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**Investigating the Impact of Code-mixing in
SMS Language on the Academic Learning.**

**Case Study: Dr. Tahar Moulay University of
Saida, English master students.**

**A Dissertation Submitted to the Department of English in Partial
Fulfilment of the Requirements for Degree of Master of Art in Didactics**

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Dedication:

I DEDICATE THIS MODEST
WORK TO MY BELOVED
PARENTS.

"My Parents gave me the greatest gift anyone could ever give to
another person, they BELIEVED in me... "

Acknowledgment:

Thank GOD for giving me the strength to accomplish this work.

I am thankful for my parents.

I am thankful for my brothers and sister.

I am thankful for my friends and colleagues.

I would like to thank all teachers I had for their hard work and for the pure relationship we built together.

As I am truly thankful for my dear and precious supervisor for his professionalism at work and for his precious advices in good and hard times.

I would like also to thank everyone who has contributed in the success of this work, and to thank all I have forgotten to mention.

Abstract

Language, in its simplest form described as the human's tool of communication, is one of the most interesting phenomena since its emergence. It can be studied from different angles: social, psychological, cultural...etc. Sociolinguistics, the study concerned with language in relation to society, which is also the study in which language can be studied either for its use or its functions. However, this study aims at exploring some of the sociolinguistic patterns of language use in bilingual and multilingual situations.

Algeria is a perfect example of the complexity of the linguistic situation. The society's use of different linguistic and sociolinguistic phenomena has prompted us to investigate deeply the frequently used phenomenon of code-mixing specifically in the students' SMS Language, choosing Dr Moulay Tahar University in Saida as a field of investigation with master students in the English Language department.

Some light will be shed on several patterns of language use concerning bilingual and multilingual situations, including code-mixing, code-switching- and borrowing. The aim of this study is to investigate the impact of code-mixing in the SMS Language among students, in order to investigate deeply the reasons that prompt students to mix-codes, and examine to what extent can an EFL student be affected by mixing codes in his SMS Language, also to derive what are the main codes used while mixing codes.

This study consists of a questionnaire and a classroom observation done with students, in order to collect solid and valid data, and to figure out what are the main reasons behind such phenomenon, in which two or more distinct languages are combined in the same speech.

While analyzing and interpreting the obtained data, we have found out that indeed the majority of the students mix codes while texting. As we have figured out that the incompetency in different used codes is one of the main reasons behind mixing codes. However, many students confess that truly the use of code-mixing affects negatively their academic learning, because they have not reached a certain level where they could be accurate in one language, mainly English, and how difficult is for them to convey correctly their ideas with a linguistic and grammatical competence in a given code, whether it was verbally or in a written form.

List of Abbreviations and Acronyms

- **SMS:** Short Message Service.
- **L1:** First Language (native).
- **L2:** Second Language (foreign).
- **EFL:** English as a Foreign Language.
- **Etc:** Extra.
- **LMS:** Learning Management System.
- **C.A:** Classical Arabic.
- **M.S.A:** Modern Standard Arabic.
- **A.A:** Algerian Arabic.
- **Vs:** Versus.

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General Introduction

Despite the fact that the linguistic situation in Algeria is still a problematic, it can be described as a real laboratory for sociolinguistic studies because of the bilingual and multilingual situations that prevail. These linguistic situations have created a new phenomenon of mixing languages or "code-mixing".

Thus code-mixing has become a very common practice among almost all the individuals in the Algerian society, yet this phenomenon is dictated not only by the necessity of communication, but also by the heaviness of history. Furthermore, the technological development has contributed in creating a whole new language that appears while texting, or what is commonly known as SMS language. That is why; we were curious to investigate these two sociolinguistic phenomena not as separate items, but in relation to each other, and how both of may affect the academic learning of students'. Though these two phenomena are widely spread in all different domains and context in our society, whether it was social, cultural, political and educational even personal, but we have decided to choose the educational field, and targeted Dr Moulay Tahar Saida University as a case study to investigate in.

This study is an attempt to figure out what are the main reasons behind the use of code-mixing among the Algerian students. In order to do so, English master students have been chosen to carry out this research. The reason behind such choice is first that this study would rather succeed with foreign language learners or multilinguals, rather than monolinguals, and second is that English master students are highly in touch with the studied phenomena, since they use different language and often use SMS language in their daily life. These reasons may help us collecting as much as possible appropriate data which may answer the following research questions that we wanted to investigate:

- What are the main reasons that prompt the Algerian students to mix-codes?
- How far can EFL students' academic learning be affected by mixing codes while texting?
- What are the main codes used in students' SMS language?

Our interest of this phenomenon, and our will to reveal all its properties, drove us to hypothesize that the use of code-mixing among the Algerian students might be due to the fact that Algeria is a multicultural society. We also hypothesize that indeed the students' academic learning may be affected by code-mixing and SMS language in a way that might block their competences and performances in learning and acquiring academically a

foreign language (English). As we hypothesize that French language and Algerian Arabic are the main codes used in students' SMS language.

In order to have solid data, and to answer in details all the questions, we have conducted both questionnaire and classroom observation, the data collection was made with sixty (60) students in the English department concerning the questionnaire, as we have attended several classes with the targeted population in order to back up our questionnaire and to appropriately enrich our investigation. As we made sure that the data collection made would gather different sorts of information in order to serve a valuable contribution concerning the two interesting phenomena, code-mixing and SMS language.

However, the present research paper is divided into three main chapters. Chapter one is devoted to the Review of literature which aims fulfilling and enriching the reader with information about the studied phenomena code-mixing and SMS language, and to explore all the sociolinguistic patterns related code-mixing, such as bilingualism, multilingualism and borrowing as it provides a distinction between code-mixing and code-switching, in order to clarify any ambiguous points that the reader may face. This chapter also provides a valuable background concerning SMS language and its linguistic form, as it tackles the relationship between ICT and language, and how far ICT contributes in the academic learning.

Chapter two is concerned with the linguistic situation in Algeria. In this chapter, some light will be shed on the languages used in Algeria, from Arabic, Tamazight, and French. This chapter aims also at exploring the bilingual and the diglossic situation Algeria is living in, and how the French colonialism has affected the Algerian mother tongue, as it provides clear ideas about the use of SMS language in the Algerian society and how important has become such phenomenon in the last few years.

The third and last chapter will describe the research procedures in collecting data, as it tends to provide a description of the sample and space in which this research has taken place. This chapter also contains the data collection analysis and interpretation detailed and demonstrated with graphics and pie charts in order to clarify the obtained data, and to answer at ease the research questions asked in this research project. Suggestions and recommendations are also included in this chapter, in order to help students in further studies if they tend investigating the same topic.

Chapter One:



Review of Literature.



Chapter One: Literature Review.

1- Introduction:

In the first chapter of our research project, we are going to explore some sociolinguistic patterns related to the studied phenomena "Code-mixing" and "SMS Language. As we are going to shed some light on some important notions as: code-switching, bilingualism, and borrowing in relation to Code-mixing, and to explore and define SMS Language and its different variables.

This chapter aims at providing a complete overview over the studied phenomenon, and clarifying all the ambiguous points and notions in order to have a clear idea about the topic, and to help us proceed at ease our research project.

2- Code-Mixing:

Code-mixing, is in nowadays a widely spread phenomenon all over the world such as, bilingualism, diglossia and borrowing. And whilst the world is witnessing a major extent of this important phenomenon, many studies are done in order to figure out its minimal details, in order to pursue the exiting investigation started earlier by several scholars and linguists.

Maschler (1998) defined code-mixing or a mixed code as “using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern” (p.125). Hudson (1990) stated also that in code-mixing, the bilingual individual shifts from one language to another according to the changes of situation and that the speaker who interacts with other bilinguals changes from one code to another in the same situation. Hudson defines also code-mixing as the use of some words from a language, then some other words from other languages, and coming back to the first language and so on. According to him, the main purpose of this mixing is to cope with an ambiguous situation in which no single code is appropriate.

Code-mixing is also defined by McClure (1987:7) as:

The individuals use the opposite language elements which cannot be considered to be borrowed by the community. It occurs when a person is momentarily unable to access a term for a concept in the language which he is using, but access in it another code when he lacks a term in the code he is using exactly express the concept he wishes to convey.

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However, code-mixing is forbidden at the level of syntax, because it causes a deep conflict in the language system. So, in order to permit the use of code-mixing and to avoid this conflict, it would be better to mix both languages intra-sententially. (Muysken, 2000) states three patterns of code-mixing: insertion, alternation, and congruent lexicalization.

Insertion refers to mixing as a kind of combination of a word or element from language A with language B. But, in that situation, the mixed element must be equivalent in both languages in the sense that there will be no conflict in the system. Alternation means that mixing requires a phrase in language A substitutes for a phrase in language B each of which in its own grammatical system, what gives the possibility to each phrase to function separately. And in congruent lexicalization, mixing occurs when words from both languages are inserted unconsciously or randomly in the utterance. But, in that case, the grammatical structures are violated in the sense that both languages have the same grammatical system. Obviously, when we use two different languages, each language has a different grammatical system.

Code-mixing occurs mainly in multilingual and bilingual communities where there must be a common language to use for communication in their societies. Code-mixing occurs mainly when bilingual children learn how to mix elements of more than one language. Linguists argue that code-mixing is much used by children because they lack the ability to differentiate between two languages. Others argue that children know a limited number of vocabularies of only one language and not for both languages.

The case of mixing codes with monolingual persons reflects that perfectly. Indeed, the common perception of code-mixing is that it is an ungrammatical form as it is a sign of laziness, and people who mix-codes are regarded as incompetent. But, recent studies demonstrate that code-mixing is used by speakers who are competent and proficient in all the mixed languages.

2.1- Code-Mixing in Sociolinguistics:

While linguists who are primarily interested in the structure or form of code-mixing may have relatively little interest to separate code-mixing from code-switching, for some sociolinguists, code-mixing is associated with a particular pragmatic effects, discourse functions, or association with group identity. Whereas they believe that this phenomenon is widespread, and it has affected the majority of speech communities around the world,

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regarding to the fact that we all should master at least three different languages in nowadays.

Each society has its own ongoing linguistic phenomena, and each speech community carry and use several language varieties. However, the emergence of code-mixing can be due to many social factors and social variables, where the use of this phenomenon may change according to the situation (place and time), and mainly, according to the person who is talking, and to whom is he talking to.

In the main time, some social variables are considered as an important key in mixing-codes. Age, gender, ethnicity and social class, have all a great impact on the utterance made, as well as occupation also, though it is connected with register and jargon, but it influence at ease people to mix-codes.

2.2- Code-Mixing in Language Acquisition:

In studies of bilingual language acquisition, code-mixing refers to a developmental stage during which children mix elements of more than language. Nearly, all bilingual children go through a period in which they move from one language to another without apparent discrimination. Beginning at the babbling stage, young children in bilingual or multilingual environments produce utterances that combine elements of both (or all) of their developing languages.

Some linguists suggest that this code-mixing reflects a lack of control or ability to differentiate the languages. Whereas, others argue that it is a product of limited vocabulary. More studies argue that this early code-mixing is a demonstration of a developing ability to code-switch in socially appropriate ways.

Furthermore, for young bilingual children, code-mixing may be dependent on the linguistic context, according to who is talking to and where. Code-mixing may also function to fill gaps in their lexical knowledge, and such lexical uncertainty may subsequently lead to naming errors.

2.3- Code-Mixing in Psychology and Psycholinguistics:

In psychology and psycholinguistics, the label code-mixing is used in theories that draw on studies of language alternation to describe the cognitive structures underlying bilingualism. During the 1950s and the 1960s, psychologists and linguists treated bilingual

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speakers as, in Grosjean's term "two monolinguals in one person". This fractional view supposed that a bilingual speaker carried two separate mental grammars, that were more or less identical to the mental grammars of monolinguals, and that were ideally kept separate and used separately. Studies since the 1970s, however, have shown that bilinguals regularly combine elements from "separate" languages; these findings have led to studies of code-mixing in psychology and psycholinguistics.

The practice of code-mixing, which draws from competence in two languages at the same time, suggests that these competences are not stored or processed separately. Code-mixing among bilinguals is therefore studied in order to explore the mental structures underlying language abilities.

2.4- Code-Mixing in Communication and Conversation:

Studies and reports, have reported that code-mixing is used as a communicative device, depending on the mixer's communicative objectives and intents. Speakers use mixing strategies to organize, enhance and enrich their speech, in order to transmit and deliver the message they are trying to convey.

The discourse-enhancing functions of code-mixing have been widely discussed in literature, where the speaker may mix codes to express solidarity and affiliation with a particular group. In addition, code-mixing can also be used to fill a linguistic or conceptual gap of the speaker. It is seen as a communication strategy, because it provides continuity in speech to compensate for the inability of expression.

Though the speaker often use the language in which he find himself comfortable while using it, but he may find himself sometimes in certain positions where he is obliged to use other language, according to the person he is addressing to and his linguistic background, in order to keep on the continuity of the conversation he is making. In the same time, code-mixing might be a strategy to exclude people from the conversation, by choosing a language in which the person we want to exclude does not understand that language or he is at least incompetent in.

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3 - Code-Switching:

In multilingual societies, each language is reserved for a given situation, one is used at home and another is used with friends and neighbors. According to Fishman (1965, 72) "the situational change is referred to as code-switching". Whereas Gumperz (1982) defines it as juxtaposition, where there is exchange of passages, which belong to different languages in its grammatical system or subsystems.

Code-switching is not a display of deficient language knowledge or a grammarless mixing of two languages. Instead, it is a phenomenon through which its users express a range of meanings. By code-switching which occurs mostly in conversations, the choice of speech alerts the participants to the interaction of the context and social dimension within where the conversation is taking place. The phenomenon of code switching is examined from a conversational analysis perspective, and as such is viewed as interactive exchanges between members of a bilingual speech community.

There are several attempts in defining code-switching. Crystal (2003, 120) displays that "in code-switching, people need to communicate by using two or more languages with each other, and he considered loan words as minimalist sign of code-switching".

Spolsky (1998) considered code-switching as the beginning of borrowing where there is interference of words or phrases from a second language into sentences. For example, immigrants usually infer new words of the foreign language into their native language. Hymes in (1974, 103) defined code-switching as a term which is used to indicate exchange of two or more languages or varieties of language, and can be also an exchange in style.

3.1- Code-Switching in Language Learning:

Teachers' use of code-switching has been a subject of controversy. It is not always performed consciously as such it is regarded as an automatic and unconscious behavior.

Teachers employ code-switching strategy as a mean of providing students opportunities to communicate, and enhance students' understanding. It further helps to facilitate the flow of classroom, where the teacher do not have to spend so much time trying to explain to the learners, or search for the simplest words to clarify any confusion that may arise. The teacher use code-switching by starting the lesson in the English Language, and may move into the second language and back when facing any difficulties with the learners' ability to

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understand him, the thing which may ensure that the lesson is as communicative as possible. This approach allows teachers to balance the use of language within a given contact. As teachers switch between codes, student's attention is gradually drawn to the objective of the teacher. Code-switching in the classroom includes three main situation, topic switch, affective switch and repetitive switch. The teachers can exploit students' previous L1 learning experience, to increase their understanding of L2. In topic switch, the teacher alters his or her language according to the topic being taught, this is mainly seen in grammar instructions where the teacher may want to introduce the discourse with a similar realization in the first language.

