

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
BELHADJ BOUCHAIB University Centre - Ain Temouchent



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**THE ENGLISH LANGUAGE USED ON FACEBOOK BY
ALGERIAN NATIVE SPEAKER.
CASE OF ENGLISH STUDENT AT BBUC.**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Linguistics*

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Academic Year: 2018/2019

Dedication

To our parents

To our family members

To our beloved brothers and sisters

To all friends and relatives

Acknowledgements

Thank our supervisor Dr.Benghalem Boualem for the guidance, support and time given to us.

We also thank the members of the jury, Dr Allal Rym, Dr Kerkeb Amina for reading and evaluating our dissertation.

We would like to take this opportunity to express our appreciation to all the teachers and staff of the Department of English at our beloved university.

Abstract

The focus of this research was to show how Algerian students borrow lexical terms from English and code switching between English and Algerian Arabic in a social networking website Facebook. In this study, the researcher gathered posts of Algerian students who study English at university centre of Ain Temouchent and analyzed them .however, only spelling, lexical borrowing, code switching and posts only in English were taken into consideration during the analysis.

In this study a total number of 3860 posts and comments were collected from January to February 2019 and they were taken from English students of BELHADJ BOUCHAIB UNIVERSITY Centre profile pages on Facebook. This students were mixture of male and female and they were from all levels.

The results of this study indicates that the use of English is related to the Internet, computers and web pages, it is clear that mass media and series are expanding the use of English expressions so it show that there is a phenomenon of lexical borrowing and CS of Algerian Arabic and English is a common feature in computer mediated communication (CMC) by university students of English.

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General Introduction

General Introduction

It is commonly known that language is random and symbol system , these symbols are basically vocals used for human transmission.

A great number of countries use English as a medium of instruction. It is considered now as a global language and also called the international language of business. Therefore, it is important to master English in order to find jobs aboard easily and to keep up with pace of technology since it is the language of technology. Hence, that is how English has become a dominant language. Technology has a direct impact to language. Consequently, the way language was used to speak formerly is quite different from the current way to determine how the writing method has changed.

Language users around the world borrow from other languages on constant basis, but some users borrow more than others do. Looking at the English language, language users started to borrow from it because of cultural influence. Subsequently, English is now much more giver than a taker of words and phrases.

Since the emergence of the social networking sites, several new expressions have emerged. Facebook is one of the most popular social networking sites discovered in 2004 by Mark zuckerberg ¹ . Facebook is a digital platform that has many advantages rather than communication with friends and family, it helps also in selling, buying, advertising, entertainment and so on.

English has become a global language used to facilitate the communication between members of different nations. In Algeria, users of Facebook and especially those who study English tend to use English instead of their native language. As it is more beneficial than other languages, one can convey his or her thoughts to a large number of people which is not be possible by using mother tongue due to problem of understanding of the listeners or those who are communicating with especially when we use the Facebook to talk with people from the other countries. In addition, when someone is learning a language and loves it, they tend to speak with this foreign language to know more about it.

¹ <https://www.facebook.com/about>

General Introduction

Written interaction which is facilitated via the internet is becoming an important area that requires further attention. In order to complement the field of lexical borrowing and Codes switching in Computer mediated communication, the aim of this paper is to describe how Algerian students of English borrow lexical items from English and CM on Facebook. The purpose of this research is to investigate the types of lexical borrowing and CS used on facebook by Algerian university students of English.

Technologically advanced societies naturally have the control over the new terminology and Algerian Arabic is one of the language that adopted the new terminology instead of producing its own. In order to fill the lexical gaps of this field, Algerian people borrow words and use them in their discourse. The hypothesis of this paper is that the posts found on facebook, indicate that the most word wich where borrowed from the English language refer to the webpage, technology and the internet activity. In this paper, the posts would be analysed to see on what topics of the language participants seem to switch the most.

Based on the literature review and the concepts given, a number of research questions are raised:

1. Do Algerian users tend to use English extensively when communicating online?
2. What are the different types of code switching that occur on Facebook?
3. What are the frequency levels of code switching and lexical borrowing among users of Facebook?

4.

What are the different topics in which English student of BELHADJ BOUCHAIB swich from Algerian Arabic to English amount?

The current study is divided into three chapters. The first one represents the methodology employed in this study, which is a focus group by integrating technology into data collection. The focus group are students of English at CUAT. Then, it describes the sample and instruments, elaborates the procedures of data collection before presenting the procedures for the data analysis.

The second chapter focuses on the theories and related readings in connection with computer mediated communication such as Facebook, the languages used on Facebook the use of English in Algeria. It also deals with the concepts of Code switching and Lexical borrowing.

General Introduction

The final chapter discusses the analysis of data and findings collected from the focus group who are students of English at CUAT. It also provides some implications as well as tentative recommendations devised about the use of code switching and language borrowing as well as the future of English language in Algeria.

Chapter One:

Methodology

Introduction

The study is divided into four main parts; spelling, lexical borrowing, code switching, and publication and comment in English only. The purpose of this study is to explain how Algerian speakers and mainly students of English at University Centre of Ain Temouchent, use English and Algerian Arabic in synchronous CMC Facebook.

Data Collection

Data in the form of online written posts was drawn from the social networking website known as Facebook. The primary source of this study is taken from participants' profile pages on Facebook, where participants can share information by filling in the "what's on your mind" box on the home page. These posts were available for other users of the website to share or comment on. Much like the characteristics of asynchronous CMC, there was no time limit in responding to the postings, resulting in delayed communication. For this study, 3860 posts and comments were collected during two months; January till February 2019. To protect participants' privacy, the purpose of this research was explained to all, and permission was sought through the messaging service available on the website before data was accessed and collected. Due to Facebook's various privacy settings and users' individual customization, which make certain features unavailable to users that were not in a person's network or friends circle, convenience-sampling method is employed in selecting participants in order to gain access to the posted messages.

Participants of the Study

The participants of the study are a group of students from the English department in University Center BELHADJ BOUCHAIB Ain Temouchent.

These students were a mixture of male and females between the ages of 23, 24 and 25 years old. Fifty percent of them were students of the second year master in English and the other fifty percent of all levels.

Statistical Procedures

The data collected from the participants' profile were analysed. Then, all the posts were categorized mainly in three groups;

a) Posts only in Algerian Arabic,

b) Posts only in English

and c) posts in English and Algerian Arabic.

In the first part of the research, spelling was analyzed and all posts having English characters instead of Algerian Arabic characters were examined and frequency of occurring was calculated.

In the second part, lexical borrowings were analyzed; first borrowings were separated as nouns, verbs and others (adjectives, adverbs), then these single items were analysed according to their topic such as lexical borrowings related to the Internet and computer, education, entertainment and abbreviations. Finally, the percentages were calculated for each topic. Phonological integration of the words was not analysed because the data was taken from the Internet in a written form. In the third part of the study, posts were analyzed and divided as inter-sentential code switching and intra-sentential code switching. While dividing phrases according to topics, there were seven different categories appropriate. These are Internet and computer, interests, education, entertainment, travelling, sports and other.

The last part of the research deals with posts only in English. They were categorized into different groups regarding their content with nine themes; Internet and computer, interest, quotations, daily life activities, location, sports, education, entertainment and emotions. After all the sentences were classified according to their topics, percentages were calculated.

Conclusion

This chapter outlines the participants of the study and the data collection procedures, in addition to the limitations of the study that any researcher can face.

This study uses an appropriate methodology to explore and understand how the participants communicate online through Facebook and how they use one or many languages to connect based on the related theories, which can be seen in the next chapter.

Chapter Two:

Literature Review

Chapter 02: Literature Review

Introduction

As mentioned in the introduction, English has become a global language due to technological advances and increased international contact, and Algerian Arabic has changed to some extent due to the influence of English. In this section, we will focus on the role of the English language in lexical borrowing, code switching (CS) and computer-mediated communication (CMC), as well as language and spelling in the internet. The data is analysed on four levels: spelling, words entered through lexical borrowing, sentences entered in code switching, and finally, only in English.

Computer- Mediated Communication: Facebook

Computer-Mediated Communication (CMC) is a virtual platform to share and acquire information (Baron 1998). CMC is categorised into two classes: synchronous and asynchronous. Synchronous communication is encountered in real time chat rooms and instant messaging. In asynchronous communication, on the other hand, people make their contributions at various times. Emails, blogs, and wikis are common platforms of asynchronous communication.

Moran and Hawisher (1998) establish different categories of CMC systems based on the “structure of interaction”: one-to-one interaction, one-to-many interaction, and many-to-many interaction (also called group interaction).

Crystal (2001) argues that recently developed formats of interaction paved the way for gradual changes in spoken and written language. Language is perceived in two different genres: spoken and written. Written language is to be more complex structured, formal and abstracted; whereas spoken language tends to be contextual and barely structured. In CMC, it is impressive that it is so hard to distinguish spoken and written language from each other (Herring, 2001). Written CMC communication, especially synchronous one, carries most of the characteristics of a face-to-face conversation. Online instant messaging is a written form of CMC, nevertheless the language tends to be grammatically poor, simple and less coherent in comparison to written language in general. It demonstrates more similarities with spoken language (Danet & Herring, 2007). A new language called "Internet language, netlingo, chatspeak, textese, texting language, or SMS language" is born. In academic literature, it is called CMC language or CMC acronyms.

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Crystal (2001) envisages that technological improvements will bring about two significant influences: (1) new modalities and their effects on the nature of language and speech community and (2) new modalities bringing languages and speech communities into contact with one another. As people without any common language meet more frequently, the development of instant translators will be inevitable.

Crystal (2001) asserts that characteristics of spoken language, such as “*short constructions, phrasal repetition, looser sentence construction and the use of reaction signals*”, are encountered in synchronous CMC environments. According to him, language is used in a more simple form to reach the objective of the conversation.

In the information era, society became busier than ever and so did the youth. Tasoulas (2003) emphasizes that they have developed this systems of using a few keystrokes in order to save time and energy and still achieve the same results. As CMC acquired more place in our lives, use of acronyms for words and expressions became widespread among users, i. e. “*fyi*” instead of “for your information” or “*brb*” for “*be right back*”. Leavitt (2007) views this shorthand language being used today through our cellular devices, Internet blogs and chat services as a “slam on the brakes for literacy and the English language.”

