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**THE ABILITY TO MOVE FROM AN ARABIC–FRENCH
MIXATUE TO AN ARABIC–ENGLISH MIXATURE IN THE
ONLINE CONVERSATIONS OF ALGERIANS**

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Dedication

To those who have always been and still are my constant bond,

My Mother and my father.

Those who shared the hardships of life with me, my brothers and sisters Asmaa, Dussama, Ishak and my little princess Yasmine.

To every friend and member of the big family who has always stood by me and supported me with all love and sincerity.

To all those who have left us, may Allah have mercy on them.

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Abstract

Abstract:

This study aims to investigate the ability of Algerians to shift from an Arabic-French mixture to an Arabic-English mixture in the online conversations. The research focus on the language choices of Algerians in online communication platforms such as social media and instant messaging applications. The study explores the factors that contribute to the choice of language mixture in online conversations and the impact of language shift on communication efficiency and identity. The data for this study was collected through a two different semi-structured interviews and questionnaire analyzed using thematic analysis and statistical tools. The findings reveal that Algerians are able to switch between Arabic-French and Arabic-English mixtures in online conversations based on their linguistic competence and the language preferences of their communication partners. The study also finds that the choice of language mixture in online conversations is influenced by social, cultural, and educational factors. The research contributes to the understanding of language dynamics in online communication and has practical implications for language policy and education in Algeria.

Key word's : arabic, english, french, online conversations

Abstract

Résumé:

Cette étude vise à étudier la capacité des Algériens à passer d'un mélange Arabe-Français à un mélange Arabe-Anglais dans les conversations en ligne. La recherche se concentre sur les choix linguistiques des Algériens dans les plateformes de communication en ligne telles que les médias sociaux et les applications de messagerie instantanée. L'étude explore les facteurs qui contribuent au choix du mélange linguistique dans les conversations en ligne et l'impact du changement de langue sur l'efficacité de la communication et l'identité. Les données de cette étude ont été collectées au moyen de deux entretiens semi-structurés différents et d'un questionnaire analysé à l'aide d'analyses thématiques et d'outils statistiques. Les résultats révèlent que les Algériens sont capables de basculer entre les mélanges Arabe-Français et Arabe-Anglais dans les conversations en ligne en fonction de leurs compétences linguistiques et des préférences linguistiques de leurs partenaires de communication. L'étude révèle également que le choix du mélange linguistique dans les conversations en ligne est influencé par des facteurs sociaux, culturels et éducatifs. La recherche contribue à la compréhension de la dynamique linguistique dans la communication en ligne et a des implications pratiques pour la politique linguistique et l'éducation en Algérie.

Mots clés : arabe, anglais, français, conversations en ligne

Abstract

المخلص:

تهدف هذه الدراسة إلى التحقيق في قدرة الجزائريين على التحول من خليط عربي-فرنسي إلى خليط عربي-إنجليزي في المحادثات عبر الإنترنت. يركز البحث على الخيارات اللغوية للجزائريين في منصات الاتصال عبر الإنترنت مثل وسائل التواصل الاجتماعي وتطبيقات المراسلة الفورية. تستكشف الدراسة العوامل التي تساهم في اختيار مزيج اللغة في المحادثات عبر الإنترنت وتأثير التحول اللغوي على كفاءة الاتصال والهوية. تم جمع بيانات هذه الدراسة من خلال مقابلتين مختلفتين شبه منظمين واستبيان تم تحليلهما باستخدام التحليل المواضيعي والأدوات الإحصائية. تكشف النتائج أن الجزائريين قادرين على التبديل بين الخلطات العربية-الفرنسية والعربية-الإنجليزية في المحادثات عبر الإنترنت بناء على كفاءتهم اللغوية والتفضيلات اللغوية لشركائهم في التواصل. وجدت الدراسة أيضا أن اختيار مزيج اللغة في المحادثات عبر الإنترنت يتأثر بالعوامل الاجتماعية والثقافية والتعليمية. يساهم البحث في فهم ديناميكيات اللغة في التواصل عبر الإنترنت وله آثار عملية على سياسة اللغة والتعليم في الجزائر.

الكلمات المفتاحية: العربية، الإنجليزية، الفرنسية والمحادثات عبر الإنترنت

General Introduction

Introduction

1.1 General Introduction

Language is one of the most important elements that form an individual's identity, as it is a means of communication with others that enables him to practice his life better. The Algerian individual, like others, has a very rich linguistic identity, as it is a mixture of several languages, the first of which is Amazigh, which is considered the oldest language used by Algerians, and the Arabic language, which is considered by the Constitution to be the first national and official language, as this language is divided into standard Arabic, which is often used in schools and state institutions in general, and other colloquial, which is used on a daily basis. In addition to these two languages, we find French, which swept the Algerian society due to historical factors, represented by the French colonization of Algeria for more than a century, which allowed this language to take root in the Algerian society.

With the openness that Algerian society has known to the world, especially during Independence and recently with the advent of social networking sites, the English language began to make its way to Algerians after it was limited to 7 years of Education, four of which were in middle education and three in secondary. The teaching of this language has become available as a specialty in most Algerian universities, and therefore the category of those who master this language is increasing. To further promote this development, special schools have been established to teach this language, in addition to intensive institutes, and most importantly, its teaching has been approved at the primary level.

And since the Algerian society is considered one of the most used peoples of social communication platforms, especially Facebook, he inevitably uses one of these languages while communicating through these platforms or mixes them both when communicating with members of his community or members of another community. Considering the

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French and English languages as both foreign languages for Algerians, we find that French has taken the largest space and has become an integral part of the linguistic identity of the Algerian individual. However, today this individual is seeking to expand his skills more and more in the English language, and signs of using it have appeared and are constantly evolving, and this will be clarified through this study.

1.2 The Rationale of the study:

This study was conducted in order to explore the possibility of moving from the use of French to the use of English in online conversations among Algerians, where this study was based on the following:

- First, most studies focus on the state of the English language in Algeria and ways to support its learning and use, mentioning the prospects that this language opens for its learners (Mohamed, Kedjnane , & Kamel, 2020/2021).
- Secondly, to carry out many different studies on the use of social networking sites in Algeria and their impact on the reality of Algerians, but without talking about the linguistic aspect.
- Thirdly and finally, the cultural reality of Algerians and the influence of French culture for historical reasons made the French language an integral part of the identity of the Algerian individual, especially during colonization (Samia, 2018).

The importance of this study lies in its familiarity with all the points mentioned earlier, as it can be considered as a future view, even if it is in the long term. It also opens new horizons for conducting future research and studies related to this language in Algeria, both in the reality of Algerians and in the virtual world.

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1.3 Research Questions:

This study is led by the following research questions:

- 1- Why did Algerians use English instead of French in their online conversations?
- 2- Does the use of English in the online conversations affect the conversations of Algerians in reality, especially since they use French a lot?
- 3- Does the tendency of Algerians to use the English language have a negative impact on the future of the French language in Algeria?

1.4 Aims and objectives:

- To uncover the most important reasons why Algerians use English instead of French in the online conversations.
- To find out the implications of using English in online conversations.
- To identify the difficulties Algerians may encounter while using English.

To achieve these aims, two data collection methods are used which are: semi-structured interview and questionnaire. Three experts in the field and two admins of pages on social media are chosen for this semi-structured interview and 50 person for the questionnaire. Those persons learn English in different schools and institutes.

1.5 The structure of the study:

This study is divided into five chapters: Introduction, Literature Review, Methodology, Discussion of the findings and conclusion. The first chapter gives a general view about the study with a general introduction about the theme, the rationale of the study, Aims, research questions and the structure of the study. The second chapter is the theoretical part of this research. It defines different points that has a relation with this study such as the linguistic situation in Algeria, social media in Algeria, its use during the covid-

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19 pandemic and some linguistic terms such as texting, Abbreviations, code-switching and borrowing. The third chapter present the data collection methods, data analysis methods, mixed method Approach, sampling, participants and the ethical considerations. And the fourth one is findings and discussion. The last chapter of this research is conclusion, it divided into summary of the main research findings, Aims of the research, limitations, implications, contributions and Agenda for future research.

Literature Review

2.1 Introduction:

For the past three decades, the world has witnessed a great change of development, in the sense that technology has made the way of living easier, just as much as it made communication between people faster. They have become comfortable communicating through the internet, especially since they use the language that comforts them. This part of the study will explain the languages in Algeria and the use of social networking sites in addition to some addresses related to communication via the internet.,reviewing some literatures that have already dealt with such a phenomenon in general.

2.2 The linguistic situation in Algeria:

The language in Algeria has known several changes throughout history to reach what it is today as a result of various historical events that contributed to changing it significantly. This situation provides with an instant of the most culturally and linguistically differences and rich context, so it is important to have a close look about the contextual background of the country.

According to the historical studies of Algeria, the language used by the Berbers, who are the indigenous people of North Africa is the Berber language or Tamazight until their conversion to Islam. As after their conversion to Islam, the Arabic language began to appear in the region and this is due to the necessity of learning it as it is the language of Qur'an, the Holy book. This is what made it take a great place in Algeria, especially after dividing it into Arabic and Algerian Arabic. Then came another transitional stage in the language situation of the country during the period between 1830 and 1962, which is the French colonization of Algeria, which sought to obliterate or erase the personality of the Algerian individual, including his language and replace it with the French language as it

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became the used language of administration and it was used almost all fields in the Algerian society.

After the independence in 1962, Algeria had several problems in almost its fields; the linguistic question, concerning the official state language, was one of them. It was a complex task to impose a linguistic unity on the Algerian nation. As a result of historical events, Algeria has developed a complex linguistic profile with Arabic and its regional varieties all around the country: Berber dialects in a number of areas, French as a functional secondary language, and the spread of English thanks to globalization.

2.1.1 Standard Arabic:

Standard Arabic is a term that indicates the standardized variety of Arabic used for written and spoken purposes in formal settings. The term "standard Arabic" is used to avoid terminological problems between "classical Arabic" and "modern standard Arabic". It is a collecting factor and a symbol of Arab identity. Thus, it existed as the national, official language; as it was declared in the Algerian constitutional in the third article, and the first language in Algerian schools. Also it is the language of religion, culture and instruction.

Generally, there are two distinctive forms of Standard Arabic which are the classical and the modern forms. The latter are not so different; for Arabic speakers the two forms are indifferently called "al Arabiya alfusha" i.e. the eloquent Arabic.

Classical Arabic, in one hand, is the written version of Arabic that is associated with Islam and the language of Quran. It is used for religious settings and functions and for that reason it has been highly respected and it has a prestigious position among the Arabic speaking communities, according to Feish: "Classical Arabic has the prestige, an immense

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prestige which is multiplied by two because of it is twofold: the prestige of a great language of culture ...and that of a language of religion'' (Feish, 1994, p. 25).

The classical Arabic is referred to as a ''pure'' language and there are only few who have a fluent anxiety due to its high level of lexical and syntactic assessment. On other hand, Modern Standard Arabic is the simplified version of Classical Arabic and its new form has emerged in the nineteenth century. It has been modernized and simplified to be more effective. There were several methods which were used to modernize the language such as borrowing foreign words and translating them. Though, it became the language of prestige and modernity and it gave new assort, as Benrabah defines it: ''A written form of Arabic readily associated with the modern media which was developed in 19 century as part of the cultural Revival, or Nahda, in the Middle East'' (Benrabah, 2004, p. 46).

Also, the colloquial language in Algeria is included in this section. Although Arabic language is a symbol of Arabic identity, the Arabs are not linguistically united in the spoken varieties used in everyday life because of colonial reasons and personal interactions.

According to Collyer (2004) The Arabic spoken in Algeria (colloquial), which is informally used for everyday discussions, is different from the standard Arabic. It seems that among Algerians' daily interaction, either in or out home, Algerian Arabic or what is called "Darija/Amiya" shared many characteristics with the Standard Arabic, but there are also so many differences at the lexical, syntactic and morphological level (Benyounes, 2016-2017, p. 18).

Spoken Arabic in Algeria (...)is spread over four major
geographical areas each with its own linguistic features

Western Algerian Arabic used in an area which extend from

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the Moroccan border to Tunis. Central Algerian Arabic spoken in the central zone which extend to Bedjaia and includes Algiers and its surroundings. Eastern Algerian Arabic spoken in the high plateaus around Setif, Constantine, Annaba and extends to Tunisian border.Sahara Algerian Arabic spoken by around 100,000 in habitants in the Sahara Desert.

Though, Algerian Arabic is not just for the oral usage, it is also in the written form using either Arabic or Latin script. This form is concerned with the internet chat rooms and mobile phone short messages. Thus, Algerian Arabic is the native language of the majority of population.

2.1.2 Berber and Tamazight:

In Algeria, Berber also exists as a native language, but unlike the Algerian Arabic, it is spoken by a minority of Algerians. Although, the Berber language had been spoken in North Africa for centuries, it has never been recognized to be an official language in any of the North African countries. In Algeria, the Berber language is only considered a national language that is spoken by a minority in particular areas. Recently, with the reformation of the Algerian constitution, Tamazight has been considered as an official language according to what was stated in article 4 of the Algerian constitution “Tamazight shall also be a national and an official language.

The state shall endeavor to promote and develop it in all its linguistic varieties in use throughout the national territory” (The constitution of the people's democratic republic of Algeria , 2016, p. 10).

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The Tamazight language stems from a very old language called Libyan. In Algeria, it exist four major varieties of Tamazight; Taqvaylit is the Kabylisians variety, Tashawit spoken by the Chaouia group, Mozabit and Tamashaq used by Mozabits and Touareg respectively.

One person cannot belong to one Berber community in Algeria because these groups are divided by geographical and traditional differences. In fact, Berber varieties lack of the written form except the Touareg variety (Tamashek) which is the only Berber variety that maintains the ancient script called ‘Tifinagh’ which is used to express authentic and traditional Amazight culture, and which is perceived by some as a potent marker of identity. The Latin script is mostly commonly favored.

“Tamazight literature, originally oral, is now being written mostly in Latin script. Several novels, collections of short stories and poems, by contemporary writes have become available in print since the 1970s. The majority of these works to date are in Kabyl.” (Abu-Haidar, 2000, p. 151)

Indeed, issues such as a variation within Tamazight and the writing system state as major obstructions to any attempt to Berber standardization. Tamazight has remained a dominate language that dominated with oral character used among a number of native speakers dwindling more and more over the years.