Affective functions are important in the expression of emotions, and building a relationship between teachers and students. In repetitive function, code switching is used to clarify the meaning of a word, and stress importance in the English language content, for better comprehension. It also helps students to become more competent in the language they are trying to learn. Here an instruction is given in English language and the teacher repeats the same in the students' mother-tongue.

4- Code-Mixing Vs Code-Switching:

Many scholars hold different points of view about code-switching and code mixing. Some of them argue that there is no difference between them, while others hold another point of view, and claim that these two sociolinguist phenomena are totally different and each of them has its own characteristics.

It is very difficult to make a distinction between code-mixing and code-switching as the description of the former is psychological, whereas the definition of the latter is linguistic. Though there are some scholars who reject the distinction between the two phenomena, there are some controversies between linguists over the distinction between the two forms. Bokamba is Among linguists who made a distinction, where he claims that code-mixing and code-switching have to be distinguished from each other, because code-switching involves switching from one language to another inter-sententially (between sentences) whereas in code-mixing, the switch is intra-sententiall (within sentences). He further claims that the two forms serve different linguistic and psychological functions. He adds that code-mixing does not need the interaction in the grammatical rules of the other language in the speech, whereas code-switching does. Kachru (1983) made a distinction

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between code-switching and code-mixing in the degree of code sharing between participants.

Even though the expression code mixing is used synonymously with code switching, and means basically intra-sentential code switching. However, recent research has given new meaning to this term. Maschler (1998) defines code mixing or a mixed code as “using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern” (p.125) In other words, the code mixing hypothesis states that when two code switched languages constitute the appearance of a third code, it has structural characteristics special to that new code.

However, Pfaff (1979) has used the term ‘mixing’ for both code-switching and borrowing. But, Singh (1985) used the term code-mixing for intra-sentential switching, and code-switching to refer to diglossic situations in the sense that only one code is used in a given situation. In other words, each code has distinct situations and functions (Alvarez-Càccamo 2000)

Eventually, code-mixing and code-switching may differ in the perspective of some linguists, as they might be similar to others. Though they share a particular feature which is using at least two languages, but they differ obviously in the internal structure, as Bokama (1994) claims that the switch in code-mixing is "within" sentences, whereas code-mixing involves the switch "between" sentences. As they differ also in the intention of the production, where code-mixing is made spontaneously and it is dominated only by one language, whereas code-switching is done on purpose and it is dominated by two or more languages.

5- Bilingualism:

Bilingualism is of considerable interest because of its important role in the determination of variations and changes in language system. Bilingualism is the use of two languages as Bloomfield (1933:50) states “bilingualism is a native-like control of two languages”.

Haugen (1953:7) also asserts that bilinguals can give “complete meaningful utterances in the other language”. People who know more than one language rarely reach native like mastery as Spolsky claims (1998:47) “It is rare to find equal ability in both languages”.

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Becoming a bilingual, may have many and several causes, such as having parents from different countries, with different languages; or living in a bilingual society, where a foreign language does not correspond to the language that is spoken at home, or simply, because it is a requirement for certain professions, as teaching a foreign language, translation, or journalism abroad.

As any linguistic phenomenon, bilingualism contains both positive and negative facts. Listing its advantages should contain that it often provides the ability to communicate with different people of different cultures. Bilingual people have more open, flexible, and creative thinking, which is what is called divergent thinking. Bilingualism incorporates proven cognitive advantages. Compared to monolingual children, bilingual children can concentrate with greater ease, and not be distracted as much. For adults, research proved that bilingualism helps to reduce the effects of aging on the brain.

On the other hand, bilingualism creates a serious cultural identities issue, especially for children, where they face a major confusion and start wondering to where they belong. Studies have shown also that bilinguals are slower to acquire vocabulary than are monolinguals.

However, recent studies approved that bilingualism has an obvious additive effect on an individual's creativity, by enhancing their mental flexibility, their ability to solve problems, and to perceive situations in different successful ways.

6- Multilingualism:

Multilingualism is a widespread phenomenon in modern societies. A considerable number of people speak more than two languages in their everyday life due to historical, social, or economic reasons (Cenoz and Genesee, 1998). They may live in a multilingual community as a result of colonialism and immigration, or they might be in constant contact with different monolingual communities because of globalization (Kemp, 2009).

The continuing growth of individuals and communities that use three or more languages has led many researchers to investigate multilingualism and multilingual acquisition. Of the many key issues within the field of multilingualism, this short piece will focus on multilingual competence from the perspective of proficiency and acquisition goals. Identifying the extent to which an individual should be proficient in each of his or

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her languages is essential for defining a multilingual and for understanding which goals are attainable in multilingual education.

Traditionally, researchers tended to view multilingual competences as the sum of discrete monolingual competences. According to Bloomfield (1933), a multilingual individual is considered to have a native-like control of multiple languages. However, the traditional view of multilingual competence has now been challenged. Researchers now generally agree that the proficiency of a multilingual speaker is not comparable to that of a monolingual, and should be judged in its own right (Cenoz and Gorter, 2011). Thus, recent definitions of multilingualism do not require a native level of proficiency in each language. This change in views comes mainly from an understanding of the differences in language use between the monolingual and the multilingual. Furthermore, Cenoz and Genesse (1998) pointed out that multilinguals possess “a larger linguistic repertoire than monolinguals, but usually the same range of situations in which to use that repertoire” (p. 19), resulting in multilinguals having more “specific distributions of functions and uses for each of their languages” (p. 19). As such, multilingual speakers use different languages for different contexts and several purposes, as they are unlikely to have equivalent levels of proficiency in all the languages they possess (Kemp, 2009).

7- Borrowing:

It has been mentioned that code-mixing and code-switching involve mixing languages in speech; on the other hand, borrowing involves mixing systems themselves. When using an item from one language as a part of the other language, this is called borrowing (Hudson, 1996). Prestige and need are factors that should be mentioned when discussing about borrowing. Weinrich (1968: 60) believes that "borrowing is used for prestigious purposes". Herbert (2001) support this idea saying that the speaker may think of borrowing, not because his/her language does not contain these words, but he/she does so because he/she thinks that those words are more prestigious than his/her language words. He illustrates that many languages adopted enormous numbers of loans from prestigious colonial language as French and English. Finnish, for instance, borrowed Germanic origins especially in terms of body, kinship as: tooth, neck, mother...etc. It was also noted that the frequent type of borrowing is the one which involves cultural specific items (Romaine, 1889); however there are many factors that encourage borrowing. For instance, lexical borrowing occurs in order to fill gaps of the vocabulary in the recipient language. A

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speaker may find himself in medium where he/she needs to borrow an item in order to fill the gaps.

Borrowed items may occur in children's speech as well as in adults' speech. Borrowed items too can be considered as a consequence of laziness, fatigue, or emotional stress which leads mainly to forgetting the "correct" term; however borrowing does not always play a negative role in that borrowers sometimes choose items from another language, because they are more appropriate (Hoffmann, 1991).

To conclude, borrowing varies according to word classes according to Herbert (2001). For example, nouns are more borrowed than other elements followed by adjectives and verbs. Thus, the speaker borrows nouns from a foreign language in order to name an object which his/her language lacks.

8- Code-Mixing Vs Borrowing:

Borrowing usually involves only restricted single lexical items, code-mixing on the other hand, requires both lexical and syntactic structures such as: words, phrases, clauses, and sentences, and it requires that speakers should have a certain amount of competence in both languages (Hornberger and McKay, 1996); whereas, borrowing occurs in monolingual communities.

Thus, Daller (1993) argues that borrowing and code-mixing should not be argued as different language patterns, because it is difficult to distinguish between them at theoretical and practical levels. From theoretical approaches point of view, code-mixing is defined as the interaction of two languages at both grammatical and lexical levels, while borrowing is the interaction between the grammar and the lexicon of language A, and only the lexicon of language B. Thus, the grammatical structure of language A will determine which words or elements from language B can be borrowed.

All criteria which were used to distinguish between code-mixing and borrowing did not succeed to give a complete distinction between them. So, there are just gradual differences between them. Myers (1991) argues that only the criterion of frequency can make the distinction between them. As a result, borrowing is 'recurrent', and occurs only once, while code-mixing is not.

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9- SMS Language:

SMS Language is a term used to refer to the abbreviations and slang commonly used with texting with phone mobiles, but also sometimes used with other Internet-based communication such as email and social networks, mainly all instant messaging.

According to Crystal, language itself changes slowly, but technology has speeded up the process of those changes to be noticed more quickly. However, three main features of early mobile phone messaging have encouraged users to use of specific language techniques such as the use of acronyms and abbreviations:

- Text entry was difficult, requiring multiple key presses on a small keypad to generate each letter.
- Messages were limited to 160 characters.
- It made texting faster.

Actually, the history of SMS language goes back to the similarity used by those sending telegraphs that charged by the word. It seeks to use the fewest number of letters to produce ultra-concise words and sentiments in dealing with space, time and cost constraints of text messaging. This follows from how early SMS permitted only 160 characters and some carriers charge messages by the number of characters sent.

As it also shares some of these characteristics with Internet slang and Telex language following from how its evolution is rather symbiotic to the evolution of use of shorthand in Internet chat rooms. Likewise, such a change sought to accommodate the small number of characters allowed per message, and to increase convenience for the time-consuming and often small keyboards on mobile phones. In addition, similarly elliptical styles of writing can be traced to the days of telegraphs 120 years back, where telegraph operators were reported to use abbreviations similar to those used in modern text when chatting amongst themselves in between sending of official messages.

Text messaging has come to evoke excessive hype and hysteria about the kinds of cultural, social and psychological, just as with many earlier communication technologies (Turkle, 1995). Or as David Crystal pointed out, texting has added a new dimension to language use, but his study was followed with the declaration that sending a message is not

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the most natural way to communicate, because the keypad is not linguistically sensible. Furthermore, once it became popular, it took on a life of its own and was often used outside of its original context. At its peak, it was definitely the cause of a strong debate about its effect on literacy, but with the advent of alphabetic keyboards on smart phones its use, and the controversies surrounding it, have receded.

Moreover, the invention of mobile phone messaging is considered to be the source for the invention of SMS language. In general, SMS language thus permits the sender to type less and communicate more quickly than one could without such shortcuts. One example is the use of “tomoz” instead of “tomorrow”. Nevertheless, there are no standard rules for the creation and use of SMS languages. Any word may be shortened (for example, “text” to “txt”). Words can also be combined with numbers to make them shorter (for example, “later” to “l8r”), using the numeral “8” for its homophonic quality.

9.1-Linguistics of SMS Language:

The main aim after the creation and use of SMS language was to convey a comprehensible message using the fewest number of characters possible. This was due to the way in which telecommunication companies limited the number of characters per SMS, and also charged the user per SMS sent. To keep costs down, users had to find a way of being concise while still getting their message across, typing on a phone is normally slower than with a keyboard, and capitalization is even slower. As a result, punctuation, grammar, and capitalization are largely ignored. In many countries, people now have access to unlimited text options in their monthly plan, although this varies widely from country to country, and operator to operator. However, screens are still small, which continues to motivate short messages and the input problem persists: SMS language is still widely used for brevity.

Observations and classifications as to the linguistic and stylistic properties of SMS language have been made and proposed by Crispin Thurlow, López Rúa and David Crystal among many others. Although they are by no means exhaustive, some of these marked properties involve the use of:

- **Initializations** (acronyms and abbreviations composed of initials).
- Reductions and **shortenings**, and omission of parts of speech.
- **Pragmatics** and context in interpretation of ambiguous shortenings.

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- Reactive **tokens**.
 - **Pictograms** and **logograms** (rebus abbreviation).
 - **Para-linguistic** and **prosodic** features.
 - **Capitalization**.
 - **Emoticons**.
 - **Variation** in speaking.
 - **Punctuation**.
-
- **Initializations** (acronyms and abbreviations composed of initials)

There are many examples of words or phrases that share the same abbreviations (e.g., *lol* could mean *laugh out loud*, *lots of love*, or *little old lady*, and *cryn* could mean *crayon* or *crying (g)*).

- **Reductions and shortenings, and omission of parts of speech**

For words that have no common abbreviation, users most commonly remove the vowels from a word, and the reader is required to interpret a string of consonants by re-adding the vowels (e.g. *dictionary* becomes *dctnry* and *keyboard* becomes *kybrd*). Omission of words, especially function words (e.g.: determiners like “a” and “the”) are also employed as part of the effort to overcome time and space constraints.

The advent of predictive text input and smart phones featuring full QWERTY keyboards may contribute to a reduction in the use of shortenings in SMS language, although this has not yet been noted.

- **Pragmatics and context in interpretation of ambiguous shortenings**

Recipients may have to interpret the abbreviated words depending on the context in which they are being used. For instance, should someone use *ttyl*, *lol* they may probably mean *talk to you later*, *lots of love* as opposed to *talk to you later*, *laugh out loud*. In another instance, if someone were to use *omg*, *lol* they may perhaps mean *oh my god*, *laugh out loud* as opposed to *oh my god*, *lots of love*.

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Therefore, co-textual references and context are crucial when interpreting texts, and it is precisely this shortfall that critics cite as a reason not to use it (although the English language in general, like many other languages, has many words that have different meanings in different contexts).

SMS language does not always obey or follow standard grammar, and additionally the words used are not usually found in standard dictionaries or recognized by language academies.

- *Reactive tokens*

The feature of ‘reactive tokens’ that is ubiquitous in Internet Relay Chat (IRC), is also commonly found in SMS language. Reactive tokens include phrases or words like ‘yeah I know’, which signifies a reaction to a previous message. In SMS language, however, the difference is that many words are shortened unlike in spoken speech.

- *Pictograms and logograms (rebus abbreviation)*

Some tokens of the SMS language can be likened to a rebus, using pictures and single letters or numbers to represent whole words (e.g. “i <3 u” which uses the pictogram of a heart for *love*, and the letter *u* replaces *you*).

The dialect has a few hieroglyphs (codes comprehensible to initiates) and a range of face symbols.

- *Paralinguistic and prosodic features*

Prosodic features in SMS language aim to provide added semantic and syntactic information and context from which recipients can use to deduce a more contextually relevant and accurate interpretation. These may aim to convey the textual equivalent of verbal prosodic features such as facial expression and tone of voice indeed, even though SMS language exists in the format of written text, it closely resembles normal speech in that it does not have a complicated structure and that its meaning is greatly contextualized.

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- *Capitalization*

In the case of capitalization in SMS language, there are three scenarios:

- No capitalization
- Capitalization of only the first word
- Full capitalization as appropriate that conforms to all grammatical rules

Most SMS messages have done away with capitalization. Use of capitalizations on the first word of a message may in fact, not be intentional, and may likely be due to the default capitalization setting of devices.

Capitalization too may encode prosodic elements, where copious use may signify the textual equivalent of raised voice to indicate heightened emotion.

- *Asterisk emoting and emoticons*

Just as body language and facial expressions can alter how speech is perceived, emoticons can alter the meaning of a text message, the difference being that the real tone of the SMS sender is less easily discerned merely by the emoticon. Using a smiling face can be perceived as being sarcastic rather than happy, thus the reader has to decide which it is by looking at the whole message.

Use of punctuation and capitalization to form emoticons distracts from the more traditional function of such features and symbols. Nevertheless, uses do differ across individuals and cultures. For example, over punctuation may simply be used to communicate paralinguistic aspects of communication without the need to create an emotion from it like so: “Hello!!!!”

