-58	03	06	09	45%
59-67	02	01	03	15%
68-76	03	00	03	15%
77-85	02	01	03	15%
86-94	00	02	02	10%
Total	**10**	**10**	**20**	**100%**

Table 3.5.1.1: Distribution of the Questionnaire by Age and Sex.

From this table we notice that:

45% of the people interviewed are aged between fifty-50- and fifty-eight -58- years old. Three (03) are males and six (06) are females.

15% of the participants are aged between fifty-nine (59) and sixty-seven (67) years old. Two (02) are males and one (01) is female.

Another 15% of the informants are ranged between sixty-eight (68) and seventy-six (76) years old. All the three (03) are males.

The third 15% contributors are aged between seventy-seven (77) and eighty-five (85) years old. Two (02) are males and one (01) is female.

The lowest percent, i.e.: 10% of the respondents, are aged between eighty-six (86) and ninety-four (94) years old. These are two (02) females.
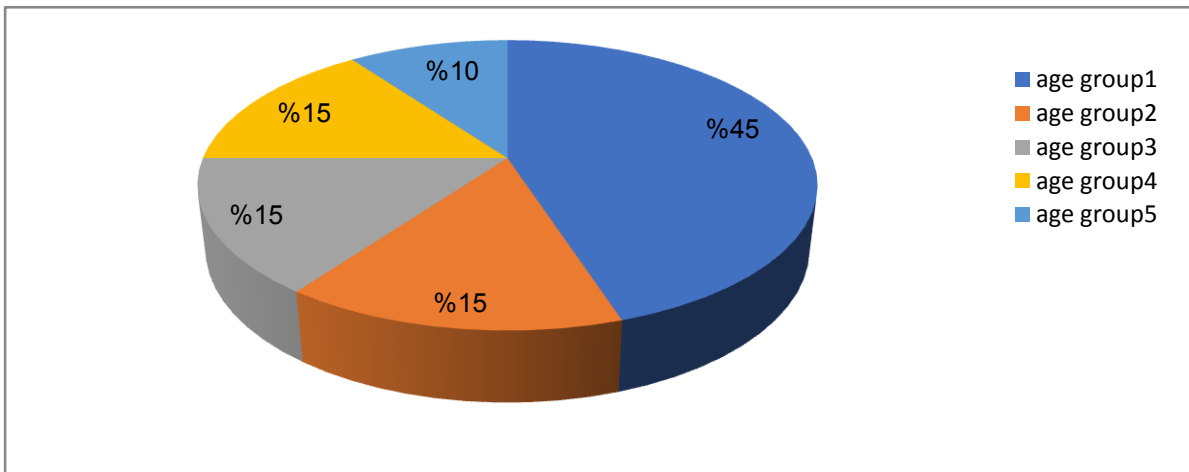
Graph 3.5.1.1.1: The Distribution of the Questionnaire by age
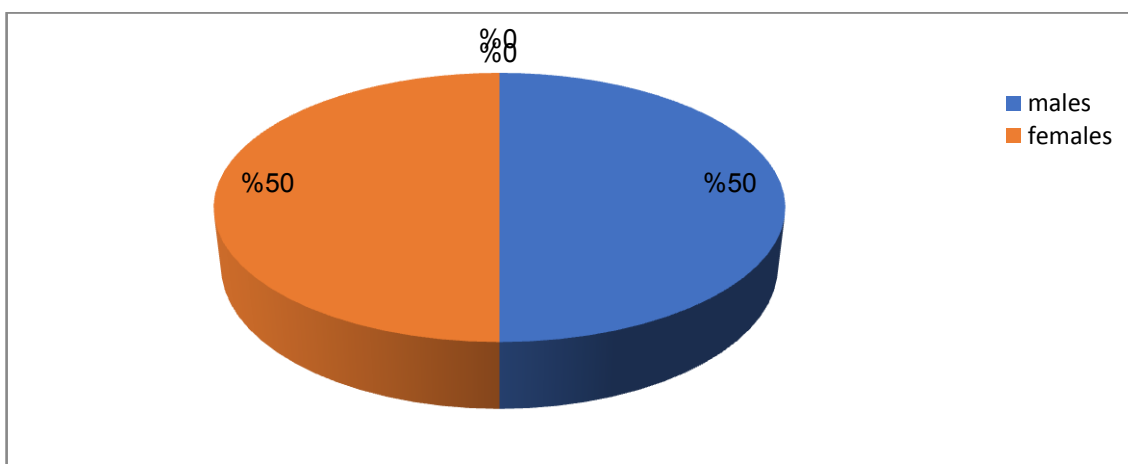
Graph 3.5.1.1.2: The Distribution of the Questionnaire by Sex