2.1.3 French Language:

During French colonialism, colonial authorities attempted to restructure the Algerian identity according to Western ideals, economic progress, and initiating anti-Arabic, pro- French language. They were projected to the spread of French as being the

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language of modern, and prestigious, and sought to eradicate the use of the Arabic language which is the medium of Islamic teaching and a symbol of identity. Their strategy aimed at spreading of French in order to be the forefront of their domination in the educational system in Algerian schools.

As Gordan (1962) states:” When Portuguese colonized, they built churches; when the British colonized, they built trading stations; when the French colonized, they Built schools ‘’ (Benyounes, 2016-2017, p. 20).

All government institutions and public services related to various ministries use the French language that became the official language of Algeria when it was under the French occupation, and Arabic was actually described as a foreign language in 1938 . So, to get a respected job or to move up to a respected position in society, one has to master this language (Abdelkarim, 2009).

Today, this language plays a prominent position in the Algerian society and shares with standard Arabic a high status. It is taught from the third year of the primary school “ Another reason of the French importance in Algeria is that it is still being taught at schools till nowadays, from primary school to university level”, and it is used in different fields particularly in science, technology, tourism, and media (Zahaf, 2020, p. 11).

Scientific domains and industry are operating in French which is the tool that brings modern ideas and prestige, as it helps the country in economic and technology developments.

French is not present in the Algerian constitution, neither as a national nor as an official language. In addition, its role has been changing due to the Arabization policy which started in Algeria right after the independence and recently due the spread of English as the international language.

2.1.4 English Language:

English language has a promising status in Algeria. It is considered as the second foreign language. Its position took a challenging way since 2000, where the government introduced the educational reform that was most supported by the United States. Then the reform of 2022 that strengthened the status of the English language by including it in primary school starting from the third year instead of the first year in middle school as it was in the past. The implementation of this reform and giving the English language such a status was due to many reasons; the Arabization policy resulted in a generation of teachers uncultivated about foreign languages, because it attempts at increasing the hours of teaching Arabic at the expense of English and French.

On the other hand, Benrabah (2007) mentioned that “the early 2000 were characterized by the transition to globalized pedagogy or the free market economy. It is also related to the high cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria”(Benyounes, 2016-2017, p. 21).

English nowadays is the main tool for Algerians to operate in most important fields, as to have an access to work in foreign companies in Algeria. The English language is neither an official nor a national language, but it has a great role in nowadays Algerian communication and use. Most of the citizens, from different ages, are trying to learn this global language because of its importance in almost all fields of life.

2.2 The use of Social Media:

Social media has made the entire world turn to a small place due to the development of technology. It is remarkable how creative can people become at meeting

each other and communicating with one another. There are different categories of social media; the first one is social networking which contains popular sites like Facebook and twitter. The second category is named social news in which it interact by voting for articles and commenting on them such as Yahoo. Social bookmarking is another category that allows people to search for books through websites. The last category is known as Wikis, which allows people to add articles and edit some existing ones like Wikipedia. It is important to take advantage of social network as a source of education and learning, however some studies show that majority of students use these platforms such as Facebook or Instagram just for the sake of entertainment.

2.2.1 The platform of Facebook:

Facebook is the most popular social networking in Algeria, especially among university students. It enable it users creating profiles, sharing photos, video, and keeping in touch with friends, family and colleagues. According to some statistics stated in the website NapoleonCat.com, there were 25 270 000 users of Facebook in Algeria in January 2021 which accounted 57.3% of its entire population.

2.2.2 The platform of Instagram:

Instagram is becoming more popular every day for the past four years in Algeria. It is less practical than Facebook for the majority of the Algerians. However, it allows them to share different types of photos filters and videos and communicate as well, its simplicity helped in gaining widespread popularity. According to statistics stated in NapoleonCat.com, there were 6 924 000 users of Instagram in Algeria in January 2021 which accounted 15.7% of its population.

2.2.3 The platform of Whatsapp and Viber:

Both applications function the same way; they are based on private conversations. They became more popular due to their easiness and simplicity in the chat community for all different kinds of generations.

2.2.4 The platform of Twitter:

Twitter is a free social networking site where users broadcast short posts known as tweets. These tweets can contain text, videos, photos or links. To access Twitter, users need an internet connection or smart phone to use the app or website, Twitter.com. People use Twitter to get the latest updates and promotions from brands; communicate with friends; and follow business leaders, politicians and celebrities. They also use it to stay current on news and events (Hetler, 2023).

2.2.5 The platform of Telegram:

Telegram is the fastest messaging app on the market, connecting people via a unique, distributed network of data centers around the globe. One of its most important features is that You can access your messages from all your phones, tablets and computers at once. Telegram apps are standalone, so you don't need to keep your phone connected. Start typing on one device and finish the message from another. Never lose your data again (iPad, 2023).

2.3 The use of social media during the Covied-19 pandemic in Algeria:

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus (World Health Organization, 2020). This epidemic appeared in Algeria in March of 2020, where the Pasteur Institute announced the first infection with the virus that

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causes this disease, followed by numerous infections in various regions of the country, after the appearance of its symptoms similar to those of influenza and colds in a period ranging from two to 14 days of infection with the virus, to be confirmed by the Pasteur Institute later. The severity of the symptoms of this disease varies from very mild to severe and may be absent in some (UNICEF, 2021) .

These symptoms were divided into most common symptoms such as fever, cough, tiredness, Less common symptoms represented by sore throat, headache, aches and pains. There is also a serious symptoms for example difficulty breathing or shortness of breath, chest pain, and others (World Health Organization, 2020)

With the spread of this disease among the Algerian population, the Algerian government issued a set of instructions that forced citizens to comply with it under the so-called home quarantine, where they were imposed certain entry and exit dates and with specific conditions in order to isolate the infected and stop the spread of this dangerous virus that has become threatening human life, and one of these measures the Online Learning which was adopted in this sensitive period.

As for the results of these measures imposed by the government on the Algerian citizen, we find that by staying at home for a long time, the individual has a lot of free time due to the cessation of most of his activities, and in order to fill this void, a large number of Algerians turned to social networking sites in order to revive the relationships that faded due to isolation, family gatherings and friends meetings stopped, so these sites were adopted as a means of remote communication that would maintain links between individuals.

2.4 Texting:

Texting is also known as text messaging, it is a style of written conversations that contain short messages used by youth and adults for personal, family, social and even professional purposes. It can also be called SMS which is an acronym for (short messages services) A growing interest in SMS language study started in the late 1990s by many scholars who were, more particularly, interested in examining the linguistic properties that define texting as a new language variety. Instances such as abbreviations, textual complexity, syntax, and punctuation were notably considered along with SMS language variation (Kasesniemi, 2003); (Ling, 2005); (Shortis, 2007); (Hård af Segerstad, 2005).

However, texting back then was consisted of 'texts' only, while nowadays has developed into texts, videos, pictures and GIFs, which could be a negative phenomenon considering its effects on students' competence in writing and expressing formally (Benni, 2020-2021, p. 19).

2.5 Abbreviations:

Abbreviation is a style of texting in which it shortens forms of words or phrases in a modern way, however, it is not a new phenomenon, Cannon (1989) noted that abbreviations (initials) has a long history dating back to the Roman Empire period. Furthermore, Cannon (1989) also claimed that the first embodiment of abbreviations dates back thousands of years. The short forms of the words and especially of the personal names were used to save place on the surfaces where the texts remained written. And now, abbreviation is getting a better value in the digital community, in English specifically, it is noticeable that it occurs the most not only in short messages but also in the official language itself, i.e. for example, the word app is abbreviated from 'application'. Linguist David Crystal notes that abbreviations are "a major component of the English writing

system, not a marginal feature. The largest dictionaries of abbreviations contain well over half a million entries, and their number is increasing all the time". Acronym is a type of abbreviation as well in which is most commonly known as words formed from the initial letters of each word such as USA for United States of America. As for texting, there are plenty of instances that contain abbreviation, such as BRB for be right back and CUL for see you later (Benni, 2020-2021, p. 20).

2.6 Defining Code Switching:

Code switching is generally defined as shifting between two languages or more within a conversation as Gumperz defines it, "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical system or subsystems" (Gumperz, 1982, p. 59)

Tawwab & Ahmed defines code switching as a: Term used to refer to the act of conversing in another language, besides the mother tongue. On the other hand, code-switching is also defined as a combination of words, phrases and sentences that result from sentence limitations in similar speech context. Based on these definitions, it can be deduced that code-switching in general can be regarded as the act of speaking in different languages interchangeably in order to overcome language constraints, to deliver speeches affectively and most importantly as a crucial step towards achieving successful communication (Tawwab, 2014, p. 78).

This definition shows that CS is a case where a person switches between two languages or more in order to facilitate the process of delivering speeches affectively. They added, "A 12 person is said to be multilingual if he or she is competent in more than one language. Multilingualism is usually the result of many factors, such as colonization, intercultural marriage, cultural interaction, education, and many other reasons." So the

existence of two languages or more in a speech community makes speakers switch frequently between languages (Tawwab, 2014, p. 78).

2.6.1 Types of code switching:

There are three types of code switching; each one is different than the other in the way of execution and applying. It is explained as followed:

2.6-1-1- Inter-sentential Code Switching :

It occurs at sentence or clause boundary, i.e. if the speaker's discourse is divided into sentences and each sentence will be said in a different language or a variety. It is mostly used by people who are fluent in two languages.

2.6-1-2- Intra-sentential Code Switching:

It occurs within a sentence or clause boundary which means that in one sentence, languages will be switched. The switching happens unconsciously without any indication of the shift.

2.6-1-3- Extra-sentential Code Switching:

It refers to the use of a tag, a conversation maker of the language that is different from the language of the sentence into which it is incorporated. This type is common in intra-sentential switches.

2.6.2 Code switching on Social Media in Algeria:

Since this sociolinguistic phenomenon exists in the Algerian society, it is observed that it occurs on social media as well, i.e. the use of language varieties in Algerian dialect can be seen in digital conversations among Algerians. As Firdous Abdelhamid has

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investigated Algerians code switching on facebook in 2018, she studied the frequency of languages used and her findings were most of people use Algerian Arabic and switch between MSA and AA and French. As she affirms that “the study revealed that users used both bilingual and trilingual code switching in writing their comments. Bilingual code switching is the switching between two codes and trilingual code switching is the switching between three codes. Most of the comments were written in bilingual codeswitching as only 6% of comments contained trilingual code switching”. the researcher gave examples like; ‘7na tjr hakda’ which means ‘we are always like this’ another instance was given ‘wach kayan svp’ meaning; ‘what is going on please’ they switched from AA to French. A trilingual code switching was observed in this example; ‘oui hamdllh mais the best is still to come insha’allah’ (Benni, 2020-2021, p. 8).

2.7 Defining Borrowing:

Borrowing is defined as adopting different words or terms from a different language and using it in the mother tongue language, as Haugen defines it, “‘the speakers’ adoption of foreign features into their mother tongue” (1950) he also defines it as “the attempted reproduction in one language of the patterns previously found in another” (Haugen, 1950) once a word is borrowed, it starts to be used frequently in speech and in written forms of discourse and it happens mostly in bilingual situations; “linguistic borrowing [...]is something that has happened whenever these have been bilinguals. It is, In fact, unthinkable without the existence of bilinguals and apparently inevitable where there is a considerable group of bilinguals” (Dulay, 1982) .

2.7.1 Types of Borrowing:

Since borrowing is defined as the process of reproduction and it is known for happening mostly among bilinguals, it is a phenomenon that occurs in different cases and different ways; which is why there are two types of borrowing.

2.7-1-1- Lexical Borrowing:

Lexical borrowing is “the adoption of individual words or even large set of vocabulary items from another language or dialect” this type of borrowing is agreed by researchers to be the most widespread in the languages of the world. According to Nilson Sathi, lexical borrowing is transfer of a word from a donor language to a recipient language’ this definition identifies some divisions (Apple, 1987).

2.7-1-2- Loanwords:

According to Haugen, “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” meaning that it is a lexical basic which has been conveyed from one language to another keeping the same form and meaning with a small difference in terms of phonology and grammar (Haugen, 1950).

According to Herbert, people tend to borrow nouns more than other forms including verbs, adjectives and adverbs since they feel the need to name new things that have no names in their mother tongue (Benni, 2020-2021, p. 14).

2.7-1-3- Loan Blends:

Haugen defines loan blends as ‘a combination of native and borrowed morphological materiel’ which explains that the word borrowed is kept as it is from native language adding a substituted part from the recipient language. For example the “table” in French was borrowed in Algerian Arabic as “tabla”. The substituted part “a” was added.

2.7-1-4- Loan Translation:

Loan translation is defined by Haugen as ‘morpheme by morpheme translation’ which is also known as Calque, this type of borrowing mainly focused on the translation of the borrowed word. For example the word “weekend” in French was borrowed from English as it is.

2.7-1-5- Loan Shift:

Loan shifts is “the morphemic importation without substitution” meaning that the form of the borrowed word stays the same but the meaning changes. For example, the word “كابوس” in MSA means a nightmare. As the Algerian dialect has borrowed the word and changed its meaning; becoming “the gun” (Benni, 2020-2021, p. 15).

2.7-1-6- Grammatical Borrowing:

According to Muysken, grammatical borrowing is “the incorporation of foreign rules into a language” this definition includes the changes of syntax and morphology of the borrower word. It appears in five different ways (muysken, 1981).

2.7-1-7- Convergence:

Convergence is “the achievement of structural similarity in a given aspect of the grammar of two or more languages, assumed to be different at the onset of contact” (muysken, 1981) it occurs when two languages coexist for a long time that increase the similarities in phonetics, syntax and grammar of both languages.

2.7-1-8- Cultural Influence:

Whenever two languages coexist for a long time, the dominant language influences the other language culturally. That influence has a major impact on the grammatical borrowing which consequents the lexical borrowing that fills the lexical gap in the recipient language.

2.7-1-9- Relexification:

Relexification is defined as “a mental process that builds new lexical entries by copying the lexical entries of an already established lexicon and replacing their phonological representations derived from another language”. It is claimed that this could lead to the death of the language because of the changes that occurs due to the mixture of languages in a certain vernacular language (muysken, 1981).