- *Punctuation*

While vowels and punctuation of words in SMS language are generally omitted, David Crystal observes that apostrophes occur unusually frequently. He cites an American study of 544 messages, where occurrence of apostrophes in SMS language is approximately 35 percent. This is unexpected, seeing that it is a hassle to input an apostrophe in a text message with the multiple steps involved. Interestingly, the use of apostrophes cannot be

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totally attributed to users attempting to disambiguate words that might otherwise be misunderstood without it.

There are not that many cases in English where leaving out the apostrophe causes misunderstanding of the message. For example, “we’re” without the apostrophe could be misread as “were”. Even so, these are mostly understood correctly despite being ambiguous, as readers can rely on other cues such as part of sentence and context where the word appears to decide what the word should be. For many other words like “Im” and “Shes”, there is no ambiguity. Since it is not imperative that users use apostrophes to ensure that their message is understood accurately, this phenomenon may in part be attributed to texters wanting to maintain clarity so that the message can be more easily understood in a shorter amount of time.

9.2- SMS Language and Culture:

Nowadays, It is required that the mobile user or viewer must go with the flow and learn all new characteristics and parameters of the SMS Language, in order to navigate and operate within a network space successfully.

Of all the mobile application, it is the “SMS” or “the text message” that has profoundly altered our socialization, since it provides an inexpensive means of communicating and maintaining intimate relations with people not only from the same country, but from different and several countries around the world, with different beliefs, values and ideologies. Martin (2006) outlines the role of the mobile device and texting in particular in assisting people to overcome cultural boundaries, because mobile phones has have become a vital and significant mean in creating opportunities for everyone to chat and meet with others regardless their cultural background, offering a sort of a cross-cultural competence for a better communication around the world.

Furthermore, texting has become the most used tool of communication all over the world, people use it everyday not only because it is economic, but effective. Greetings, emotions, feelings, schedules, decisions, meetings and even jokes are included in the new SMS Language. Which give us a clear idea that we can no more get rid of texting in our daily life no matter what was our objective, since the main objective is simply to pass the message in the smoothest way possible.

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10- ICT in Language Learning:

ICT (Information and Communication Technology) has been used in almost all fields of life, including education. In education, computer technology has become so essential that governments put ICT as one of the curriculum in education. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has furthermore become a major issue in educational system and has been used from preschool to university in a way that could facilitate students and teacher in teaching and learning processes.

Hartoyo (2008) asserts that English language teaching has been shaped by the search for the ‘one best method’ of teaching the language. Regardless of whether the focus of instruction has been reading, the grammatical rules and vocabulary of the target language (e.g. Grammar Translation Method), speaking (how to communicate the target language such as Direct Method, Audio-Lingual Method, Community Language, Communicative Approach), or other issues (e.g. The Total Physical Response Method), the attempts of the teaching profession have been shaped by a desire to find a better way of teaching than the existing method.

Moreover, ICT, presented as the use of technology which the function is to support the process of conveying information and communication. The development of ICT makes the process of communication between the communicator and the communicant can be conveyed in easy ways. They can communicate through telephone, internet, e-mail, satellite, television, video conference and so on. The process of those communications applies in language learning. In language learning, there is a communication between teacher and student. The process of learning is not always carried out by subjecting teacher and students in the certain room or a certain place directly. As the example, teacher can use internet as the medium to give lessons, assignments, or other information to their students.

In context of language learning, ICT has an important role as the “media” bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place in certain time. Language learning program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Computer can store unlimited lessons or references, which can be accessed anytime, anywhere and accurately.

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10.1-E-learning:

Multiple definitions appear when trying to define “e-learning”, due to the wideness and complexity of this new technological era. Victoria L. Tinio, for example, states that” e-learning” includes learning at all levels, formal and informal, which uses a computer network (intranet and extranet) for the delivery of teaching materials, interaction, and / or facilitation. For most of the process of learning that takes place with the help of the Internet is often referred to as online learning. Broader definition proposed in the working paper SEAMOLEC, the e-learning is learning through electronic services. Although a variety of definitions but basically agreed that the e-learning is learning by using electronic technology as a means of presenting and distributing information. Included in the definition of educational television and radio broadcasts is a form of e-learning. Although radio and television education is a form of e-learning, it is generally agreed that e-learning reaches peak form after synergize with internet technology.

Internet-based learning or web-based learning in its simplest form is the” website” is used to present learning materials. This method enables learners to access learning resources provided by the speakers or facilitators whenever desired. If it is necessary that may also be provided mailing list specifically for the learning website that serves as a forum for discussion. E-learning facility” complete” provided by a special software called software or learning management LMS (learning management system). Current running LMS-based Internet technology so it can be accessed from anywhere over the available access to the internet. Facilities provided include the management of students or learners, learning materials management, learning management, including management of learning evaluation and management of communication between learners with facilitators.

This facility enables the learning activities are managed in the absence of face-to-face between the parties involved (administrators, facilitators, learners or learners). ‘Presence’ the parties involved is represented by e-mail, chat channel, or via video conference. In today’s era where information and communication technology is rapidly developed and turns to be a lifestyle for people throughout ages and places, its literacy has undoubtedly become a prior necessity. The sensitivity of the technology helps one in attending a more important task and in attaining a higher achievement in the area of education, professional career, and social relationship at which its literacy is a major requisite.

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10.2- Language and ICT:

The use of computers in the teaching and learning of Foreign Languages (FLT & FLL) in universities goes back to the 1960s, but it was not until the invention of the personal computer (PC) in the late 1970s that computers became accessible by both teachers and learners. In 1984, computers were commonly used in European schools and the acronym CALL (Computer Assisted Language Learning) had been emphasized on. Nowadays, with the advancement of the different and several science fields, it is more suitable to talk about Information and Communications Technology (ICT) and FLT & FLL rather than CALL. That is why, emphasizing the importance of computers which play a relevant in enabling teachers and students of languages to communicate with each other across the universe. The globalization of ICT in FLT & FLL was reflected in the establishment in 1986 of EUROCALL, moving forward in 1998 of “World CALL”. ICT is dominating in contemporary society and permeates almost all forms of human interaction and cooperation. Its presence and usage have brought changes of paradigms in communicative behavior, furthermore, it become an indispensable tool in term of business and administrative fields, and governments have become aware of the need to provide education and training to meet the challenges and opportunities.

Nowadays, especially in the academic and educational fields, information and communication technology has provided benefits to the community with large areas of new communications capabilities. For example, in language learning, ICT has marked a valuable impact in the advancement of language learning. The use of ICT gives the chance to facilitate the intercommunication of teachers and students as the following:

- ICT offers the use of images and media files which facilitate to widen and clarify the learners’ imagination.
- Teachers can easily explain through ICT any ambiguous or complex instructions and ensure students’ comprehension.
- Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.
- ICT enhance the language learning process by offering opportunities for practice outside the classroom.

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11- Conclusion:

To sum up, in one hand, mixing varieties are phenomena which can be found all over the world with different types and genres and for many purposes, as it occurs in bilingual or multilingual societies. It can be used to fill a gap, or it can be considered as a conscious desire to mix two languages in order to create new forms. It may also have the function of facilitating and supporting thinking and communication.

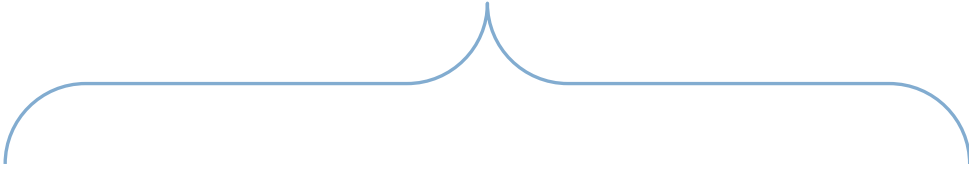
This chapter aimed to provide and mainly to define and tackle code-mixing from different aspects and points of view, socially, culturally, and psychologically, as we made sure to provide a valid and clear distinction between all different sociolinguistic phenomena, like code-mixing Vs code-switching and code-mixing Vs borrowing, this way, it would be easy to carry out the research project without any ambiguous ideas.

Each of the mentioned phenomena has their own characteristics, which means they are different from each other. Mixing varieties depend mainly on the bilingual and multilingual individuals, where they could choose the appropriate language in the appropriate situation.

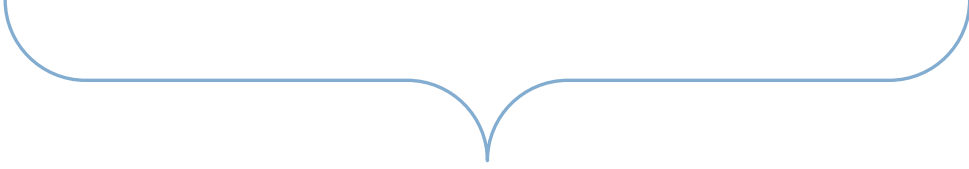
On the other hand, SMS Language is described to be the communication in an easy way dealing with specific techniques such as abbreviation, or the use of initials and acronyms, which consists of a whole linguistics system of its own. However, we introduced ICT and its relationship to learning, as a technique to go deeper in the paper with a systematic and organized procedure, where we explored and tackled ICT for its relevant relationship to the interesting phenomenon SMS language.

All in all, this chapter provided all different aspects and definitions about the two sociolinguistic phenomena and all related featured to them, in order to proceed and understand at ease the remaining of our research project.

Chapter Two:



Linguistic
situation in
Algeria.



Chapter Two: Linguistic situation in Algeria.

1- Introduction:

Algeria has developed a complex linguistic profile with Arabic and its regional varieties in most of the country, Berber dialects in a number of areas and French as a functional secondary language a legacy of the colonial period, in addition, English language has lately gained a valuable status in the Algerian society in several domains such as economy, education and social networks. This language situation gives rise to serious problems that requires a special study. Algeria is considered as a multilingual country.

In one hand, the majority of Algerians could be considered bilingual and multilingual to a certain degree, because they speak both Arabic and French, also because of dialect adjustments that many people make when moving to different cities. Arabic, French and all Algerians dialects, including Berber varieties, constitute a real mosaic which allowed in a way the expansion and maintenance of multilingualism and code-mixing in the Algerian society. On the other hand, Algerians especially the youth category, are considered as extremely wide users of SMS as a tool of communication among each other, dealing with complex techniques of their SMS language. That is why; this chapter sheds some light to explore the linguistic situation in Algeria for both sociolinguistic phenomena: code-mixing and SMS language, not only as separated phenomena, but in relation to each other.

2- Algeria as a Multilingual Society:

The Algerian linguistic background happens to be very rich and complex in the same time. It makes of Algeria a particular Arab nation with the number of different languages taught and used either in academic or non-academic contexts as described by Ephraim and Mala Tabory. It is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; also the various Berber dialects versus Arabic, and lately the English language that has gain its status in the society of Algeria mainly through media and trade businesses. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies. (Tabory &Tabory, 1987) The presence of this variety helped in the emergence of a language crisis, mainly political and educational, and gave rise to protests claiming monopoly on the language issue: Arabization, French-Arabic conflict, and the English language status, never reaching consensus (Lakhal-Ayat, 2008). Students learning weaknesses in general and more specifically in foreign languages are attributed to the educational system flaws mainly in

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insufficient curricula as stated by (Entellis, 1987): “Too many young people may be emerging from secondary schools with an incomplete command of both literary Arabic and functional French. » furthermore, the education system appears to be the first and major accused, based on criteria such as examination results and educational unsuccessful foundation as stated by Benyahou in his interview with Le Matin: Newspaper: “Serious shortcomings can be identified at two levels: first, at the level of performance and what one might call the quantitative aspects, and second, at the level of the system’s overall architecture, organizational structures and operation” (Grandguillaume, 2004).

3- Bilingualism in Algeria:

The term bilingualism generally refers to the ability to communicate in two languages. Multilingualism or plurilingualism is generally the use of three and more languages by individuals, groups or regions. The Algerian bilingualism is a special one. It is the result of the long gradual occupation of the whole country by the French, with more concentration on the northern part. In fact, bilingualism in Algeria is not homogeneous since not all the population is bilingual. In many parts of the country we can find monolinguals. It is much more practiced in the cities where there is a high contact of Arabic with French and prestigious style of life. During the colonial and post-independence periods, the majority, if not all, of the Algerians without mentioning their educational and cultural level, were bilinguals contrary to nowadays where bilingualism is much more common among those who went to school, and those who were in contact with French language.

Having the ability to use two or more languages by individuals, or communities is a sociolinguistic situation noticed all over the world. Algeria like any other country in the world offers a rich panorama on the matter of multilingualism. In Algeria, there exist two main groups: Berber speaking communities and Arab speaking communities who merged through history without neglecting French language used by both groups eventually. This highly indicates the multilingual situation of the country.

Another characteristic of Algerian bilingualism is that it is subtractive because Arabic is replacing progressively French in many domains: education, politics, and administration. After the independence, the Algerian policy began to generalize, step by step, Arabic under ‘Arabization laws’, since it is the native language, the soul of nationalism and associated with religion. The role of French in the social life of the Algerians started to change. Two different periods are to be mentioned. In the pre- independence period those who were in

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contact with French people were qualified as more balanced bilinguals. Unbalanced bilinguals, however, are those who came after and whose competence is higher in one language than the other and generally in the mother tongue. The generation after 1970, indeed has less competence in French.

Another distinction is between active and passive bilinguals. An active bilingual is one who has an active ability in productive and receptive skills even if he or she does not read or write. The pre-independence uneducated individuals were active bilinguals because they could speak and understand French. Whereas a passive bilingual has a passive ability, i.e. he understands French but does not speak it. This is the case for the Algerian immigrants in France, they master French, or some Tamazight who do not speak Arabic but understand it very well. Bilingualism in Algeria is the result of educational strategy and social specificity. It is a co-ordinate bilingualism which emerges in the country, because children learn both Arabic and French in primary school. The learner develops two systems of meaning of words, one system for the words he knows in the first language and the other is for the words he knows in the second language.

In other words, languages are learnt separately and are more or less independent. So, the French word and the Arabic word will be stored and represented in the brain independently.

4- Arabic Varieties in Algeria:

Algeria has the Arabic language as an official language used all around the country in all different domains and fields. However, Arabic language arose at first as Classical Arabic (CA) as the language used in the holy Quran, and then, Modern Standard Arabic (MSA) appeared as a simplified version of (CA) which is used nowadays in educational system. Algerian Arabic (AA) the language used only in the Algerian society and it is structured from different varieties, such as dialects, diglossia and bilingualism.

Thus, all the three different varieties are going to be explored in details, in order to gain and have much information that may help us in discovering this pure and prestigious language.

4.1- Classical Arabic:

Arabic has been in usage in the Arabian Peninsula for at least 2000 years. Classical Arabic is the formal version that was used in the Al-Hijaz region 1500 years ago. Written

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records of the language include poetry that was composed in pre-Islamic times (ca. 600 AD). The Quran was revealed in Classical Arabic, which is the main reason why the language has preserved its purity throughout the centuries. Arabs consider Classical Arabic as an important part of their culture. Throughout Islamic history Classical Arabic has been the language of royal and princely courts, the bureaucracy and the learned. Literary expression was conducted mainly in Classical Arabic. Mastery of Classical Arabic and the exhibition of this mastery, using both written and oral mediums, have always led to respect and awe.

