



Contents lists available at ASJP (Algerian Scientific Journal Platform)

Academic Review of social and human studies

journal homepage: www.asjp.cerist.dz/en/PresentationRevue/552



Algerian Dialect and English Language Hybridization Among MA EFL Students: Case of Mostaganem's Students

تهجين اللهجة الجزائرية واللغة الانجليزية بين طلاب ماجستير لغة انجليزية: حالة طلاب مستغانم

Chetouane Djihad^{1,*}

¹ University of Ahmad Draya, Adrar, Algeria.

Article info:

Abstract

Article history:

Received : 22-03-2020

Revised : 26-06-2020

Accepted : 14-10-2020

Key words:

Language contact

Language change

Linguistic Hybridity

The Algerian English.

When two languages are in contact situation, some changes occur and may lead to the emergence of certain phenomena like code-mixing, hybridity... etc. This latter was observed among the students of English Department_Mostaganem; therefore, this study tries to investigate the fact of the so-called 'Algerian English language' that is used among the students of the department. In this regard, a research question is raised, that is to say, to what extent this phenomenon (Algerian English) is spread among the students. To answer this inquiry, some hypotheses are suggested in an attempt to answer the questioning. This study aims at shedding light on the investigation so that everyone would be aware of its occurrence and its effects, especially the students. Furthermore, it aims at showing how this hybridized variety is structured and combined (the English linguistic items plus the ones of Algerian Arabic). As a result, the outcomes confirm the modeled hypotheses. In other words, this phenomenon has been widely spread among the students as they mix the English language words with Algerian Arabic affixes to form a new variety. However, it seems that it has a bad influence on the process of learning English as a foreign language.

ملخص

الكلمات المفتاحية:

التقاء اللغات

تغير اللغة

التهجين اللساني

اللهجة الإنجليزية

الجزائرية.

عند اتصال لغتان، بعض التغييرات تحدث وتؤدي إلى ظهور بعض الظواهر اللسانية مثل: خلط اللغات، التهجين... إلخ. وقد لوحظ هذا الأخير بين طلاب قسم اللغة الإنجليزية. لذلك، تحاول هذه الدراسة التحقق من حقيقة ما يسمى بـ «اللغة الإنجليزية الجزائرية» المستخدمة بين طلاب القسم - مستغانم. في هذا الصدد، يتم طرح سؤال: إلى أي مدى هذه الظاهرة منتشرة (الإنجليزية الجزائرية) بين الطلاب. للإجابة على هذا الاستفهام، تم اقتراح بعض الفرضيات في محاولة للإجابة عليه. تهدف هذه الدراسة إلى إلقاء الضوء على التحقيق حتى يكون الطلاب على دراية بوقوعه وآثاره. علاوة على ذلك، يهدف إلى إبراز كيف تم خلط العناصر اللغوية وإنتاج عنصر هجين. في الأخير، النتائج أكدت الفرضيات المقترحة. وهذا يعني ان هذه الظاهرة منتشرة على نطاق واسع بين الطلاب. ولكن يبدو ان لهذا تأثير سيء على عملية تعلم اللغة الإنجليزية كلغة أجنبية.

1. Introduction

The need for communication between people approaching from different backgrounds brings them in contact situation. The contact is not limited only to individuals, it happens to their languages too. The language is the essence of communication through which relations are established and business is finished. Through it, people go back in time to ancient history and try to investigate issues and discover the truths of their families. It is regarded as a bond between the past and current present, and a way to the future. Whatever was the nature of the interface between people, it remains a general fact that each contact situation between their languages leads to linguistic outcomes. One of the contact effects is the emergence of code-mixing or hybridization phenomenon. This latter is regarded as a mixture of two different languages that leads to the creation of a third-party and the disappearance of the two origins gradually. Each community in the world has faced and still facing such situations, especially multilingual communities. For instance, the Algerian speech community is considered as one among many societies that include different languages and varieties. Despite the complex linguistic situation in it, it is still somehow regarded as the perfect laboratory to do a linguistic investigation because of the co-existence of different linguistic codes. The linguistic situation in the Algerian community gave birth to several linguistic phenomena. However, with the spread of English language in the society, things might change.