**Table 3.5.1.2: displays the educational level of the participants.**

Educationallevel	Frequencies	Percentage
Primarylevel	6	30%
Never attendedschool	14	70%
Total	**20**	**100%**

Table 3.5.1.2: Participants' Educational Background

We could not find people from other educational levels but primary level only.From the results obtained we find that the majority 70% of the informants never attended school in comparison 30% of the participants have only primary level.
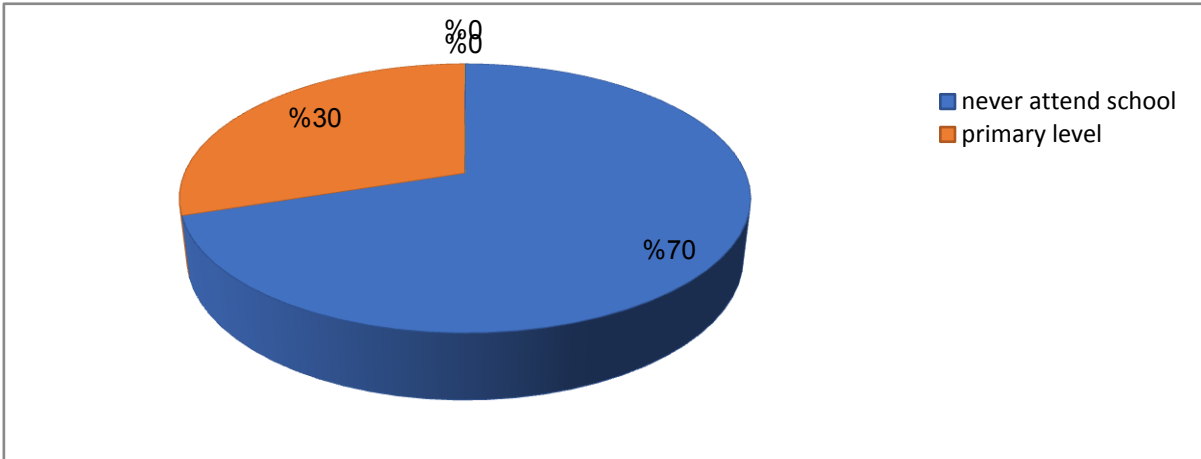
Graph3.5.1.2 Participants' Educational Background

3.5.2 Section Two

This section is composed of five questions:

Question one: Do you know that you are using French in your daily life?

The question aimed at investigating the participants' awareness of using FR in their daily life. The findingsobtained are demonstratedin the following table:

Answers	Frequencies	Percentage
Yes	1	5%
No	19	95%
Total	**20**	**100%**

Table 3.5.2.1: Participants' Awareness of French Use
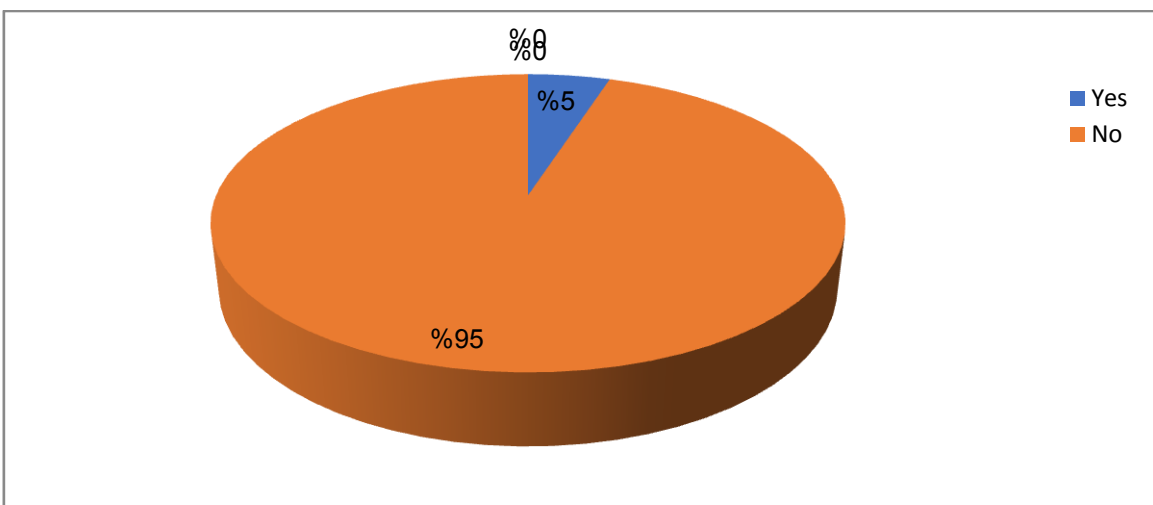
Graph 3.5.2.1: Participants' Awareness of French Use