The principle of using the least effort in the production of language is called the principle of economy (Crystal, 2001). Clyne (1991:167) states that bilingual people can choose data from two language systems and he/she is able to select less complex forms from the languages in preference to more cumbersome one. CS can be seen as a proof of this principle. Many academics (Lee 2002, O'Connor 2005, Axtman 2002) argue that instant messaging has adverse effects on English. However, Denis and Tagliamonte (2008) refer to CMC as “*an expansive new wave of communication*” with positive effects on language and grammar.”

An online platform designed for different uses like messaging and/or sending/receiving files is called bulletin board system (BBS). BBS, an asynchronous CMC, is visited by users to participate in conversations, to meet others, to share ideas and also for online games and programs. Users can interact at different times like in Facebook. Private messaging and interaction with many at the same time are available for visitors. Crystal (2001) points out that communication in such environments exhibit similarities with spoken language.

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In 2005, social networking reached a critical mass and became the latest trend. Social networks like MySpace and Facebook give its users the opportunity of free exchange of ideas in communications (Goldsborough, 2008). After MySpace, Facebook became one of the most rapidly enlarging Social Media platform.

Facebook

Facebook is a social utility connects us with the people, brands and organisations we care. Founded in 2004, it has quickly become one of the most used and visited platforms for people of all ages to communicate and connect with friends and ages to communicate and connect with friends and others who work, study and live around them and anyone aged 13 or over can join Facebook free. By May 2013 there were 1.1bn people using Facebook around the world, helping to make it a tool rich with potential for learning.

You can use Facebook as a communications hub in several ways. For most teachers and educators, pages and groups will be the two key tools. A page is public, which means that anyone can view it. Anyone can like a page on Facebook, and students who do will see updates in their news feed. Groups enable you to communicate to a smaller audience and allow you to limit membership to only those you approve.

The Facebook app icon in a mobile looks like a white “ f “ on a dark-blue background Facebook will open to your news feed if you’re already logged in. If you are not already logged in, then the user must enter his email address (or phone number) and password, then he must tap log in.

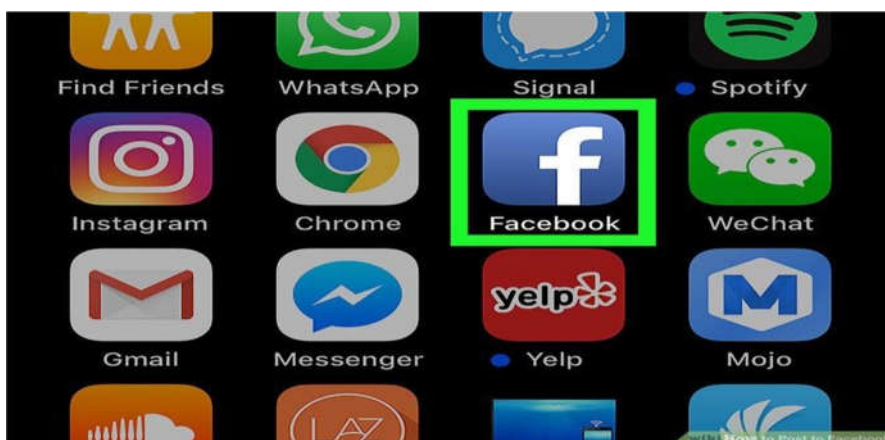


Figure 2.1: Facebook app icon in a mobile.

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If the user wants to search for a friend's page or a group, he must tap the search bar at the top of the screen, type in a friend's name, tap their name, tap their name, then tap profile image or tap groups, tap the groups tab, and tap your group. This is shown in the following figure.

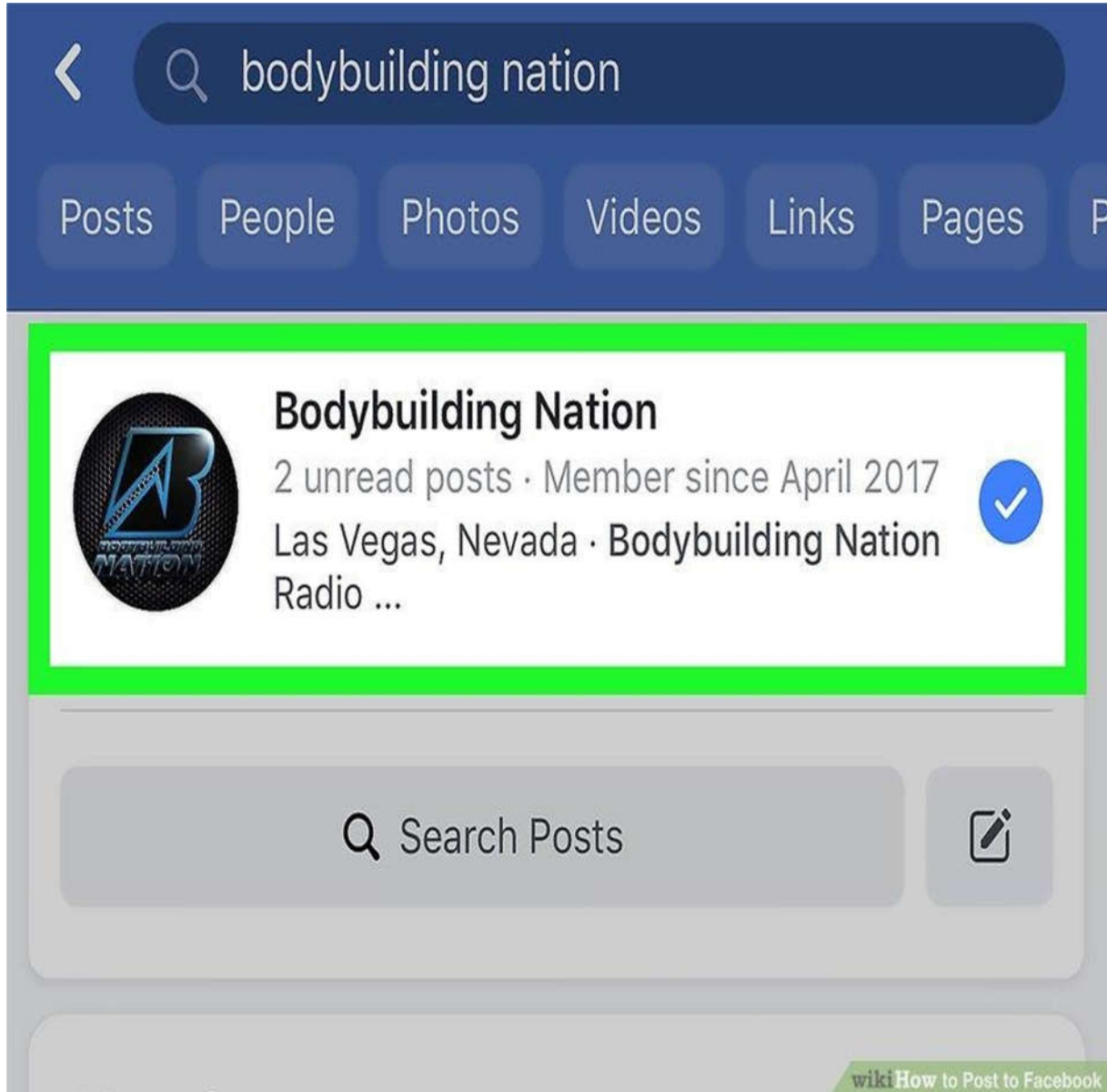


Figure 2.2: Searching on Facebook in a mobile.

If the user is posting to a friend's page, it's below the photo section that's near the top of their page. If he is posting to a group, he will find the box just below the cover photo. There will generally be a phrase like "write something" or "what's on your mind?" in the box.

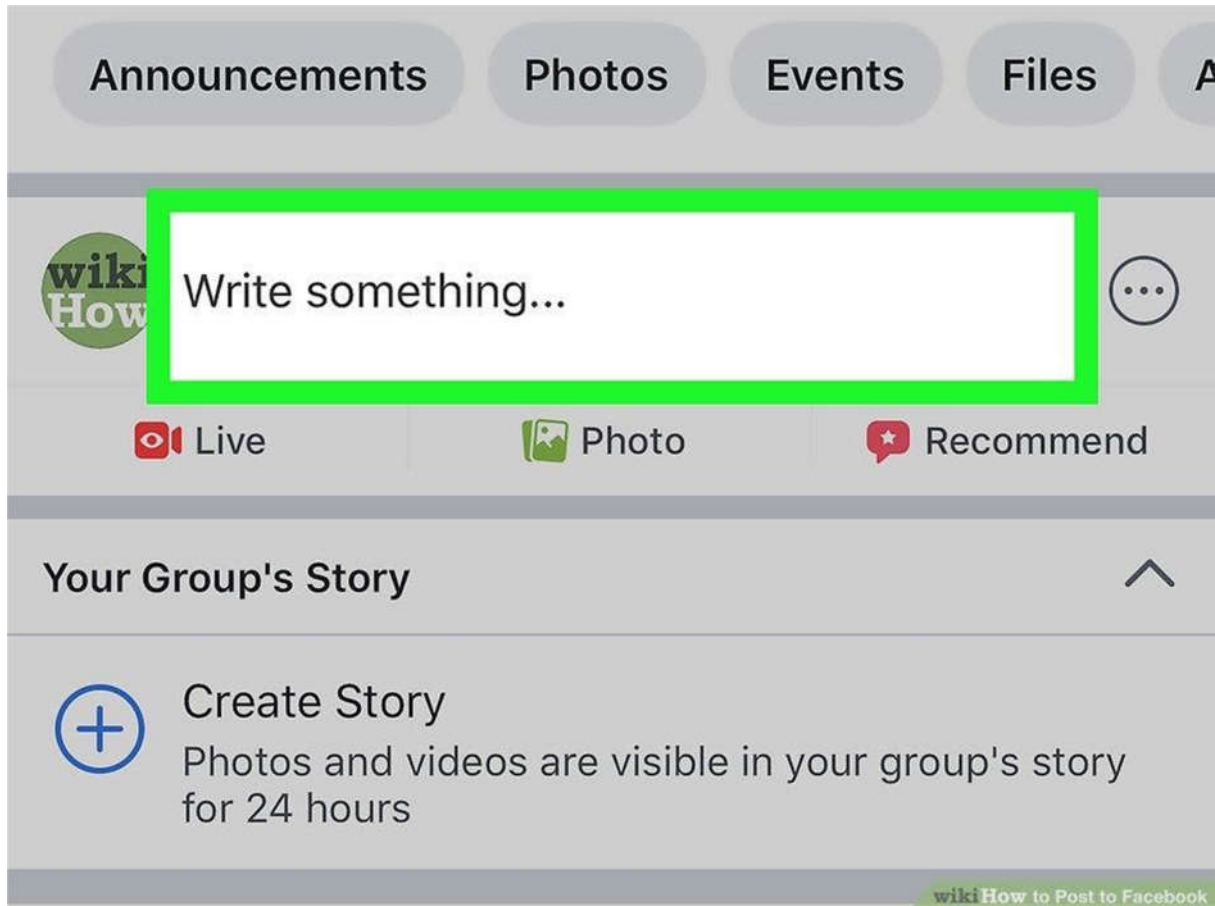


Figure 2.3: How to post on Facebook.