The current investigation tries to examine how the Algerian Arabic and English language, the two varieties in contact, are going to be mixed by the students of the English department of Mostaganem University. So, the main question posed here is: to what extent the Algerian English language (hybridized variety) is used among the students. In addition to that, the investigation would also answer other sub-questions. This study aims to shed light on this phenomenon of linguistic hybridization and to see its impact on the students. It also tries to define the structure of this new code. Furthermore, it is hypothesized that this

phenomenon of hybridizing the Algerian Arabic and English is exercised a lot all around the boundaries of the Department but no one is fully aware of it. The careful observation of the speeches of English language students and linguistic behavior makes one wonder. The observation was the key driver and the motive behind this humble study. The research data were mainly collected through the use of a questionnaire represented to the respondents (Master students of the department). This particular tool is used purposely because it provides quantitative data, since one side of the research aims at investigating the spread of the linguistic phenomenon.

2. Language Contact

Most linguists agree that language contact is the use of more than one language at the same circumstances_ the same place and the same time. For instance, when two different groups of persons coming from different backgrounds chanced to be at the same place for a certain purpose, eventually, these two groups might attempt to communicate with each other for a particular reason, especially if they are joined in the same place for a very long time. Language contact involves face to face interactions between groups of people, at least among the people that speak more than one language in a specific area. In some cases, they are neighbors, as in Switzerland, which is a melting-pot of four languages: French, German, Italian, and Romansh, these groups share national-language status. In the Swiss case, bilingualism is asymmetrical: speakers of Italian and Romansh are more numerous than speakers of French and German, and they usually speak French or German, however, French and German speakers do not usually speak Italian or Romansh. Besides, almost all Germans speak French, and they can distinguish between Swiss German and standard German. Neighboring speakers are likely to share resources, trade relations... etc. They can be also hostile with each other. Richard Nordquist (2019) defined language contact as a social phenomenon. He stated that it links different persons with different tongues and different varieties for the sake of sharing

ideas and information. This contact situation allows the exchange of linguistic features between the languages in contact.

C. Bower (2013) explained that language contact situations can happen in many types and contacts might happen between languages that can be connected or completely unconnected and different. It means that the speakers of the languages in the contact situation can have either different social features and constructions or can have the same ones. It is the same for their level of multilingualism, which can vary from one society to another because of some social contexts, the whole speakers can speak different varieties while in other speech communities only a certain class is multilingual. The way individuals in each community use language differs from one speaker to another and that is linked to different factors like age and gender, social class...etc. In some societies, there are few constrictions about situations where more than one linguistic code can be used, while in others there is a heavy diglossia, and also each speech community is limited to a certain social communication.

There are various types of language contact situations like dialect contact where the standard variety of a language comes in contact with regional variabilities. Other types of this linguistic phenomenon include some speech communities where different languages are used by speakers coming from different places and circumstances (exogamous communities). This situation produces a kind of linguistic conflict (between all the languages used in the community) inside the speech community for the sake of conserving the mother language of that community and to reject any other new codes. That means, the inherent speakers of that community try to preserve their mother language among the different codes standing in that setting. So, this linguistic conflict produces a dominant language (most spoken one), and pushes the other codes (less spoken ones) to shifting process or total loss (death).

It is detected that language contact influences the structures of languages in a contact situation. It is mostly viewed that borrowing and exchanging words, like the use of some French expressions and terms by

non-native speakers of French (like the Algerians). There are also other outcomes of language contact like code-switching, diglossia, and hybridization of language... etc.

3. Linguistic Hybridization

Linguistic hybridization outcomes from language contact which is a process that touches any natural language at any time. This linguistic phenomenon leads to the change of many different levels and aspects of language. The changes happen either by presenting loanwords from other languages or by generating new words from codes that already exist in the context. Other aspects of language also get transformed (semantic, syntactic, and the phonological part) because of some mechanisms and each aspect faces a certain kind of change. For the lexical transformation, there are two special ways: borrowing and coining new words. Phonological change on the other hand deals with the modification of sounds and it includes any processes that touch pronunciation or sound system. In this case, sounds can be substituted by other sounds, the loss of phonemes (words like a knife, knee, know, Wednesday...etc.), or even the addition of new sounds in new locations. In this field, numerous philosophies and studies have been presented. Linguists proposed that the change of sounds arises for a cause and it can be conditioned by various reasons. For instance, the speaker changes the pronunciation of explicit words to be articulated easily, and he will not consume so much time when producing them, or to make the speech clearer for the hearers (depending on the context). In the syntactic change, the transformation occurs slowly and it needs additional investigations. This kind of change includes three types that are divided as:

- Word order: from SOV to SVO.
- Reanalysis: it is a process raised in the analysis of preposition stranding and clause union phenomena.
- Grammaticalization: a process whereby lexical items are reduced to grammatical items without losing their essential functions as words.

M. Bakhtin (1981) approves that linguistic hybridity

blends two codes within the same word. He also separated two classes of hybridity: intentional and unintentional; the previous one is a combination of two languages, but the speaker regards them as two separate codes in his mind. The unintentional one is also a mixture of several languages that co-exist in the same bounds of one variable. The intentional one is a conscious combination of speeches, but the unintentional is an insensible kind and it is the one that influences the change of language. He thinks that the unconscious hybridity is considered as a productive kind since no one is aware of its process and it springs some new words and new linguistic elements that mostly will be part of one language. It means that the unconscious hybridization leads to the creation of new forms and linguistic basics to the speech community.

4. Research Methodology

The researcher used two methods equally, qualitative and quantitative. He used both methods since he tries to investigate the spread of the studied phenomenon (linguistic hybridity) among the students of English, and how it is structured.

To collect research data, the investigator opted for his observation (informal observation). In other words, he tried to detect the way that the students of English use (how they mix Algerian Arabic and English) with each other while expressing themselves. He used also a questionnaire composed of 14 questions (open-ended questions, closed-ended questions, multiple-choice questions).

The research participants were the Master students of the English department at the University of Mostaganem. We chose the Master students since they are more familiar with English than other levels and they are supposed to have a large English vocabulary and good mastery of the language. The participants were (30) students chosen randomly from different Master specialties.

5. Data analysis and discussion

Question One: Do You Use English Outside the Classroom and University?

This question aims to discover whether the use of English by the students is restricted only to an academic situation or its functions elsewhere.

	Yes	No
N° of students	27 out of 30	03 out of 30
Percentage	90%	10%

Table.01: Students' Use of English In the Classroom and Outside it.

After giving the questionnaire to the students to be answered, it was quite interesting to see their answers. The first question was about how many of them use English in other places that are far away from the circle of classroom and university. The answers show that the majority (90%) of them uses this language in other contexts while only (10%) do not take it farther than it belongs (classroom). Those who answered with yes were asked to point out exactly what kind of English they use; In other words, is it formal or informal English, and if they use it in all contexts or just in limited situations. Also, if they use just words or long sentences and phrases. According to their answers, most of them said that they use English with an Algerian style (Algerian dialect with gestures). Others claimed that they tend to use more the American English with its street words and expressions (slang) because they are well versed with their way of speaking as a result of watching a lot of American movies and listening to American music; However, other cases tend to use the British English (Received Pronunciation) to improve their level of English academically. Whereas some students claimed that their use of English outside is restricted to the use of a few borrowed words and expressions. For the ones with opposite position, they said that they do not use English outside the university because they are afraid to be viewed by the society as "crazy ones" or as "weird" persons since this language is way far from the culture and identity of the country.

Question Two: Do You Mix Between the Algerian Dialect and English Language?

This question aims at exploring the range of users that

mix the Algerian dialect with English by providing some examples if the answer was (yes).

	Yes	No	Examples if (yes)
N° of students	26 out of 30	04 out of 30	Most of them said: /ngowo/, /tlovini/, /belivitek/, /tbehdilation/
Percentage	86,66%	13,33%	

Table.02: The Number of Students that Mix English with Algerian Dialect.

The answers for this question was (86,66%) yes and only (13,33%) No. Those who answered with a (yes) were asked to illustrate with examples (words or expressions). Some of the examples are shaped in the table above/ngowo/, is one example that means” let us go”, /tlovini/, /belivitek/, /tbehdilation/, and others were represented in the answers like: / oh my God 3yiit/ and / please, a3tiini kass ma/.