According to the result obtained, the majority 95% of the respondents answer with NO. This indicates that they are unaware of the FR use. The rest 5% participants answer with YES indicating that they are aware of FR use in their daily life.

To identify if the participants use FR consciously or not we asked them what is their opinion when they know that they use FR when speaking with people. We are going to investigate how do they react and reply in the next table.

Question two, then, is: What is your opinion if I told that you are using French?

| Answers	Frequencies	Percentage
NO meaning in our mother tongue.	2	10%
I never thought that I am using French. I thought it is our mother tongue.	4	20%
I do not know that I'm using it.	5	25%
May be I am using it, but only in some words.	9	45%
Total	**20**	**100%**

Table 3.5.2.2: Participants' Opinions about the French Used
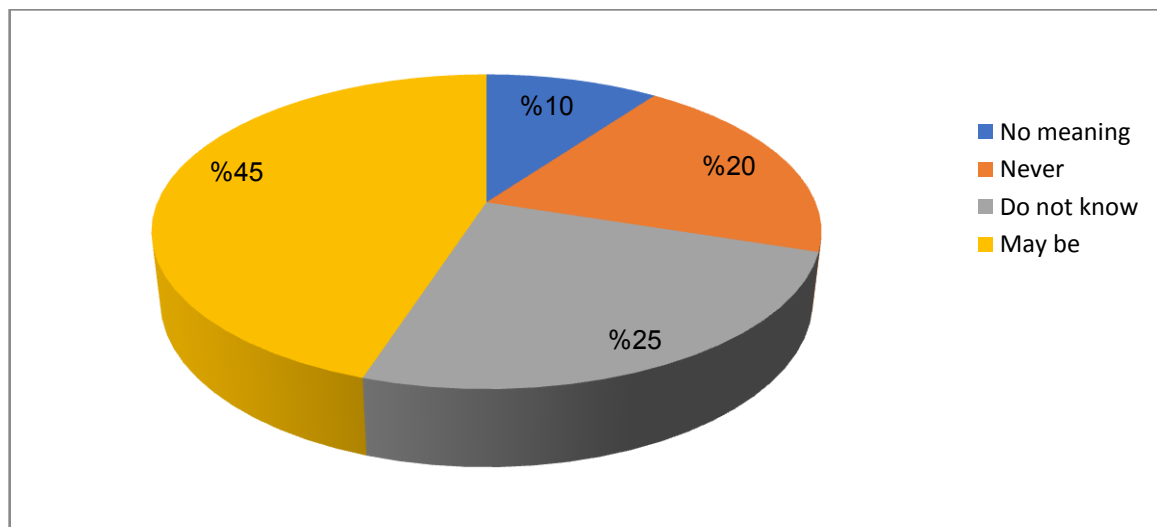
Graph 3.5.2.2:Participants' Opinions about the French Used

First of all, all the participants are surprised when they hear the French words. They all reply is it French? As the result reveals we notice that the majority of our informants use French without recognizing that. They think that they use no language but Arabic when speaking with people. 45% of our informants are not sure about the French use. In this notion they reply with maybe they use it but only in some words. 25% of the respondents

do not know that they use French. 20% of the participants never thought that they use French. They thought that it is their mother tongue. The rest 10% of the informants find French use as necessary as Arabic since there is no meaning for some words in their mother tongue.

The third question aimed at gathering information about the participants' points of view about French language.