2.7-1-10- Substitution Influence:

Substitution influence happens when a language is brought to a certain region and acquired as a second language for its cultural and political prestige. As consequence, this language will be influenced by the changes of the native speakers of the region.

2.7-1-11- Prestigious Language:

Prestigious language is highly used as a result of imitation. It is considered to be complicated except for the grammar which can be easily recognized.

2.8 Borrowing on Social Media in Algeria:

As Algerian dialect known for its diversity in sociolinguistic situation, borrowing is the most significant phenomenon that occurs when listening to its native speakers. This case is observed even more on social networks, as Annab took a sample of group of English students by examining their facebook chats; according to her: ‘ The chosen participants have the ability to speak three languages; Arabic, French and English. However, the use of Arabic and English can be widely seen in students’ conversations’ The example that she has provided was ‘[hhhh well]...[I’am late if this describes the situation].... [Aprt sa]... [wellah hmdllh]. She explained ‘The use of the French phrase “apart sa” in this example is considered as a cultural influence of the grammatical borrowing type’ (Annab, 2019) .

2.9 Borrowing vs. Code Switching:

Both terms are considered to be the result of bilingualism, according to Hudson, “anyone who speaks more than one language chooses between them according to the circumstances” (Hudson, 1996, p. 51), however, the distinction between them can be identified based on the fact that borrowing relies on taking a foreign word and satisfying the morphological and syntactical rules of its language which the recipient language accept them as its origin. On the other hand, code switching only accepts them as a foreign word, sentence or even more (Gumperz, 1982). explains the distinction between borrowing and code switching as followed:

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

By this definition, Gumpers indicates the main meaning of borrowing and demonstrates how it is different from code switching. According to him, borrowing is taking a word from another language and integrating it into the grammatical system of the received language. On the other hand, some linguists claim that it is difficult to give an accurate distinction between them, Meyer–Scotten believes that both code switching and borrowing are somehow related; she claims that the frequency of code switching may lead to borrowed forms which may include lexical items, phrases and sentences. She also points out that code-switching may be less integrated into the recipient language than borrowed words are, and that this is “a difference in degree (of integration), not in kind” (Myers-Scotton, 1997).

Methodology

3.1 Introduction:

The second chapter of this research includes the methodology of this study as well as a description of the data collection methods and the analysis methods that used in this research. In order to reach this research with more information that can support our research content, the instruments used are a semi-structured interviews with a group of experts in the field of English Language in Algeria and the second one is designed to the admins of Facebook and Instagram pages interested in teaching English and a questionnaire designed for a group of people whose learn English before and use it in their daily life. To analyse the collected data from the semi-structured interviews and the questionnaire, a qualitative thematic analysis and the SPSS program are used.

3.2 Mixed Method Approach:

According to (Stringfield, S & Teddlie, C, 2003) the mixed methods design is a method that includes qualitative and quantitative data collection and analysis methods at the same time equally. So, it is generally defined as a combination between two (02) different methods of collecting data and analyzing them in one study, those methods are the qualitative and the quantitative one.

3.2.1 Quantitative Research:

Quantitative research is a research approach used by researchers while conducting their studies, where they select participants, who are often given a questionnaire in order to collect as many data as possible, which are later analyzed using statistical methods to obtain results that either confirm the study hypotheses or refute them. In this context (Creswell, 2003, p. 153)State that ‘Quantitative research involves the collection of data so

that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims’.

3.2.2 Qualitative Research:

It is also a research approach adopted by a large number of researchers while conducting their studies. This approach differs from others in terms of the way it is applied, most often its sample is small, as opposed to quantitative, and it also depends heavily on the interpretation of phenomena. In this context (Creswell, 2003) said that the qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences.

3.3 Data collection methods:

3.3.1 Semi-structured interview:

Semi-structured interviews are one of the most important data gathering tools that researchers use during their studies. “ Semi-structured interviews are simply conversations in which you know what you want to find out about – and so have a set of questions to ask and a good idea of what topics will be covered” (Miles & Gibbert, 2005, p. 65)

In this research, semi-structured interviews are an essential part as a data collection method, oriented to a specific group of experts in the field of English language who are university professors of English from different universities in Algeria and other semi-structured interview oriented to admins of the most popular two pages for Learning English, one on Facebook and the other on Instagram . Those participants answer a set of questions asked to them that are directly related to the topic of the study to find out their

views on the future of English in Algeria especially its uses in the daily life of Algerians including their online conversations and its rivalry with the French language.

3.3.2 Questionnaire:

A questionnaire is a form containing a set of questions, the purpose of this tool is to collect the largest number of data that serve the content of the research, where it is presented to a certain category that is pre-determined by the researcher in order to know their different opinions about the cases related to the study. The Oxford Advanced Learner's Dictionary defines a questionnaire as a written or printed list of questions to be answered by a number of people, especially as part of a survey, its main advantages are concerned with its simplicity as a method to obtain data, its less time consuming and its ability of gathering as much data as possible. The questionnaire of this study was oriented to a group of people who are united by at least one common factor, which is the English language, where they can understand the content of this questionnaire and answer its questions easily without the need for translation (Benni, 2020-2021, p. 39).

3.4 Participants and sampling:

In order to have a credible result for this study, three(03) different samples for the purpose of applying one of the research tools used and these three samples are purposive samples, a purposive sample is not randomly selected because it is directly related to the research questions (Bryman, 2016) The purpose of using purposive samples in this study is the content of questions that can only be answered by certain people. And since a mix between a qualitative and quantitative method of data collection has been used, it is necessary to change the samples according to each method of data collection. In the qualitative research it is necessary to choose small samples that are considered ideal, where a semi-structured interviews were conducted with two of the total samples of this

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study, the first sample was represented by a group of experts in the field in Algeria, who are university professors from different universities in the country, a set of questions were asked to them that serve the content of the research directly, and the second sample was represented by two (02) admins of pages on social networking sites the first is an admin of a Facebook page called English with Younes and the second on Instagram called Let't Learn English Together. The semi-structured interview was conducted with them due to their selection by the third sample, which will be discussed later, they are among their followers. The third sample that has been adopted in the quantitative method is group of people who are students from the intensive Institute of languages at Khamis Miliana University and others from private schools studying English. The only reason for choosing them as a sample for this study is their ability to answer the questions of the questionnaire provided to them without the need to translate its content.

Note: The pages mentioned above are pages specialized in teaching English through social media.

3.5 Participants:

In order to reach as accurate results as possible and achieve the objectives of the study, three (03) categories were selected to participate in this study and one of the research tools was assigned to each category of study participants. And these participants are as follows:

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Table01: The participants in the study

Category	Description
Experts in the field	<p>They are a group of university professors with a PhD degree specializing in English, their number in this study was estimated at three(03) professors from different universities, as follows:</p> <p>Djilali Bounaama University in Khamis Miliana</p> <p>University of 20 Aug 1955 in Skikda</p> <p>Arabi Ben Mehidi University in Oum El Bouaghi.</p>
Admins of pages	<p>They are two moderators of two different pages:</p> <p>The first owner of an English language learning page on Facebook has more than 518 K followers</p> <p>The second is also the owner of an English language learning page, but on the Instagram application the number of her followers more than 288K.</p>
Students of English in different institutes and private schools	<p>The number of participants from this category is 50 people who are learning English at the intensive Institute of languages at Khamis Miliana University and others in private schools of language education, and about 70 copies were submitted, while only 50 were returned. These people were chosen for one purpose, which is to facilitate the study, as they were able to answer the questions easily without the need for translation into another language.</p>

3.6 Data Analysis Methods:

3.6.1 Qualitative Thematic Analysis:

In order to collect data for this research two (02) semi-structured interviews used. This research as mentioned before is based on a mixed method qualitative and quantitative, and because thematic analysis is suitable for qualitative data analysis it was adopted as an analysis tool for the results of the semi-structured interviews conducted with both experts and admins. To explain this analysis method more, the thematic analysis is used for “identifying, analyzing, and reporting patterns (themes) within the data. It minimally organizes and describes your data set in (rich) detail” (Braun, V & Clarke, V, 2006, p. 79) .

This process goes through six basic stages, which are explained below (Zahaf, 2020, pp. 82-83) :

3.6.1.1 Reading the materials:

The first step of this process involves familiarization with the data. Where they are generally recognized before starting the analysis, and the basis of this stage is transcribing audio and taking initial notes.

3.6.1.2 Coding the materials:

After completing the data recognition phase, the researcher proceeds to the coding phase of this data and then divides it into groups so that the data of the same group share the same code.

3.6.1.3 Elaborating many of the codes into themes:

Here the transition is made from codes to themes, which are generally considered broader than them. Often, at this stage several codes are combined into one theme.

3.6.1.4 Identifying and evaluate the themes:

This stage based on naming themes and sub-themes with Taking into account the content of the study. Also in this stage names considered as concepts.

3.6.1.5 Examining possible connections between concepts:

The basis of this stage is the examination. The researcher checks whether the previous concepts are different in terms of the characteristics or features of the cases.

3.6.1.6 Writing up a final report:

At the last stage of this process, the researcher writes a report according to the results of the previous stages and the data collected previously.

Note: The codes and themes are the basis of thematic analysis process.

3.7 SPSS Program:

The second part of the data collected for this study was collected through a questionnaire that was submitted to about 70 people, while only 50 copies of it were retrieved. In order to analyze the results obtained from this questionnaire, a program called SPSS was used. SPSS (Statistical Package for the Social Sciences), also known as IBM SPSS Statistics, is a software_package used for the analysis_of statistical data (Contributor, 2018)

The obtained questionnaire results are entered into this program and upon completion of this process, the results are converted into tables containing percentages. And through the obtained tables, the researcher can extract various graphics that he adopts during the analysis process.

3.8 Ethical Considerations:

During the conduct of this study, a set of ethical considerations were based on considerations that were originally approved by the Universities of Algeria as a whole, including the University of Djilali Bonaama in Khamis Miliana.

To keep this work in an ethical framework, the following has been done:

- Direct contact with the first sample of experts through the supervising Doctor and inform them about the research topic, and then ask them about the possibility of giving us some of their time in order to conduct semi-structured interviews aimed at supporting the content of the research Without having to show their personal information.
- Communicating with admins of two (02) English Language Teaching pages for semi-structured interviews, where communication with them was rather easy, where they responded in a short time and were informed of the content of the research and its purpose, and then making sure that they did not refuse to conduct these semi-structured interviews.
- As for the third sample, which is the largest in number, they were not contacted before, but a direct question was asked about the possibility of answering a questionnaire for conducting a study on the English language, and it is good that it was not rejected at all, on the contrary, they showed interest in it. They have been informed in advance that their personal information will be hidden.
- The most important point of this research is to ensure complete satisfaction of the participants without pressure.
- This research would not cause any physical or emotional harm to the participants.
- For this purposes we give an information sheet to the research participants and obtained a consent form from them

Findings and discussion

Findings and discussion

4.1 Introduction:

After determining the methods used in collecting data for the study in the previous chapter, the role comes on the Applied side of this study where the data was collected using the above-mentioned data collection methods , and then moving on to the analysis process of the results of semi-structured interviews conducted with two different samples, experts and owners of pages on social networking sites in addition to the results of the questionnaire submitted to 50 participants for the purpose of answering the research questions posed in the first chapter of this study.

4.2 Data analysis:

With the completion of the data collection process in various ways, in this chapter the results of the semi-structured interview and the questionnaire will be analyzed respectively using both thematic analysis and objective examination of questionnaire results.

4.2.1 Experts' in the field Semi-structured interviews analysis:

These semi-structured interviews were conducted with 3 university professors with the rank of Doctor as experts in the field, where about 16 questions were asked to enrich the study and obtain more accurate results.

Findings and discussion

Table02: Codes extracted from the semi-structured interview of an expert in the field

Raw Data	Codes
<p>Dr BN: Yes I use social media on a daily basis, What'sapp and LinkedIn because these are more formal networking platform. I am connecting to these two platforms because I share scientific knowledge with other colleagues who share the same interests. The language used is colloquial Arabic and English mainly, No, I don't face any problem with using English as long as my interlocutors speaks and writes in English as well. In case my interlocutor is not good in English, I use Arabic instead to make the conversation meaningful, It depends. If they are good in English, they will be happy to communicate using English. If they are not good in English, they shift into French language mostly. Yes, these are adequate pages to learn English. And I usually recommend my students to follow these pages. Teacher Mike, Learn English with Lucy, Their content is basically about teaching grammar and vocabulary in its actual context, They are helpful for learning grammar and vocabulary, but not for online</p>	<p>Social Media, whatsApp, LinkedIn, formal, networking platform, share, scientific knowledge, colloquial Arabic, English, using English, use Arabic, communicate, Shift into French, adequate pages, learn English, grammar, vocabulary, online conversations, English with Lucy, would be hard, probably replace French, gradual changes, I think, successfully implemented, profile of Algeria, good planning, their learning background in French, requires time.</p>

Findings and discussion

<p>conversations. Yes it could, especially for the current generation, they consider English as a prestigious language. They use everywhere, so I think English could probably replace French in the future. This would be hard. French is strongly connected to the Algerian language profile, Yes, why not. If their level in English was improved, they would use it in communication. Yes, it is. It is a primary step into the linguistic profile of Algerians. Definitely, it will do. For instance, in higher education. Lecturers at universities find it difficult to study or teach in English, because their learning background was in French. This change could be supported by making gradual changes when implementing English language in different fields. Also, a good planning is required by policy makers before making decisions with regards to the implementation of English in Algeria. I think it could be successfully implemented, but it requires time.</p>	
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The codes extracted from the semi-structured interviews conducted can be included within themes as follows:

Findings and discussion

Table03: Themes of the semi-structured interviews

Initial Theme	Codes
Learning languages	Grammar, vocabulary, Learn English, private schools that teach languages, correct errors, education.
Online conversations	Communicate with friends, with family, interlocutors, meaningful conversations.
Social Media	WhatsApp, LinkedIn, Facebook, online conversations, formal networking platform, share scientific Knowledge, follow, adequate pages.
Linguistic identity of Algeria	Colloquial Arabic, English as a prestigious language, French is strongly connected, learning background in French.
Language transition	I use colloquial Arabic and English, shift into French, I speak English, gradual change.