Classical Arabic (CA), also known as Quranic Arabic, the period from the third through the fifth century is referred to “Early Arabic”. This literary Arabic evolved to its most eloquent form, especially the Arabic ode or “qasida”. (CA) is the form of the Arabic language used in literary texts from Umayyad and Abbasid times (7th to 9th centuries). It is based on the medieval dialects of Arab tribes. From the seventh century AD Arabic was not only the language of great poetic power but also very sacred since it is the chosen language of the Quran, then it became the object of centuries of the religious study and grammatical analysis.

According to Kees Versteegh (2001) Classical Arabic is highly intricate, nuanced, imaginative and sophisticated. The grammar is very involved and complex and the vocabulary is quite layered and highly contextualize. Some will say that its beauty can never be compared to any language on earth. But how much is classical Arabic used today? Why and when did it deteriorate in its application and relevance of the Muslim world? One answer is that before the formation of Islam, the Arab world was more socially isolated. The language they spoke was created in an environment that was sheltered. On the other hand, their language was a means of pride and self-identification. However, once the Arab world experienced contact with other nations and cultures, things began to change. Nevertheless, even today you may find many Arab speakers that still appreciate and care about the beauty of the language written in the Quran.

In Algeria, the Arab settlement took place during two main periods: the first Arab conquest began in the 7th century, the second wave dated from the 11th century with the migration of large numbers of Arab nomads. This second invasion of ‘Banu Hillal’ was the most important one because of the great linguistic, sociological and political

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transformations. Nonetheless, the Islamization and Arabization of the region were complicated and lengthy processes.

After independence in 1962, Algerian nationalists wanted to regain the Arab and Muslim identity despite the French language which was imposed during the colonial era, so they set plans in favor of Arabic. The process is called 'Arabization'. The Algerian government proceeded to the Arabization of vital fields such as education, administration, the media and economics.

However, it is not exactly (CA) that is used nowadays but a modern Arabic called 'Modern Standard Arabic' (MSA). The (MSA) variety emerged as an alternative between (CA) and (SA).

According to Trabelsi (1991) Classical Arabic, the language of Quran is considered as a dead language and is replaced by Modern Standard Arabic (MSA), which is simpler and therefore, more appropriate for educational purposes.

4.2- Modern Standard Arabic (MSA):

Modern Standard Arabic (MSA) is the direct descendant used today throughout the Arab world in writing and in formal speaking. Modern Standard Arabic (MSA) is the literary standard across the Middle East, North Africa, Horn of Africa and one of the official six languages of the United Nations. Modern Standard Arabic (MSA) and the regional dialects live side by side and are closely related (Elfardy and Diab, 2013). Arabic dialects and MSA share a considerable number of semantic, syntactic, morphological and lexical features (Al-Sabbagh and Girju, 2013).

Some dialects can be so strong that although people are speaking the same language it's hard to communicate. When this happens, Arabic speakers revert back to speaking the Modern Standard Arabic. Modern Arabic is used for TV, films, plays, poetry and in books. Arabic Courses learnt at the Arab Academy is taught in the Modern Standard form.

Standard Arabic is the language of literature and education in most Arabic countries. Educated people throughout North Africa and the Arabian Peninsula have good to excellent command of Standard Arabic besides their native Arabic dialect. As the language of Quran, Classical Arabic is used as the language of prayer and recitation throughout the Islamic world. Virtually all Arabic newspapers, magazines, and books are written in Standard Arabic, as well. In the broadcast media, Standard Arabic is also the usual

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language for news and other scripted informational and educational programming. The media in which Standard Arabic is not as frequently used as the spoken Arabic dialects are in song, film, and the theater.

The social status of Standard Arabic in relation to other languages and to other varieties of Arabic varies from country to country. In the countries of the Maghreb, many speakers of Arabic have been schooled in French and are more likely to use French than Standard Arabic for reading and for written communication. In some countries, such as Saudi Arabia, there is a tendency to use Standard Arabic in all situations in the broadcast media, while in other countries, such as Egypt and Lebanon, Standard Arabic is used in more formal programming while the local dialect is used in informal contexts.

Reading out loud in (MSA) for various reasons is becoming increasingly simpler, using less strict rules compared to (CA), notably the inflection is omitted making it closer to spoken varieties of Arabic. It depends on the speaker's knowledge and attitude to the grammar of the Classical Arabic, as well as the region and the intended audience.

Pronunciation of foreign names in (MSA) is loose; names can be pronounced or even spelled differently in different regions and by different speakers. Pronunciation also depends on the person's education, linguistic knowledge and abilities. There may be sounds used, which are missing in the Classical Arabic but they may exist in colloquial varieties consonants.

4.3- Algerian Arabic:

Algerian Arabic, also called "Colloquial" Arabic refers to the many regional varieties derived from Arabic spoken daily across the region and learned as a first language. They are not typically written, although a certain amount of literature (particularly plays and poetry) exists in many of them. Literary Arabic is the official language of all Arab League countries and is the only form of Arabic taught in schools at all stages. It is also known as the proper way to speak Arabic. It is the one of choice for Arab new programs, newspapers, and other formal settings. The grammar is more sensitive and is less colloquial and more annunciated. Casual Arab settings it is still considered to be pretentious to use modern language though. However, this type of Arabic is generally taught in schools because it is thought to be more simplified in nature. Basically, it is a skimmed over version of the classical language.

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Colloquial Arabic is a cover term for varieties of Arabic spoken in different areas in Algeria, like other varieties of Maghrebi Arabic; Algerian dialects have a mostly Arabic vocabulary with significant Berber substrates, and numerous loanwords from French and Spanish. Algerian Arabic is considered as the mother tongue of the majority of Algerians, and language of daily use in informal situations.

It is the real instrument of communication between the Algerian speakers. Without written scripts and only spoken, this variety developed and evolved within the population consecutively. Colloquial Arabic remains a dialect that is unable to convey the complexities of science fields or even to be taught in schools. Further, the evidence suggests for Algerian Arabic architecture of the lexicon reflecting a family-like organization which takes into account language-specific features. It is true that code mixing is a major characteristic of Algerian spoken Arabic, in the sense that speakers consciously or unconsciously use different codes in different situations for different purposes.

According to Lameen Souag (2005), Algerian Arabic is a cover term for varieties of Arabic, and Algerian dialects have a mostly Arabic vocabulary with significant Berber substrates and numerous loanwords from French and Spanish. Algerians use spontaneously this variety in everyday life to communicate with each other. There has never been an obstacle for comprehension even though there are some regional variations. We can distinguish many large dialectal areas; we can even say that, each region has its own way of speaking.

5- Diglossic Situation in Algeria:

Diglossia is the linguistic situation which portrayed the Arabic world in general and North African countries in particular. Belonging to the Arabic-speaking World, Algeria, being in no way the exception is a de facto diglossic community.

Again, like other diglossic communities, (MSA) is the native tongue of no sector in the society. It is learned from accessible through schooling. In other words, those who do not attend school or any kind of educational institutions generally will not have access to Standard Arabic. This is in sharp contrast with some Western societies, like France, England, and Germany, where the Standard variety is acquired as the mother language by a significant portion of the total population.

Chapter Two: Linguistic situation in Algeria.

One of the most important features of diglossia is the specialization of function for the high and low varieties. In one set of situations only the high variety is appropriate and in another only the low one. It depends on the situation. For example in the mosque the high variety is used, and in family and friends conversations the low variety is appropriate. However in Algeria (MSA) is considered as High variety, and Colloquial Arabic is considered as Low variety.

Since Algeria is a linguistic market where at least three languages, namely Arabic, Berber and French compete each another in various domains and in different regions making societal multilingualism the general condition rather than the exception, Algeria not only represents classic diglossia but is also a defining case of extended diglossia.

The rationale for this is that French, though it has no constitutional stand, is a functioning language that fulfills formal and official linguistic tasks along with SA. Considering higher education as an instance, French is indeed the medium of instruction in a number of faculties in the Algerian university. In fact, diglossia in Algeria also deserves to be discussed in relation to Berber, or as they are locally called Amazigh, communities since the Berber/Tamazight language have recently gained the status of “national” language. In such communities, like Great Kabylia, Shaouia, Beni Mzab, extended triglossia is a widespread phenomenon.

The communicative tensions which arise from the diglossia situation may be resolved by the use of relatively un-codified, unstable, intermediate forms of the language, and repeated borrowing of vocabulary items from high to low variety. A low variety that adults use in speaking to children and, therefore, the variety learnt, as one’s mother tongue and part of the socialization process. The Arabic language situation is characterized by the separation between the written forms and the spoken ones, these levels are characterized by two different sociolinguistic dimensions:

- Social function: the situations in which speakers find themselves in, for example, religious, formal, academic, casual or intimate.
- Educational and regional backgrounds of the speakers. Arabic speakers can use MSA as a basis even for everyday communication. However, it is according to the situation of the speech, the speaker’s backgrounds and level of education that Arabic speakers easily and spontaneously adjust their speech to suit the context and the interlocutors.

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6- Tamazight Language in Algeria:

The Berber, or Tamazight, is largely used in particular areas. The major Berber groups are the Kabyles of the Kabylie mountains (east of Algiers) and the Chaouia of the Aures range (south of Constantine), and other smaller groups including Mزاب and Tuareg (south Algeria). One must bear in mind that the Berber dialects have been preserved in these regions in spite of the widespread Arabization that accompanied the Muslim migration, especially as a result of the Muslim settlements that took place mostly during two periods:

- The Arab conquest of the 7th and 8th centuries.
- The migration of great numbers of Arab nomads in the 11th century.

Ancient Berbers used Tifinagh as a writing system for their language. Some Tifinagh inscriptions were discovered in Libya and in the Algerian Sahara. Distinguished primarily by cultural and linguistic attributes, the Berbers lacked a written language and hence tended to be overlooked or marginalized in historical accounts.

Algeria today has two major Berber languages, both in the northeast. In the south there are a handful of small Berber languages, mainly reflecting geographical conditions.

The first of the major, northern languages is Kabyle, named similar to its native region. It is spoken by between 1.5 and 6 million, depending on who gives the estimates, living in the mountainous north of the country. Kabyle has a writing language and its own alphabet, and is presently used by local authorities, and there is an increasing number of schools teaching it.

The other major, northern language is Tachawit or Chaouia. It is spoken in the regions south and southeast of the Grand Kabylia, especially in the Aurès Mountains. It is not a written language, and most of its speakers are fluent in Arabic. It is not used for much beyond everyday conversation.

* Chenoua spoken by about 80,000 in certain towns in the northwest of the country, and is close to both Tachawit and Kabyle. It does not have a writing system.

* Tumzabt belongs to the M'زاب oasis (Ghardaïa is the main city). It does not have a writing system.

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* Tamahaq is the language of Tamanrasset, the largest town of the south. It is also spoken in Libya, in the oasis town of Ghat. This language is sometimes even referred to as Touareg. It does not have a writing system.

* Tagargrent is spoken between several small communities in the northeastern part of Sahara. It does not have a writing system.

* Taznatit is spoken by peoples living in the region of the oasis of Timimoun, in the Touat region and southwest of M'zab. It is more isolated than other Berber languages, making it harder for its speakers to communicate with other Berbers. It does not have a writing system.

In Algeria there are two variants of Tamazight: Temacine is used near Touggourt, Tidikelt near In-Salah. The two communities are a staggering 800 km apart. Tamazight is spoken by 3.5 million in Morocco, making this Algerian minority one of the very largest Berber speaking groups in total. In Morocco it has a writing system, but there is no data about this being used in Algeria.

Actually, all Berber or Tamazight dialects compete with Arabic dialects and French in particular in cities of centre Algeria, causing a clear retreat in status and usage of Berber language. Nonetheless, words from these wide Tamazight varieties are often found in the spoken Arabic dialects. Ultimately, many French words are also heard in the Tamazight varieties, usually terms that have no equivalents in Berber varieties. There were serious actions taken by scholars in order to elaborate and codify Berber language. Salem Chaker and Mouloud Mammeri are famous names who tried to develop a standardized grammar for Tamazight during the 1980s.

7- French Language in Algeria:

When France colonized Algeria in 1830, it was not merely economic exploitation or political domination, but a comprehensive annexation that aimed at eliminating its culture. The French controlled education, government, business, and most intellectual life for one hundred thirty years. France's colonial system imposed a harsh programme of acculturation which positioned French as the dominant language on its colonies, ousting local languages, Arabic and Berber.

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At independence, Arabic was declared the official language after a war that lasted seven and a half years. The French language goes with Arabic and is mainly used in education, administrative institutions, and many different domains such as finance, army, industry and social life. It is recognized covertly as the second official language. Today more than 40 years after the independence (1962), French language continues to play an important role in spoken as well as written domains.

In fact, in addition to the great number of French loanwords that have slipped into Algerian Arabic, being adopted phonologically, and to a lower extent semantically, many Algerian people understand French, and use it in their daily interactions. It should be noted here that if (MSA) is to be regarded *Vis à Vis* French, both are considered H varieties with high prestige (bilingualism in such a situation). If teaching in scientific and technical fields is done in French, (MSA) is the medium of instruction in other fields, such as commerce, economy, law, etc.

French has kept its prestige in Algeria particularly in intellectual fields. Algerian speakers use French in different domains in everyday life, as students, traders, business men or politicians. Thus, French represents the language of the elites and it competes with (MSA) in many areas, including economics.

French is not only a colonial legacy; it is still present in the Algerian society through different famous French daily newspapers that have their faithful readers such as ‘Le Quotidien d’Oran’, ‘Le Soir d’Algérie’, ‘Liberté’ and many more, in addition to well-known French TV channels such as TF1, France 2 and TV5 that still record a good number of Algerian viewers. The Internet should also be mentioned as a tool to interact in French, which also facilitates its diffusion. Linguistically, Arabic and Berber dialects borrowed numerous French terms and adapted them phonologically to their systems to the point that some people who do not know French cannot tell if the words are from French origin.

8- English Language in Algeria:

English, because of its status as a language among the two global lingua-francas (along with French), is taught from the middle school years in Algeria. In 2002, a reintroduction to foreign language was planned by the national education system, in order to recheck the status of foreign language mainly French and English in the educational institutions starting from the primary schools to high school. They came up with the suggestion that

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English should be taught in the sixth grade (primary school), rather than the first year of the middle school. Some subjects, as Sciences and Mathematics would be partly taught in French. (Lakhal-Ayat, 2008).

Earlier, The Algerian government taught English as the secondary mandatory foreign language for students beginning in the fourth grade in the middle school cycle, from the end of the 1970s to the early 1990s. In September 1993 the Ministry of National Education made French and English two separate choices for the first mandatory foreign language; students were required to pick one over the other. The Minister of National Education said that English was to be promoted because it was "the language of scientific knowledge". Of two million schoolchildren in school between 1993 and 1997, between 0.33% and 1.28% chose English over French, a statistic Mohamed Benrabah, author of "Language maintenance and spread: French in Algeria, referred to as "insignificant".

According to the Algerian envoy to India, only five percent of the population is able to speak what was referred to as "good English". The Government reaction was to invite Indians to teach the language in Algerian universities in 2012. However, this step had a positive impact through time, where the English language in Algeria has progressed obviously and moved from "good" to "better", due to many reasons such as social network conversation with foreigners, and the huge amount of interest of Algerians in foreign movies and series, which has enabled them to acquire English easily with such interesting tools and methods.