Question three: According to you what is French?

Answers	Frequencies	Percentage
Nothing , I don't care	3	15%
Language of colonialism	9	45%
Language among the other languages in the world	5	25%
Language of France	3	15%
Total	**20**	**100**%

Table 3.5.2.3: Participants' points of view about French Language
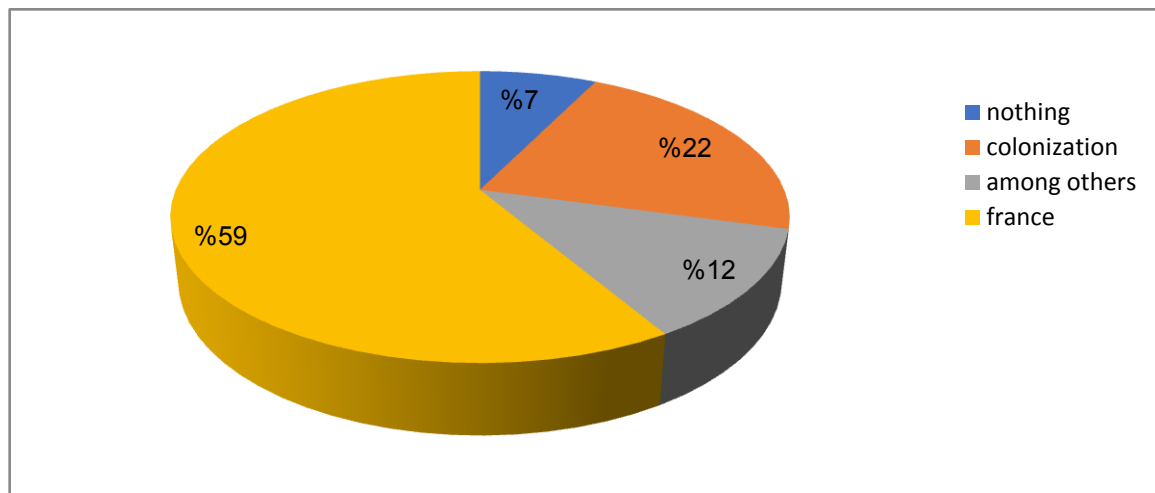
Graph3.5.2.3: Participants' Points of view about French Language.

Answers obtained show that people strongly believe that French is the language of colonialism. 45% of the participants consider French as a language of colonialism. 25% of the respondents view French as a language among the other languages in the world. 15% of our informants do not care about what is French. They told us that they are Algerians so they have nothing to do with French. Other 15% percent of the participants answered that French is a language of France preciselya language of conquerors.

Question four: Why do you substitute between /p/ /b/, /f/ /v/,/ʒ/ /d/ ?

This question endeavors at obtaining the reasons behind the substitution.

Answers	Frequencies	Percentage
I don't know that I am substituting (just following others)	3	15%
It is a mistake we use to commit.	3	15%
They are among our mother tongue	8	40%
Difficulty to pronouncethem	4	20%
No answer	2	10%
Total	**20**	**100%**

Table 3.5.2.4: Reasons behind the Substitution
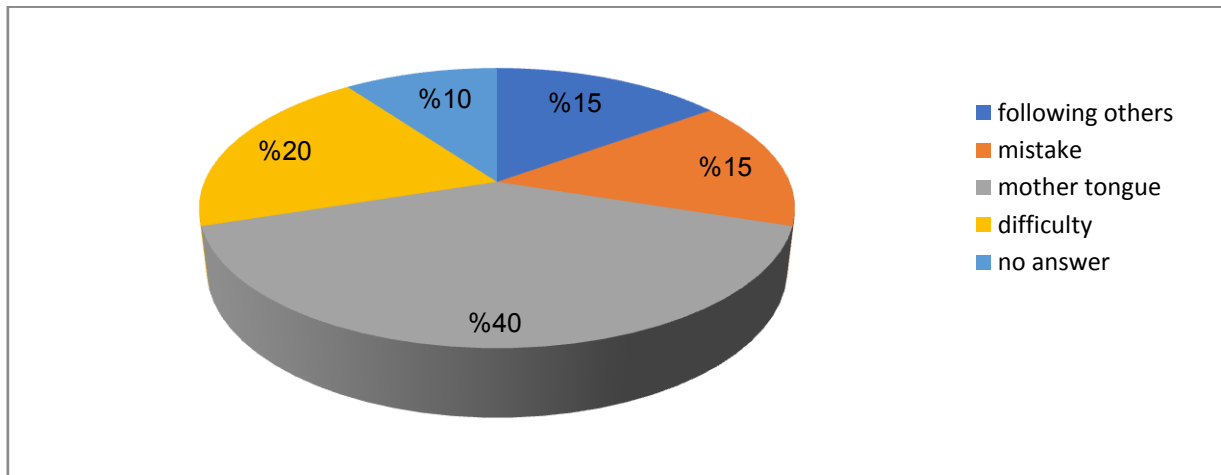
Graph3.5.2.4: Reasons behind the Substitution

From the results obtained we conclude that 40 % of the participants insist on their mother tongue. According to them the substituted sounds did not exist in Arabic. 20% of the respondents find difficulty to pronounce French sounds especially /p/ and /v/. 15% of our contributors consider substitution as a mistake they use to commit.15% of the participants do not know why they substitute. They just found people before them pronouncing this way they follow them. 10% of the informants do not answer.

We notice that our informants do not bring new sounds rather than those which they found people using. The last question asked to know whether the participants judge someone who uses French negatively, indifferently or others.

Question five: How do you judge someone who uses a lot of French in his /her speech?

Answers	Frequencies	Percentage
French Person	5	25%
Bilingual Person	2	10%
Someonewholikes French	8	40%
Someone who has proficiency in French	2	10%
Negatively	3	15%
Total	**20**	**100**%

Table 3.5.2.5: Participants'Judgment about the use of French
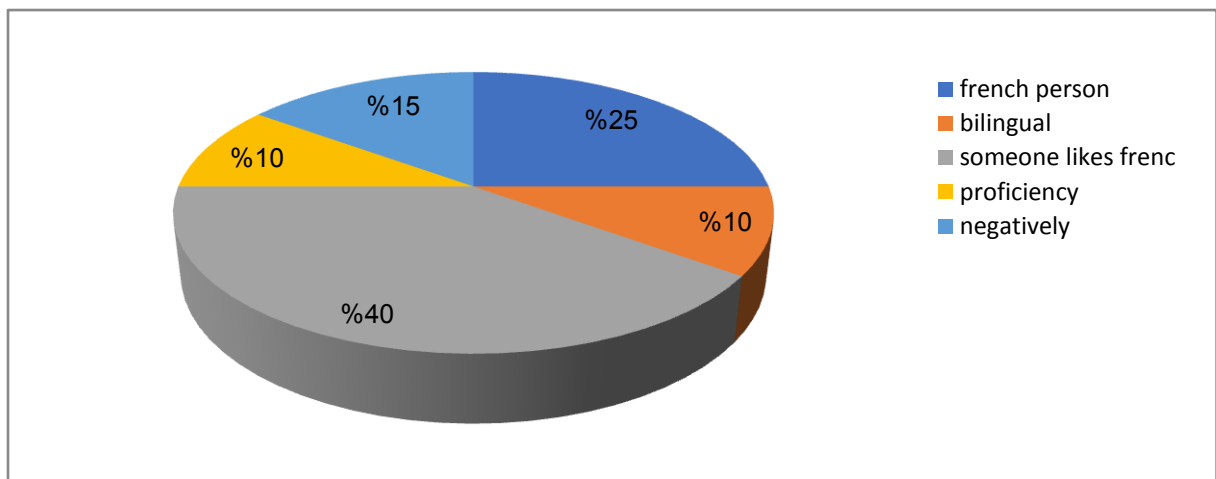
Graph 3.5.2.5: Participants' Judgment about the use of French

Since our participants could not have the chance to study, they believe that education is very important in humans' life nowadays. Thus, 40 of them judge the one who uses a lot of French as someone who likes French. 25% of the informants recognize the user of French as a French person. According to them this person has no personality. 15% of the contributors judge him / her negatively. Whereas, 20% are equally divided between 10% saying that is a bilingual person and 10% considering as someone who has proficiency in French.