□ /ngowo/= It is a word (verb) that is combined with an English word as a root “go” and Algerian Arabic affixes “n”, “wo”, it means let us go, and it is transcribed as /ngəwɔw/.

□ /tlovini/= It is a word (verb) that is combined from an English word as a root “love” and Algerian Arabic affixes “t”, “ini”, it means do you love me, and it is transcribed as /tl^vini/.

□ /beleivitek/= It is a word (noun) that is combined from an English root word as “believe” and Algerian Arabic affixes “itek”, it means I believe you, and it is transcribed as /bili: Vitek/.

□ /tbehdilation/= It is a word (adjective) that is combined from an Algerian Arabic word as a root “tbehdil” and an English affix “ation”, which means what a shame. It is transcribed as /tbehdileifən/.

Question Three: What Do You Use Most?

This question aims at providing, to some extent, a

proportion about which one of the three suggested phenomena are used mostly among the students

	Code-switching	Borrowing	Hybridity
N° of students	12 out of 30	05 out of 30	12 out of 30
Percentage	40%	16,66%	40%

Table.03: The Most Used Phenomenon Among the Students.

The table above illustrates whether the students use code-switching or borrowing or hybridity when they speak. This means that one of these is the most used among them, and the results show that most of the students (40%) of the department are using code-switching and hybridity. On one hand, they tend to use two languages (English language and Algerian Arabic) in their stretch of speech, they also try to mix the two codes in the same word like the examples that are illustrated in the first answer of the first question. On the other hand, only (16,66%) students said that they use borrowing a lot than the two others.

Question Four: Have You Ever Inserted or Added an English Language Suffix or Prefix in an Algerian Arabic Word Like “Tbehdilation”?

This question aims at discovering whether the students are hybridizing the two languages that are in contact by adding and inserting affixes or not.

	Yes	No	Examples if (yes)
N° of students	27 out of 30	03 out of 30	/likidation/, /ha lady ha/, /7itišt/, /koulable/, /impo7èle/, /lga3dation/
Percentage	90%	10%	

Table.04: Students’ Creativity in Adding English Language Affixes with Algerian Arabic Words.

The table above shows that (90%) students among (100%) are using or rather adding and inserting English language affixes to Algerian Arabic words like “tbehdilation”, and several others that are

mentioned above in the table. Whereas, only (10%) of (100%) said (no) as an answer to the question. The students who answered with a (yes) were asked to give examples. They illustrated the ones that are mentioned above.

□ /likidation/= It is a word (noun) that is combined of two parts, the first one is a word belongs to the French language “likidi”, but it is also modified (mixed of Algerian Arabic and French), this word is considered as the root; Then, there is the English language affix “ation”. This word means to neglect someone or something. It is transcribed as /likideɪʃən/.

□ /7itist/= It is a word (adjective) united of the Algerian Arabic word “7ite” that is considered as its root (this word is culturally bound,) and it means « wall », and the English language affix “ist”. This word means a jobless person and it is transcribed as / hitist/.

□ /koulable/= It is a word (adjective) that is combined with the Algerian Arabic word “koule” which means “eat”, and it is considered as the root plus the English language affix “able”. This word means something that can be eaten. It is transcribed as /Ku:leɪbl/.

□ /impo7èle/= It is a word (noun) combined of the Algerian Arabic word “mou7èle” which means “no way”, and it is regarded as the root, “impo” which is part of word “impossible”. It means impossible and it is transcribed as /impu: hɛl/.

□ /lga3dation/ = It is a word (noun) that is combined of the root “lga3da” which is an Algerian Arabic word means the gathering; and the English language affix “ation”. This word means the when a group of people are gathered in one place and having fun. It is transcribed as /lgə3deɪʃən/.

□ /Ha lady ha/= it is an expression that is combined of an English language word which is “lady”, and two other words (interjections) “ha!”. This expression refers to the situation of trying to call after a girl or a lady whom we do not know. It is transcribed as /hə leɪdi hə/.

Question Five: Have You Ever Inserted or Added an Algerian Arabic Affixes in English Language

Words Like “Downloadiha”?

This question aims to figure out if the students are mixing or hybridizing English with the Algerian Arabic by adding and inserting Algerian Arabic affixes to English words.