Facebook is the most popular social network on internet and its use is rapidly increasing. According to research carried out by Facebook network, Facebook is the most popular communication tool used, Followed by SMS and email. It is a lawful activity in every country of the world, and from small child to busy professional business man Facebook is an addiction to all of them. Facebook has become a part of daily routine of people and for some people part of their hourly, people of all ages use Facebook for following different purposes.

Facebook can be used in many fields such as education and until this day, it is the most popular social network and one of the most visited website on internet.

The languages used on the internet “Facebook”

The English language is the universal language of the internet simply because the internet was invented in the English speaking world- the united States of America, to be exact. Thus, the relationship between the English language and the internet is influenced by the following facts:

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- English is the lingua franca of the internet.
- 80 % of the world's electronically stored information is in English.
- Most of the major search engines are in English.
- The dominant language of music today is English.
- To be able to speak English is a valued educational qualification.
- Teaching English as a second or foreign language is a billion dollar industry.

The first language on Facebook is the English language, with over 57% of the site's total user base accessing the site on that language. In a distant second is Spanish, with a usage rate of around 15% of total user base. Note that this number includes totals for all Spanish variants.

After Spanish and its variants, the drop off is much sharper. The next few languages in the list line up roughly with Facebook's country ranking. Those as Turkish, French, and Indonesian, with each language accounting for around 5% of the total user base.

That indicates that users in some of the countries that are still using the sites in English, despite the fact that Facebook is now fully localised in their languages.

The use of English in Algeria

According to Crystal (1997), the current state of English is the result of two factors: the emergence of the United States as the greatest economic power of the 20th century. Of the 20th century and the expansion of British colonial power.

Kachru (1985) classifies the sociolinguistic profile of the English language into three concentric circles: the inner circle, the outer circle, and the wide circle. The inner circle is traditional English used by native speaker, including the United States, the United Kingdom, Ireland, Canada, Australia and New Zealand. Outsourcing includes countries in which English is used as a second language, using new norms that arise in the new sociocultural and sociolinguistic context. Countries like India expanding circle comprises countries where English is spoken as a foreign language by non-native speakers of English and involves countries, which recognise

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English as an international language. In these countries, English is taught as a foreign language and Algeria is included in this circle.

There has been a rapid diffusion of English in Algeria. For example, the US Embassy in Algeria and Berlitz Center launched a new language program in the summer of 2013. The program offers free English language classes to all ages regardless of their current proficiency level. From 2009 to 2012, the oil company Anadarko sponsored a British Council- led program, in cooperation with Algeria's Ministry of Education, to train 69 English teachers through the program 'English for the future' (Liberte, 2012).

In 2012, a subsidiary of Educational Testing Service, conducted a seminar on English language training and testing among Algerian businesses and schools of management and engineering (Liberte, 2012 b). Borni (2017) explored English- using Algerian students of the language outside of the classroom. Surveying 30 English Master students, the author reported that 89% agreed and strongly agreed that is important for Algerians to learn English, the author added 70% at home, while the rest did not, mainly because they used "Derja" instead and did not know anyone else with whom to use English. While 53% of the respondents did not use English with 'native speakers', 46% did sometimes, which is still a large segment by Algeria's standards. The majority of participants (70%) set their phones in English and used the language in public. In term of feeling capable of communicating about daily activities, 76% reported to do so well.

In relation to French. Perhaps explaining the hesitance of some to use English in public or with family in Algeria. 56% responded that doing so would be disrespectful. Culturally, of all the respondents, 76% were not concerned about losing one's identity by using English.

Moreover, according to the survey conducted by Mahboob (2009), 53% of the largely Muslim respondents did not believe that the language belongs to non-Muslims, Furthermore, an increasing number of students, an important segment of the Algerian population of English users, join language centres to learn English, believed to open doors to study abroad, travel abroad, and enjoy better living standards. While 84% of Algerian student in French and 2% in Canada (mostly in French speaking Quebec), 14% study in other countries, including the US and Malaysia (Euromonitor, 2012). These students are usually proficient in English for the purposes of their education.

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Lexical Borrowing

When speakers use either two or more languages in their daily interactions or during a language contact where two or more languages interact, there can be different outcomes affecting the grammars of those languages. This phenomenon is called language contact phenomena. The literature on this phenomenon presents the way languages are mixed and discusses the issues and types of language combinations with the following terms: CS, code mixing, lexical borrowing and interference (Myers-Scotton, 2006: 233-234).

In the last three decades, much research has been conducted on the global spread of English: from world English to English loan words; on the position of English as the world's lingua franca and many linguists have focused on description and analysis of the large number of varieties of English used. The usage of English lexicon in different languages has been the focus of investigations. (Rosenhouse and Kowner, 2008:7)

When people speaking one language are in contact with people speaking another language, some speakers learn some phrases and incorporate these phrases in to their own language to refer to objects, activities or concepts. The most common way of one language influencing another is with the exchange of words, and when a language takes in words from another language, the process is called lexical borrowing (Haugen 1950). Words borrowed from the donor language are used in the recipient language (Weinreich, 1953).

Matras (2009) described the recipient language as a poorly equipped language, and the recipient language changes its present structure towards the better equipped language, or the donor language. The borrowing process requires at least some contact between the donor and the recipient language i.e. a full understanding of the meaning of the word and a minimal tendency for bilingualism (Rosenhouse & Kowner, 2008: 12). Speakers hardly consider borrowed words as unusual, because lexical borrowing is a natural and usually unconscious process (Myers-Scotton, 2006:210).

According to Matras (2009) there are two essential hypotheses to explain lexical borrowing. The first is the gap hypothesis, suggesting the need for new terminology due to technological and cultural changes. This hypothesis assumes that bilingual or semi- bilingual speakers notice that expressive means existing in one language do not exist in the other one. These borrowed words are called “gap fillers” and “cultural loans” which are labels for new

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social activities and cultural acquisitions. The second hypothesis is the tendency in a society to culturally imitate other dominant groups, which is known as “the prestige hypothesis”. According to this hypothesis, the speakers get the elements from the prestigious language, which is a socially more powerful and dominant community language, in order to gain social status and approval, and that creates a special jargon in closed groups to distinguish themselves from the rest of the population.

The number of English words in the recipient language depends also on the availability of communication. If there is more contact with the Anglo-American culture, there is a higher tendency of borrowing English words. If the society is more exposed to English by TV programs, movies, or English language newspapers, there is a greater tendency to borrow English words. Since the beginning of the 20th century, English-speaking countries, especially the USA, with the help of the mass media, the radio and the TV, lead the trends of information and popular culture in the world. American lifestyle and language has been presented with the success of American film industry in the everyday life of Algerian people.

And finally, with the spread of personal computers and the Internet, electronic communication media, the Internet and the World Wide Web have become the main way of English influence and motivation for learning the English language.

Another factor that increases the dissemination of English words is the educational system, which serves as a central socialization agent of society. English taught as a second language at schools, increases and encourages the use of foreign words for learning purposes. In an advanced educational system, the tendency of borrowing English words increases (Rosenhouse, Kowner 2008:13-14).

Borrowing only refers to lexical elements, such as content words like nouns or verbs, but not to grammatical elements. Poplack, Sankoff and Miller (1988:62) stated that nouns are the most frequently borrowed single items. Aitchison (2000:62) explained that, across many language pairs, most of the words that are borrowed are nouns, because nouns are freer from syntactic restrictions than other word-classes and it is easier to borrow them. Weinreich (1964: 41) also claims that free grammatical form are more easily borrowed than bound ones.

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Types of Lexical Borrowing

There are two types of lexical borrowing: cultural and core borrowings (Myers- Scotton, 2006). Cultural borrowings are the words that stand for new objects and concepts in the recipient language and fill in the gaps. Some of the common cultural borrowings are related to information technology: software, website, crash, hard drive, etc. Algerian arabic has borrowed “pizza” from Italy, which is new to the culture and German has borrowed “blue jeans” from English, as have many other languages.

The second type of borrowing is core borrowing, which duplicates elements that already exist in the recipient language. The recipient language has equivalents but replaces its own words with the words from the donor language, losing some of its vitality. According to Mougeon and Beniak (1991), borrowing a word from the donor language for a word which already exists in the recipient language happens in two situations: when bilinguals regularly use both languages and when the culture of the donor language dominates the culture of the recipient language.

Generally, borrowed words are integrated into the recipient language. According to Myers-Scotton (2006), there are two kinds of integration; morphological integration and phonological integration.