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4.2.1.1 Description of the Themes:

Theme01: Learning languages

According to some experts, learning languages in Algeria needs more effort, as it does not depend only on Grammar and vocabulary published by some language teaching pages on social media.

Excerpt 1

Dr SS: Even though I don't really follow them but I do not think they are very helpful. Sometimes I come across some reels and videos of the kind. All they do is that they correct some errors and provide information that can be used by people who already know English. I mean, I don't think they are helpful for someone who does not know English

Theme02: Online conversations

As for online conversations, for these experts, it is an essential means of communication with friends, colleagues and family members in which they adopt different languages depending on the other side of these conversations.

Excerpt 2

Dr SS: I use facebook only to catch the news or communicate with friends and family.

Excerpt 3

Dr BN: The language used is colloquial Arabic and English mainly.

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Theme03: Social Media

These platforms are often used by experts to share their scientific research or communicate with others, but they do not consider them an effective means of teaching English, they offer simple things to the learner.

Excerpt 4

Dr ZF: I don't really follow them but I do not think they are very helpful.

Excerpt 5

Dr BN: Their content is basically about teaching grammar and vocabulary in its actual context.

Theme04: Linguistic identity in Algeria

Given the linguistic identity in Algeria, the French language takes up a large space of it along with the native Arabic language, which makes the task difficult for English.

Excerpt 6

Dr BN: French is strongly connected to the Algerian language profile.

Theme05: Language transition

The transition from language to language in Algeria is natural and has been happening for a long time due to the richness of the linguistic identity of Algeria, especially after the English language entered the race.

Findings and discussion

Excerpt 7

Dr SS: If they are good in English, they will be happy to communicate using English. If they are not good in English, they shift into French language mostly.

Excerpt 8

Dr ZF: I don't face any problem with using English as long as my interlocutors speaks and writes in English as well. In case my interlocutor is not good in English, I use Arabic instead to make the conversation meaningful.

4.2.2 Admins' Semi-structured interviews analysis:

These are semi-structured interviews conducted with Younes, the owner or admin of an English language learning page on Facebook, and Kaouthar, the owner of an English language learning page on Instagram, in which 12 questions asked to them about these pages.

Table04: Codes extracted from the semi-structured interview of Admin Kaouthar

Raw data	Codes
Kaouthar: I use both Instagram and TikTok, Instagram: 288K and TikTok: 128K followers, Normally most of them are Algerians. I can't generalize but the answer is no. Every 2 days I try to post a video on both platforms, most of the time the videos are about useful expressions in English, I	Instagram, TikTok, Instagram: 288K and TikTok: 128K followers, Algerians, post a video, platforms, useful expressions, not for teaching, improve their skills, a good method, learners level, I mix it with Arabic, understanding, I do Quiz, shared on my account, escape from Arabic to English,

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<p>believe that social media is not for teaching but to help learners to improve their skills. Thus, sharing useful and common expressions with them is a good method in my opinion. Of course yes, i mix it with Arabic like writing the meaning of words in Arabic to facilitate their understanding. Yes I did, because from time to time I do Quiz to test their engagement on my account so the quiz is basically about what I've already shared on my account and I see a noticeable engagement and improvement at the same time. It depends on the learners level. But I can say that most of them escape from Arabic whenever is possible. Of course, it's just matter of time and English would replace the French language (based on what I've noticed).</p>	<p>English would replace the French language.</p>
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After extracting the codes from the data obtained from conducting these semi-structured interviews, an attempt is made to collect similar ones under theme as shown in the following table:

Findings and discussion

Table05: Themes of the semi-structured interviews

Initial Theme	Codes
Social Media	Facebook, Instagram, Tik Tok, Platforms, post video, sharing, Quiz, In my page, internet.
Languages	Arabic, French, English, escape from Arabic to English.
Learning English	Student centered methodology, effective method, simplify things, teach terms, grammar, teacher via the internet, schools and universities, improve skills, useful expressions, level of learners, meaning of words, understanding.
Followers	288K followers, 518K followers, students, pupils, learners, Social Media users from Algeriua

4.2.2.1 Description of the Themes:

Theme01: Social Media

Due to the high use of social media by Algerians, these platforms have been exploited by some people as a means of teaching English that accompanies Algerians in their daily lives without making an effort to learn the language in special schools.

Excerpt 8

Admin Kaouthar: I use both Instagram and TikTok.

Findings and discussion

Theme02: Learning English

This language is taught through social media platforms in different ways, mostly based on simple expressions and terms for everyday use and some rules in order to improve the level of learners.

Excerpt 9

Admin Younes: I teach them grammar.

Theme03: Followers

According to the statistics provided by these platforms, most of the followers are Algerians, which means that they are the ones learning English and working to improve their level in it.

Excerpt 10

Admin Kaouthar: I have 288K followers on Instagram and 128K on TikTok, Normally most of them are Algerians.

Theme04: Language

It is known that Algerians use French a lot besides Arabic, but according to the participants in these semi-structured interviews, dispensing with French and replacing it with English is not impossible, because signs of this are beginning to appear on their followers.

Excerpt 11

Admin Younes: English must be used in schools and universities more, this way it's replacement will be so easy.

Findings and discussion

4.3 Questionnaire Analysis:

This questionnaire was sent to 70 person, but only 50 responses were received. It contains three(03) different sections of questions as follows: Personal questions, Social media questions and theme questions.

Question one: Your gender?

To find out the predominant gender of the participants in this study this question was asked. After collecting and processing the questionnaire data, it turned out that the predominant gender of the study sample is female, which accounts for 66%.

Table 06 : Divide participants by gender

Gender	Frequency	Percentage
Male	17	34,0%
Female	33	66,0%
Total	50	100,0%

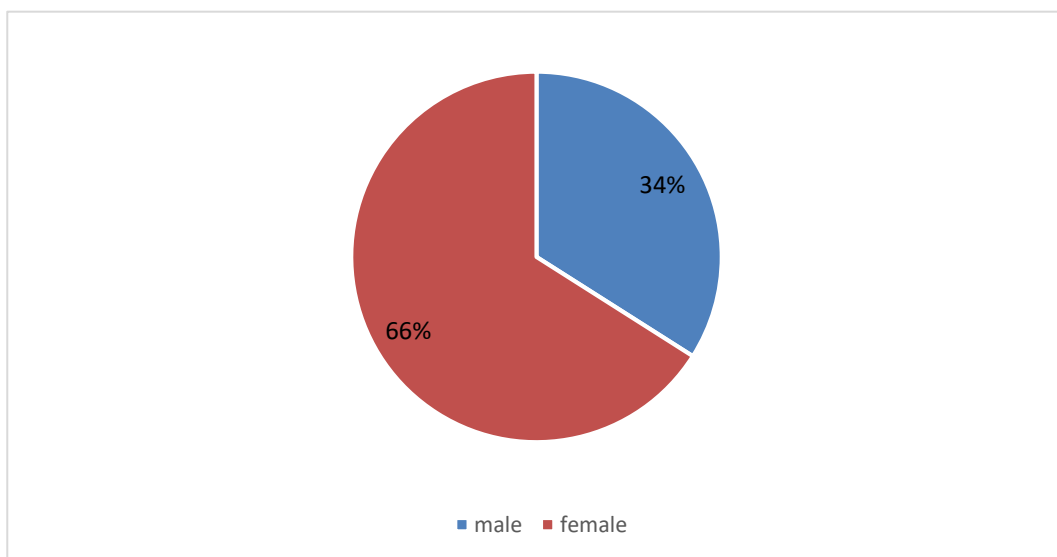


Figure 01 : Participants gender

Findings and discussion

Question two: How old are you?

The results of the questionnaire showed that the predominant age group of participants in this survey is between 18-28, accounting for 64 % of the total participants. Then followed by the age group between 29-38 with 20%, while the rest of the categories had no more than 10%.

Table 07 : Age of participants

Age	Frequency	Percentage
18-28	32	64,0%
29-38	10	20,0%
39-48	3	6,0%
49-58	4	8,0%
More than 58	1	2,0%
Total	50	100,0

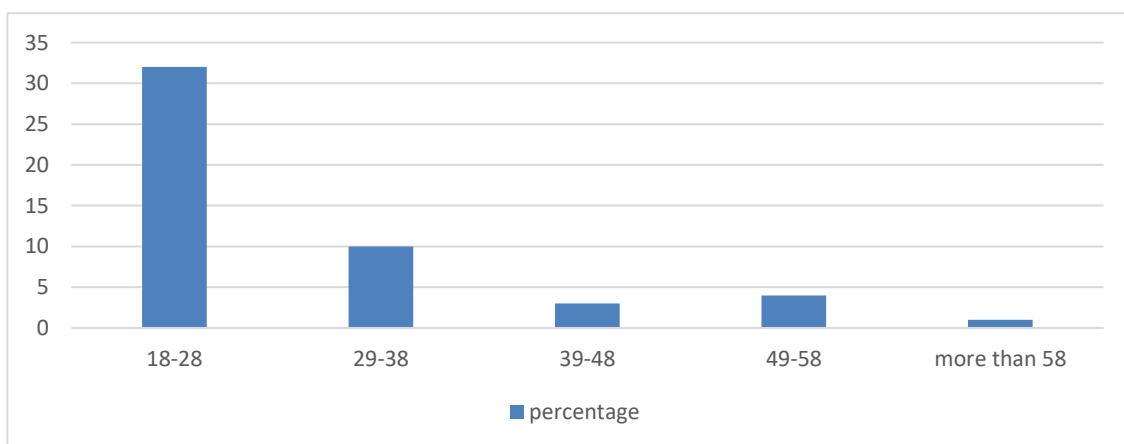


Figure 02 : Age of participants

Findings and discussion

Question three: Educational qualification?

According to the results obtained after asking this question, it turned out that most of the participants in this study have higher degrees, where this category represents 84%, followed by secondary, which represents 12%, while the remaining two categories had enough of 2% for both.

Table 08: Educational qualification of participants

Educational qualification	Frequency	Percentage
Primary	1	2,0%
Middle school	1	2,0%
Secondary school	6	12,0%
University	42	84,0%
Total	50	100,0%

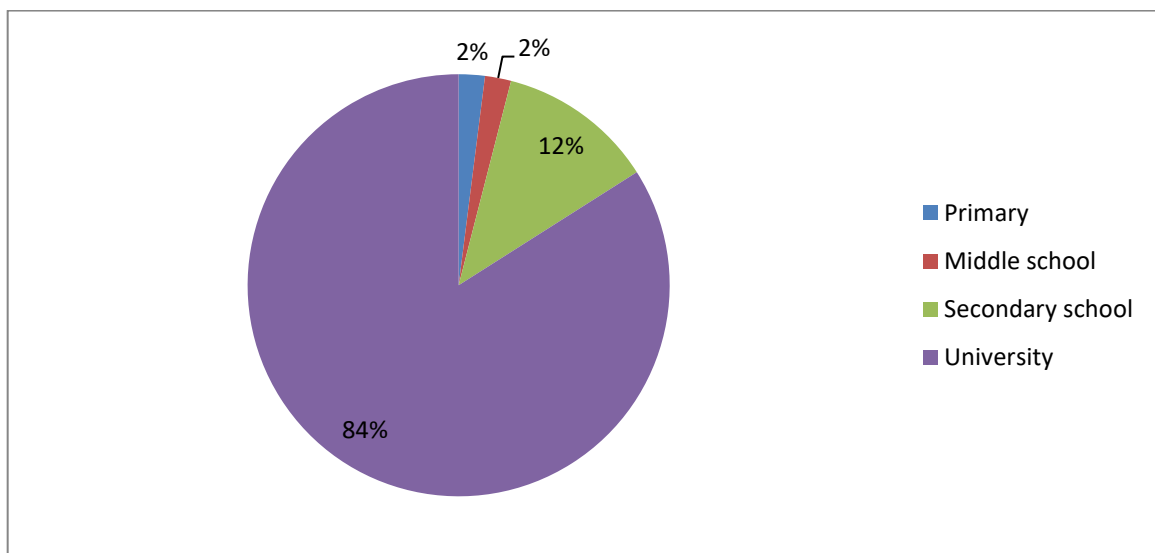


Figure 03: Educational qualification of participants

Question four: Your level in English?

According to the results obtained from asking this question, it turned out that most of those who participated in this study have an average and good level of English,

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representing 38% and 48%, respectively, while those who have an excellent level in it did not exceed 8%, and those who have a bad level in it had enough by 6%.

Table 09: Participants level in English

level in English	Frequency	Percentage
Bad	3	6,0%
Average	19	38,0%
Good	24	48,0%
Excellent	4	8,0%
Total	50	100,0%

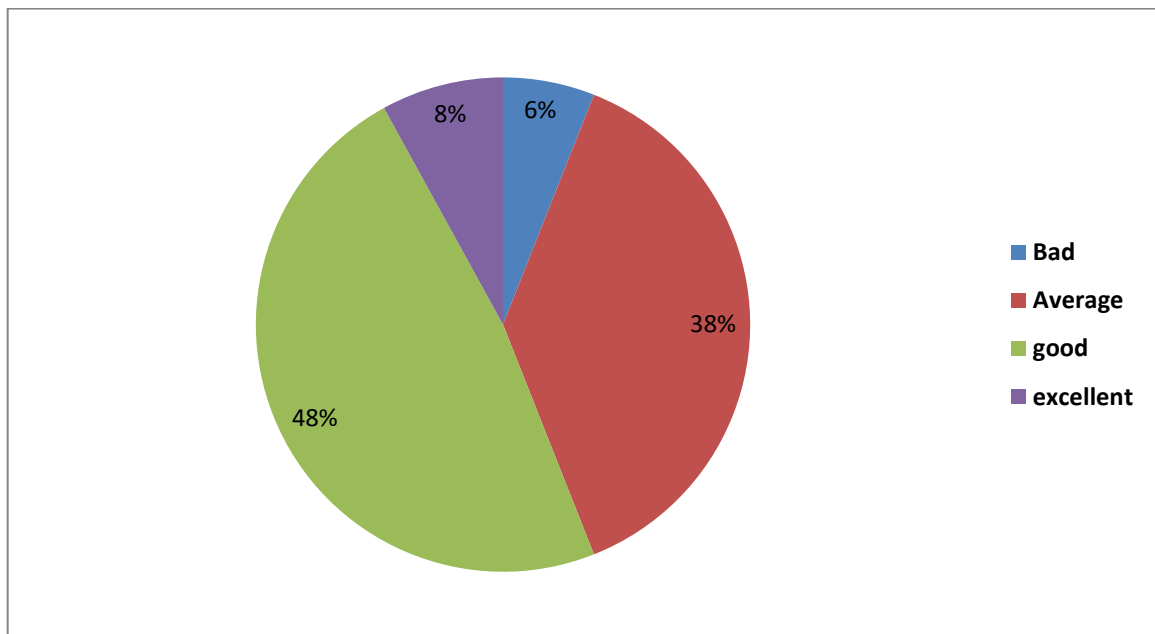


Figure 04: Participants level in English

Question five: Do you use social media?