9- Language Planning and Language Policy in Algeria:

The policy of Arabization cannot be understood without a review on the concepts of language planning and policy. In fact, the terms language planning and language policy have been used to designate the same kind of activities, even though they may refer to governmental decisions related to language affairs, largely implied in government, administration, education and economy.

According to Kaplan & Baldauf (1997: xi) "language planning is an activity, most visibly undertaken by government, intended to promote systematic linguistic change in some community of speakers" As far as language policy is concerned, Kaplan & Baldauf (Ibid) define it as: "body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system" Generally, language planning

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and language policy can be assigned three major activities: corpus planning, acquisition planning and status planning.

Corpus Planning Corpus planning is a measure taken to select, and to elaborate orthographic, grammatical, lexical features of a one specific language. According to Ferguson (1964), it generally involves three sub processes summarise below:

- Graphisation: refers to the development of a writing system.
- Standardization: prescription of norms of usage.
- Modernization: expansion of the vocabulary through the elimination of out-dated terms and the introduction of new technical terms.

Therefore, corpus planning refers to the creation and the development of both vocabulary and writing system, as well as the evaluation and standardization of one specific variety of languages among a number of varieties (Haugen 1987).

Acquisition Planning refers to the implementation of a strategy or policy aiming at increasing the use and users of a language through language teaching. However, the following conditions are necessary: “the language must have an accepted writing system, basic teaching and reading material must be available in the language; there must be teachers who can speak, read and write it”. (Bowers 1968:388) 1.5.3 Status Planning Status planning refers to the process of the selection and the use of languages in relation to education, administration, mass media and international relations, as well as government functions (legislative, executive and juridical). Jernudd & Das Gupta (1971: 211) defines status planning as a “political and administrative activity for solving language problems in society.”

At this period, the politicians consider Algeria as a monolingual country. Arabic is thus declared the unique official language. Thereby, this strategy seems clear that has ignored the multilingual reality. As a matter of fact, Algerian society has split into two major groups; on the one hand the inveterate supporters of Arabization policy and on the other hand, who call boycotting this policy.

All in all, the conflict spread at that period of time is highly increasing, and getting seriously a concerning phenomenon that threatens not only the Algerian society, but even its culture, and its patriotic character that he got before and during the colonization era.

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10- The Impact of Code-Mixing on the Algerian Mother Tongue:

It is true that code mixing is a major characteristic of Algerian spoken Arabic, in the sense that speakers consciously or unconsciously use different codes in different situations for different purposes, the speaker needs to communicate with other bilingual speakers by using two different languages, this phenomenon occurs when bilinguals find themselves in their daily lives in different situations, they produce different language types.

French language, though it has no official status, but it is widely used in government, culture, media (newspapers) and education (from primary school), due to Algeria's colonial history and can be regarded as being a de facto co-official language of Algeria.

That is why, the French colonialism left a great effects on the Algerians mother tongue, since the majority of Algerians who are born in the period of colonialism, do not have even an average level neither in (CA), nor in (MSA). In contrast, they do have a high and a prestigious level in the French language, and they master it in both written and spoken levels as if it was their mother tongue, which may affect unconsciously the level of their children in using Arabic language. Thus, it may be pretty obvious that the French colonialism has reached its objective, which was separating the Algerians from their mother tongue and replacing it with theirs, the thing which may create an opportunity to drive the Algerian away from their Islamic affiliation, which represented strength, hope and patience to the Algerian Chouhada.

Eventually, the French language which is widely spread in the Algerian society might affect mainly the county's mother tongue, which may create also serious problems that may make the Arabic language gradually vanish from our society.

11- ICT in the Algerian Universities:

The use of information and communication technology in the educational field lends itself to more student-centered learning settings often this creates some tensions for some teachers and students. But with the highly development movement of the world into the information society, the role of ICT in education is becoming more relevant, and it will be continued through distance learning. It is considered as one of the most rapidly growing fields of education which is considered as highly indispensable in the educational system.

Academically, the use of information and communication technology in education lends itself to more student-centred learning, as it gives a valuable and serious attitude towards

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learning in general, especially at the level of universities with the LMD system, where the teacher plays the role of a guider and tutor, but it is the student who is responsible for the research in and outside the campus, that is why, ICT is considered as the first tool that the student opt for when doing his studies, thanks to the numerous data that it contains, from books, papers, videos, and universal academic websites.

12- SMS Language in the Algerian Society:

In the early 2000's, when Algeria opened its markets to foreign investment, a big technological rush occurred, including the expansion of the mobile phone use. New technologies mainly, have had a great impact on the Algerian diglossic situation in recent decades, and have contributed in the democratization of the local dialects, and made their national status decrease in all different areas, mainly in advertising and media with radio and TV. The emergence of mobile phones, especially smart phones lately in Algeria is associated with the creation of new language variety, which is a mixture of French, Modern Standard Arabic, and Algerian Arabic together, and less with the use of Tamazight, English and Spanish, creating a new language characterized with abbreviations, acronyms, and initials, as a unique code among the Algerians especially the youth category, a language that emerged independently from the work of language planners.

Moreover, the use of SMS among Algerians has remarkably increased, as it has expended to be used among both males and females, old and young, literate and illiterate, as a tool to communicate different events, whether it was national (independence day), Islamic (Eid el Fitr/Adha), universal (new year), professional (meetings) and even personal (birthdays), so SMS contributes directly in keeping the Algerian society in touch, since it is used among all categories from different cultural backgrounds, levels of education and professional status.

All in all, the complex linguistic and cultural situation in Algeria, has known a solution that might solve its different obstacles, and manage to make the social interaction between different categories in different fields more easy, and maintain mainly the individuals of the Algerian community to be in touch anywhere and anytime.

Chapter Two: Linguistic situation in Algeria.

13- Conclusion:

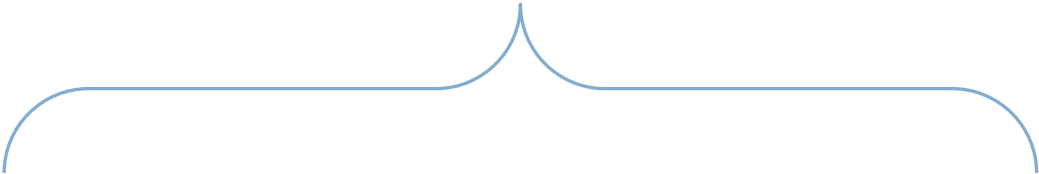
All in all, this chapter made sure to explore all kind of different varieties used in Algeria; and elucidated the most important features and characteristics that reflect the linguistic situation in Algeria.

However, Algeria reflects a live example of the complexity in the linguistic situation, going back to different and several reasons, such as colonialism and the variation of cultures and traditions. After all, this complexity may create new problems which may affect more the Algerian mother tongue, and make it neglected through time; furthermore, it is highly required to investigate all its different aspects especially in relationship to the academic learning and all educational fields.

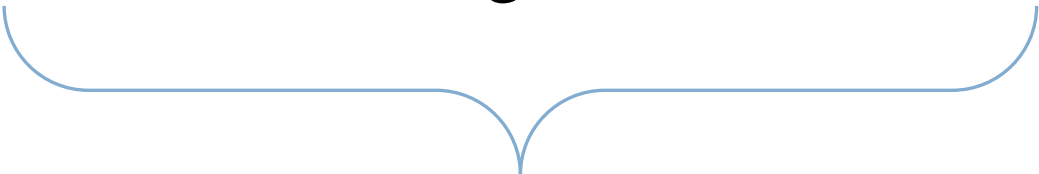
The chapter made sure to create cohesion between all defined patterns that reflects the linguistic situation in Algeria, dealing first with the fact how serious is Algeria a multilingual society. Defining after that all different languages that occur in the Algerian society: Arabic and its all three models (Classical Arabic, modern standard Arabic and Algerian Arabic), Tamazight and its different types in the Algerian society, moving forward to introduce the major foreign languages in Algeria, French and English languages, and their huge impact on the academic system mainly.

ICT in the Algerian universities was also a very interesting topic to tackle, since it was a sort of an introduction to the second studied phenomenon SMS language, moving forward to introduce the use of SMS among Algerians; and how important is this particular phenomenon in this country, as it is nowadays an indispensable tool of communication, not only among literate people, but also among illiterate category, a tool to express different national, cultural Islamic and also personal feelings and regards, including inside these messages the first and main studies phenomenon code-mixing.

Chapter Three:



Case Study of
the Research
Project.



Chapter Three: Data collection and analysis.

1- Introduction:

The following chapter carries the most important part of this research project. It contains both questionnaire and classroom observation done with the students from Dr Moulay Tahar Saida University-Algeria.

The data collection is made in order to get answers and clarifications for our research questions, and to determine whether code-mixing have positive or negative effects on the academic learning, and to figure out what are the main causes of such phenomenon.

Furthermore; we have chosen the English department, in order to do an exciting investigation in this interesting department, and to gather solid and enough information, in the aim of having as much benefits as possible. As we have selected the master students as a sample target, due to their high contact with different mixed languages and their increased amount of texting. And the main reason behind this choice is to precise the use of code-mixing and how far it may affect the academic learning. It is also made in order to avoid the confusion of mixing-codes because students are in daily touch with their University fields, or simply because it is a typical habit in the Algerian society.

2- Data Collection:

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate results.

The terms "data" and "information" are used interchangeably. However the terms have distinct meaning. Data are facts, events, transactions and so on which have been recorded. They are the input raw materials from which information is processed. Information on the other hand, is data have been produced in such a way to be useful to the recipient. In general terms, basic data are processed in some way to form information, but the absolute act of processing data does not itself produce information.

Data collection has several objectives that should be included in our work paper. It helped us researchers to identify and justify the need for modification, and calculate future resources and spares requirements. It has also provided us statistics and facts about the covered topic, the thing which may lead primarily to assist achievement of our worthwhile objectives.

Chapter Three: Data collection and analysis.

2.1- Target Population:

Our research project included only students from the English department of Dr Moulay Tahar-Saida University, specifically with master students, first and second levels, in both didactics and literature and civilization fields. Both males and females with different ages and levels have contributed in the achievement of this work paper.

The main reason behind such choice, is that we wanted to do an investigation in the interesting English department, because its students represent a concrete example of the complexity of the linguistic situation in Algeria, where they are in contact not only with Arabic as their mother tongue, and French as the “habitual” language that Algerians use, but also English as their official academic language.

2.2- Settings and Context:

In order to facilitate our research project and analyzing at ease the obtained data, we have chosen the University of Dr Moulay Tahar in Saida- Algeria-. The reason behind such choice is first the closeness with the majority of students in the whole University especially the English department. Second, the University of Saida as any other university contains students from different backgrounds, different mentalities, and different educational levels which may be key points to our research project which is based on the variety of the student's way of speaking.

2.3- Questionnaire:

The questionnaire is a process containing a set of question, submitted for replies that can be analyzed for usable information. It is also a list of written questions that can be completed in a way in which respondents could be asked to complete the questionnaire with the researcher not present. This is a postal questionnaire and (loosely) refers to any questionnaire that a respondent completes without the aid of the researcher.

Questionnaires are restricted to two basic types of question: first of all, there is the closed-ended (or “closed question”) is a question for which a researcher provides a suitable list of responses (e.g. Yes / No). This produces mainly quantitative data. And second of all, the open-ended (or “open question”) is a question where the researcher doesn’t provide the respondent with a set answer from which to choose. Rather, the respondent is asked to answer "in their own words". This produces mainly qualitative data.

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However, the questionnaire has many advantages that may help the researcher widely in his project. It gives the opportunity to the researcher to contact large number of people quickly, easily and efficiently using a postal questionnaire (since all the researcher has to do is to identify the group that will be targeted and post them the list of questions). Questionnaires are also relatively quick and easy to manage and interpret (especially if closed questions are used). In addition, the respondent does the time-consuming part of completing the questionnaire, the thing which may work for the researcher himself, in addition for the important and effective information he may get, that may be the clue to a perfect and fruitful research project.

The questionnaire made in this research project attempts to gather as much data as possible, in order to answer all the research questions and to clarify any ambiguous ideas we may face. That is why we have chosen a set of questions extremely detailed and each question has an objective to reach. As we made sure to attend with all the students while answering their questions to guide them and clarify any question they did not understand.

3- Approaches of Investigation:

Any successful investigation should have the best planning, in order to save time and efforts and to achieve our goals easily. That is why; the investigation procedure is made-up of five basic steps, steps that we have tried to follow and accomplish in this work paper in order to make a valuable and credible contribution in the educational field.

Prediction is what the researcher is expecting to find out from his research project. Planning, is where the researcher has to observe the facts concerning his work, and tries to find the perfect way to follow, using resources like books or the Internet, as he has to create the perfect atmosphere of work, in the aim of having a well structured and a clean work. Data collection is also an important step, in which the researcher works on the field, in the aim of gathering as much data as possible concerning his topic, and addressing a targeted sample, in which he believes he will find the exact facts he is looking for.

The fourth step is analyzing, in this step, the researcher works and analyzes the gotten feedback, as he may report his insights and opinions. Reformulation is the final step in the investigation. On this step we as researchers got the lesson taken from our work, and defined what is useful and helpful from our contribution to the studied field.

Chapter Three: Data collection and analysis.

3.1- Qualitative Approach:

The qualitative approach is a process of gathering information focuses on describing a phenomenon in a deep comprehensive manner. This is generally done in interviews, open-ended questions, or focus groups. In most cases, a small number of participants participate in this type of research, because to carry out such a research endeavor requires many resources and much time.

Interviews can vary from being highly structured and guided by open-ended question, or be less structured and take the form of a conversational interview. Because of the investment in this type of research and the relatively few number of participants, findings from qualitative research cannot be generalized to the whole population. However, such research serves as a spring board for larger studies and deeper understanding that can inform theory, practice, and specific situations.

However, besides the questionnaire, we have selected classroom observation in order to cover all ambiguous points that we may have forgot in the questionnaire, in this research project, we have selected also English master classes to define and to have more ideas and clues about the studied topic.

The qualitative approach helped us obviously in our classroom observation, because we have attended several classes to notice and take into consideration anything that may not appear in the questionnaire, in order not to miss any detail especially in such interesting and complex topic.

In conclusion, we may say that classroom observation has enriched our investigation in an obvious way, and gave us clarifications and solutions that will be analyzed and discussed step by step.

3.2- Quantitative Approach:

The quantitative approach is for gathering information by describing a phenomenon across a larger number of participants, thereby, the possibility of summarizing characteristics across groups or relationships. This approach surveys a large number of individuals and applies statistical techniques to recognize overall patterns in the relations of processes.

Chapter Three: Data collection and analysis.

The quantitative approach has several advantages. It enables gathering data from a relatively large number of participants, as it allows generalizing to broader population. It provides also numerical or rating information, as it lends to statistical techniques that allow determining relations between variables.

However, it may be obvious that in the quantitative approach, numbers and statistics are the investigator main goal. Thus, being able to do a good quantitative investigation may be able to offer the investigator a large amount of information, which may help him primarily and sufficiently in his research project.