	Yes	No	Examples if (yes)
N° of students	29 out of 30	01 out of 30	/analizih/, /picturini/, /savih/, /addih/
Percentage	96,66%	3,33%	

Table.05: Students’ Creativity in Adding Algerian Arabic Affixes to English Words.

The table above indicates that (96,99%) students among (100%) are inserting Algerian Arabic affixes to words of English. Whereas, only (3,33%) claimed his opposite opinion towards this process. The ones who confirmed with a (yes) illustrated with examples that are mentioned above:

□ /analizih/= It is a word (verb) that is combined of the English word “analyze” which considered as a root in this case, and the Algerian Arabic affix “iha”. This word means the process of analyzing and it is transcribed as /ænləɪzih/.

□ /addih/= It is a word (verb) combined of the English word “add” which is the root of the word, and the Algerian Arabic affix “iha”. It means the process of adding and it is transcribed as /ædih/.

□ /picturini/= It is a word (verb) combined of the English word “picture” and the Algerian Arabic affix “ini”. This word means the act of asking to take a picture of you. It is transcribed as /pɪktʃərɪni/.

□ /savih/= It is a word (verb) combined of the English word “save” and the Algerian Arabic affix “ih”. This word means the process of saving something and it is transcribed as /seivih/.

Question Six: What Do You Call this Kind of Language “Downloadiha”?

This particular question aims to see what the students think about this word and to what category they

belong to.

	English language	Algerian Arabic language	Hybrid language
N° of students	0 out of 30	0 out of 30	30 out of 30
Percentage	0%	0%	100%

Table.06: The Emergence of a Hybrid Language in Algeria.

The table above shows that all the students without exception think that the word “**Downloadiha**” is a hybrid language rather than an Algerian Arabic/English word.

Question Seven: How Would You Define the Term Hybridity?

This question aims to see how the respondents receive and define the term hybridity according to their previous backgrounds and experiences. The answers to this question would illustrate to what extent this phenomenon is making its way among the students. The answers were different and varied among the students as follows:

- It is the process of mixing two languages and two different origins.
- It is one of the doted processes of using language.
- A word that contains parts of two languages or more.
- It is the process of mixing English language words with Algerian Arabic grammar.

These answers were somehow referring to the idea that this phenomenon is based on mixing two languages to create a different variation.

Question Eight: Do You Use Hybrid English in the Classroom (a mixture of two languages) like “ndissusso” or “downloadiha”?

The aim behind this question is to show how much students are using this hybrid language in the classroom to see the effect of it.

	Yes	No
N° of students	10 out of 30	20 out of 30
Percentage	33,33%	66,66%

Table.07: The Use of Hybrid Language in Classrooms.

The table above shows that the majority of the students (66,66%) are hybridizing the Algerian Arabic and English in the classroom; whereas, (33,33%) students are not doing so.

Question Nine: Do You Use Hybrid English with Your Friends?

The aim behind this particular question is to figure out in which context this phenomenon is taking control.

	Yes	No
N° of students	28 out of 30	02 out of 30
Percentage	93,33%	6,66%

Table.08: The Use of Hybrid English with Friends.

The answers of this question illustrate that (93,33%) of students among (100%) practice hybrid language (Algerian Arabic mixed with English) with their friends; However, only (06,66%) of them do not tend to do so. It means that this linguistic phenomenon is mostly practiced among the students of the department.

Question Ten: Do You Use English on Social Media Like Facebook and Twitter?

	Yes	No
N° of students	28 out of 30	02 out of 30
Percentage	93,33%	6,66%

Table.09: The Use of English on Social Media by the Students.

The table above illustrates that the majority of the students of the department use English on social media; Whereas, only (06,66%) of them do not use it. This shows that English is quite common code when using the net and communicating through social network.

The students were asked to choose if they use the standard form or the hybridized one in case they

answered with yes, and it was as follows:

- Some of them use the standard form when speaking with foreigners and teachers. In other cases, like speaking with friends, they tend to use the hybridized variety.
- Some of them choose to use the standard way, but with abbreviations and symbols to facilitate communication with friends.

These answers show that the use of English and how they use it on social network depends on to whom they are speaking (context of situation).