As for the participants who use social media, it turned out that 88% of them use it, while one participant refrains from using it only.

Findings and discussion

Table 10: Participants use of social media

Options	Frequency	Percentage
Yes	44	88,0%
No	1	2,0%
Sometimes	5	10,0%
Total	50	100,0%

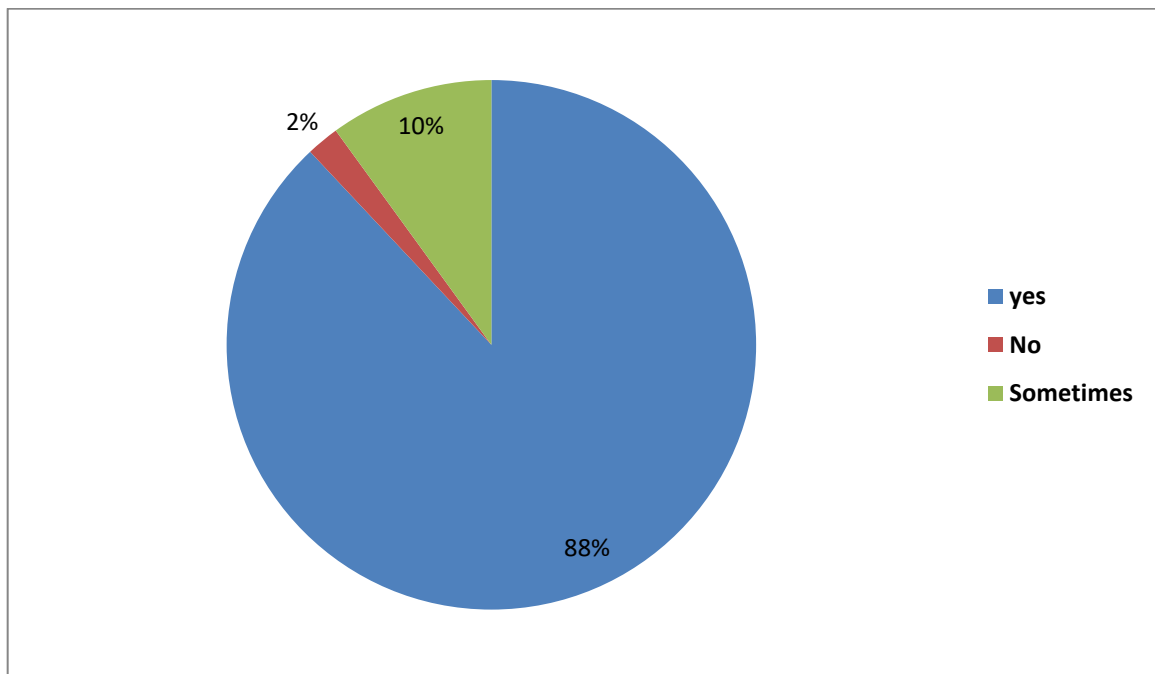


Figure 05: Participants use of social media

Question six: Which social networking platform do you prefer to use?

The largest share in the results of this question was for Facebook and Instagram, where the percentage of Facebook users accounted for 46% of the total participants in answering this questionnaire.

Findings and discussion

Table 11: The choice of platform use

Options	Frequency	Percentage
Facebook	23	46,0%
Instagram	17	34,0%
Viber	3	6,0%
WhatsApp	2	4,0%
Twitter	3	6,0%
Telegram	2	4,0%
Total	50	100,0%

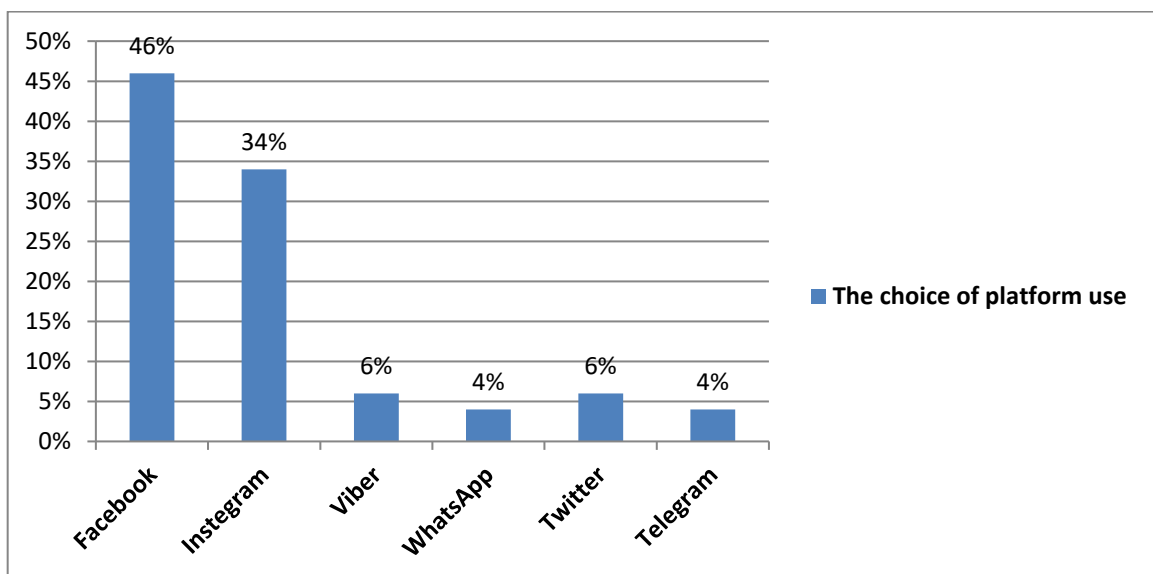


Figure 06 : The choice of platform use

Question seven: Which method of communication do you prefer when you use social networking platforms?

As for the results of this question, most of the participants use texting in their conversations via social media platforms.

Findings and discussion

Table 12: Participants preference of which way to communicate

Options	Frequency	Percentage
Texting	41	82,0%
Call	7	14,0%
Face to face conversations	2	4,0%
Total	50	100,0%

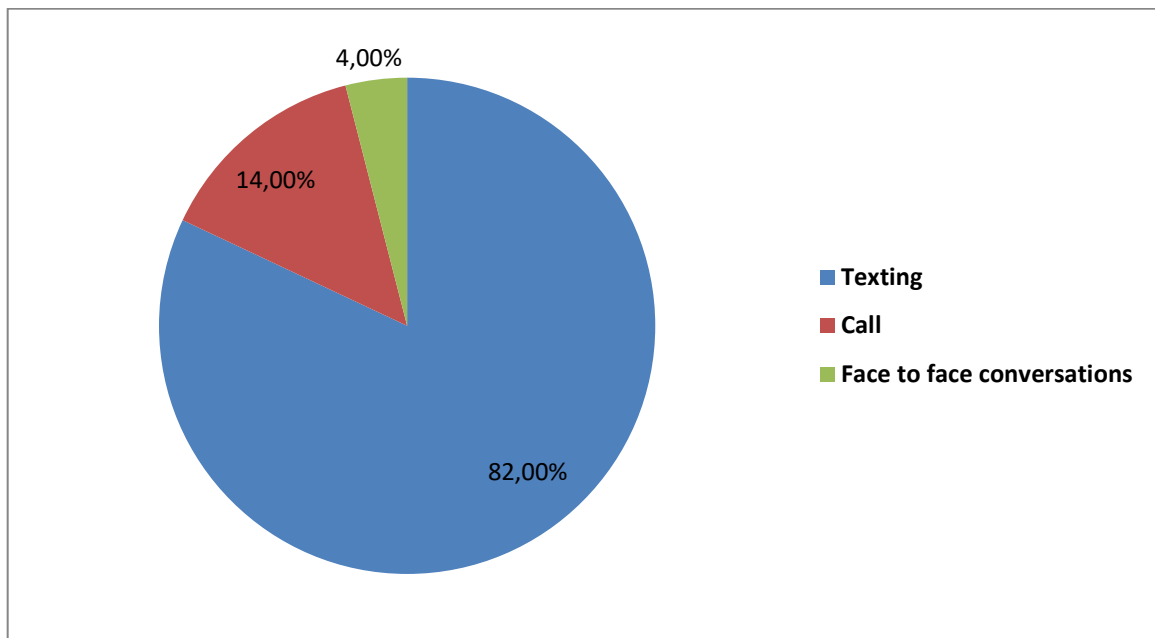


Figure 07: Participants preference of which way to communicate

Question eight: When using texting, which language do you use?

We note from the results obtained as answers to this question that the Arabic language is the most used when using texting, accounting for 52%, followed by French with 24% than English with 20%.

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Table 13: Language used in texting

Options	Frequency	Percentage
Arabic	26	52,0%
French	12	24,0%
English	10	20,0%
Other	2	4,0%
Total	50	100,0%

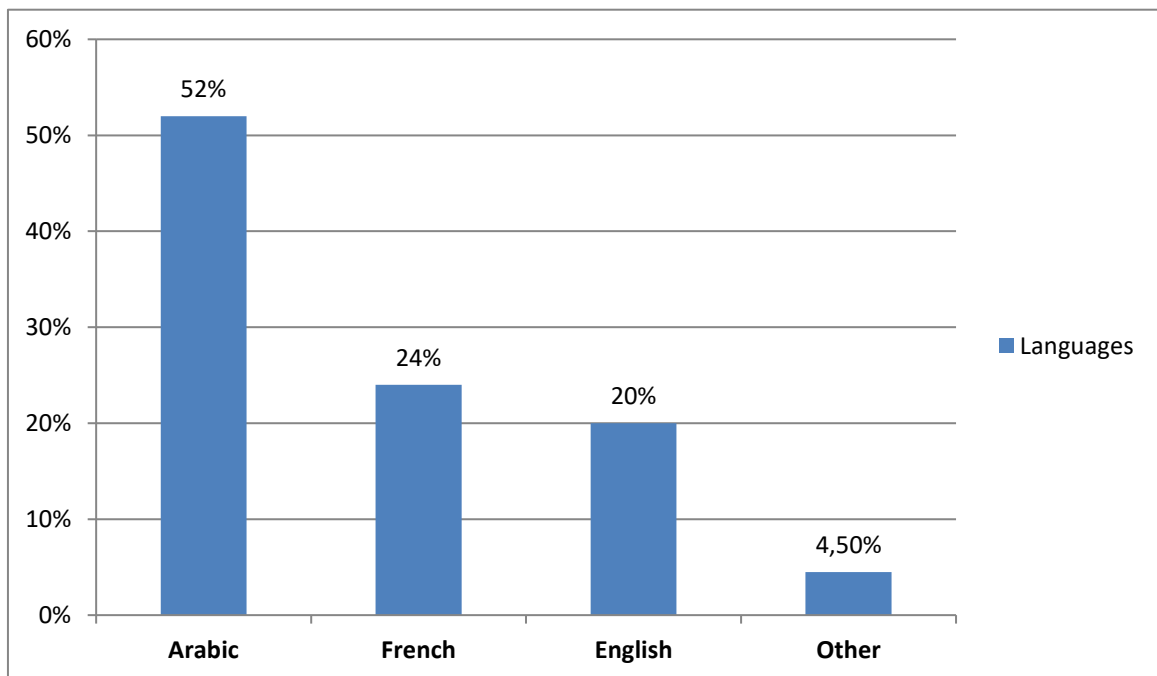


Figure 08 : Language used in texting

Question nine: What do you prefer as a foreign language during your online conversations?

Here it was found that most of the participants prefer to use English during their online conversations, and the evidence of this is that it represented 84%, while the French language came in second place with 16%.

Findings and discussion

Table 14 : Participants Preference of foreign language in the online conversations

Options	Frequency	Percentage
French	8	16,0%
English	42	84,0%
Total	50	100,0%

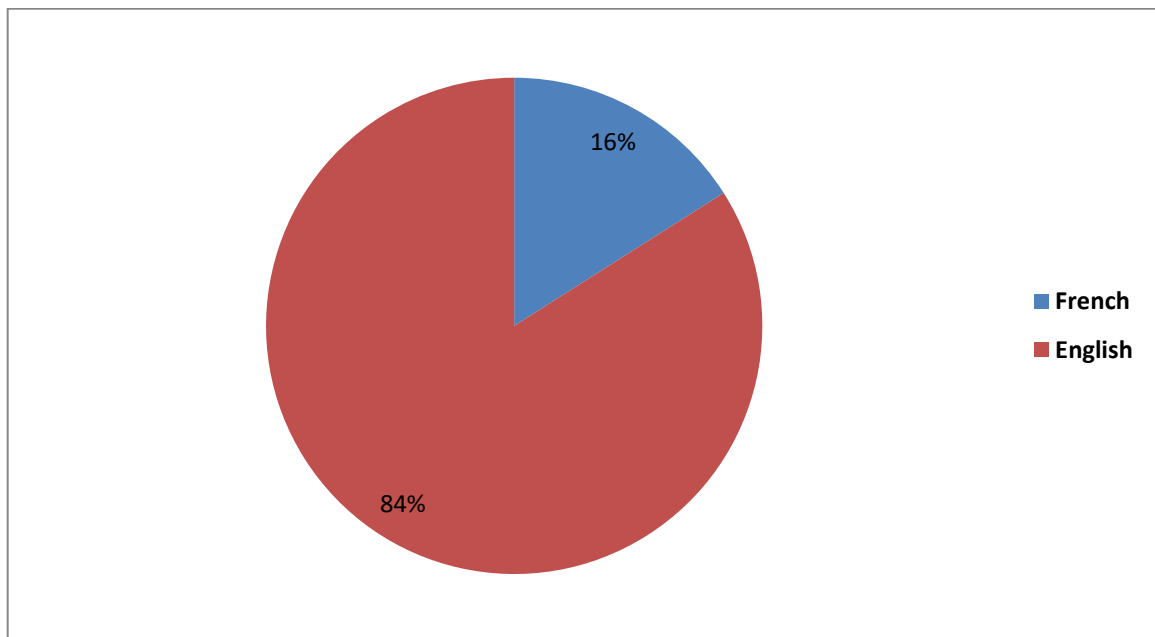


Figure 09: Participants Preference of foreign language in the online conversations

Question ten: If your answer is English, who do you use it with?