In our research, we have also chosen the quantitative approach and selected a very structured and well studied questionnaire, in order to have solid statistics and precise percentages, in order to help us demonstrating the obtained data, and illustrating it at ease with graphics.

4. Data Analysis and Interpretations:

On this important step in this research, we are going to explore the questionnaire and interview questions, and analyze them one by one. The investigation done in the English department (master students) in Moulay Tahar Saida University, carry almost all the answers to our research questions. As we used some graphics in our data analysis, in order to clarify at ease the obtained results, and also in the aim of demonstrating the gotten data, to have the reader's attention, and to clarify any ambiguous point he may face.

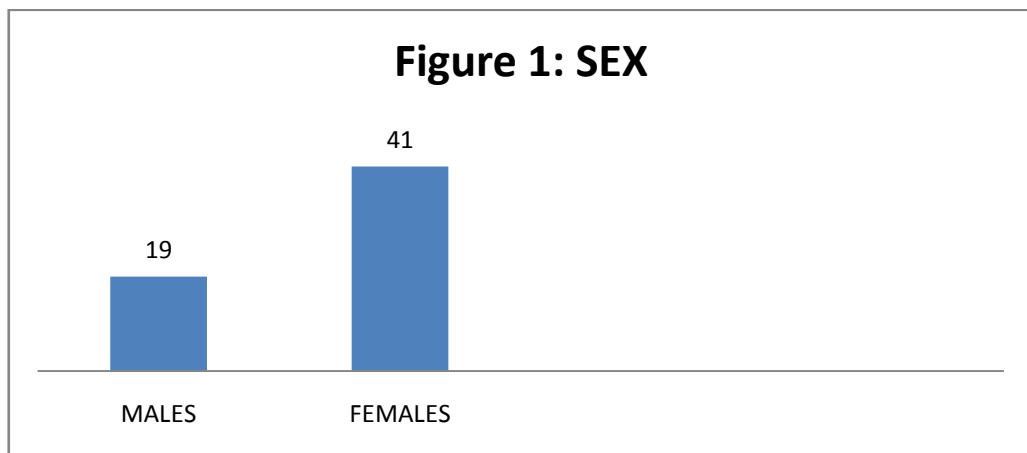
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4.1- Analysis of the Questionnaire:

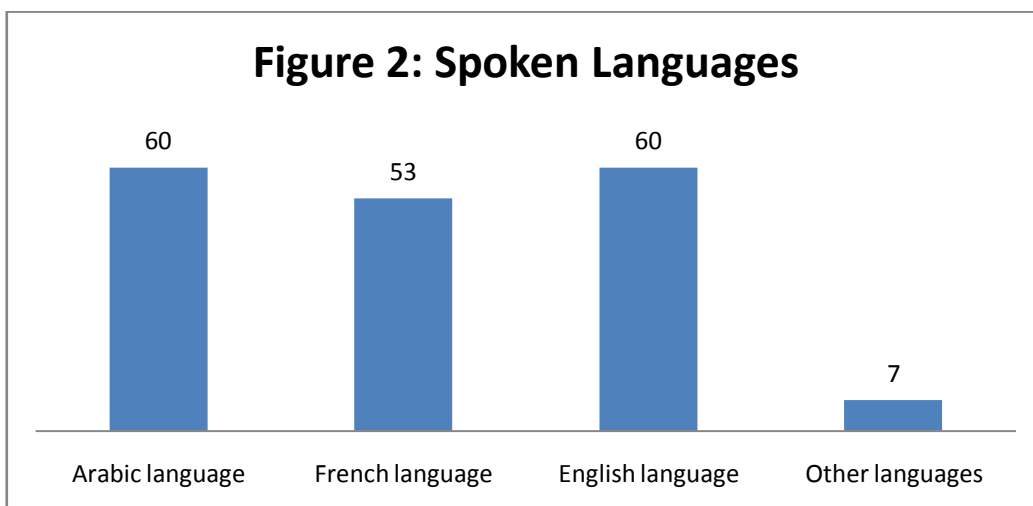
The questionnaire made with English master students had four (4) activities which were made differently on purpose in order to gather different types of data and information that may help us proceed our investigation in a well organized method.

Analysis of the first activity:

- **Sex:** The questionnaire witnessed the participation of 41 females and 19 males on the English department. The reason why we have chosen this question is to figure out whether there is a difference between the way males and females speak, and to figure out also which language does each sex prefer to use:

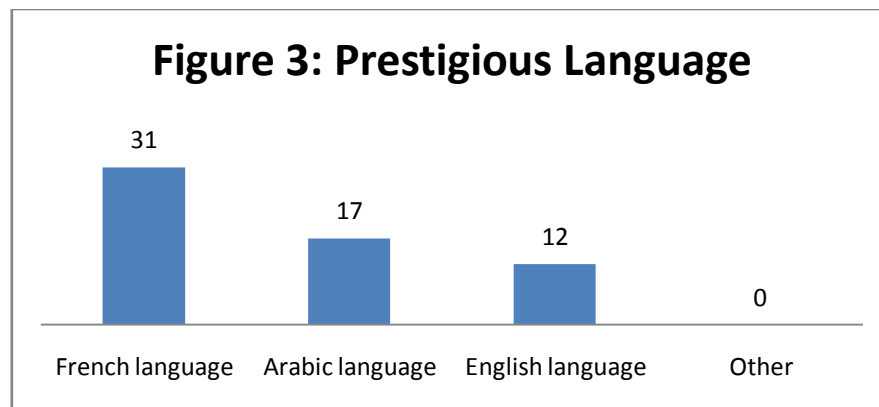


- **Spoken languages:** The majority of the participants are considered as bilinguals and multilinguals, as illustrated in the above graphic, however, the questionnaire also witnessed the availability of some students who speak other languages like Spanish, Turkish, and Tamazight.

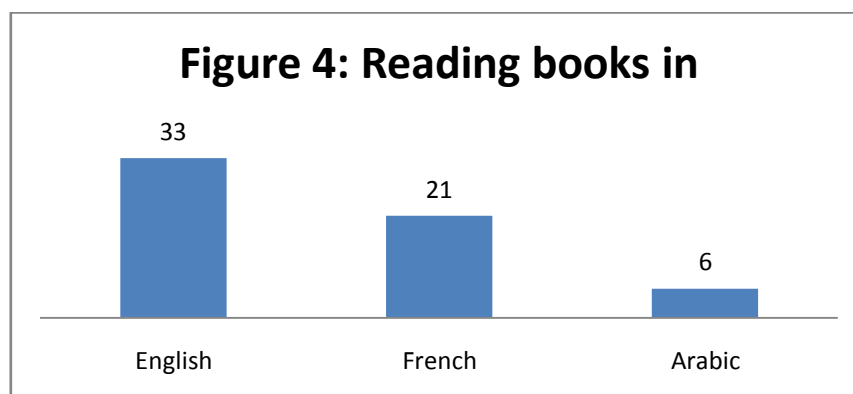


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- **Language found the most prestigious:** this particular question was asked in order to test and answer the research question why do students mix codes, and why they often use French Language in their speech, the result was compatible with our expectations as the majority of the students have chosen the French language as the most prestigious language, though their native language is Arabic, taking also into consideration that the participants are only from the English department. The answers and statistics of this particular question gave us a clear idea why does French language dominates our speech, especially students' category, where they use it in order to look prestigious and show some kind of high self-esteem while using it.



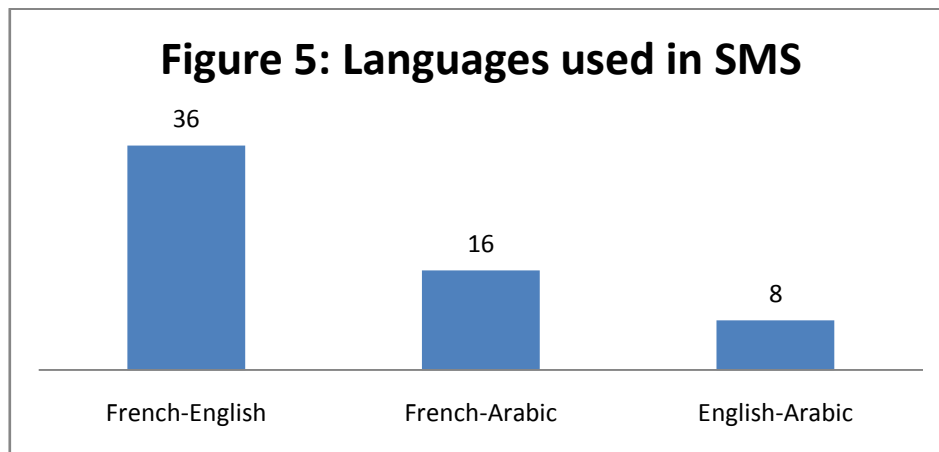
- **preferred language to read books:** This question was made on purpose in order to figure out which language do English students in particular prefer reading books, in order to test if their academic learning is affected by their choices. The given answers witnessed a surprise which is that 21 out of 60 English master students prefer reading books in French, which is unexpected due to their official academic field which is English, which may affect their academic learning mainly their four skills (listening, speaking, reading and writing):



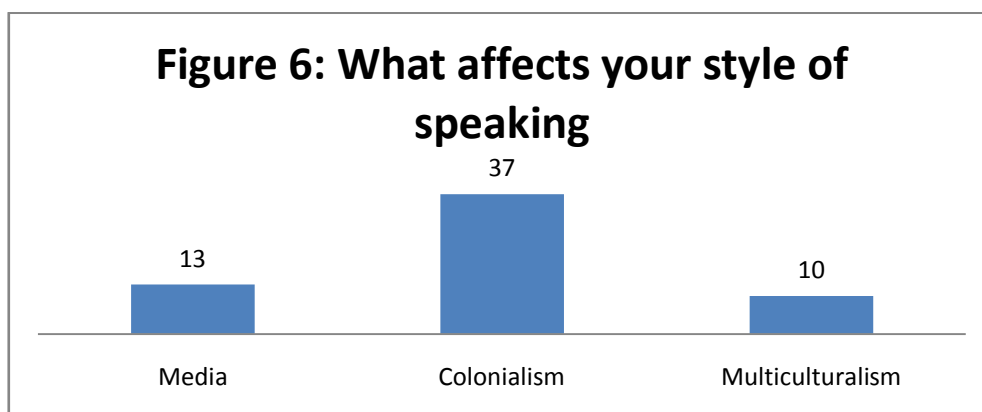
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➤ **language used when students are texting with their friends and colleagues:**

This question was in the aim of taking a clear answer about the use of more than one language by students, and whether they mix-codes while texting, in order to notice also whether it is an attempt from the student to look prestigious in front of his colleagues, or simply because it is a habit that the student has carried away. What was highly taken into consideration is that no student out of 60 sends his SMS using only one language, however the results indicates that majority of the students mix codes in their SMS language, and use French more than other language but in a mixed context as illustrated in the following graphic.

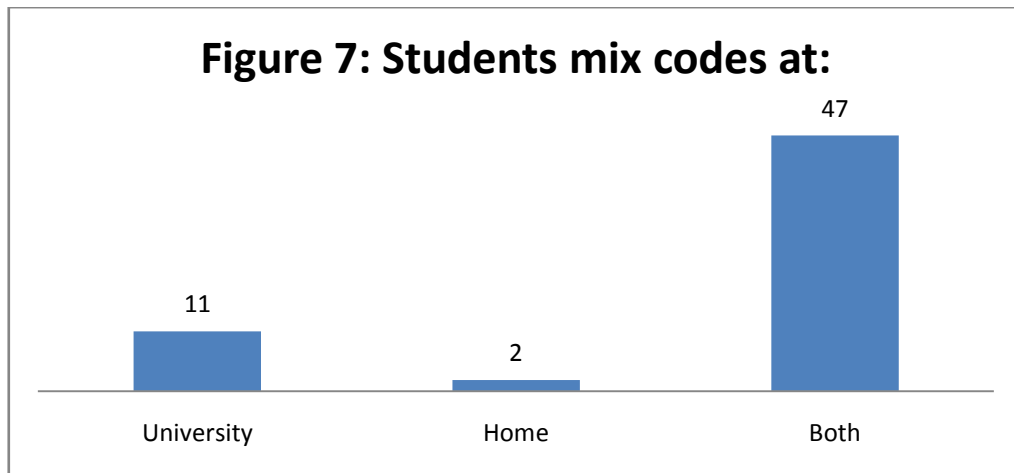


➤ **What do you think affects more your style of speaking?** The aim from this question was to find out the students' perspective and what does he think affects more our style of talking, as Algerians in one hand, and as students on the other hand, the majority of students see colonialism is the main reason behind our style of speaking:

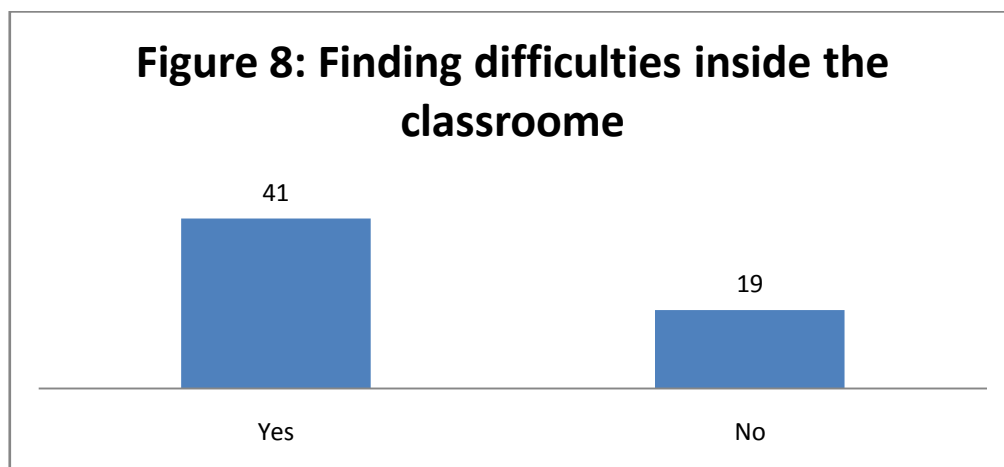


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- **Students use more than one language at home, university or both?** Students as literate category of the society, they may interact with different people in different contexts, we have asked them where they mix codes, because at the level of the university it would be totally logical, but outside the campus at home would be an interesting answer. The majority of the students answered that they mix codes not only at the level of the university but also at home, as illustrated:

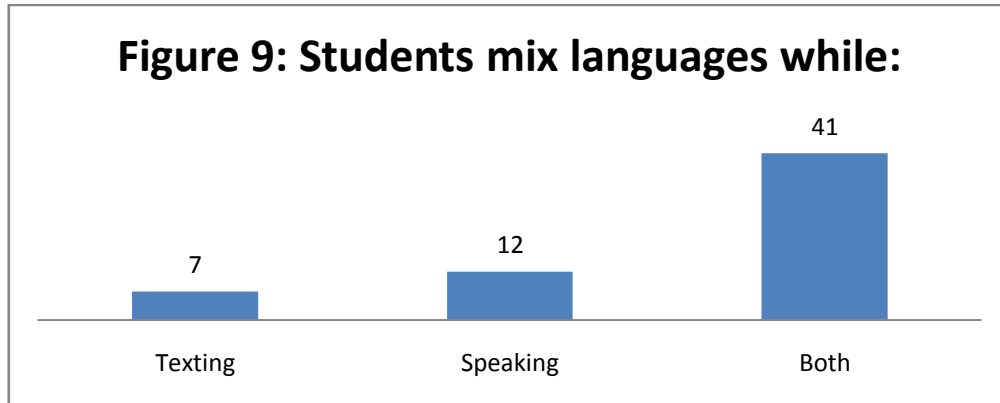


- **Do students find difficulties expressing themselves in English inside the classroom?** This question was made in order to test how far students are affected by code-mixing at the academic level; we had a feeling that the participants have answered honestly this question where they have admitted that indeed they do find difficulties expressing themselves in English inside the classroom, which means that the speaking skill is affected according to their own perspective:



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- **Do students mix languages more while texting, speaking or both?** The simple aim behind this question, is to take an idea at what level do students mix language often, while texting, speaking or both of them. The majority of the students answered that they mix languages in both texting and speaking which means that code-mixing appears in their writing, speaking, and also reading skills:



Analysis of the second activity:

Students were asked a set of questions that we hoped would enrich our investigation, the questions and all its answers would be demonstrated in details for a better understanding of the investigation.

- **How often do you use more than one language in your daily life?**

English master students are considered at least bilingual, the reason behind this question was to have an idea about the communicative style that students use in their daily life, whether they use more than one language or not, and to evaluate furthermore the impact of code-mixing on their academic learning.

The majority of the sample admitted that indeed they use more than one language in their daily life, only 7% of the sample that denied this fact as illustrated on the graphic below.

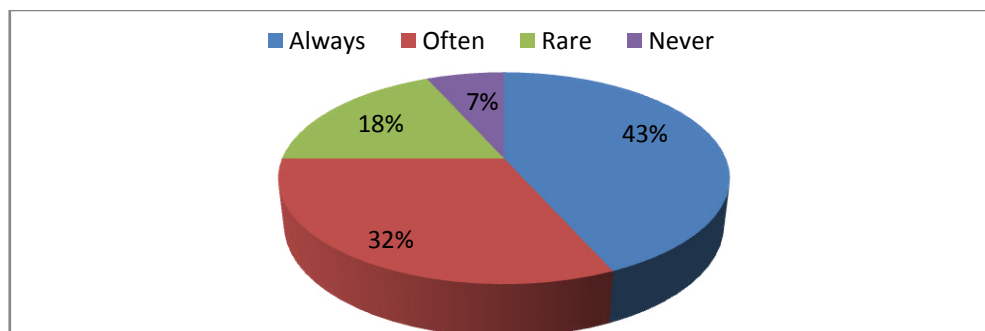


Figure 10: the use of more than one language in daily life.

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➤ Your SMS include mixed languages?

On the previous activity, we have asked students how often they text with their friends and colleagues, this question was a complement or a link between code-mixing and SMS language, the answers on this question reflect that a great deal of students use more than one language in their SMS.

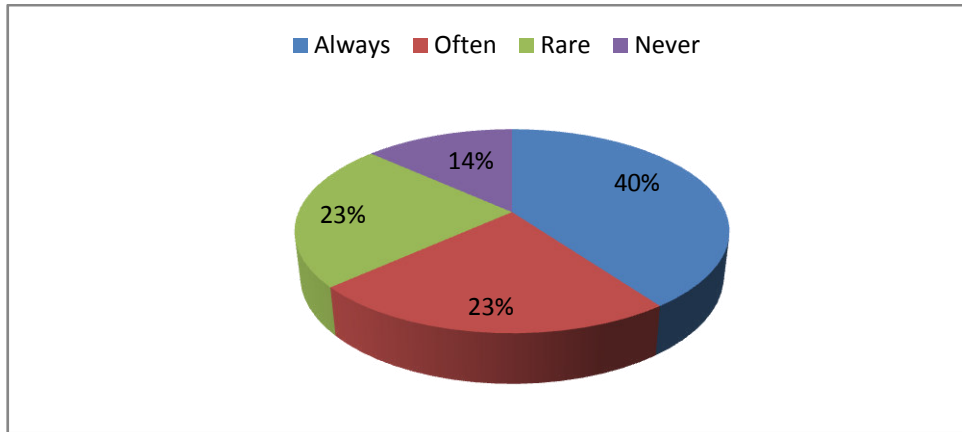


Figure 11: SMS including mixed languages.

➤ How often you use abbreviations, acronyms and initials in your SMS?

Concerning this question, in order to evaluate the impact of SMS language on the students' writing skills, the use of abbreviation, acronyms and initials may have a negative impact on his academic learning, where students got the habit of abbreviating and initializing but they face difficulties when being in academic official exams.

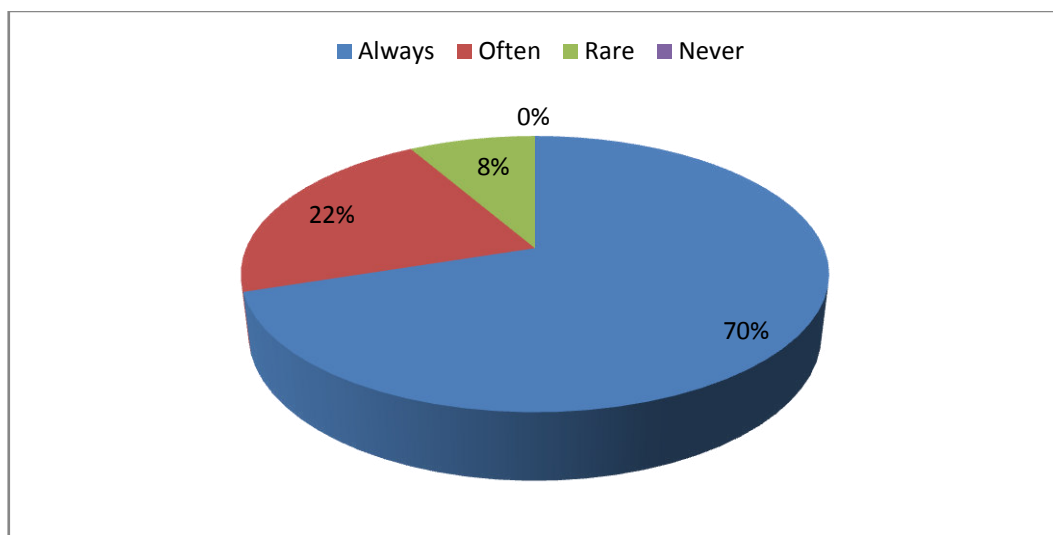


Figure 12: the use of abbreviation, acronyms and initials in SMS.

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- **You may change your whole SMS in case you did not the spelling of a single word?**

This particular question was made up from a personal experience. We often change our SMS in case we did not know the spelling of single word, and this has clearly a negative attitude on the learning process, since there is no sense of responsibility or curiosity to check and learn the word we faced difficulties with.

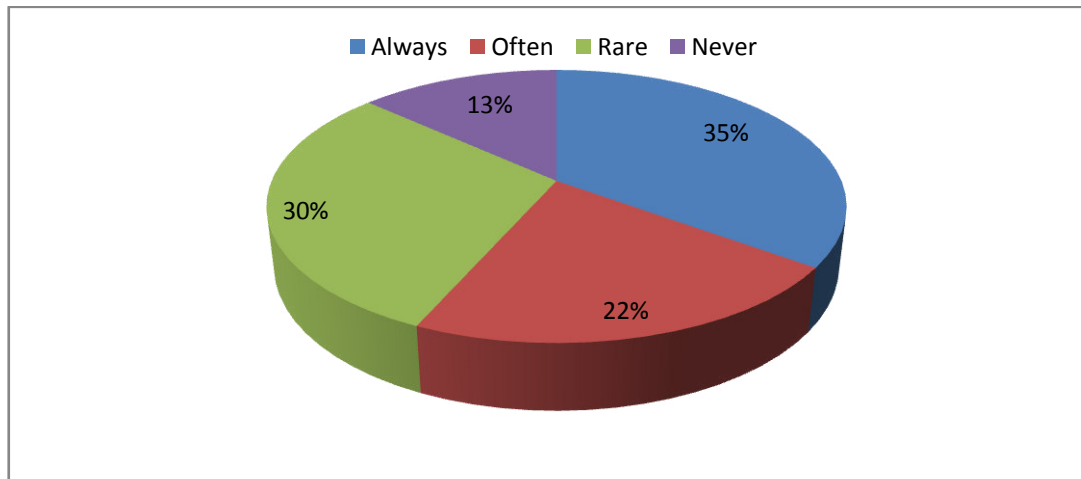


Figure 13: the possibility of changing a whole SMS in case a single word is unknown.

- **Do you think French language dominates our speech?**

In order to have an idea about students' perspective towards our "complex" speech, we have asked them about their opinion if the French language dominates our speech, in order to test our hypothesis and to back up our work paper with interesting adequate data.

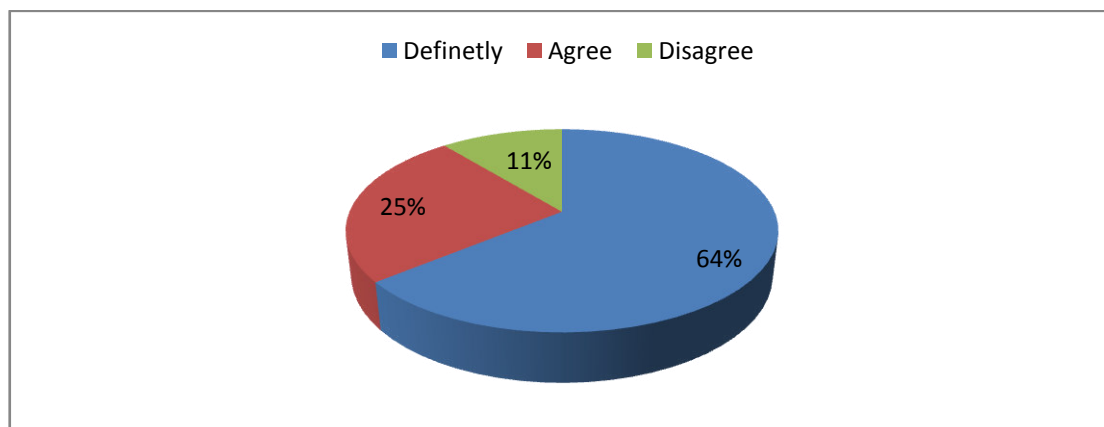


Figure 14: the dominance of French language on the Algerian speech.

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➤ **Do you think that mixing languages may affect your academic learning?**

Strictly to the point, students were asked this question which they have found very interesting while assisting in the distribution of the questionnaire. Students admit that they really are affected by code-mixing, and they face troubles in their academic learning.

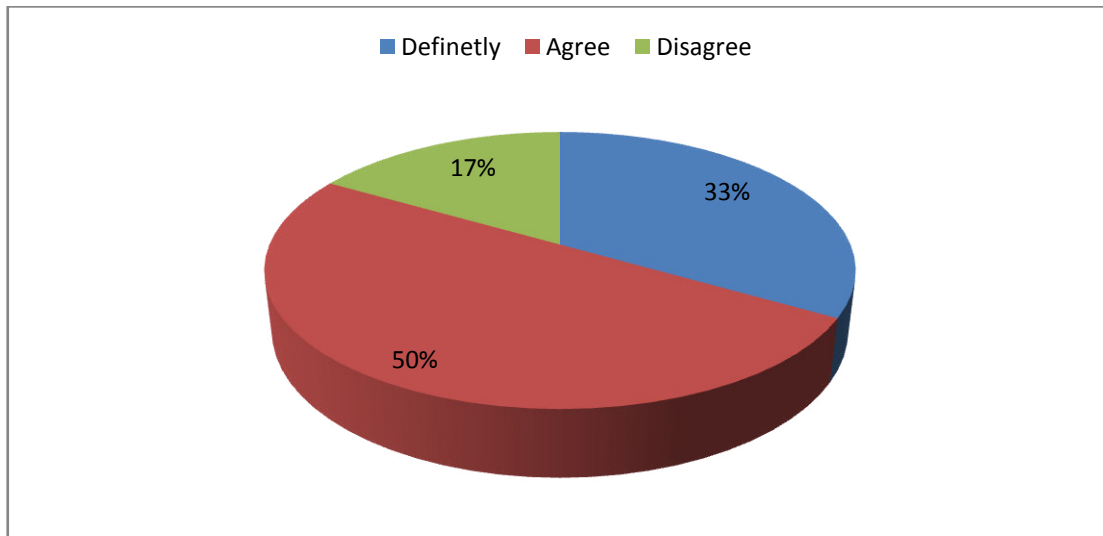


Figure 15: the impact of code-mixing on the academic learning.

➤ **Do you think students suffer from some grammatical disorder because of mixing languages?**

Grammar is considered to be the most important pattern in learning any language, and students were required to reconsider their learning process through this particular question.

The majority of the sample admitted that they do suffer from some grammatical disorder because they do not communicate and use only one language, in both university and home.

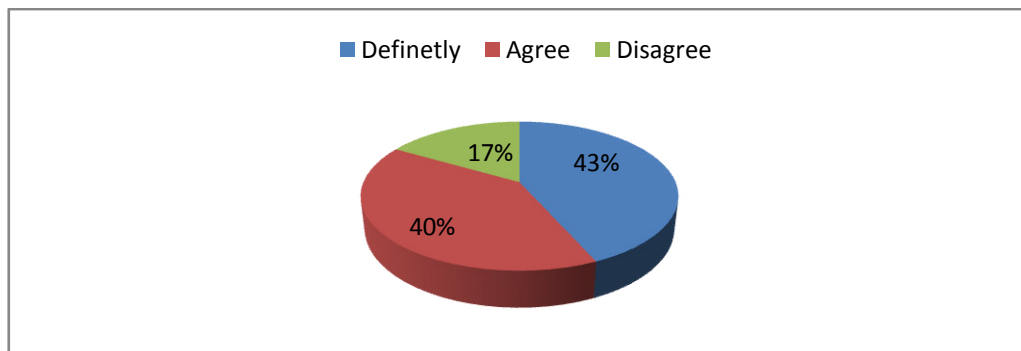


Figure 16: do students suffer from grammatical disorder because of mixing codes?

Chapter Three: Data collection and analysis.

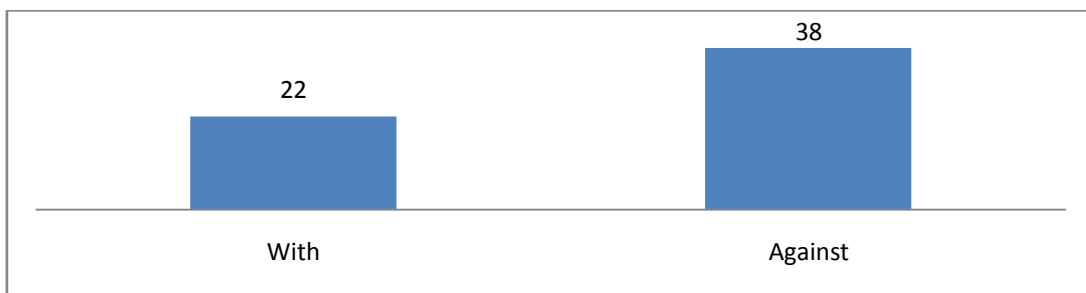
Analysis of the third activity:

Students were given statements to read and express their own opinion by approving or denying the given statements:

- **Are you with or against the idea that Algerians often mix languages because they live in a multicultural society?**

In order to clarify all ambiguous points about what is the main reason behind the use of Algerian students code-mixing, we had have anticipated that Algeria as a multicultural society might be the main reason, but it is not the case according to the majority of students, who have denied this statement.

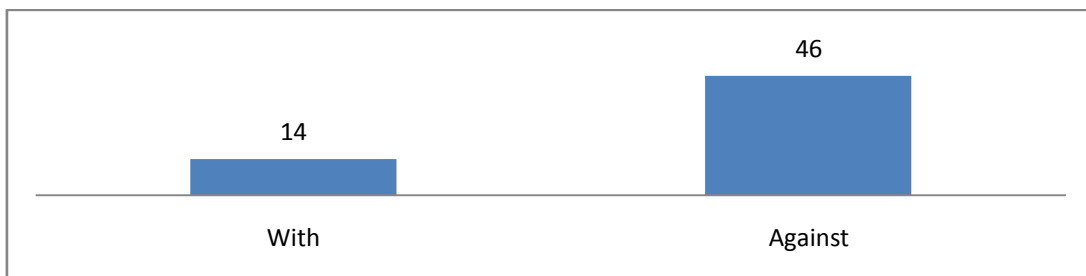
Figure 17: do Algerians mix languages because they live in a multicultural society?



- **Are you with or against using many languages inside the classroom?**

In order to test the students' own perspective, this question was asked to see if students' are comfortable enough to express themselves using only English, but the answers reflect how students are aware that using many languages inside a "foreign language" classroom has a negative impact on their academic level and learning process.

Figure 18: Are students with or against using many languages inside the classroom?



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➤ **Are you with or against teachers who mix languages inside the classroom?**

Students were supposed to answer this question simply by “with” or “against”, which reflects their attitude on teachers who mix languages inside the classroom, 35 students were against such statement, because they prefer using only English inside the classroom to enrich and better their academic learning.

Figure 19: are students with or against teachers who mix languages inside the classroom?



Analysis of the fourth activity:

In order to have a solid data, we have backed up our questionnaire with an activity where students will translate a given statements in their daily life language with different addressees (colleague, best friend, teacher, and a proverb). The reason behind varying the choices to the students is to test whether they use code-mixing in a particular context or in all different situations and addressees.

Concerning the fourth choice, which is the translation of a proverb, it was made on purpose to test if the students have a background on the three commonly used languages (Arabic, French, and English) or they just mix codes randomly.

Thus, we have chosen and selected the statements where code-mixing was dominant in an obvious way as illustrated in the following examples:

-The snow can hardly stop; I don't think we are going to have our exam today. (Colleague)

E,g: la neige raha dayra hala, je ne pense pas ndirou l'examen lyoum.

- The following statement reflects that the interviewee made a clear and an obvious mixture between Arabic and French, as it shows that he has used a set of French items such as (la neige, je ne pense pas, l'examen).

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E,g: Je ne pense pas thelj ghadi yhabess, w l'examen ta3 lyoum rah f doute.

- The student used the word (doute) as a prestigious item, mixing also Arabic and French.

E,g: Thelj rah khayt m sma, je ne pense pas ghadi ndirou l'examen lyom.

- This student has used an Algerian expression (khayt m sma) to refer to the rain massiveness, as he has used also French items like other participants (je ne pense pas, l'examen)

PS: Words like (je ne pense pas, examen) has been widely used among the majority of the participants.

-I know you are really tired, but I need your help right now. (Best friend)

E,g: je c raki 3ayana grave, mais nehtajek tji 3andi dorka.

- This student has used French items in a clear obvious way, though he or she is an English master student, which means that French language is really dominating our speech.

E,g: I know rak miyet bel 3ya, but I need u right now.

- This SMS is an interesting one to discuss, because it is one of the rare texts that we found mixing varieties between Arabic and English, with the dominance of the second one. English language has a clear impact on this student who preferred to use English even though it is for his best friend.

E,g: je c raki fatigue ma chère, mais j besoin de toi.

-Back to French language as a dominating language, this SMS was a concrete evidence that French language is the most used among students of this sample, this text was written almost all in French except the word “raki” in Arabic, taking also into consideration the abbreviations used such as “j” in place of “j’ai” and “c” in place of “sais”.

-Hello Sir, I have sent to you the work paper in your email. (Teacher)

E,g: bonsoir Monsieur, je vous ai envoyé le travail sur votre email.

-This student, wrote the entire SMS in French language, with no abbreviation and no acronyms, even that it is supposed to be sent to his English teacher, he preferred to send it in French as a prestigious that may attract his teacher.

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E,g: Good morning Sir, I have sent to you the work paper in your email.

-As a surprise, we found a participant who has wrote almost the same given SMS, as a sign that students prefer to address teachers or formal authorities in general using only one language, which means that they have the ability to use only one language when they are supposed to.

-The internet is a double edged sword. (Proverb).

The majority of students has answered almost in the same way this SMS, where they used both French and Arabic equivalents of the proverb “double edged sword”, expressing themselves in French and writing “ l’internet est une arme à double tranchons” or in Arabic as “ الانترنت سلاح ذو حدين “. The aim from this question was to test if students have a background about all languages they mix or they just do it randomly, but it was obvious that they do have a background about mixed languages, not only because they prefer mixing codes, but they are students and considered as literate category.

5- Discussion of the Study:

All in all, the questionnaire and classroom observation made in the English department with master students gave many advantages and importance to this work paper, and got a nice collaboration from the students. As we would like to point out that the questions were handpicked seriously and each one had an important reason behind its use. As mentioned above, females participated more than males in this questionnaire, and while interviewing the participants, we have noticed that females mix-codes more than males. As we have seen that the majority of the students are considered as bilinguals and multilinguals. Some of the questions in the questionnaire were made on purpose, where we suggested words like: exam, snow, and email to reach our objective, because we have predicted that the participants are going to express themselves in these words in a way that may enrich our investigation. What was also attractive in the investigation is that the participants gave us a clear idea and supported our arguments in a spontaneous way. Furthermore, this study witnessed the emergence of mixing Arabic and English items together, the thing which may be new since the mixture between Arabic and French was dominating in the Algerian society's speech.

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The students' environment has obvious effects on his way of speaking, where the student may speak in a way at home, and in another at the university, because he interacts with different people, mentalities, and educational levels.

Students in the questionnaire confessed many things and helped us processing our investigation at ease, they have admitted that they do suffer from some grammatical disorders because of code-mixing and it might affect negatively their academic learning. However, students see that different reasons push them to mix codes, reasons such colonialism, multiculturalism and media as they answered that their SMS language include mixed codes and full of abbreviations and acronyms, which may affect their writing, reading, and speaking skills.

Furthermore, the classroom observation, done in some English master classes, helped us gathering different kind of data that we have missed during the questionnaire. In order to test the students' academic learning and his process inside the classroom, we have observed that with teachers who mix codes, students and teachers do share a mutual intelligibility, as we have taken into consideration that students are more enthusiastic with teachers who mix codes, and less with teachers who use only English. As we have also noticed that only "good" students do interact fully in English inside the classroom, and feel more comfortable expressing themselves, while "average" students interact more when mixing codes. Another Remarque was taken into consideration, is that students are at least considered as "competent", an observation was taken when an interesting topic was discussed among students and their teacher, where all students have contributed deeply and interfered enthusiastically in the topic with "good" English, which means they do have competence and all they need to do is to perform it well through self-confidence and practice.

As a conclusion, we may declare that the questionnaire with all its different activities have been successful, because it helped unconditionally in answering our questions, and clarifying all the ambiguous points we faced during our investigation, and gave us both predictable and unpredictable answers, which is a proof that reflects the complexity of the tackled and investigated topic.

Chapter Three: Data collection and analysis.

6- Suggestions and Recommendations:

Though the aim of this study was to investigate deeply the phenomenon of code-mixing among the Algerian students, but this work paper aims also to give worthy and fruitful suggestions and recommendations that other students may need in their future researches.

In fact, this small scale study is an attempt to identify the linguistic and the sociolinguistic effects resulting from language contact among the Algerian students. Thus, researches tackling the use of code-mixing in chat language (social networks) would be an exciting investigation and an interesting area of research.

However, the objective of this study was to figure out the main reasons behind the use of code-mixing and what are its results and inconvenient. But it is our responsibility to propose some solutions that may help students processing at ease their academic learning, and take advantage from different phenomena.

In one hand, students should take the responsibility and be more enthusiastic towards English language, as they should do more efforts that may enrich their abilities. Psychologically, students are required to build self-confidence and take advantage from the rich environment that surround them, from competent teachers, the availability of internet, and the huge amount of educational programs on TV.

On the other hand, teachers are also involved in helping students getting a positive attitude towards learning in general, as they should offer both pedagogical and psychological tips for their students, in order to guide them, and help them to gain a respectable amount of self-confidence, since the psychological part always precede the pedagogical one. Moreover, English teachers mainly, should create pedagogical techniques that may enable students use English accurately in a proper way.

In conclusion, all patterns of our society, especially students must realize that code-mixing is a wide spread phenomenon, mainly in the Algerian society. English students should know how to take advantage from such phenomena, as they should be more conscious about the impact of code-mixing and SMS language on their academic learning, in order to progress and develop in their academic career.

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7- Conclusion:

In conclusion, this chapter carried out the methodological part, and the investigation made in the English department with master students helped us answering and clarifying many ambiguous points that confused us at the beginning of the investigation.

According to the case study, it was deduced that students mix Arabic, French, and even English sometimes, because they are obliged to use both of them, in order to pass their message at ease in one hand, and to replace the term they lack in one language, with a term from another language in the other hand.

Other students mix-codes as an attempt to look more prestigious in front of their colleagues, though the majority of students do not fully master the French language, since its grammatical structure is obviously violated while mixing-codes. The use of mixed codes by students has been deeply investigated on this chapter, the made questionnaire and classroom observation has been successful, since it got a nice collaboration from students, and answers has been at least credible because there was no paradox on the answered questions, which were organized in a systematic way that may help us investigate at ease our research project.

The case study revealed that indeed English students suffer from some grammatical disorder because of mixing codes, as they admit that it may affect their academic learning. The students' four skills are the main elements that may be affected, since code-mixing in a foreign language classroom (English) affect the speaking and listening skills, where SMS language affects more the reading and writing skills.

All in all, this chapter provided a serious worthy investigation, as it gathered a huge amount data about the studied topic and got deeply interpreted and analyzed, as we have illustrated the gathered data with graphics and pie charts with statistical analysis for a better understanding of the study and its interesting features.

General Conclusion

In any bilingual or multilingual society, we can find the studied phenomenon code-mixing, and with the rapid technological development, SMS language does also appear as a complex and interesting phenomenon. However, this research project has tackled the coexistence of the two phenomena together, and has investigated how they might affect the academic learning process in Dr Moulay Tahar Saida University, with English master students.

The carried out investigation, has revealed that Algerian students mix-codes in almost all situations for many reasons, such as the incompetency in their mother tongue, the impact of the French colonialism. As we have also deduced that the majority of the students indeed are affected by their environment to mix-codes. What was also highly deduced during this exciting investigation is that English master students do express themselves in French freely and better rather than using academic language English because they suffer from grammatical disorders that block the learning process.

One of the most interesting facts that was derived from the study, is that students have used French language while texting more than English or Arabic, which might be odd since the study was conducted in the English department with master students.

however, it seems that the Algerian society, and the Algerian students in particular, do mix codes for many reasons, but their main objective is simply to convey ideas and deliver the message, regardless the language used to reach their objective. This carelessness may have heavy and risky consequences concerning the academic learning process, where students got the habit of mixing codes, and the use of abbreviations and acronyms in their SMS language, till it became hard for them to express themselves fluently in English, as they find huge difficulties concerning their academic writing. So, it might be deduced that code-mixing and SMS language have a great impact on students' four skills (listening, speaking, reading and writing) as they clearly impede the learning process as it reveals the present work paper.

The investigation conducted has answered all our research questions, as we have derived that our hypothesis that suggests students mix codes due to the fact that Algeria is a multicultural society was rejected, in fact, students mix codes while texting because they try to look prestigious, and the incompetency in all spoken languages is also one of the main reasons that prompt students to behave linguistically like that.

General Conclusion

The second hypothesis which declares that students may be affected in acquiring and learning a foreign language (English) because of mixing codes in SMS has been approved, where the obtained results have shown that students do confess that they find difficulties and suffer from grammatical disorders inside and outside the classroom in what concerns the development of the learning process.

The third and last hypothesis, which suggest that French language and Algerian Arabic are the main and dominant codes used in students' SMS language, was rejected, where the results have shown that students' express themselves in different and various codes, besides French and Algerian Arabic, we have also detected English language, Modern Standard Arabic, Tamazight language, and some few Spanish words, which gives a clear idea and approves the statement which proposes that students' try only to deliver the message regardless the language or code used.

All in all, the use of code-mixing is not limited only in the University; it is widely spread all over the society's patterns, as it occurs in several and different domains and fields such as: hospitals, administrations, supermarkets, even in the Algerian music especially in Raï category. That is why; it is necessary for students, to reconsider their choice of the speech items used and which language they are using, because the social and cultural impact may have a negative influence on their academic learning process.

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Activity 1: answer the following questions with the possibility of selecting more than one answer.

- 1- Sex: Male Female
- 2- Spoken languages: Arabic French English other ()
- 3- Which language do you find more prestigious: Arabic French English other ()
- 4- You prefer reading books in: Arabic French English other ()
- 5- When texting with your friends and colleagues, you use: Arabic French English other ()
- 6- What do you think affects our way of speaking: Media colonialism multiculturalism
- 7- You use more than one language at: University Home Both
- 8- Do you find difficulties expressing yourself in English inside the classroom: Yes No
- 9- Do you mix languages more while: Texting Speaking Both

Activity 2: answer the following questions by putting "X" in the right column on the following tables:

Question	always	often	rare	never
How often do you use more than one language in your daily life				
How often do you text your friends and colleagues				
Your SMS include mixed languages				
How often do you use abbreviations, acronyms and initials in your SMS				
You may change your whole SMS in case you did not know the spelling of a single word				

Question	definetly	agree	disagree
Do you think French language dominates our speech			
Do you think that mixing languages may affect your academic learning			
Do you think English students mix languages more than others			
Do you think students suffer from some grammatical disorder because of mixing languages			

Activity3: express your opinion by saying if you are "with" or "against" the following statements:

- 1- I am The idea that Algerians often mix languages in their speech, because they live in a multicultural society.
- 2- I am The idea that the Arabic language in Algeria has lost its status since the colonization era.
- 3- I am The idea of using many languages inside the classroom while interacting with colleagues and teachers.
- 4- I am Teachers who mix languages inside the classroom.

Activity4: express yourself on the following statements (SMS) using your daily life language, as illustrated in the following example (pay attention to the addressee):

We found an awful car accident, luckily no body died = *L9ina accident grave, heurement mafihach mouta.*

- 1- The snow can hardly stop; i don't think we are going to have exams today. (Colleague)
.....
- 2- I know you are really tired, but i need your help right now. (Best friend)
.....
- 3- Hello Sir, I have sent to you the work paper in your email. (Teacher)
.....
- 4- The internet is a double edged sword. (Proverb)
.....

Thank you for your collaboration.