Question Eleven: Did You Notice this Kind of Use Among Your Friends (Those who do not study English)?

	Yes	No
N° of students	08 out of 30	22 out of 30
Percentage	26,66%	73,33%

Table.10: The Spread of Hybrid English among non-English Speakers.

According to the table above, only (26,66%) of participants noticed that some people are using hybridized English though they are non-English users. Whereas, (73,33%) among (100%) claimed that the majority of non-English user do not use hybridization. Through the answer of question eleven, it was clear that most individuals are not hybridizing the Algerian Arabic and English.

Question Twelve: Do You Think that this Kind of Use Will Increase the Spread of English in your Community?

This question aims to see the students’ attitude towards this variety by taking into account their social and cultural side into account.

After gathering the answers, things started to be clearer concerning this question. The answers were slightly different in degree because some of them supported this idea and others refused it by saying: “definitely, it cannot”. The ones who supported that this phenomenon would increase the use of English in the whole society justified their answers by saying that they noticed a lot of non-English users using

hybridized English in different contexts. However, the ones with a (no) answer said that this kind of use will never give English a chance to be extensively used in the Algerian community and it would be a big problem (they mean political problems with France) if it happens, because the Algerian society has a great tendency towards the use of French (historical factors).

Question Thirteen: Do You Think that this Phenomenon (Algerian English language) Will Be Used among non-English Algerian Speakers/users?

This question aims to see if the phenomenon of hybridizing English will take place among non-English Algerian speakers or not.

Most of the students’ opinions lead to the idea that this phenomenon will definitely be used by most of the Algerians since English has reached a global status. Others also proved this by saying that they noticed non-English Algerian speakers/users use this phenomenon in their stretch of speech. Some students had a different opinion because they said that this phenomenon will be restricted only to English language students and users since they are well versed with the language, and since the Algerian individual is already hybridizing French decades ago, he will not be able to add this kind of use (Algerian English variety) to his linguistic repertoire and behavior.

Question Fourteen: Do You Think that English Will Replace French in the Algerian Community in the Future? Why?

This question aims to investigate the possibility of taking out French from the Algerian linguistic repertoire by replacing it with English. Students were asked to give their opinions concerning this idea and justifying their choice too. The majority of the students are positively thinking that English is the best replacement for French in the Algerian society in the near future. Most of their justification was because English is the global international language of all domains, and it is easy to be learned and spoken, and because most of the younger generation is dealing with it easily. In the other position, some students were neglecting the fact that English may replace

French one day for different reasons since French is deeply buried in our history and it will be hard for the Algerian individual to adapt with it easily.

After investigating the phenomenon of hybridizing English and Algerian Arabic among the students of English language department of Mostaganem by conducting a questionnaire (for 30 respondents) as a tool for collecting appreciated data to be analyzed so that a prized result will be reached.

The analysis of the students' questionnaire data reveals four important things. First of all, most of the students of Mostaganem department are using English outside the university and far away from academic places, in which they use it in different forms and various contexts and situations. Their use of English is not only restricted to classrooms, it rather takes a step further in their real-life with family and friends, especially, when they are connected to a social network like Facebook. This shows the amount of spread and use of English in places where it does not belong in the first place, because they find themselves too familiar and acquainted with it. They use it to fulfill some linguistic gaps. In other words, the use of English outside the university by the students is mainly due to deliver some certain meanings in certain contexts that they cannot do it with the use of Algerian Arabic.

Secondly, the use of English outside classrooms gave a chance to the emergence of some changes at the level of this language when it is used by the students, because when they use it, they do it in an easy way (more simplified) that is different from the standard and formal version (Received Pronunciation). Most of the students' speeches, in their daily life, is mixed with English in several situations like code-switching, borrowing; However, what is most remarkable in their linguistic behavior is language hybridization, which is defined as mixing two languages or two varieties to form a new one. This kind of use is regarded as a process called hybridization which is processed by deleting affixes or even whole roots of certain words or adding and inserting them in to create a new form. The students of the department, in general, and Master students, in particular, are hybridizing English to a large extent; However, they

are using the phenomenon of hybridization without being aware of it because they use a lot words like: /7itišt/, /enlightnini/, /navoido/, /saviha/, /facebooki/, /tagi/ and many other words to express themselves without being controlled and ruled by the grammar of English. So, it is easier for them to speak it with an Algerian grammar and style just to understand it in a way that is closer to their originality and identity. The previously mentioned words are a combination of English and Algerian Arabic dialect and they form a new variety that is understood by the students of English; However, such words (hybrid words) are limited in use when it comes to those who do not master English, simply because they do not use it or hear it during their day.

Thirdly, what was remarkable is that the students tend to add and insert Algerian Arabic affixes to English language words, more than adding English affixes to Algerian Arabic words. Most of the hybrid words are regarded as verbs, some of them are adjectives, and others are classified as nouns. This depends on their use and in which context they are in. Sometimes they tend to form questions or orders just by replacing the Algerian Arabic affix that was used with another one to form a verb like/savih/= /'seivih/, this is regarded as a verb in the form of an order. It means "save it!". However, if we replace the affix /h/ which refers also to the object, by another one like in the hybrid word /savitiha/ (this is a form of a question which means "did you save it?").

Fourthly, this phenomenon that is used by most of the students may influence the development of English in the Algerian society in case of having an enormous use among the Algerian speakers. In this shell, English can replace French; However, this remains ambiguous and related to many social factors. In addition to that, the spread of the phenomenon may introduce new words and vocabulary to the Algerian Dialect so that they would be part of it with specific meanings and specific contexts of use. That means one thing which is the loss of the originality of the Algerian Arabic to some extent.

At the level of students, it influences them both positively and most of the time negatively. It affects

their level of speaking and writing through which they start to change the original sounds of the Standard Formal English (Received pronunciation) and replace them by the hybrid ones, and that leads to phonological changes, then the students will be lost in differentiating between the original spelling of formal English words and the hybrid ones like the case of hybridized French in the Algerian community. On the other hand, this influences the students positively because it raises their level of understanding English and enriches their vocabulary repertoire since it makes them more leaned to discover this language more and more.

6. Conclusion

To conclude with, it can be said that students, mostly, mix-code and hybridize English and Algerian Arabic in many situations unconsciously because they found themselves in need to fulfill some linguistic gaps in their native language (Algerian Arabic) through which they try to replace them with English words or expressions, or by mixing both codes with some violations at the level of the code's grammatical structures. These violations developed a third independent code that tended to fulfill their daily communication needs. However, this hybridization phenomenon may influence the students negatively more since it affects their academic level in one hand, and also it affects their mother tongue in the other hand since they are combining the items of the two languages to form a new one and consider it as a part of their language.

Conflict of Interest

The author declare that they have no conflict of interest.

List of annexes:

Table.01: Students' Use of English In the Classroom and Outside it.

Table.02: The Number of Students that Mix English with Algerian Dialect.

Table.03: The Most Used Phenomenon among the Students.

Table.04: Students' Creativity in Mixing English Affixes in Algerian Arabic Words

Table.05: Students' Creativity in Adding Algerian Arabic Affixes to English Words.

Table.06: The Emergence of Hybrid Language in Algeria.

Table.07: The Use of Hybrid Language within Classrooms.

Table.08: The Use of Hybrid English with Friends.

Table.09: The Use of English on Social Network by the Students.

Table.10: The Spread of Hybrid English among Non-English Speakers.

References

- [1] N. Richard, (2020). What Is a Contact Language, ThoughtCo. Feb. 11, 2020. [thoughtco.com/contact-language-linguistics-1689917](https://www.thoughtco.com/contact-language-linguistics-1689917).
- [2] C. Bower, (2013). "Fieldwork in Contact Situations. The Handbook of Language Contact. Ed. By Raymond Hickey. Wiley-Blackwell.
- [3] M. Bakhtin, Mikhail, (1981). The Dialogic Imagination. Trans. Caryl Emerson and Michael Holquist. Austin: University of Texas Press.

How to cite this article according to the APA method:

The author Chetouane Djihad (2021), Algerian Dialect and English Language Hybridization Among MA EFL Students: Case of Mostaganem's Students, Academic Review of social and human studies, vol 13, number 02, Hassiba Ben Bouali University of Chlef, Algeria, p p : 3-12.