The results showed that the predominant category with which participants use English is the category of friends, followed by family members, followed by co-workers, classmates and finally strangers.

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Table15: The Frequency of most Collected Category to Communicate with using English

Options	Frequency	Percentage
friends	23	46,0%
family members	7	14,0%
co-workers or classmates	9	18,0%
strangers	3	6,0%
Total	42	84,0%
Manquante	8	16,0%
Total	50	100,0

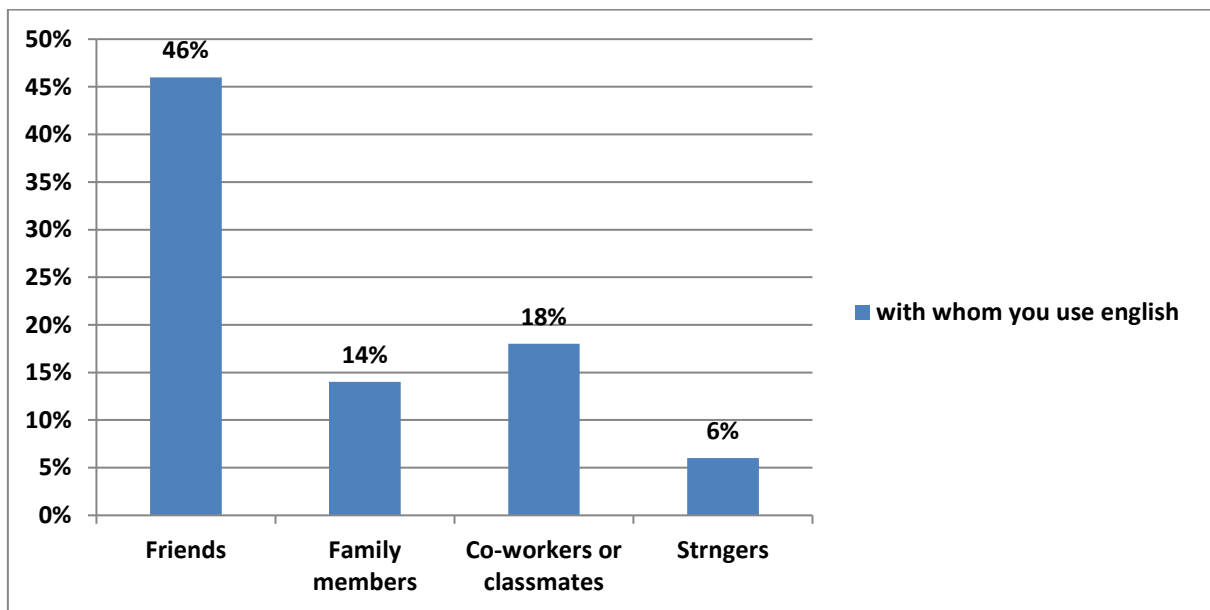


Figure10: The Frequency of most Collected Category to Communicate with using English

Question eleven: Do you mix between Arabic and foreign language in your online conversations?

By asking this question, it turned out that mixing Arabic with another foreign language is a widespread phenomenon among the participants, the answer was yes by 86%.

Findings and discussion

Table 16: the mix between Arabic and foreign languages in the online conversations

Options	Frequency	percentages
Yes	43	86,0%
No	7	14,0%
Total	50	100,0

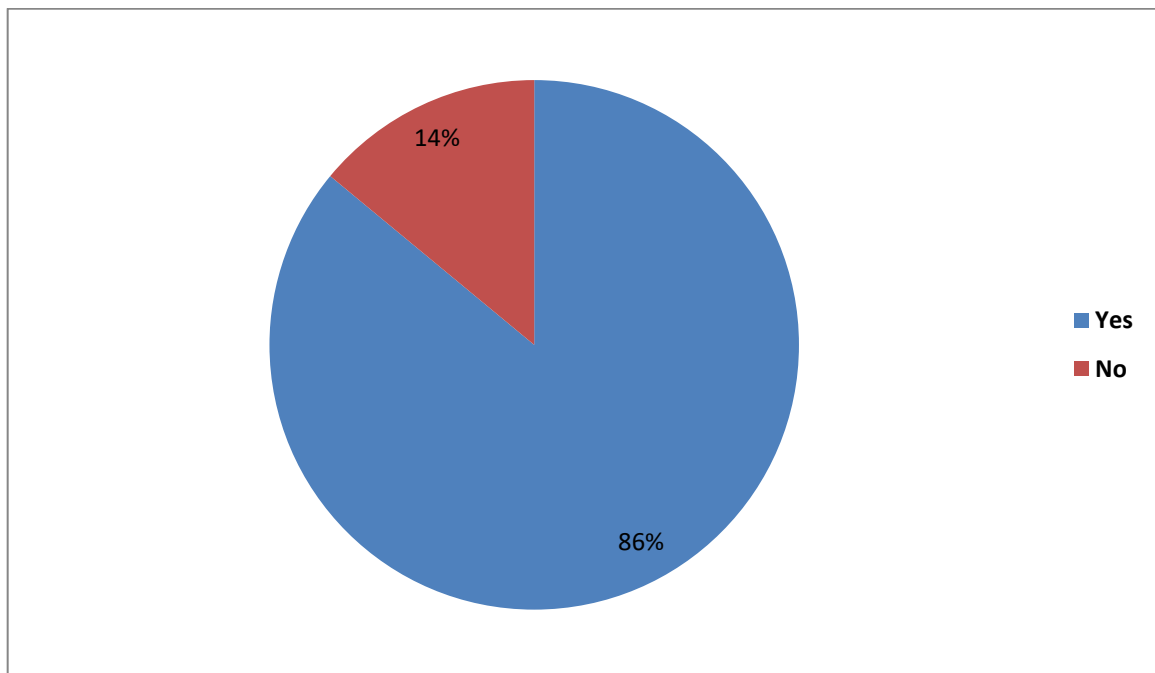


Figure 11: the mix between Arabic and foreign languages in the online conversations

Question twelve: Do you use the abbreviated words and acronyms?

Opinions differed on the answer to this question, with 54% answering yes, 38% sometimes, 6% No and 2% never.

Findings and discussion

Table 17: The use of abbreviated words and acronyms

Options	Frequency	percentages
yes	27	54,0%
no	3	6,0%
sometimes	19	38,0%
never	1	2,0%
Total	50	100,0%

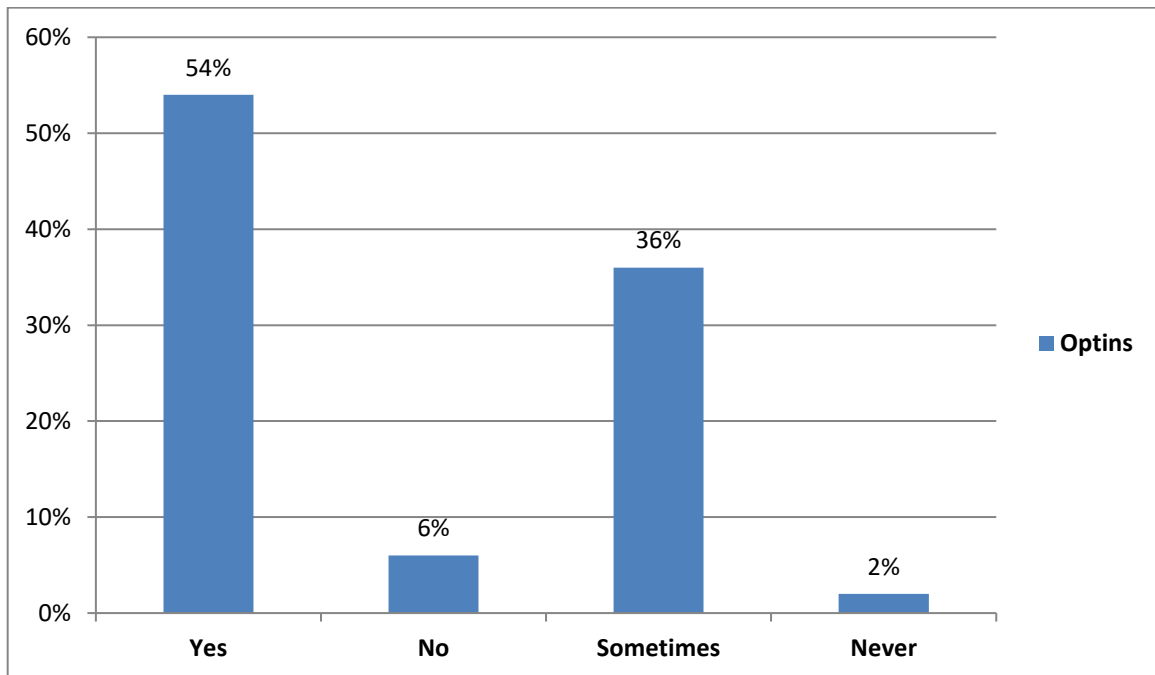


Figure 12: The percentage of using abbreviation and acronyms

Question thirteen: Why using abbreviated words and acronyms?

As for the reasons for using these abbreviations, the results were as follows: 76% because it is easy and fast, 20% to keep up with the young generation, while 4% were for other reasons.

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Table 18: cause of using abbreviation and acronyms

Options	Frequency	percentage
It is easier and faster	38	76,0%
To keep up with the Young generation	10	20,0%
Other	2	4,0%
Total	50	100,0%

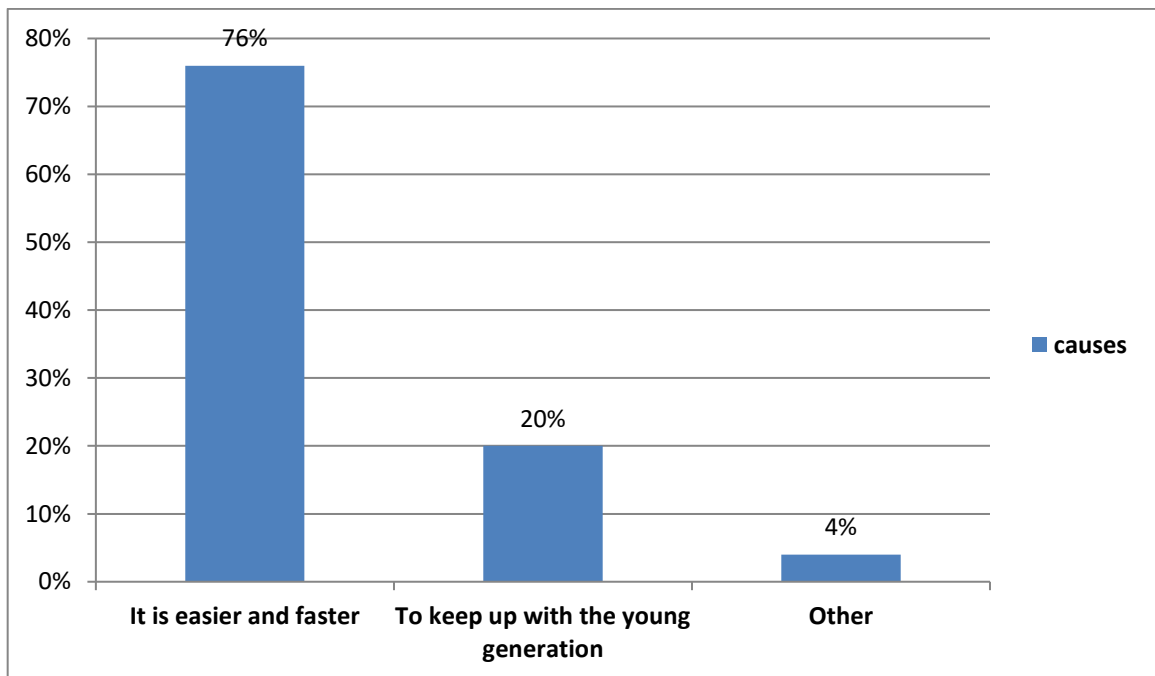


Figure 13: cause of using abbreviation and acronyms

Question fourteen: Do you follow teaching English pages on Facebook or Instagram?

Here it turned out that 80% of participants follow English Language Teaching pages on both Facebook and Instagram.

Findings and discussion

Table 19: The follow of learning English pages on Social Media

Options	Frequency	percentage
Yes	40	80,0%
No	10	20,0%
Total	50	100,0%

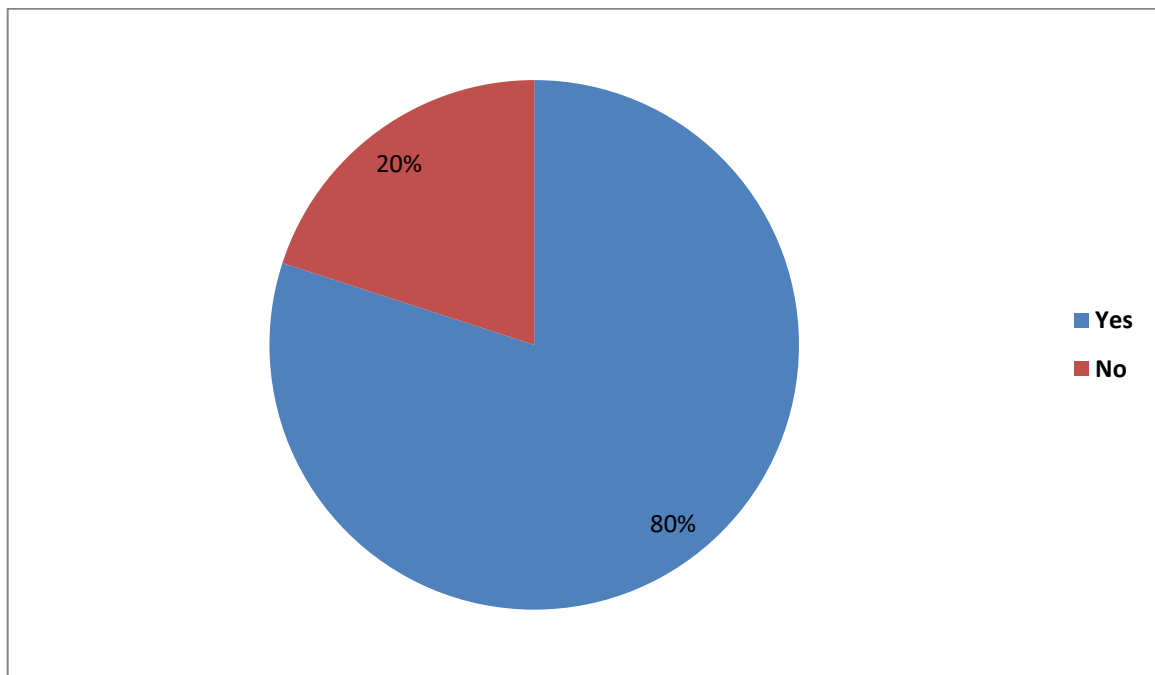


Figure 14: The follow of learning English pages on Social Media

Question fifteen: Which educational page are you following?