Morphological integration is the most common one compared to phonological integration. Hall (1964) claimed that, when words are borrowed from one language, they are normally adapted to the structure of the borrowing language, in sound and form. Phonological integration is the process of making borrowed words fit the sound system of the recipient language. The second type of integration is morphological integration, in which there is an adaptation of the borrowed words to the recipient language morphology. Borrowed words are fitted into the morph syntactic system of the recipient language.

Code Switching

Recently, there has been a growing interest in multilingualism; the act of using or promoting the use of multiple languages. The number of languages spoken throughout the world is estimated to be 6,000 and the evidence shows that there are many more bilingual or multilingual people in the world than monolingual (Grimes, 1992). One of the founders of bilingual studies, Weinreich (1953), defined the term bilingualism as “the practice of alternately

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using two languages.” CS is the ability on the part of bilinguals to alternate without any effort between two languages. Milroy and Muysken (1995), define CS as “the alternative use by bilinguals of two or more languages in the same conversation”. In 1997, Skiba defined the term code as "language". While using two or more languages in a written or spoken discourse, there is a tendency to move between languages. This movement is named code switching (MacSwan, 1999). According to Riley and Harding (2002:57), CS is the concurrent use of more than one language. Bilinguals use elements from multiple languages in their discourse. It is important to emphasize that CS does not represent a breakdown in communication. Hoffman's (2001) view of CS as a communication strategy is:

“For bilinguals, it is normal to move between different languages when talking with each other, and code switching is an essential strategy for them.”

CS is not the random mixing of two languages, but a way in which two language systems are used for various communicative functions. Monolinguals are also capable of changing their linguistic registers and dialects according to certain domains in different environments such as home, school or work. Such monolingual behavior is called language shifting or style shifting (Bullock and Toribio, 2009:2). Other researchers (Gardner, Chloros 1991) also state that switching can occur between the dialects of the same language.

2.6.1. Types of code- switching

According to Poplack (1980), there are two types of CS: inter-sentential and intra-sentential. In the inter-sentential CS, the speaker switches languages between sentences. Here is an example of an inter-sentential CS between Swahili and English (Myers-Scotton 1993:41):

- (1) **That’s too much. *Sina pesa.***
“ . . . *I don’t have [much] money.*”

In the intra-sentential CS, the speaker switches to a different language within the same sentence. Inter-sentential switching requires a high level of bilingual proficiency because it often involves the production of full clauses in each language like intra- sentential CS.

According to Bhatt (1997), intra-sentential CS is an alternation between two different linguistic systems within a single clause. This type of CS has been termed classic CS by Myers-Scotton in 1993 and alternational CS by Muysken in 2000. However, the most common one is the

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intra-sentential CS. Romaine (1989:113) states that intra-sentential switches should be avoided by everyone except the most fluent bilinguals. The following example illustrates intra-sentential CS between English and Spanish.

- (2) **This morning *mi hermano y yo fuimos a comprar* some milk.**
“This morning my brother and I went to buy some milk.”

(Belazi *et al.*, quoted in MacSwan, 1998: 49)

Usually common between languages that are typologically similar. Here is an example of congruent lexicalization strategy between Dutch and Sranan:

- (3) wan heri *gedeelte* de ondro *beheer* fu *gewapende machten*
“one wholepart cop under control of armed force
“One whole part is under control of the armed forces.”

(Bolte 1994:75, cited in Muysken 2000:139)

Third strategy is called *insertion* in which a word or a phrase is integrated in a nested A-B-A structure. Example (4) illustrates insertion strategy between Persian and Swedish.

- (4) xob pas *falsk-an* pesa-a^
well then false-cop3pl boy-pl **“Well
then boys are false.”**

(Naseh Lotfabbadi 2002:101)

According to Grosjean (2001:7), speakers can decide when to switch between languages and when not to. When speakers switch purposely, De Bot (2002) calls this type of CS as *motivated switching* and when there is an unconscious switch, it is called *performance switching*.

In this subsection, CS and CS types are presented briefly. The phenomenon of using two or more languages' within the same discourse has been also called *code mixing* and *lexical borrowing* by many researchers. Therefore, in the following subsection, CS and related terminology will be explained.

Chapter 02: Literature Review

Code switching related terminology

Researchers do not use the terms in the same way and there has been a special emphasis on separation of the terms CS and borrowing (Gysels, 1992; Myers-Scotton, 1992; Poplack, 1980, 1981) and CS and code-mixing (Kachru, 1978; 1983; Sridhar & Sridhar 1980). This is why the full subsection will be devoted to these terms

Lexical Borrowing VS Code Mixing

In studies of language contact phenomena, the relationship between CS and borrowing is a controversial issue. Some researchers say that CS should be distinguished from other types of contact phenomena (Muysken, 1995), some believe that it is hard to differentiate them (Bentahila and Davies, 1995) and some say that a distinction like that would make it harder to explain lexical relations in the data (Kurtböke, 1998), (Davidiak, 2010).

In borrowing, lexical items from the donor language are used in the recipient language. The items that are borrowed generally conform to the morphological and syntactic properties of the recipient language (Pfaff 1979:296, Poplack 1980:225-6, Clyne 1987:258). The borrowed items enter into the mental lexicons of the recipient language (Myers-Scotton 1993:163).

According to Muysken (1995), borrowing is a kind of intra-sentential CS. He states that in CS and borrowing, the only difference is the size and the type of the linguistic items that are switched. For example, if a noun is switched, it is borrowing; however, if a noun phrase is switched, it is CS (Muysken, 1995:180). In this research, I will follow Muysken's idea, single items switched will be analyzed as lexical borrowings, and phrases that were switched will be analyzed as CS.

In order to distinguish borrowing from CS and other language contact phenomena Matras (2009: 110-114) stated the dimensions of the CS–borrowing continuum. (*Table 2.1*) illustrates the dimensions of CS and borrowing according to Matras.

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	Code switching	Borrowing
Bilinguality	Bilingual speakers	Monolingual speakers
Composition	Elaborate utterance/Phrase	Single lexical ítem
Functionality	Special conversational effect, stylistic choice	Default expression
Unique referent (specificity)	Lexical	Para lexical
Operationality	Core vocabulary	Grammatical operations
Regularity	Single occurrence	Regular occurrence
Structural integration	Not integrated	Integrated

Table 2.1- Dimensions of CS and borrowing adapted from Matras (2009: 110-114).

In this research, Poplack and Sankoff (1984) and Muysken (1990) are followed to establish some common characteristics of borrowing. These are: (1) Borrowings are added to the lexicon of the recipient language. (2) Borrowings often exhibit phonological, morphological, and syntactic adaptation. (3) Borrowings are frequently used in speech and other forms of languages usage. (4) Borrowings replace existing words of a language. (5) Borrowings are recognized by speakers as words in their own language and (6) Borrowings in some cases exhibit semantic changes. Muysken's (1995) idea will also be used to distinguish CS from borrowing. When a noun is switched, it is considered a case of borrowing, but if a noun phrase is switched, it will be analysed as CS.

Code-Switching and Code-Mixing:

The distinction between CS and code-mixing (CM) has been made by many researches but according to Cheng and Butler (1989), Scotton and Ury (1977) and Grosjean (1982), there is no difference between CS and CM. In addition, Clyne (1991: 161) agreed that CS and CM are the same case in which the speaker stops using one language and employs another one.

On the other hand, Wei (1998) made a distinction between CS and code-mixing according to the place in which the switch occurs. When the language change occurs at or above clause level, he referred to this type of switch as CS, but when it occurs below clause level, he called it code-mixing.

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Hamers and Blanc (1989:35) defined code mixing as the use of elements, most typically nouns, from one language, in an utterance of another language and CS as the change from one language to another in the same utterance or conversation. Some researchers like Pfaff (1979) prefer using the term code-mixing to explain both intra-sentential CS and borrowing. According to Mashiri (2002:246) and Muysken (2000:1), if the language switch occurs across sentences, it is called CS; and when it occurs within the sentence, it is called code mixing. Here are two examples of code-switching and code-mixing according to Mashiri (2002:246).

Uchauya kuzondiona here? *Do you have some tutorials this week?*

'Will you come see? Do you have some tutorials this week?'

Une ma-tutorials here week ino?

'Do you have some tutorials this week?'

Eastman (1992:1) claimed that “efforts to distinguish CS, code mixing and borrowing are doomed”, and that it is crucial that we “free ourselves of the need to categorize any instance of seemingly non-native material in language as a borrowing or a switch” if we want to understand the social and cultural processes involved in CS. In this research, CS will be used to refer to the change from one language to another within the same utterance or conversation.

Language Transfer (Language Interference)

The last contact phenomenon that should be distinguished from CS is language transfer (language interference). There is a transfer among languages; when people conceptualize a mathematical division in one language, they just transfer this knowledge to the other language. They do not think the same thing twice in each language. Linguistic properties from a previously learned language can be transferred to another language which is in the process of being acquired. The main reason to use words from another language is the lack of vocabulary knowledge in the second language. Weinreich (1953) defined interference as *“Those deviations from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language.”*

Linguistic items can be transferred spontaneously and unintentionally but also transfer can be used as a strategy. According to Paradis (1993) and Grosjean (2001), there are two types of interference: dynamic interferences, in which the elements of one language are used in another

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language by mistake, and static interference, in which the elements of one language become part of the grammar of an individual.

In this paper, single word items are analyzed as borrowings, and phrases switched to English are analyzed as CS. Poplack and Sankoff (1984) and Muysken (1990) are followed to establish some common characteristics of borrowing.