3.6 Conclusion

To conclude with, the participants chosen in this chapter are the grownup. This sample is used to gather the real information about French language use in Lamtarfa spoken Arabic. The starting question aimed at gathering information about our informants by means of both age and sex. The other four questions are precisely used to have a general idea about French use in those participants' daily life. This study brings to an end the opinions about French language use, points of view about French language, and motivations behind the substitution of [ʒ, v, p] and [d, f, b] and finally perception about the use of French more than Arabic in peoples' daily life.

General Conclusion

General Conclusion

Adaptation is a phenomenon of using foreign words when speaking.Factors such as the nature of the audience, the subject matter, and the situation where the conversation takes place play an important role in the integration processes of foreign elements into a receiving language.The case study brings to an end opinions about French language use, points of view about the French language, motivations behind the substitutions and finally perceptions about the use of French more than Arabic in people's daily life. In spite of all what have been mentioned before we find that the French deeply influenced the Algerian speakers. Consequently, no one in Algeria, either educated or not, communicates without integrating at least few French words.

These results indicate that all the hypotheses are true:

1.   L'amtarfa spoken Arabic is full of French loan words.

2.   Educational level influences the way the grownup use French borrowed words.

3.   Pronunciation differences between people results from educational level differences.

4.   Peoples' pronunciation is influenced by Arabic.

The limitation that we faced in this research paper is that lack of previous research studies on the topic. Most prior studies focus either on the literature review about adaptation or on the other generations rather than the grownup one. Our interest to deal with this sample pushes us to choose this study.

Bibliography

- **Books**

1- Bloomfield Leonard, 1935, language, University of Chicago

2- Brown and Attardo, 2005, Understanding Language Structure, Interaction and Variation, Second Edition: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists, University of Michigan Press ELT

3- Chambers J.K and Trudgill Peter, Second edition 2004, Cambridge Text Books in LinguisticsCrystal David l, 1994, An Encyclopedic Dictionary of Language and Languages, Penguin Books

4- Crowther Jonathan, 1989/1992, Oxford Advanced Learner's Encyclopedic DIC, Oxford University Press

5- Crystal David, 1992, Introducing Linguistics, Penguin Books, UK

6- Crystal David, 2010, A Little Book of Language, University of South Wales Press ltd

7- El-Saghir Khalil, 2010, Code-switching in Sociolinguistic Studies: Review and Analysis, Wayne State University

8- Fromkin Victoria, Rodman Robert and Hyams Nina, 2014, An Introduction to Language, Tenth Edition, USA

9- Georgieva Maria, 2014, Introducing Sociolinguistics, St KlimentOhridski University of Sofia

10- Holmes Janet, Fourth edition, 2013, An Introduction to Sociolinguistics, Pearson education Limited

11- Hornby A.S, edited by Sally Wehmeier,06th edition, 2000, Oxford Dictionary, Advanced Learner's DIC of Current English

12- Niel and Baltes, Paul (Eds), International Encyclopedia of the Social and Behavioural Sciences, Elsevier Science Ltd

13- Roach Peter, 1992, Introducing Phonetics, Penguin Books, Canada, Ltd

14- Romaine Suzanne, Second edition 2000, Language in Society, An Introduction to Sociolinguistics, Oxford University Press, NY

15- S. FalkJulia, 1973 second edition, linguistics and language: A Survey of Basic Concepts and Implications, Michigan State University

16- SidiSlimane Ben Ali Organization, The Golden Register of the Civil Resistance and the Big Battle for freedom in Adrar

17- Stern H.H, 1983, Fundamental Concepts of Language Teaching, Oxford University Press

18- Strazy Philip, 2005, Encyclopedia of Linguistics, UK.

19- Trudgill Peter, 1992, Introducing Language And Society, Penguin Books, UK

20- Wardhaugh Ronald, 2006, An Introduction to Sociolinguistics, Fifth Edition, Blackwell,

21- Widdowson H.G, 1998, Oxford Introduction to Language Study: Sociolinguistics Bernard Spolsky.

22- Yule G, fourth edition 2010, The study of Language, Cambridge University Press

23- Yule Georg, 1985, The Study of Language, Cambridge UP, UK

24- Adams J.N., Janse Mark and Swain Simon, 2002, Bilingualism in Ancient Society, Language Contact and the Written Word, Oxford University Press

25- Holmes Janet, 1992, An Introduction to Sociolinguistics, by Pearson Education Limited

- **Articles**

1- A. Al AbdelyAmmar and Hamad Al HeetiNiema, 2016, Types and Functions of Code-Switching in the English Language used by Iraq Doctors in Formal Setting, International Journal of advanced Research and Review, University of Ambar, Iraq

2- Bloomfield L, 1933, Language, p:56, University of Chicago

3- Deterding David, 1998, Approaches to Diglossia in the Classroom: The Middle Way

4- DimanovskiVesnaMuhvic, 2002, Languages in Contact, University of Zagreb Croatia

5- Language, Culture and Identity in Today's Algeria, International Journal of Research in Humanities, Algeria

6- Paoletti Isabella, 2011, « Sociolinguistics. Sociopedia. isa, University of Nova de Lisboa, Portugal

7- Vogt Hans, 1954, Language Contacts, Word, Published Online 2015.

8- MoradiHamza, 2014, An Investigation through Different Types of Bilinguals and Bilingualism

- **Theses**

1- BouhaniaBachir, 1999, The Substitution of French Loan Words for Oran Arabic, Ma/thesis, university of Oran

2- HASSAINE Farah (BEN YELLES), 2010/2011, French and Algerian Arabic in a Bilingual Situation Case Study of Tlemcen Speech Community, Ma/thesis

3- MahdadKaidSlimaneHynd, 2014, Bilingualism and Biculturalism: Exploring Youth

4- MorslyDalila, 1986, Multilingualism in Algeria, Ma/thesis

5- Mostari Hind Amel, 2005, The Language Question in The Arab World: Evidence From Algeria, Journal of Language and Learning, Ma/thesis

6- Belarbi Khalid, 2012/2013, Aspects of Code-Switching, Code-mixing and Borrowing Used by the Older Generation in Tiaret, Ma/thesis BenabadjiAmina, 2018, Integration of French Loanwords into Algerian Arabic Dialect, London Journal Press, UK

- **Website**

1- www.glotopedia.de/index.php/Borrowingli.e.Copping

Appendices

Appendix I

Questionnaire

The following interview aims at gathering information about the adaptation of words from French into L'amtarfa Spoken Arabic

Section One

Gender: Male   Female

Age

Educational Background:

Primary level   Middle level   Secondary level

University level

Never been to school

Section Two

1-This question is about the awareness of using French:

 Do you know that you are using French in your daily life?

Yes   No

2- What is your opinion if I told you that you are using French?

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

3- According to you what is French?

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

4- Why do substitute between [p b, f v and ʒ d]?

……
……
……

5- How do judge someone who uses a lot of French in his/her Arabic?

……
……
……

Translation of the Questionnaire

<div dir="rtl">

إستبيان

يهدف هذا الإستبيان إلى جمع المعلومات عن اقتباس كلمات من اللغة الفرنسية في عامية المطارفة

المبحث الأول:

الجنس: ذكر   أنثى

المستوى التعليمي:

مستوى ابتدائي   مستوى متوسط   مستوى ثانوي
مستوى جامعي

لم أدرس

المبحث الثاني:

يتعلق هذا السؤال بمدى الوعي في استعمال اللغة الفرنسية:

01- هل تستعمل الفرنسية في حياتك اليومية ؟

نعم   لا

02- ماهو رأيك إن أخبرتك أنك تستعملها ؟

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

03- ماهي الفرنسية في نظرك ؟

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

04- لماذا تخلط بين هذه الأصوات [p b] و fv, ʒ d؟

</div>

....

....

....

05- كيف تحكم على من يستعمل الفرنسية كثيرا ؟

....

....

....

Appendix II

Words List

Robinet ' tap'

Cuisine ' kitchen'

Salle de bain ' bathroom'

Jardin ' garden '

Réfrigérateur 'fridge '

Couverture ' blanket '

Robe ' dress '

Autoroute ' highway '

Télévision ' television '

L'école ' school '

Ticket ' ticket '

Appendix III

Words to be Repeated

Politic ' political '

Plastic ' plastic'

Pare-brise' windshield '

Pâtisserie ' pastry shop '

Parasite ' talking '

Vachette ' calfskin '

Vasa ' vasa '

Vase ' vase '

Vaseline ' vaseline '

Vendetta ' face powder'

Covrage ' covrage '