It turned out that most of the participants in this study were followers of the English with Younes and English with Kaouthar.

Findings and discussion

Table 20: Names of the famous pages of learning English

Options	Frequency	percentage
English with Younes	24	48,0%
English with Kaouther	13	26,0%
Other	13	26,0%
Total	50	100,0%

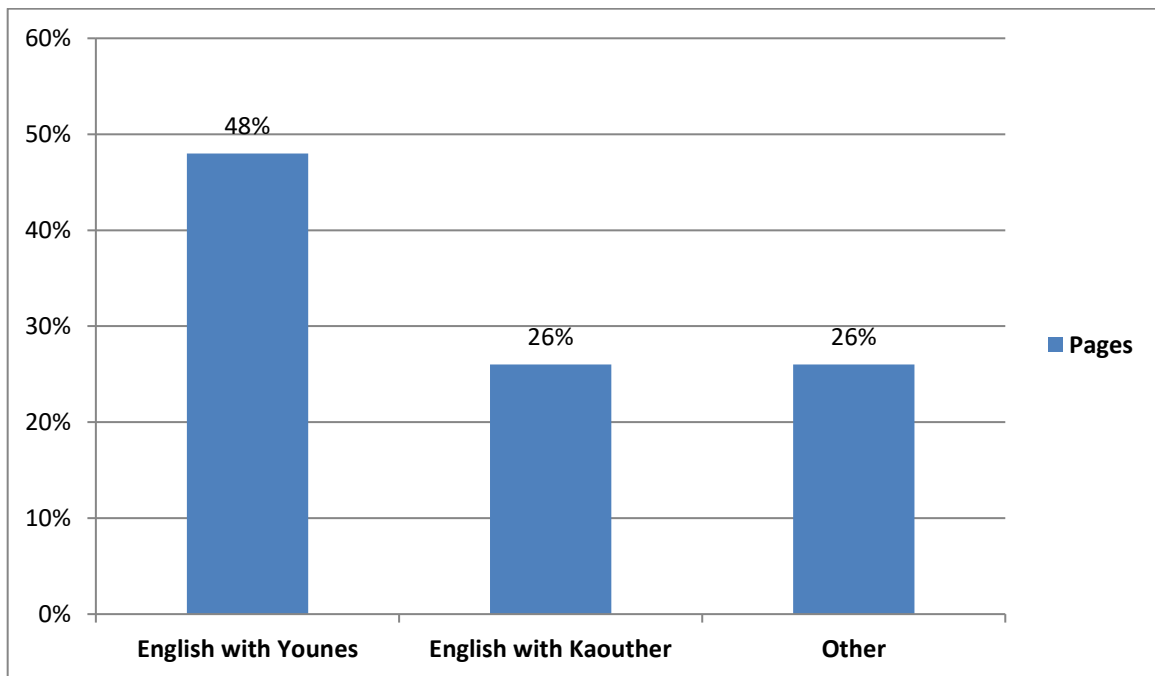


Figure 15: Names of the famous pages of learning English

Question sixteen: Do you think that these pages can affect the way their followers communicate?

The opinion of 84 percent of those asked the question was yes, that is, it really affects the way its followers communicate.

Findings and discussion

Table 21: the effectiveness of pages

Options	Frequency	percentage
Yes	42	84,0%
No	8	16,0%
Total	50	100,0%

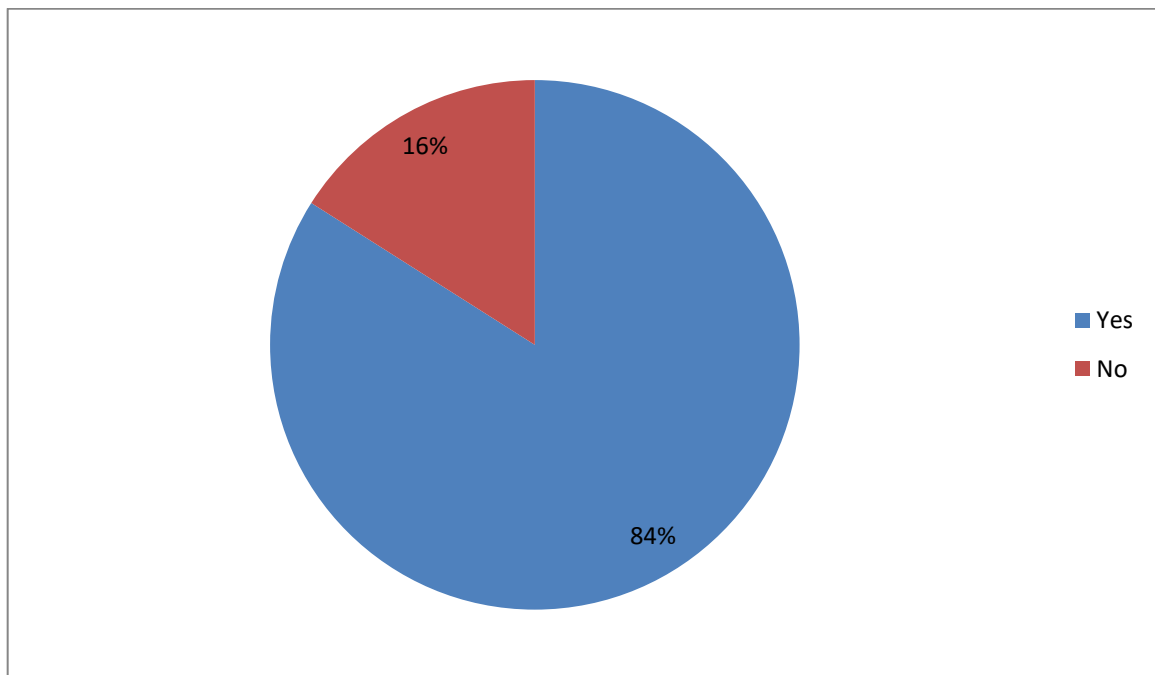


Figure 16: the effectiveness of pages

Question Seventeen: Is the content of these pages purposeful for you?

86% of the members of this sample indicated to us that these pages are purposeful according to their opinion.

Findings and discussion

Table 22: The opinion of participants about the purposefulness of pages

Options	Frequency	percentage
Yes	43	86,0%
No	7	14,0%
Total	50	100,0%

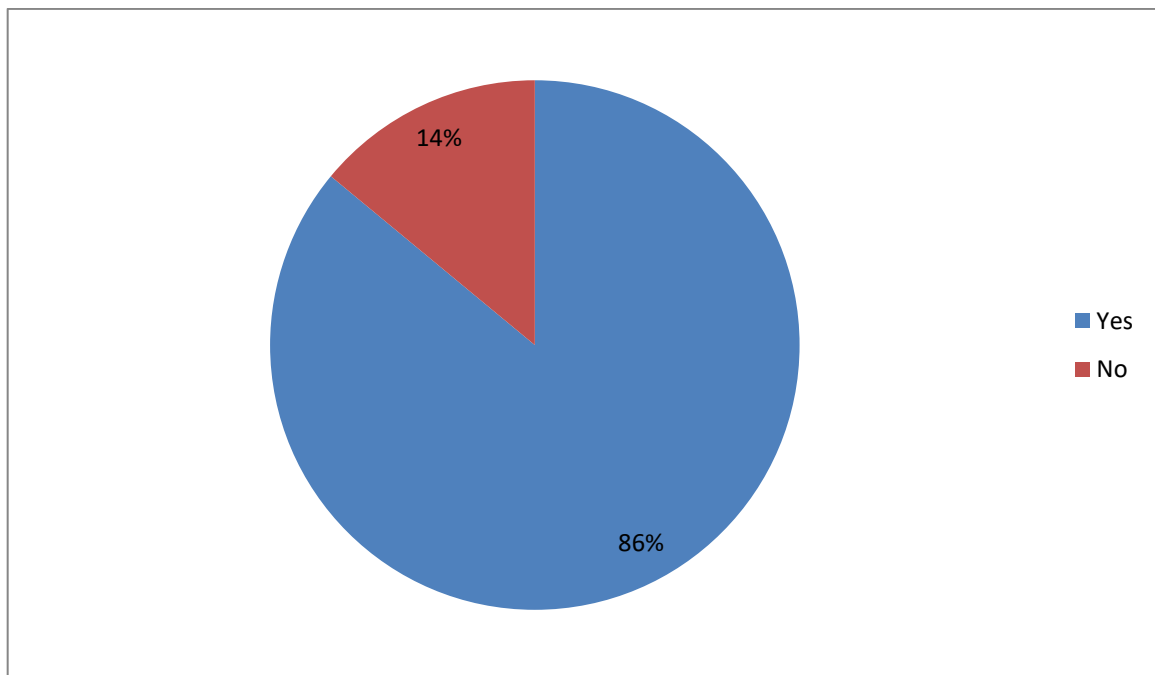


Figure 17: The opinion of participants about the purposefulness of pages

Question eighteen: Do you think Algerians have tendencies towards English?

When asked the question about the tendency of Algerians to the English language, the answer of 90% of participants was yes.

Findings and discussion

Table 23: The percentage of tendencies towards the English language of Algerians

Options	Frequency	percentage
Yes	45	90,0%
No	5	10,0%
Total	50	100,0%

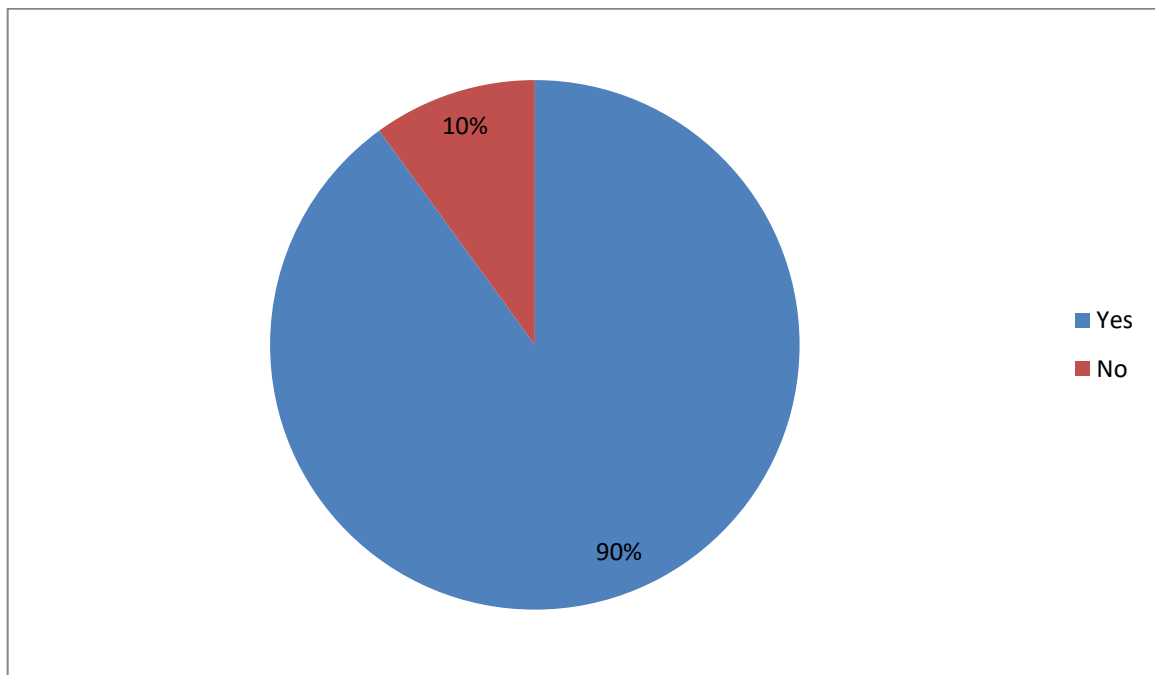


Figure 18: The percentage of tendencies towards the English language of Algerians

Question nineteen: Is it possible to switch from using French to English in the online conversations?

92% answered yes as an indication of the likelihood of moving from using English instead of French in online conversations.