Algerian Users on the Internet: Spelling

The language used on the internet is very different from previous conversational behaviours, and Crystal (2001) calls this new linguistic attribute “electronic revolution”. All functions included in the formalization system consist of spelling, punctuation and capitalization, which characterize the written communication as opposed to spoken communication. Partly for historical reasons, and partly for economic reasons, the spelling of American English is preferred by British law and creates new orders. Algerian Arabic is one of the languages that includes new spelling rules in online communication. Research undertaken by Boudier Zitouni Mimouna (2012-2013) analyses the content of the Young Algerian E-mail's. The result shows that they tried to represent Algerian Arabic consonant and vowel sound using the Roman characters that best replicate the former sounds. Examples of this include the following:

Percentage Of users	Symbol Used	Arabic Sounds	Phonetic Description	Example	Translation
100%	<i>a</i>	ء	Voiceless glottal stop	<i>Salam</i> <i>alikum</i> <i>antouma</i>	'Peace be upon you' 'You'
100%	<i>b</i>	ب	Voiced Bilabial stop	<i>Bsahtek</i> <i>Bach dertiha</i>	'Congratulation' 'With what did You make it?'
100%	<i>T</i>	ت	Non- emphatic Voiceless Dental (or denti- alveolar) stop	<i>Twahachtini</i> <i>Taba3tah</i>	'Did you miss me?' 'I folowed him'
41% 59%	<i>j</i> <i>g</i>	ج	Voiced alveolar (or plato-alveolar) affricate	<i>haja</i> <i>mangich</i>	'Something' 'I will not come'
100%	<i>h</i>	ح	Voiceless pharyngeal fricative	<i>Wahdou</i> <i>Nhawass</i> <i>shakitte</i>	'Alone' 'I am looking for' 'Need'
100%	<i>kh</i>	خ	Voiceless Velar fricative	<i>Wahdoukhra</i> <i>chakhassak</i>	'Another one' What do you need?
100%		د	Non-emphatic voiced dental(or denti- alveolar) stop	<i>Didou</i> <i>Diri Iquraa</i>	(Nickname) 'Switch on iquraa chanel'
100%	<i>r</i>	ر	Voiced Alveolar rolled	<i>Rani fi ligmo</i> <i>brouhek</i>	'Iam in the IGMO University' 'Because you, yourself,...'
24% 31%	<i>ss</i> <i>s</i>	س	Non-emphatic Voiceles dental	<i>Nhawess</i> <i>Mansitch</i>	'I am looking for '

45%	<i>c</i>		Fricative	<i>mansitekch</i>	'I did not forget ' 'I did not forget you'
57%	<i>ch</i>	ش	Voiceless alveolar (or palato- alveolar fricative	<i>Chriki</i>	'My partener'
43%	<i>sh</i>			<i>Shoufi,</i> <i>mathablinich</i>	'Listen, do not turn me crazy'
100%	<i>s</i>	ص	Emphatic voiceless alveolar fricative	<i>Sayi</i> <i>tsoumi</i> <i>3achoura</i>	'Enough' 'Do you fast on achoura?
72%	<i>d</i>	ض	Emphatic voiced (or Denti-alveolar) Stop	<i>Dhalmak</i>	'He was unfair
28%	<i>dh</i>			<i>ydrobha</i> <i>daymen</i>	'with you' 'He beat her every time'
100%	<i>t</i>	ط	Emphatic voiceless alveolar (or denti- alveolar) stop	<i>Matebtache</i> <i>toulbihali</i>	'Do not be late' 'Ask her favor for me'
100%	<i>gh</i>	غ	Voiced velar fricative	<i>ghir</i> <i>nebghik</i>	'Only' 'I love you'
100%	<i>f</i>	ف	Voiceless Dental fricative	<i>Fach jebtiha</i> <i>tfahmek</i>	'With what did you bring it' 'Will explain to you...'
100%	<i>k</i>	ق	Voiceless Uvular stop	<i>Kara3tlek</i> <i>netlako</i>	'I waited for you...' 'We will meet...'
100%	<i>g</i>		Voiced velar Stop	<i>Gae3</i> <i>galbi</i>	'All' 'my heart'

100%	<i>k</i>	ك	Voiceless velar stop	Rani Hakamha bel messak ki raki	‘Everything is all right’ ‘How are you?’
100%	<i>l</i>	ل	Voiced Dental lateral	Layla sa3ida Asalam alikum	‘Good night’ ‘Peace be upon you’
100%	<i>m</i>	م	Voiced Bilabial nasal	draham makench	‘Money’ ‘Nothing’
100%	<i>n</i>	ن	Voiced alveolar nasal	Nrouhou ensemble mansitekch	‘We will go together’ ‘I did not forget the past’
100%	<i>h</i>	ه	Voiceless glottal fricative	Karha hawoudili	‘I feel fed up’ ‘Bring me’
100%	<i>w</i>	و	Voiced Bilabial glide	wel darwak	‘And the ...’ ‘Now’
100%	<i>y</i>	ي	Voiced Platal glide	Lyoun Sbah	‘today morning’ ‘Do you love me?’

Table 2.2 - Algerian Arabic Vowel Sounds Representations (Source: Online Language diaries)

Vowel Used	Symbol Used	Example	Translation
/a/	<a>	Hadi chaba	'This is something interesting'
/a/	<a>	kiraki	'How are you?'
/i/	<i>	kidertiha	'How did you make it?'
/ei/	<ei> <i>	nseit lkhir rah	'I forgot' 'goodness went away'
/i/	<i>	Khass imanek ykoun kbir	'You need have a strong faith in God'
/u/	<ou>	Goulilha tji	'Ask her to come'
/u:/	<oo>	Kount nshoof fik ma3andek walou	'I saw you, you do have no argument'
/o/	<o> <u> <ou>	Assalam alaiko(u)m	'Peace be upon you'

Table 2.3: Algerian Arabic Vowel Sounds Representation (Source: Online language Diaries)

While communicating online some of the vowels or consonants are omitted. Here are some examples of vowel and consonants omission:

Slm.

Correct form: Selam.

Translation: Hello

Hmd.

Correct form: Hamdollah.

Translation: thank's god.

Krk dayer?

Correct form: kirak dayar?

Translation: how are you?

Some of the characters are repeated within the words in orders to make emphasis. For example:

Nabghiiiiik bezaaaaf.

Correct form: nabghik bezaf.

Translation: I love you so much.

Haylaaaaaa.

Correct form: hayla.

Translation: super.

In conclusion, the spelling of The Algerian Arabic is definitely different from the other Arabic spelling, The Arabic consonant and vowel are replaced by the Roman characters vowels and consonants are omitted. Finally, some characters are repeated within words for emphasis. In this section, the influence of Algerian Arabic and online communication on Algerian spelling was explained.

Conclusion

This chapter dealt with the literature review related to code switching and lexical borrowing and their relationship. Understanding those terms, their functions in the Algerian settings and mainly in online communication can be seen in the following chapter.

Chapter Three:

Results and Discussion

Introduction

As it was explained in the introduction, this research was aimed to analyze posts and comments by the Algerian speakers taken from <https://www.facebook.com> and the way Algerian users of English in online communication. More than 3860 posts were analysed. The data was analysed in this section at four levels: spelling, lexical borrowing, code switching (CS) and posts only in English. In the lexical borrowing part, words borrowed were categorised into different groups regarding their content and word class. In the code switching part, phrases were categorised according to their content and as inter-sentential code switching and intra-sentential code switching. In the last part, posts only in English were categorized according to their content as it is shown in the following figure:

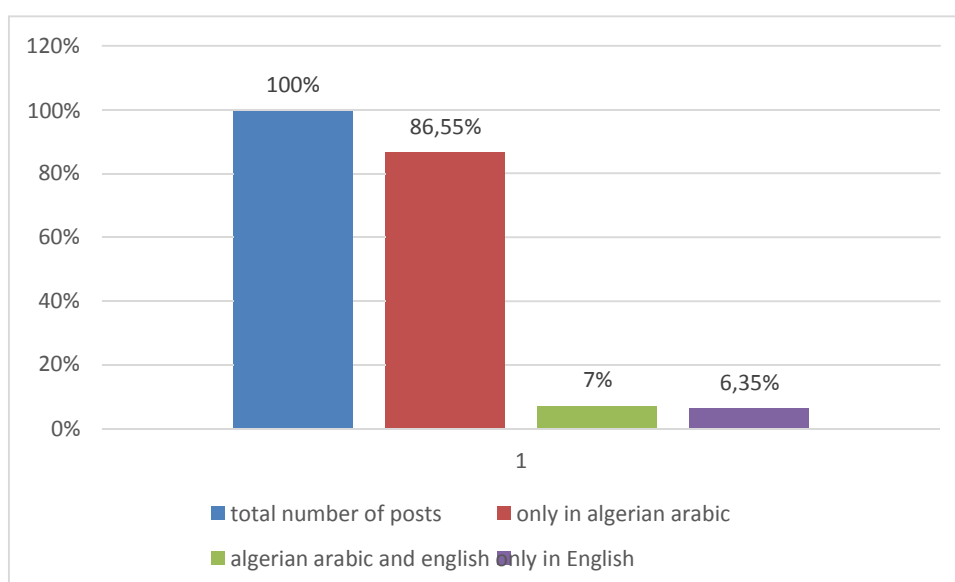


Figure 3.1: Number of posts in relation to language choice.

The percentages in the given figure reflect that 86,55% (3341) of the posts were in the Algerian Arabic and 6.35% (245) of them were only in English. 7% (274) of the posts include lexical borrowing and CS.

Spelling

Non-standard spelling substitutes the traditional writing since the eighteenth century. Spelling errors on Internet communication would not be assumed to be an indication of lack of education but a function of typing inaccuracy. Especially teenage users have introduced several

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deviant spellings, such as kool [cool] and fone [phone]. Not only in English but also in many other languages new spelling conventions have emerged (Crystal, 2001). Online messaging is a written form of computer-mediated communication (CMC), nevertheless the language tends to be grammatically poor, simple and less coherent in comparison to written language in general. People communicating online do not take into consideration the language's characteristics of sound disregarding orthographic rules. Algerian Arabic is one of the languages, which have new spelling conventions, which emerge from online communication. Most of the posts (86,55 %) gathered were in Algerian Arabic and they were analyzed according to their spelling. As can be seen from the following examples, English characters are frequently used instead of the Algerian Arabic :

- Sbah lkhir, kirakoum lyoum?

Correct form: صباح الخير كراكم اليوم

Translation: Good morning, How are you today?

- Cheal rahi saà ?

Correct form: شعال راهي ساعة

Translation: What time is it ?

- Raki f dar ?

Correct form : راكي ندار

Translation: Are you at home.

- Tnajmi tabaàtili tsawiri.

Correct form: ننجمي تبعتيلي نص او بيري

Translation: Can you send me my pictures ?

- Sahit àla koulchi.

Correct form: سحيت على لالش

Translation: Thank you for every thing.

- Khosni chwya wakt.

Correct form: خصني شويّة وقت

Translation: I need a little time.

From the gathered data, it was found that all the participants omitted the vowels or consonants while communicating online. The following examples illustrate vowel and consonant omission:

- Mzl makamalt.

Correct form: Mazel makamalt.

Translation: I have not finished yet.

- Hmd rani ghaya.

Correct form: Hamdoulah rani ghaya.

Translation: Thank's god, I'm fine.

- Kfh dartha.

Correct form: Kifah dartha.

Translation: How did you do it,?

- Krht manah.

Correct form: Kraht manah.

Translation: I hated him.

In order to make emphasis some characters were repeated within the words as shown from these examples:

- Khiiiiir ma lawal.

Correct form: Khir ma lawal.

Translation: So much better than the first one.

- Rani ayanaaaa.

Correct form:Rrani ayana.

Translation: I'm tired.

- Rani raaaaagdaaaa.

Correct form:Rrani ragda.

Translation: I'm sleeping.

- Rani farhana.

Correct form: Rani farhana.

Transaltion: I'm happy.

- Win rakiivii ?

Correct form: Win raki ?

Translation: Where are you ?

One possible explanation for omitting vowels or consonants maybe the principle of using at least effort in the production of language; the principle of economy (Crystal, 2006:89). Algerians users communicating online probably omit vowels and consonants in order to type less so they can save time and energy and still achieve the same results

Lexical borrowing

In this section, borrowed lexical items were analysed, Firstly according to their topics and then according to their word clases. As explained in the introduction, the hypothesis of this research is that in the posts found on Facebook, most English words and phrases refer to Facebook or they are related to the Internet activity. This theory is verified by the analysis of the borrowed single items, Most of the items borrowed (34%) were related to the technology, Web sites, Internet and computer. The table 3.1 shows the percentages of lexical borrowing according to their contents. Facebook, log in, invitation, post, subscribe, search, pc, mouse, mention, laptop, download, account and the single items that were usually borrowed by many participants.

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Single items	137	Percentages
Internet, Facebook, Computer	47	34.3%
Education	37	27%
Entertainment	32	23,35%
Abbreviations	15	10.94%
Other	6	4.37%

Table 3.1 Percentages of lexical borrowings with respect to content

Here are some of borrowed words, which refers to either Facebook or have a relationship to the internet activity.

- Matansich tlaykili ala taswirti.

Translation : Don't forget to like my picture.

- Rasilili invitation .

Translation : Send me invitation.

- Rasilili poke.

Translation : Send me poke.

- Rahi mfollowyatek.

Translation: She is following you.

- Radi narsalek l'account ntaàha.

Translation : I will send you her account.

Most of the borrowed items related to the Internet were core borrowings that duplicate the elements on the recipient language. Although words like subscribe, search, pc, Facebook, invitation, login, mouse, mention, laptop, download, account, have Algerian Arabic equivalents, participants preferred using the English terms.

Cultural borrowing, which are the words that stand for new objects and concepts in the recipient language and fill in gaps, were related to computers and the Internet. For example; the word *spam* does not have a precise Algerian arabic translation and it was borrowed from English. According to Matras' (2009,) the gap hypothesis for borrowing words like *spam* is the need for new terminology due to technological changes.

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One of the factors that increase the spread of English words in another language is the educational system. With an advanced educational system, the use of foreign words increases. In this research, (27%) percent of the borrowed single items were related to education. All participants were university students who were studying in English and when they wrote about their school and classes, and they used English words. Words like attendance, complementary, consent, deadline, drop, essay, quiz and registration were borrowed from the English language. Examples bellow illustrate borrowed words, which refer to education.

- Bessif bach lkit had l'course w nta tgouli khtik manah.

Translation: I have hardly found that course and you tell me to drop it.

- Kisach nfawtou l'exam

Translation : In which time we will pass the exam?

- Golt ylik yakteb l'essay.

Translation : I said he should write the essay.

- Kayan tlata taa l'quiz fe simana.

Translation : There are three quizzes in a week.

- Manabrich had l'module

Translation : I don't like this module

One of the reasons why the percentage of lexical borrowing related to education is high can be related to the periode the data was gathered. January is the period of exams in BBUC. Therefore, students need to ask about the courses, timetable... and they use the English words. This might have effected the percentages of the single words borrowed.

A significant percent (23%) of the borrowed items were related to entertainment. *Single, cool, hit, trend time, celebrity, rock* were words borrowed from English. Most of the borrowed items in this section were core borrowings that duplicate the elements in the recipient language. Speakers get the elements from the prestigious language, which is a socially more powerful and dominant. Linguistic borrowing can be a result of the fashion. Here are some examples of lexical borrowing about entertainment:

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- Lmousalsal rah trending had simana

Translation: The series is trending this week

- Had l'hit tali ta Selena Gomez

Translation This is the last hit of Selena Gomez

As CMC acquired more place in our lives, use of acronyms for words and expression became widespread among users. The different types of abbreviation used on the Internet are one of the features of Net speak (Crystal, 2006:89). Some of the English abbreviation (11%) like pc, vol, wc, VIP were used by Algerian users. Here are some examples of abbreviation used:

- Win rah pc tahi.

Translation :Where is my pc.

- Had l'hafla VIP

Translation This party is VIP

- OMG, rah andi mochkil kbir

Translation OMG, I have a big problem

Some of the borrowed items were out of the classification (5%). Words like mom, realistic, actress, flashback, disappointed are example of this category. The words borrowed in the category were core borrowings that duplicate the elements in Algerian Arabic language.

Nouns

As Aitchison (2000:62) explained, across many language pairs, most of the words that were borrowed were nouns, and the result showed that this was also the case between English and Algerian arabic. 70,8% of the single items borrowed were nouns. As can be seen from the table (5) there were 137 posts containing lexical borrowing. Most of the single items 70,8% (97) were nouns and 22,6% (31) of them were verbs. 6,5% (9) of the posts were adjectives and adverbs.

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Single items	137	Percentages
Nouns	97	70,8%
Verbs	31	22,6%
Others	9	6,5%

Table 3.2 Percentages of the lexical borrowings

The following examples illustrate noun borrowings:

- Rani khadama fel business.

Translation :I'm working in business.

- Maandich bezaf money.

Translation :I don't have too much money.

- Wahad gal bali khoshom ydiro bezaf taa l'quizzes.

Translation : Somebody said them that they should make a lot of quizzes..

- Lazem tkoun man ta basah.

Translation : You should be a real man.

- Chahowa program ta ghadwa.

Translation :What is the program for tomorrow.

Generally, borrowed nouns are integrated into the recipient language. As can be seen from the examples, borrowed words were integrated morphologically into algerian arabic.

Verbs

The second type of single items that were frequently borrowed were verbs. 22,6% (31) of the words borrowed were verbs. Most of the verbs were related to the internet and Facebook. Here are some examples of this category:

- Tagiha khaliha tchouf.

Translation Tag her and let her see.

- Dartlak block.

Translation :I blocked you.

- Dartlak follow.

Translation : I have follow you.

As can be seen from the examples most of the verbs are integrated into the recipient language. As in the example, “*ha*” (her) is used with the verb (to tag).

Adjectives and Adverbs

Adjectives and adverbs that were borrowed make up the 6.5% (9) of single items, lexical borrowing. The word cool was used by many participants and repeated many items. In this case, we can say that the word cool has become part of the Algerian Arabic lexical system. None of the participants used the equivalence of the word in Algerian Arabic; rather, all of them used the English equivalent. The following examples show that adjectives usually remained in the same form but they were adapted into the Algerian Arabic morphological system.

- Taajabni had l bent jaya cool

Translation : I like this girl, she is cool

- Lhafla ghardi tkoun cool

Translation The party will be cool

Code switching

CS is defined as “the alternative use by bilinguals of two or more languages in the same conversation” (Milroy and Muysken 1995). In the data, there seems to be a tendency to move between English and Algerian Arabic. In order to explain when code-switching occurred in Facebook entries written by the participants, posts were categorised into seven groups: Interests, Internet, Facebook and computer related to changes, education, location, and travelling, entertainment, sports and others.

		Percentages
Total	117	100%
Interests: Songs and movies and series	44	37,6 %
Internet, facebook, Computer	23	19,65 %
Education	17	14,5 %
Entertainment	10	8,54 %
Location/ Traveling	9	7,7 %
Sports	8	6,8%
Other	6	5,12%

Table 3.3: Percentages of code-switching with respect to content.

As can be seen from table 3.3, most of the phrases switched were related to interests of the university students. When they were writing about the series they watched and music they listened to, they preferred writing in English. The research hypothesis is not verified within phrasal switches, as 37,6% (44) of the posts were related to music and series rather than to the Internet and technology and technology as predicated. Here are some examples of CS related to participant’s interests.

- Believe your dreams come true everyday. Because they do. Nabghi natfaraj One tree hill.

Translation: Believe your dreams come true every day. Because they do. I love watching One Tree Hill.

- Alhamdulillah, Finally khbar yfarah.

Translation: Thanks god, finally a good news.

- Thanks Asma i have already watched the video, mohim bezaf tfarjou jmaà.

Translation : Thanks Asma i have already watched the video, it's very interesting watch it guys.

- Next year nadkhol hata l'octobre.

Translation : Next year i will enter till Octob

Internet, Facebook and computer- related code-switching make up almost 20% (23) of the posts, the Following examples show code switching related to Internet, computer and Facebook.

- Rani bari nbadal my profile picture.

Translation : I want to change my profile picture.

- Rohi l'setting and privacy.

Translation : Go to setting and privacy.

- Choufi f notifications talki l'comment ntaàha.

Translation : See in the notifications, you will find her comment.

- Mankadch naglaà tags ma taswira.

Translation I can't remove the tags from the photo.

- Lbarah hatat post chaba.

Translation Yesterday, she has published a nice post.

- Check your messenger, rsaltlek taswira.

Translation : Check your messenger, I have send you a picture.

- Rsali heart stiker.

Translation : He sent me a heart stiker.

- Malkitch location taàah fel Facebook.

Translation : I didn't find his location on Facebook.

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The data showed that 14,5% (17) of the Facebook were related to education. Here are some examples of CS related to education.

- Fawatout l'quiz taà written expression.

Translation :Have you pass the quiz of the written expression.

- Yla brit ykoun àndek a good spelling, you have to read books.

Translation If you want to have a good spelling, you have to read a books.

- Matensich tji fel wakt, wa have an exam at 10:00 am.

Translation Don't forget to be on time, we have an exam at 10:00 am.

- Maàndich maàloumat àla research methodology.

Translation I don't have informations about the research methodology.

Code switches about entertainment make up the 8.54% of the switched phrases.

- Wajed rohak, We will rock it.

Translation Get ready, we will rock it.

- Lbarah tfarajet horror movie, khoft bezaf.

Translation Yesterday,I wached a horror movie, I was scared.

- Kima galet lghonya "Nevermind I'll find someone like you".

Translation As it says in the song "Nevermind I'll find someone like you".

- Roh l'egybest w download the full movie.

Translation Go to the egybest and download the full movie

Results and Discussion

- Taàjabni the old version of the miserable.

Translation I like the old version of the miserable.

The data was gathered during the Winter holidays and some of the participants were travelling. Their posts include words related to their travelling and location. These words make up 7,7 % of the phrasal code switches. Examples below illustrate some of CS related to travelling:

- Kima gel Hans Christian Andersen “ to travel is to live”.

Translation Like he said: “ to travel is to live”.

- Matsaàbhach àla rohak quit your job, by a ticket and never return.

Translation Don’t make it hard for your self, quit your job by ticket and never return.

- Rak mwajed rohak, new adventure is begin.

Translation Are you ready, new adventure is begin.

- Khamamti win raki baghya trouhi fel honeymoon?

Translation Do you guess where you will go on honeymoon?

6, 8% of the posts had CS related to sports. Here are some examples:

- Kayan match taà football àla 8:00 pm.

Translation There is a match of football at 8:00 pm.

- From Algeria to new york city duration 10:35 min, Beida bazef.

Translation From Alegria to new york city duration 10:35 min, so far away.

- Yilk talàb sport kima galo “ healthy mind in healty body”.

Translation You should play a sport like it said “ healty mind in healty body”.

Lbayan lamkhayar: small Money small football, big Money big corruption.

Translation The best statement: small Money small football, big Money big corruption.

- Tfarajt l’final match lbarah?

Translation Did you watch the final match yesterday?

Results and Discussion

In this section, code switches were categorised and explained according to their topics and were explained with examples. In the following section, types of CS, which were found and analyzed.

Types of Code Switching

There are two types of CS. Inter-sentential and intra-sentential. (Poplack, 1980). There were 117 code switching. 69, 23 % of them were intra-sentential code switching in which participants switched from Algerian Arabic to English within the same sentence, and 30, 7 % were inter-sentential code switching, in which the participants switch between sentences.

		Percentages
Total number of CS	117	100%
inter-sentential code switching	36	30,7 %
intra-sentential code switching	81	69,23 %

Table 3.4 Types of CS

Here are some examples of intra-sentential code switching:

- Chaft fel facebook hbibet my ex-boyfriend's 'similar to you' jani dahk.

Translation Facebook showed me my exboyfriend's new girlfriend as similar to you. I laughed.

- Golt lalhasan 'make me perfect' w darha.

Translation I say my hair dresser "make me perfect" and he does.

- Khdamt work-out playlist hayla; yalah nroho l'kaat riyada...

Translation I have made a great work-out playlist; let's go ,off to gym...

Results and Discussion

- Khti magolnach the exam was hard golna lwakt makfanach.

Translation Sister we have not said that the exam was hard we have said that time wasn't enough.

- Jmaà ghadwa àndna make up sesión ala 10:00 tas bah.

Translation Guys tomorrow we have a make up sesión at 10:00 am.

- Sbah lkhir àlikom, sah they delayed the exam till 30 february ? wala gaàd f25

Translation Good morning everyone, is it true that they delayed the exam till 30 february? Or it still on 25th.

This examples are examples of an insertion strategy in which a phrase is integrated in a nested A-B-A structure. (Muysken 2000).

Jmaà ghadwa àndna	make up session	àla 10:00 tas bah.
(A)	(B)	(A)

Guys tomorrow we have a make up session at 10:00 am.

Golt lahasan	'make me perfect'	w darha.
(A)	(B)	(A)

I say my hair dresser "make me perfect" and he does.

Khdamt	work-out playlist	hayla; yalah nroho l'kaàt riyada...
(A)	(B)	(A)

I have made a great work-out playlist; let's go ,off to gym...

The second type of CS is inter-sentential code switching in which participants switch between sentences makes up the 30, 7 % of the CS. Following inter-sentential code switching, The following examples are in A-B structure. According to Muysken (2000), this strategy is called alternation.

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- Nothing good happens after 2am. Lhaja lamkhayra li tnajam tat3alamha mel mosalsalat lamrikiya.

Translation Nothing good happens after 2am. The best thing that can be learnt from an American series.

- ChrobtI kahwa bel hlib ta jawz el hind...Super exotic :)

Translation :I have drunk coffee with coconut milk. Super exotic.

- F had lwakt rani nchouf tlata tan ass ydoro biya, I guess I am ok :))

Translation Right now I am looking at three people around me and I guess I am ok.

- Raha 7.28 w raha dalma bezaf, rani labsa kach ta naw. Winter here we come!

Translation: It is 7:28 and it is very dark, I am wearing a rain-wear. Winter here we come!

Posts only in English

The percentages in figure 3.1 reflect that 6, 35 % (245) of the posts were only in English. Posts only in English were categorised according to their topic as can be seen in table 3.5. Most of the posts (25, 3 %) were related to music, series and movies. Some of the posts were the names of songs and song lyrics.

		Percentages
Only in English	245	100%
Interest: Songs, movies, lyrics, series	62	25,3 %
Quotations	55	22,4 %
Emotions	34	13,8%
Daily life activities	22	9 %
Internet, Facebook, computer	21	8,5 %
Location/ Travelling	13	5,3 %

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		Percentages
Entertainment	12	4, 9
Sports	9	3,6 %
Education	3	1,2 %
Other	14	5, 7%

Table 3.5: Posts only in English with respect to content

Here are some examples of posts related to series:

- Gossip Girl marathon makes me want to move back to New York.
- Watching "Eternal sunshine of the Spotless Mind" for the 100th time
- Karl Marx had it right

Here are some examples of posts related to music; lyrics and names of the songs.

- I just can't get you out of my head
- Excusee mee I might drink a little more than I shoould tonight
- I'm just not that into you
- I'm into you
- Go little bad girl
- Almost there don't give up nooow

Quotations from famous people were posted and 22, 44 % (55) of the posts were quotations. Here are some examples of quotations posted:

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- "So we beat on, boats against the current, borne back ceaselessly into the past."

The Great Gatsby

- "To live alone is the fate of all great souls." Arthur Schopenhauer
- Knowing isn't enough, we must apply! Willing isn't enough, we must do!
- "The pure in heart need no lawyers." (Judge Danforth)
- "Nah. Everyone wants to kill the king. But the prince, just sails along telling all the ladies, "One day Im gonna be king." - Vincent Chase

Some of the participants expressed their emotions (13, 8%) in English. It may be due to the fact that Algerian people are not used to expressing their feelings to other people directly. When feelings are expressed in another language, speakers do not feel embarrassed. Here are some examples related to expressing feelings:

- feeling mellow...
- I miss you
- Looveeeee ittt
- Yea I didn't feel anything
- i miss you tooo!!!!
- I hate him!

Daily life activities make up 9 % (22) of the posts. Examples (118-128) illustrate some posts found in the data related to daily life activities.

- Only 30 min of cardio should have run longer...
- 2nd coffee and it's only 9:15 am

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- Very strong coffee to start the day
- Had a decent run 406 cal...
- Arabic coffee then off to swimming...
- Back from a three-hour walk...
- Dinner with my best friend :)
- Just got back from an amazing brunch with the cousins. Off to gym to burn the 1000 kcals i ate :-)
- shoulder ache due to playing Wii Tennis for almost 2.5 hours
- Morning coffee...
- Lipton Apple Cinnamon tea not bad.

Internet, Facebook, computer-related changes compose 8, 57 % (21) of the posts only in English. Here are some examples of the Internet, Facebook, and computer-related CS:

- Facebook is like a relationship, once you think you have it all figured out, everything changes.
- Welcome to Facebook. Everybody, add Rami and make sure he feels comfortable here
- If you don't like the Facebook Chat sidebar, share this (I'm curious as to how many people don't like i.
- Asked my mom if she knew what "wtf" meant, she said "Welcome to facebook?"

Some of the participants wrote their locations and wrote about their trips in English. (5, 3 %) Here are some examples related to location and travelling:

- Home sweet home...

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- I am @ the stadium...
- Finally @ tlemcen.
- Landed.
- Back home.
- At the airport.

Posts about entertainment make up the 4, 9% (12) of the posts in English. Here are some examples related to entertainment:

- And my head just keeps on spinning, my cousin's wedding was amazing
- I love partying

Posts about sports make up 3, 6 % (9) of the posts. Here are some examples of posts related to sports:

- Unstoppable Messi
- Hala madrid
- Are you gonna watch the footballe match :)
- football is a beautiful game and it needs to be played beautifully
- defence defence defence!!!

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Posts related to education make up 1, 2 % (3) of the posts.

- Linguistics is vast field
- Reading about methodology for beginners #cyrstal
- Preparing for exams #ready.

Posts only in English were categorised according to their content and examples were given for each category. Ten categories came up, and the last category was “others”, which included code-switches related to swear words. Some of the participants preferred writing in English when they wanted to write swear words.

Discussion of The Results

Algeria is a country that belongs to the expanding circle where English is spoken widely. Research has showed that even Algerian Arabic language can be influenced by English. Although Algerian Arabic language is successful in meeting the linguistic demand of the country, there is an increasing use of English in Algeria.

In this research, posts in English and Algerian Arabic and posts only in English were analysed at four levels; spelling, lexical borrowing, CS and posts only in English. Posts with lexical borrowings, CS and posts only in English were categorised according to their contents. The following table shows the percentages of the contents in 3 levels; lexical borrowing, CS and posts only in English.

Content	Lexical Borrowing	Code-Switching	Posts only in English
Internet, Facebook, Computer	34,3 %	19,65 %	8,5 %
Education	27%	14,5 %	1,2 %
Entertainment	23,35%	8,54 %	4,9%
Interests: Songs, movies and series		37,6 %	25,3 %

Results and Discussion

Location/ Traveling		7,7 %	5,3 %
Sports		6,8%	3,6 %
Quotations			22,4 %
Emotions			13,8%
Daily life activities			9 %
Abbreviations	10,94%		
Other	4,37%	5,21 %	5, 7%

Table 3.6 : Lexical Borrowing, Code-Switching and Posts Only in English With Respect to Their Contents

Participants used both English and Algerian Arabic, while they were talking about the Internet, Facebook and computers, education and entertainment. When they were posting about their interests, their locations and sports, they code-switched from Algerian Arabic to English or posted only in English. When participants were writing about their emotions, daily life activities or quoting someone, they only wrote in English, they didn't CS or borrowed lexical items from English.

The theory was proved within the borrowed lexical items; most of the words borrowed were related to the Internet and the webpage. This result supports the lexical gap hypothesis; Algerian Arabic language needs new terminology due to technological and cultural changes. The surprising result which unproved the theory of the research was most of the CS (37, 6%) and posts only in English (25, 3%) were related to participants' interests; songs, series and music. CS related to the Internet was 19, 65 % and posts only in English related to the Internet were 8, 5 %, which are comparatively rare frequencies of occurrence.

Following the following figure which shows percentages of the total influence of English to Algerian Arabic, with respect to topic. Research showed that university students communicating online use English mostly when they were writing about music, movies and series (2, 74%). English influence on Algerian Arabic, with respect to the Internet, computer and Facebook is 2, 35 % and it is followed by the influence of English with respect to education with 1, 47 %. We can say that, although there is an influence of English through education and technology, the cultural influence through music and series is higher.

Results and Discussion

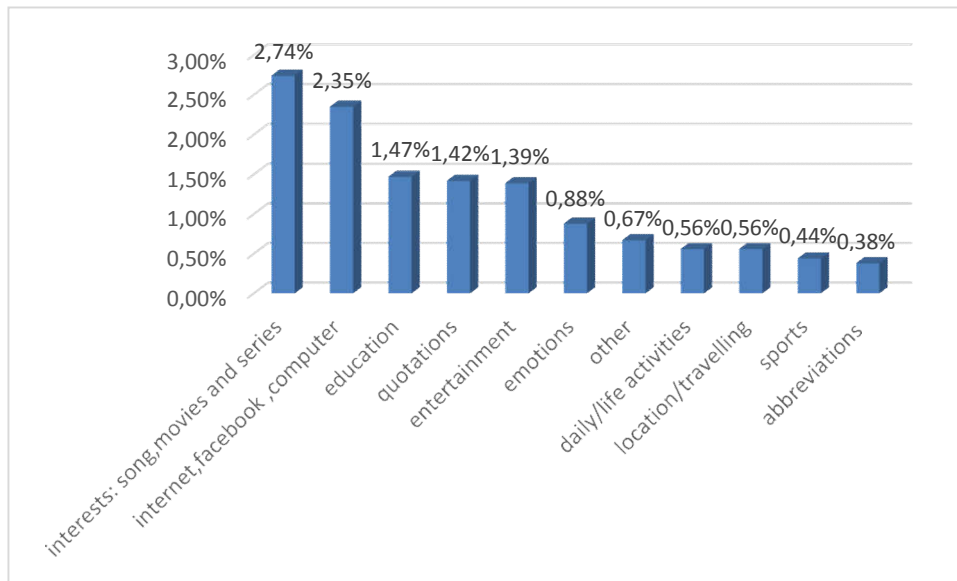


Figure 3.2: Influence of English to Algerian Arabic language with respect

Conclusion

It is possible to say that Algerian online users use English extensively while they were talking about their interests. These results have showed that Algerian people were exposed to English language, through mass media, more than the computer mediated communication and education. This supports the hypothesis, which is the tendency in a society to culturally imitate other dominant groups that are socially more powerful. The reason why Algerian students use English instead of Algerian arabic on a social network can be to create a special language in their closed groups and try to distinguish themselves from the rest of the population.

Limitations of the Study

It is a researcher's responsibility to protect the interests of its participants and to avoid unintended negative effects toward the participants both during and following the actual study. The researcher adhered to ethical guidelines and ensured that the interests of the participants of this study are not harmed because of participating in this study. These guidelines included maintaining confidentiality of the participants.

Results and Discussion

There are limitations and challenges inherited in any research method. Realising and explaining limitations of a study is one way of showing the trustworthiness of the study to its readers. Specifically there are a number of limitations in this study that must be discussed.

Careful consideration is given to the languages used in the data gathering process. However, a limitation in interpreting some of the data may have arisen because translating the posts from Algerian Arabic to English is a challenge for non-native speakers of English and due to lack of translating skills.

Even though the participants were aware of the confidentiality of their identity, it is possible that the participants did not present objective views and opinions that could show negative sides of the participants themselves. Moreover, the findings of the study do not generalize or may not truly represent the entire population of students at university centre of Ain temouchent since some students can have more than one account on Facebook.

General Conclusion

Limitation of the study

The aim of this paper was to describe how Algerian students borrow lexical items from English and code-switch between English and Algerian Arabic in a social networking website Facebook. In this study, posts on Facebook by Algerian students were gathered for two months and analysed. During the analysis, four aspects were taken into account: spelling, lexical borrowing, code-switching and posts only in English.

This study has established that the phenomenon of lexical borrowing and CS of Algerian Arabic and English is a common feature in computer-mediated communication (CMC) by university students. Findings showed that a significant percentage (13, 45%) of the posts were only in English or had English lexical items, especially high if we take into account that the posts were for Algerian Arabic speaking followers. One of the research questions was whether Algerian Arabic speakers tend to use English extensively when communicating online. Based on the results, the answer to this question is that Algerian university students do use English when communicating online.

Analysis of Algerian Arabic posts according to spelling showed that the participants omitted some vowels or consonants while communicating online. A significant percentage of the Algerian Arabic posts were written without taking into consideration the phonetic characteristics of the Algerian Arabic language and disregarded orthographic rules. In the data, Algerian Arabic characters were substituted with English characters.

As to topic, the hypothesis of this paper, as stated in the introduction, was that most of the English words and phrases borrowed would refer to Facebook or Internet. This theory is verified when the borrowed single items are considered. Most of the single items borrowed were related to the website, Internet and computers (34%). These results are consistent with Matras' (2009) gap hypothesis; that the reason for lexical borrowing is the need for new terminology due to technological and cultural changes. Also the participants, who were university students studying in English borrowed lexical items (27%) from English while they were posting about education. There is a flow of lexical transfers from English into Algerian Arabic as a result of close contact between the two languages through education. Thirdly, a significant percentage (23%) of the single borrowed items were related to entertainment which can be a support for the prestige hypothesis that states that speakers get elements from the prestigious language, which is socially more powerful and dominant, to gain social status and approval. The study also shows that the English single items embedded into Algerian Arabic

General conclusion

were mostly nouns (70,8%).

It was found that other word classes (adjectives, verbs, adverbs) appeared in comparatively less frequency. Most of the borrowed single items were core borrowings. Although words had Algerian Arabic equivalents, English words were preferred. Cultural borrowings found in the data were only related to technology.

In the third part of the analysis, the results showed that code-switching is a common practice among Algerian university students communicating online. Posts were categorised into seven groups: interests, Internet, Facebook and computer related changes, education, traveling, entertainment, and other. The research hypothesis, which was that most borrowed English words and phrases would refer to Facebook or Internet activity, was proved to be wrong within switched phrases. Most of the switched phrases were related to interests of the university students such as music, TV, and series (37, 6 %). When code switches were categorized according to their types, it was found that (30,7%) of the code switches were inter-sentential, in which the participants switch between sentences. (69,23%) of them were intra-sentential, that is, code switching in which participants switched from Algerian Arabic to English within the same sentence. The reason why the intra-sentential type is the most common is probably that most of the participants are fairly fluent in both languages; English and Algerian Arabic, and therefore code switching becomes a natural part of their conversation. (Romaine, 1989:113).

In addition, Algerian people's attitudes towards Algerian Arabic-English code switching are also worth studying. Motivations for using English can be analysed by directly asking participants or via questionnaires, and, finally, it would be interesting to examine to what extent Algerian people are conscious about their lexical borrowing and CS while communicating online.

To sum up, these findings support gap hypothesis, since the use of English is related to the Internet, computers and web pages, and also the hypothesis, since it is clear that mass media and series are expanding the use of English expressions. Algerian people are exposed to the socio-cultural influence of English-speaking countries, especially the USA, through mass media and new technologies. Results show that this situation affects the use of English by Algerian people and plays an important role that results in lexical borrowing and code-switching in the Algerian Arabic language.

Limitations of the Study

It is a researcher's responsibility to protect the interests of its participants and to avoid unintended negative effects toward the participants both during and following the actual study. The researcher adhered to ethical guidelines and ensured that the interests of the participants of this study are not harmed because of participating in this study. These guidelines included maintaining confidentiality of the participants.

There are limitations and challenges inherited in any research method. Realising and explaining limitations of a study is one way of showing the trustworthiness of the study to its readers. Specifically there are a number of limitations in this study that must be discussed.

Careful consideration is given to the languages used in the data gathering process. However, a limitation in interpreting some of the data may have arisen because translating the posts from Algerian Arabic to English is a challenge for non-native speakers of English and due to lack of translating skills.

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