Findings and discussion

Table 24: The Percentage of possibility of switching from French to English

Options	Frequency	percentage
Yes	46	92,0%
No	4	8,0%
Total	50	100,0%

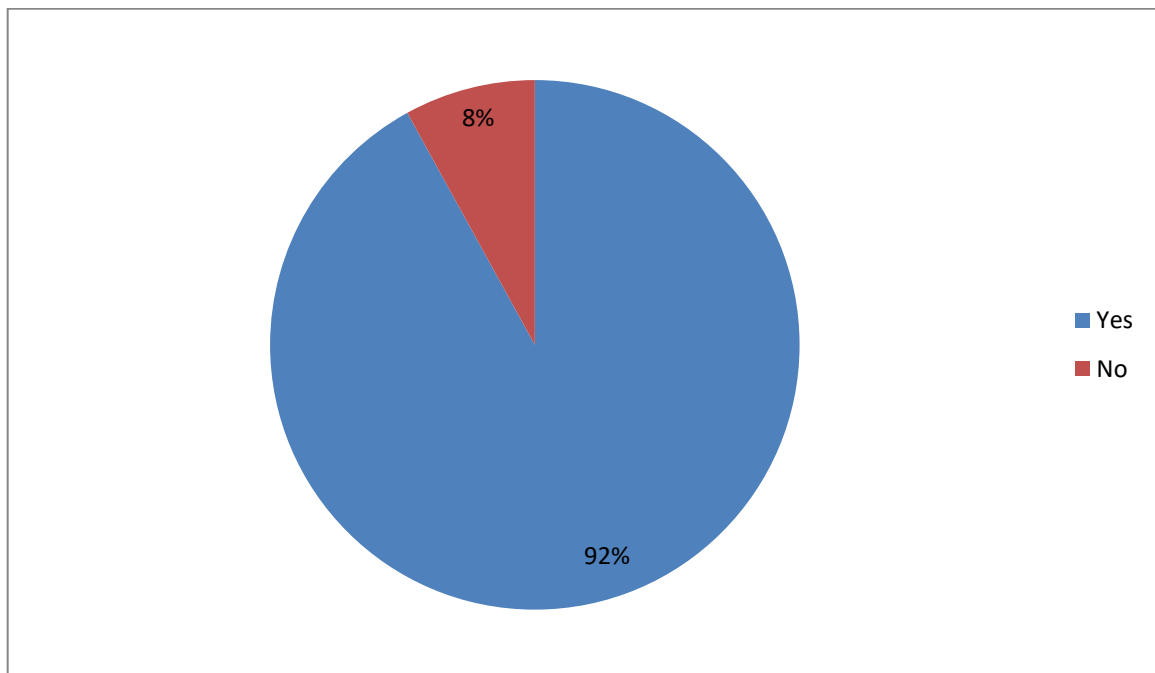


Figure19: The Percentage of possibility of switching from French to English

4.4 Discussion of the findings:

4.4.1 Discussion of the findings in relation to the literature review:

The findings regarding the ability to switch from an Arabic-French mixture to an Arabic-English mixture in online conversations among Algerians reveal an interesting phenomenon in language use and code-switching patterns. The online conversations of Algerians, as observed in the study in the first chapter section 1, show a dynamic linguistic

Findings and discussion

behavior where individuals switch between different languages, namely Arabic, French, and English, depending on various social and contextual factors.

One possible explanation for this phenomenon is the historical and sociolinguistic background of Algeria. Algeria was a French colony until gaining independence in 1962, which resulted in French being widely used in various domains such as education, administration, and media. As a result, French has become an integral part of Algerian linguistic repertoire, and code-switching see section 6 between Arabic and French is a common practice in daily conversations, including online interactions.

The findings of the study suggest that some Algerians are also incorporating English into their online conversations, alongside Arabic and French. English is a global language widely used in various domains such as technology, business, and media. It is likely that Algerians, like many other populations around the world, are exposed to English through online platforms, social media, and globalized communication, which influences their language use patterns.

The ability to switch between different language combinations in online conversations among Algerians may be influenced by various factors, such as the topic of discussion, the language proficiency and preference of the speakers, and the social context of the conversation. For example, Algerians may switch to French or English when discussing topics related to education, technology, or international affairs, as these domains are often associated with those languages. Additionally, the language proficiency and preference of the speakers may play a role in determining the language choice in online conversations, with individuals choosing the language in which they feel most comfortable expressing themselves.

Findings and discussion

The findings also highlight the dynamic nature of language use and the flexibility of language choices in online conversations among Algerians. The online environment provides opportunities for code-switching and language mixing, as individuals can easily switch between different languages based on their communicative needs and the context of the conversation. This dynamic language use in online conversations reflects the complex sociolinguistic landscape of Algeria and the multilingual repertoire of its speakers.

4.4.2 Discussion of the findings in relation to the research questions:

As for the questions that were asked at the beginning of the study, they can be answered as follows:

The first question: Why did Algerians use English instead of French in their online conversations?

Algerians are exposed to English through online platforms, social media, and globalized communication, which influences their language use patterns and their personal inclinations and love of the language also contribute to their use of it.

The second question: Does the use of English in the online conversations affect the conversations of Algerians in reality, especially since they use French a lot?

It can be considered a rather minor effect that is even difficult to notice, in fact, it can be considered a matter of time until it appears clearly.

The third question: Does the tendency of Algerians to use the English language have a negative impact on the future of the French language in Algeria?

This is inevitable, as most Algerians use English, the number of French language users will decrease, which will contribute to its gradual disappearance.

Findings and discussion

In conclusion, the findings about the ability to move from an Arabic-French mixture to an Arabic-English mixture in online conversations among Algerians reveal a complex linguistic behavior shaped by historical, sociolinguistic, and contextual factors. The dynamic language use patterns in online conversations among Algerians highlight the flexibility and adaptability of language choices in multilingual contexts, and further research in this area could provide insights into the sociolinguistic dynamics of Algeria and other multilingual communities in the digital era.

General conclusion

General conclusion

5.1 Summary of the findings:

Based on the information provided, it seems that some Algerians have switched from using an Arabic-French mixture to an Arabic-English mixture in their online conversations. This shift can be attributed to various factors, such as a change in language preferences where a clear tendency of Algerians to this language appeared in this study, increased exposure to English through globalization and technology, and the influence of English as a universal language for communication and business.

It is important to note that language use is complex and multifaceted, and individuals may choose to mix different languages based on their context, audience, and personal preferences. The shift from an Arabic-French mixture to an Arabic-English mixture could reflect a changing linguistic landscape and the evolving sociocultural dynamics in Algeria.

5.2 Aims of the study:

Aim 1: To uncover the most important reasons why Algerians use English instead of French in the online conversations.

The aim of conducting this study is to identify the most important reasons that can push Algerians to move from an Arabic-French mixture to an Arabic-English mixture in their daily conversations, as she explained that there are several factors that will contribute to this change, such as the language preference of speakers and openness to the world, which will be a qualitative leap in the linguistic situation of Algeria.

Aim 2: To find out the implications of using English in online conversations.

The results obtained by conducting this study have clarified some of the consequences of using English in online conversations for Algerians, as it can be said that its use is a threat to the French language, which has always retained the first place of foreign languages in Algeria.

General conclusion

Aim 3: To identify the difficulties Algerians may encounter while using English.

This study enumerated some of the difficulties facing the development of the English language in Algeria, represented by the close connection of the French language with the personality of the Algerian individual for a long time, which makes it a difficult barrier to overcome, but these difficulties did not prevent Algerians from using English, it became a challenge for them.

5.3 Limitations:

This study, like other studies, was limited due to several factors, the first of which was the tight time to conduct this study, in addition to the difficulty of communicating with a larger number of experts to enrich this research more without forgetting the indifference of some participants in answering the questionnaire, where many answers were canceled due to their randomness and inconsistency. There is also a lack of references, as the subject of the study is somewhat new, as there are no previous studies that provide a direct link with this study. But despite all that this study has faced, it can be said that it is a starting point for many future studies.

5.3 Contributions:

This study contributes to exploring the future of the English language in Algeria and identifying the implications of its use by Algerians in their online conversations. It also contributes to clarifying the existing competition between French and English for the primacy of foreign languages in Algeria.

In addition, this study provides an insight into the use of social networking sites by Algerians and the dependence of some of them on these sites in learning English.

General conclusion

5.4 Agenda for further studies:

Future studies can be conducted in the same context of this study and to make their results more accurate, a larger sample is selected than the one selected in this study in order to obtain more information.

It is also possible to use the observation of some conversations to make sure that English is mixed with Arabic instead of French.

This study can also be used as a starting point for other related topics, as wide-ranging and not limited as for this study.

5.5 Conclusion:

It is worth mentioning that language use is a complex and dynamic phenomenon, and linguistic shifts are not uncommon in multilingual societies. It's also important to consider the sociopolitical, economic, and cultural factors that may influence language use patterns in Algeria, as well as the individual motivations and choices of speakers. Further research and analysis would be needed to draw more definitive conclusions about the reasons behind the shift from an Arabic-French mixture to an Arabic-English mixture in online conversations among Algerians.

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Appendices

Appendices

Appendice01: Experts semi-structured interview questions

Hello professors, Ramadan Mubarak. I am a second year master student of English. I need your answers to these questions please and thank you in advance.

- 1- Do you use social Media?
- 2- What is your favorite networking platform? Why?
- 3- Which language do you use in your online conversations?
- 4- Did you face any problem if you use English? If yes, what is this problems?
- 5- What is the reaction of the person who are talking with if you use English?
- 6- Do you have an idea about an educational pages on Facebook or Instagram that teach English?
- 7- If yes, what is your favorite one?
- 8- What is your opinion about their content?
- 9- Is the content helpful for people and can make them use English more especially in their online conversations?
- 10- Is there any possibility to eliminate the French language from the online conversations of Algerians with the use of English?
- 11- If you think that French can be eliminated from the online conversations, is it possible to be eliminated also from the daily conversation of Algerians and replaced by English?
- 12- Do you think that the level of Algerians in English helps them in this change?
- 13- Is the transformation into English in Algeria a qualitative leap on the linguistic side of Algeria for you?
- 14- Does this change has an impact on other areas in Algeria? How?
- 15- How can this change be supported?
- 16- What are your aspirations about the future of English in Algeria?

Appendices

Appendice02: Admins semi-structured interview questions

Hello mates. Ramadan Mubarak. I need your answers to my questions which will be contributing in my work please, and thank you in advance.

- 1- Which social networking platform do you use to teach English?
- 2- How many followers do you have?
- 3- Are most of your followers Algerian?
- 4- Do you think that all your followers are interested in learning English?
- 5- What is your method in teaching this language to your followers?
- 6- Do you think that this method is effective?
- 7- Do you use English only or you mix it with other languages such as Arabic in teaching?
- 8- Have you noticed any development in the use of terms by your followers?
- 9- In your opinion, your followers use English more than other languages in their online conversations?
- 10- Have you noticed any shortage in the use of French with the emergence of English?
- 11- For you, does English compete French in the online conversations between Algerians as a foreign language?
- 12- So, is there any ability to move on from using French to use English in the online conversations?

Appendices

Appendice03: Questionnaire

Hello mates, Ramadan Mubarak I am a second year master student of English. this questionnaire is sent to you for the purpose of providing a reliable outcomes for my research work. feel free to answer them and thank you in advance for your contribution.

1- Your gender?

Male

Female

2- How old are you?

18-28

29-38

39-48

49-58

More than 58

3- Educational qualification?

Primary

Middle school

Secondary school

University

4- you level in English?

Bad

Average

Good

Excellent

5- Do you use social media?

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Yes

No

Sometimes

6- Which social networking platform do you prefer to use:

Facebook

Instagram

Viber

Whatsapp

Twitter

Telegram

7- Which method of communication do you prefer when you use social networking platforms?

Texting

Call

Face to face conversations

8- When using texting, what language do you use?

Arabic

French

English

other

9- What do you prefer as a foreign language during your online conversations?

French

English

Other language

- Justify your choice please

Appendices

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10- If your answer is English, who do you use it with ?

- Friends
- Family members
- Co-workers or classmates
- strangers

11- Do you mix between Arabic and a foreign language in your online conversations?

- Yes
- No

- Why?

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

12- Do you use the abbreviated words and avronyms?

- Yes
- No
- Sometimes
- Never

13- Why?

- It is easier and faster
- To keep up with the young generation
- other

14- Do you follow teaching English pages on Facebook or Instagram?

Appendices

Yes

No

15- Mention their names if you know some of them

.....

16- Do you think that these pages can affect the way their followers communicate?

Yes

No

17- Is the content of these pages purposeful for you?

Yes

No

- How?

.....

.....

.....

18- Do you think Algerians have tendencies towards the English language ?

Yes

No

19- So, is it possible to switch from using French to English in the online conversations?

Yes

No

Information Sheet

About the Researcher:

Full Name: Ghennam Hadjer

Course: Student in the department of foreign languages in the faculty of letters and foreign languages at the University of Djillali Bounaama –Khemis Miliana-

Research: Under the supervision of Dr Zahaf Fatima Zahra from Djilali Bounaama University,

I invite you to participate in my research on the ability to move from an Arabic-French mixture to an Arabic-English mixture in online conversations for Algerians.

Research Aims:

The aims of this research are explained as follows:

- To uncover the most important reasons why Algerians use English instead of French in the online conversations.
- To find out the implications of using English in online conversations.
- To identify the difficulties Algerians may encounter while using English.

Data Collection Procedures:

Appendices

Observation:

In this study, we will conduct semi-structured interviews with a group of experts in the field and Pages administrators on social networking sites. The questions of this semi-structured interview with both parties will be simple and direct questions that serve the content of this research without infringing on the privacy of the participants

Interviews: Skype or telephone.

After completing the interviews, the questionnaire is submitted to a group of people to answer it by selecting one of the suggestions provided under each question. The participants in this study are completely free to choose without any pressure, while respecting the right of a person to refuse to participate in this study.

Participation:

Participation in this study is optional for all categories, as they can refuse from the beginning or undo the answer.

Confidentiality:

The information collected during this study will remain confidential and the true identity of any of the participants will not be revealed .

Potential Risks:

Appendices

There are no potential risks or harm will be caused to you in this research.

You will not be paid for your participation in this research.

Next step

I would be pleased if you accept to take part in this research. If you choose to participate in the research, please tick each section and sign and send the consent form to the email written below. I am looking forward to hearing from you soon.

Best Regards,

Miss Ghennam Hadjer

Email Adress: hadjergh@gmail.com

Appendices

Consent Form

Name of Researcher: Miss Ghennam Hadjer

Research title: The ability to move from an Arabic-French mixture to an Arabic-English mixture in the online conversations of Algerians.

Participant Full Name:

I give my consent to be a participant in this research and I acknowledge the following: (*please tick each box*)

- I acknowledge that I have read the information sheet and understand the nature of this research.
- I understand the research aims and objectives.
- I agree to take part in a semi-structured interview.
- I agree to take part in questionnaire.
- I agree that these interviews may be recorded (Please note: you are free to refuse this, and in which case I will take notes during the interview instead.)
- I understand that my name will be anonymous and will not be identified in the future publications from this research.
- I understand that I could withdraw my participation by contacting the researcher until the data collection has been completed and anonymised.

Date:

Signature: