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**Faculty of Letters and Languages**

**Department of Letters and English Language**

**SPANISH - ARABIC LINGUISTIC  
INTERFERENCES IN ALGERIA  
(CASE OF AIN TEMOUCHENT)**

**Submitted by: Hadjar YEKRELEF**

**Supervised by: Mr. Boubekeur BENGUERFI**

**Board of Examiners:**

<b>President</b>	<b>Dr. HAMZA OUI</b>
<b>Supervisor</b>	<b>Mr. BENGUERFI</b>
<b>Examiner</b>	<b>Dr. KORICHE</b>

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## *Dedication*

*I would like to dedicate this humble work to the following people:*

- **My parents**
- **My Supervisor: Mr. BENGUERFI**
- **My family members**

*Hadjar*

## *Acknowledgment*

*First, I would like to thank Allah Almighty for granting me the knowledge, ability and health to do this humble research work, persevere in it, and complete it satisfactorily. Without his blessings, this achievement would not have been possible.*

*After Allah, I thank my parents who has helped me and worked hard for me to complete my studies.*

*My sincere appreciation to my supervisor **Mr. BENGUERFI** for helping and guiding me to fulfil this research experience, and I thank him for the efforts that he made.*

*I must also acknowledge my family members for their support and help.*

## **Abstract**

This research work is a sociolinguistic study on linguistic interactions that may arise due to the connection between the Arabic and Spanish languages, as the speech community in Ain Temouchent will be taken as a case study. This extended essay seeks to uncover the main factors and reasons that prompted the citizens of Ain Temouchent to use Spanish words by incorporating them into Arabic as their mother tongue, i.e. Algerian Arabic, and in order to verify the coverage of the use of these Spanish words. Among the youth and the elderly, a questionnaire will be directed to a sample of Ain Temouchent, consisting of six questions, with the aim of making sure that they use this language during their daily interactions, in addition to highlighting their attitudes towards the Spanish language. Preliminary data shows that the use of Spanish words by the inhabitants of Ain Temouchent is a result of the historical and geographical roots between the Algerian and Spanish lands, where both countries have a long history in addition to the geographical proximity between them, as Spain is very close to the Algerian western coast.

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## **The list of Acronyms**

- **High variety = H**
- **Low variety = L**
- **Code switching = CS**
- **Code mixing = CM**
- **Modern standard Arabic = MSA**
- **Classical Arabic = CA**
- **Algerian Arabic = AA**
- **First Language = L1**
- **Second Language = L2**

# **General Introduction**

## **General Introduction**

### **General Introduction**

Language, whether spoken or written, is the basis of communication between all human beings as they can express their knowledge, feelings, and beliefs through it. This made languages a point of study by sociolinguists, whose aim is to shed light on the causes and nature of the linguistic differences that exist in different societies.

Each community has its own language and dialect that distinguishes it from another society, and it is possible to find more than one language that can be used in one community, Ain Temouchent for example. At the present time, the Spanish language still occupies a place until now in the Ain Temouchent dialect due to some reasons.

The main objective of this research is to shed light on the Arabic-Spanish linguistic intervention in the Algerian society by selecting Ain Temouchent as a case the study is based on.

The aim of the study

The aims of this sociolinguistic research are to investigate the reasons that pushed Temouchent inhabitants to utilize the Spanish language within their dialect in their daily conversations without even paying attention to it and to look for if this population is using Spanish words as it is or different from the origin. The objective of the latter is to check the difference between youngsters and old people in using Spanish words.

The Research Questions:

The questions that are raised in this research are as follows:

- 1)- Why there are linguistic interferences between Spanish and Arabic in daily life conversations among Ain Temouchent's people?
- 2)- What impact does it have on Ain Temouchent citizens and what is the thing that makes them keep this situation?

Hypothesis:

H1-The linguistic interferences in daily life conversations among people in Ain Temouchent refer to the historical background of Ain Temouchent and its geographical situation of it.

## **General Introduction**

H2 -It has a great impact on the citizens of Ain Temouchent because they use Spanish words all time, and the only thing that makes those people keep this situation is that they get used to it and they accept it as if it is an integral part of their dialect.

The dissertation structure

This research work will get a touch with the linguistic interferences in context situations, and it will be limited to a language situation where two different varieties are used: the Spanish language and Ain Temouchent dialect. This dissertation will pass through two chapters.

The first chapter will first introduce the reason behind the utilization of linguistic interferences in lifestyle conversations among individuals of Ain Temouchent then, reviewing the various language phenomena that occur due to linguistic interferences. Some key concepts like diglossia, code-switching, bilingualism, and borrowing will be tackled in this chapter throughout the description of the linguistic situation in Algeria (Ain Temouchent).

The second chapter will present the historical and geographical relations between these two regions. Spain and Ain Temouchent and will show the influence of the Spanish language on the inhabitants of Ain Temouchent, furthermore, it will determine what makes them maintain this situation. This chapter will be concerned with the practical part where both of quantitative and qualitative data will be analyzed and followed by an aggregate explanation.

# Chapter One

**1.1 Introduction :**

This chapter will focus mainly on the language used in Ain Temouchent in relation to Spanish and Algerian Arabic. First, it will tackle the sociolinguistic situation in Algeria and provide a geographical and historical overview of Ain Temouchent. Afterward, it will explain what linguistic interference is and its main levels by illustrating with some examples of the most frequently Spanish words which are used in daily life conversations among citizens of Ain Temouchent. Algeria is a society where we can find linguistic diversity due to the invasions the region witnessed a long time ago against the Ottoman and the French and Spanish colonialism. Since Spain colonized Algeria for more than 300 years, especially the western regions such as Oran, Tlemcen, and Sidi Bel Abbas. Their dialects are mixed with some Spanish words and are still used until now.

This study is an experience to see how Arabic and Spanish, the two languages in contact are related linguistically and socially to the citizens' behaviors. Generally, contact in languages emerges because of some factors such as diglossia, bilingualism, or multilingualism, or simply the existence of many linguistic varieties that led to the spread of other phenomena as code-switching, code-mixing, and borrowing.

**1.2 Sociolinguistic Phenomena in Algeria**

In the following, I am going to deal with the descriptions of some language phenomena that are related to Algeria as a whole. At the next step within this chapter, I will talk about Ain Temouchent and the use of Spanish loanwords. These phenomena include diglossia, bilingualism, code-switching, code-mixing, and borrowing.

**1.2.1 Bilingualism**

Generally speaking, a bilingual person is a person who speaks two languages. The one who speaks more than two languages is named a "multilingual". However, the concept of bilingualism has, in fact, raised a number of theoretical and methodological difficulties because sociolinguists define it differently.

Bilingualism ranges from a minimum proficiency in two languages, to an advanced level of proficiency, allowing a speaker to function and appear as a native speaker of both languages. People may describe themselves as bilingual but this may only refer to the ability to speak and

communicate orally. Others may be proficient in reading in one or more languages. To be "bilingual" means different things to different people. Therefore, bilingualism definition will need to acknowledge the learner's proficiency, the purposes for which they use the languages.

Bloomfield (1935, 56) provides a very common definition of bilingualism; he describes it as "a native-like control of two languages". While, Haugen (1953, 7) says: "Bilingualism begins at the point where the speaker of one language can produce complete meaningful utterances in the other language".

McNamara (1967a) has another vision concerning the bilingualism definition; he proposes that a bilingual is any person who possesses minimal competence in only one of our language skills: listening, speaking, reading and writing, in a language other than his maternal language.

Bilingualism can be viewed from two different perspectives: from the perspective of the individual and from the perspective of society. In essence, we have individual bilingualism and social bilingualism. Hammers and Blanc say in this regard:

The concept of bilingualism refers to the state of a variety linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (societal bilingualism), but it also includes the concept of bilingualism (or individual bilingualism). Bilingualism is the psychological state of an individual who has access to more than one linguistic code as a means of social communication. (2006, p.6)

When an individual in a community possesses two languages, he/she is described as being bilingual. Likewise, when two languages in society dominate the others and most of the population in that community speaks or uses those languages in communication, we can call that bilingual society. It is important to mention that a bilingual individual may dwell in a monolingual community. Likewise, in a bilingual society, not all of the population are necessarily bilingual.

In the societal bilingualism case, when two dominant languages become the primary means of communication, they will be assigned important roles in society. For example, in Nigeria, the English language is dominant since it is the legacy that the colonial masters left behind and it is also the language of unity that unifies the various speakers in Nigeria. Below are some bilingual practices:



**Compound Bilingualism:** This typically happens when a bilingual learns two languages in the same context and refers to the same situation in which words from the two languages share the same meaning.

**Coordinate Bilingualism:** This type occurs when a bilingual acquires each language into different contexts and different situations. Therefore, the speaker has to know the meanings of words he uses in the first language (L1) and the meanings of words of the second language (L2).

**Subordinate Bilingualism:** This means that the bilingual acquires the first language and interprets the second one through (L1). The language phenomenon that marks bilingual speech is Code switching.

**1.2.1.1 Bilingualism in Algeria:** Algeria is characterized by the coexistence of two completely different languages: Arabic and French, which still play an important role in Algerian society in the spoken and written fields. Moreover, the use of Tamazight in some Algerian speech societies makes Algeria considered a multilingual society. Romaine (1995, 30) states, “If individuals possess two languages and can reasonably function in the production and perception of both, they are considered bilinguals”. Algerian society creates a very complex situation where a large proportion of the population can work in more than one code.

What is remarkable is that all Algerians, even the illiterate ones, use and/or understand at least a few words from either Standard Arabic (SA) or French in their daily interactions. In other words, a great deal of French borrowing, which has been adapted and even non-adapted, can be observed in the majority of speakers' conversations, especially in urban areas. Moreover, despite the widespread use of SA in education and replacing the French language at almost all educational levels (except for some scientific fields), the French language is still used in many fields such as economics, finance, and the media. It is considered as the language of technology and development in various domains. Because of its long history in the Algerian context, French has been granted a prevalent language status not only in the social spheres but also in the educational, political, and cultural spheres.

## 1.2.2 Diglossia

The French Arabist William Marçais (1930), whose remarks are based on North African studies, first uses the term ‘diglossia’ in French as “la diglossieArabe”<sup>1</sup> (Arabic diglossie). He describes this linguistic phenomenon as the existence of two distinct forms of the Arabic language: one is only written and the other is spoken.

Like Marçais, Ferguson (1959) uses the term ‘diglossia’ in an article he wrote entitled "Diglossia". He identifies four languages: Arabic, Greek, Haitian Creole, and Swiss German as important examples of languages that fit his definition of diglossia. According to Ferguson (1959) diglossia is:

A relatively stable situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely in formal education and is used for most written and formal spoken purposes but is not used by any section of the community for ordinary conversation.

( Ferguson, 1959, p.336)

In Ferguson’s point of view, speech communities have two different varieties, one is high (H) and the second is considered to be low (L) and each one of them is used in specific contexts and for specific purposes:

### **1.2.2.1 High variety**

The high variety (H) is supposed to be more prestigious, official, codified since it is supported by the government and it has written form and published books and is used in a formal situation.

### **1.2.2.2 Low variety**

The low variety (L) in comparison with the high one, is considered to be inferior and less prestigious than the (H), it is informal and it is not codified.

By the way of this distinction of these two varieties, Ferguson (1959) describes the High variety as “The superposed variety, [...] which is learned largely by formal education, and is used

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<sup>1</sup>Marçais, W. (1930). La Diglossie Arabe, In l’enseignement Public 104 (12),401-409.

for most written and formal spoken purposes, but is not used by any sector of the community for ordinary conversation”.p.245.

Ferguson presents the case of the Arabic language as a prototype of diglossia in the Arabic language. These two varieties of Arabic symbolize diglossic situations due to their complementary distribution in terms of usage contexts.

Standard Arabic (SA) stands for the ‘high’ used in formal situations, while dialectal Arabic (DA) represents the low variety used in everyday life conversations and other informal communicative exchanges.

### **1.2.2.3 Diglossia in Algeria**

Algeria is a diglossic community because it has more than one form of Arabic language where two varieties of language are used in a complementary way. These two varieties are Classical Arabic (CA) and Algerian Arabic (AA).

CA or also called Modern Standard Arabic (MSA)<sup>2</sup> is considered as the high variety because it is the official language besides that; it is the language of the Holy Quran. AA represents the low varieties since it is the form that is used in daily conversations. These two varieties are used for communication among the whole speech community.

### **1.2.3 Code Switching**

In sociolinguistics, different scholars and researchers suggested different definitions of code-switching. It refers to a situation where the speaker is able to switch from one language to another in the same conversation.

Code-Switching (CS) is still ambiguous and an unclear term since it does not have an exact definition or standard meaning according to what sociolinguists and scholars declare. It is defined with several explanations because each scholar gives his own interpretation. Gumperz (1982, 59) defines code-switching by saying: “The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of subsystems”. In other

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<sup>2</sup> Modern Standard Arabic is a simplified version of Classical Arabic.

words, his interpretation of code-switching is the use of an alternative language for some particular reasons.

Myers-Scotton (2006, 239) gives a more general definition of code-switching by saying that it is “The use of two language varieties in the same conversation”. Therefore, code-switching is a sociolinguistic phenomenon that exists in bilingual societies where people have the opportunity to communicate with two or more different languages by using different codes in order to express them as fully as they can. Moreover, Poplack (1980, 583) defines code-switching as “the alternation of two languages within a single discourse, sentence, or constituent”. According to Poplack (1980, 581-618) there are three different types of CS, which are classified as follows:

### **1.2.3.1 Tag- Switching**

This type is supposed to be the easiest one since it inserts exclamations such as: ‘isn’t it?’, ‘don’t you?’ in one language into different sentences from different languages.

### **1.2.3.2 Inter-sentential Code Switching**

It occurs in clauses or sentences in which each sentence is different from the other .i.e. the first sentence beings in language A and the second one is in language B.

E.g. Il m’a demandé de remplir la fiche / rirbehyadfaAha/.

(He asked me to fill the form just for submitting it).

### **1.2.3.3 Intra-sentential Code Switching**

This type of CS is the most complex and difficult one. It can also occur in sentences, clauses, and even words with a mixture of two languages when dealing with the same topic.

E.g. /fel/ sept janvier /rohtlibher/. (On January 7, I went to the sea).

In addition to that, Bloom and Gumperz (1972) proposed two other types of code-switching and they are categorized as Situational Code-Switching and Metaphorical Code Switching.

### **1.2.3.4 Situational Code Switching**

Situational code-switching refers to speakers who shift from one language to another according to a specific situation.

### 1.2.3.5 Metaphorical code-switching

It refers to the speaker who shifts from a given language to another to clarify a misunderstood sentence or utterance or to create effective communication.

### 1.2.4 Code Mixing

Several researchers and sociolinguists have defined code-mixing (CM) as one of the most important aspects of language contact situations since is considered as a communication tool in which the speaker mixes different linguistic units such as morphemes, words, modifiers, phrases, clauses, and so on in a sentence. Trudgill (1992, 16) claims: “The process whereby speakers indulge in code-switching between languages of such rapidity and density, even within sentence and phrases, that is not really possible to say at any given time which language they are speaking”. Whereas Mc Clure (1978) defines code-mixing as:

The individual's use the opposite language element which cannot be considered to be borrowed by the community. It occurs when a person is momentarily unable to access in it in another code or when he lacks a term in the code he is using which exactly expresses the concept he wishes to convey.

(Mc Clure, 1978, p. 60)

Ritchie and Bhatia (2004) define also (CM) as follows:

[...] The mixing of various Linguistic units (morphemes, words, modifiers, phrases, clauses, sentences). Primarily from two participating grammatical Systems within a sentence. In other word, CM is Intra-sentential and is constrained by grammatical principles and may also be motivated by social psychological factors.

(Ritchie & Bhatia, 2004, p.337)

Since code switching refers to the use of different unites of linguistics (words, phrases, clauses, sentences), it can be at two levels between elements of the same sentence or what is called **intra-sentential switching** or between different sentences or what is called **inter-sentential switching**, and it may be a subject to discourse principles. However, code mixing is categorized as intra-sentential switching as it requires the integration of the rules of the two languages involved in the discourse within the sentence.

#### 1.2.4.1.Code Mixing vs Code Mixing

There are different opinions on the distinction between code mixing (CM) and (CS). Some linguists have used CS as a covering term to refer to these two phenomena. For instance, Scotton (1992) used these terms interchangeably. Bhatia (1992) also uses CM as a covering term for both of CM and CS. In this regard, Clyne (2003) differentiates between these two processes by saying:

“We should reserve CS for transference of individual lexical items through to whole stretches of speech; but we should adopt different terms like transversion for cases where the speaker crosses over completely into the other language”.

(Clyne, 2003, p.75)

Hence, Bokamba (1988) noticed three points when he made the distinction between CM and CS as follows:

1. The aforementioned phenomena must be known and differentiated because each one makes a distinct linguistic and psycholinguistic claim. For instance, CS does not occur at the grammatical rules of the two languages involved in the speech event, but code-mixing does.
2. CM refers to the most advanced degree of bilingualism to the extent that it needs considerable competence in the simultaneous processing of the grammatical rules of both languages. Only highly proficient speakers can be well engaged in code-mixing production and this refers to the degree of bilingualism involved in the production of code-mixing sentences.
3. CM is the use of two languages simultaneously. Regardless of languages member involved in the discourse, the language that provides the grammatical structure into which elements are inserted is referred to as the host whereas the other is termed the guest language.

#### **1.2.4.2.Code-Switching in Algeria**

In Algeria, people use code-switching in their daily life interactions; they switch from one language to another in the same conversation. The common switching used in Algeria is ‘Arabic – French’ since both of these two languages are spoken by the majority of Algerians. Here are some examples of code-switching that are used in Algeria.

1/ L bus rah jay (The bus is coming).

2/ Kamalna Les examenslyoum (We finished the exams today).

3/ ntisna3tiha ,si ? (You who made it, didn't you?).

From the examples above, it is noted that most of the sentences produced by Algerians contain code-switching. The latter may be found in all positions: at the beginning, middle, and the end of the sentence. In the first example, switching occurred at the beginning of the sentence, and in the second sentence, switching occurred at the middle whereas, in the remaining example, switching happened at the end of the sentence. Therefore, the Algerian speech can be concluded that the three types of switching ( intersentential, intrasentential, and tag switching ).

### **1.2.5 Borrowing**

Many scholars and sociolinguists who have consistently tried to provide a complete and clear explanation of this linguistic phenomenon also define it. Hornby (2005, 179) says: "Borrowing can be a word, a phrase or an idea that sb [Somebody] has taken from another person's work or from another language and is used in their own". While Dulay et al (1982, 263) describe linguistic borrowing as "[...] something that has happened whenever these have been bilinguals. It is, in fact, unthinkable without the existence of bilinguals and apparently inevitable where there is a considerable group of bilinguals".

From these perspectives, we can understand that borrowing means using equivalent words and elements from another language into the mother tongue by adopting them in order to explain and clarify ideas.

It is worth noting that people may use borrowing to refer to some unfamiliar words that they do not have an equivalent for in their own language. Therefore, this referring can be used as it (adoption) is or adapted (adaptation).

#### **1.2.5.1 Adoption and Adaption**

Adoption is a term used to refer to the process of borrowing words from the source language, and keeping loan words "in the original form and pronunciation as in the source language as if the word was 'copied' from the source language and 'pasted' into the recipient's language. In contrast, adaptation refers to the process in which loanwords undergo some phonemic, morphological, synthetic, or orthographic modifications.

Moreover, the practice of borrowing words can be either directly or indirectly. This is what will be explained as the second type of borrowing

### 1.2.5.2 Direct and Indirect Borrowing

Direct borrowing means that the word or borrowed element is a word original in the language from which it was borrowed, for example, the word "force" was borrowed directly from French into English. However, the word "algebra", for example, has been borrowed first from Arabic to Spanish and then from Spanish to English. Therefore, the word "algebra" was borrowed indirectly from Arabic into English with Spanish as an intermediate stage.

### 1.2.5.3 Borrowing in Algeria

Borrowing is a widespread phenomenon in Algeria, as different elements are used in the Algerian Arabic language coming from different sources. In this study, I will focus on the use of Spanish loanwords among language users in Ain Temouchent. Indeed, the presence of Spanish elements is due to the ancient historical contacts between Spanish and Arabic in Ain Temouchent.

Many Arabic words are influenced by borrowed Spanish elements. Some have been acoustically and morphologically adapted to be understood in the speech of individuals in everyday life, but others are not. For example, the word "escuela": meaning "school" was changed to / saqwi: la / in the Algerian dialect, and Velar plosive / k / was replaced by the standard qaaf / q / from Arabic. There are other words that are used in the sentences as they are in the source language without any modification such as :blusa<sup>3</sup>, soupa<sup>4</sup>, bote<sup>5</sup>.

## 1.3 Language Use in Ain Temouchent

What goes on about sociolinguistic facts in Algeria as a whole is mostly found in the speech community in Ain Temouchent. However, mainly for historical reasons, the linguistic setting in the Ain Temouchent context is characteristically famous for the introduction of words of Hispanic origin into the local diversity. In the following, I will review the implications of these historical reasons, then describe some of the linguistic interferences between Algerian Arabic and Spanish.

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<sup>3</sup>Blusa stands for 'dress' in English

<sup>4</sup>Soupa stands for 'soup' in English

<sup>5</sup>Bote stands for 'boat' in English



### 1.3.1 General Background of Ain Temouchent

I will describe the speech community in Ain Temouchent according to the geographical and historical references. To show the implications of these two criteria in relation to Spain and Ain Temouchent, I will present a picture of how the Spanish language communicates with the Arabic language with reference to the geography and background of the history of this society.

### 1.3.2 Geographical Situation of Ain Temouchent

Ain Témouchent is a province in the North-West of Algeria, located 520 km from the capital Algiers with an area of 2,376.89 km<sup>2</sup>. Its geostrategic position allows it to play a very important role in the country's economy in terms of investment, tourism, and agriculture. The province has significant port infrastructures, which place it in a position of Mediterranean openness.

Ain Temouchent is located in western Algeria; from a geographical point of view, it occupies a privileged location because of its proximity to three large cities, namely:

- Oran in the north-east (70 km from the chief town of the province),
- Sidi Bel Abbes in the south-east (70 km),
- Tlemcen in the southwest (75 km),

As well as its 80 km seafront, crossing nine municipalities (BeniSaf, Bouzedjar, Terga, Sidi Ben Adda, Oulhaça El Gherraba, Sidi Safi, Bouzedjar, Messaid, OuledKihal).

Its Geographical limits are:

- To the north by the Mediterranean Sea and Oran;
- To the south by the Tlemcen and Sidi Bel Abbes provinces;
- To the west by the Mediterranean and the Tlemcen province;
- To the east by the provinces of Oran and Sidi Bel Abbes.<sup>6</sup>

### 1.3.3 History and Ethnicity of Ain Temouchent

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<sup>6</sup> My translation of the French text taken from : <http://www.aniref.dz/index.php/extensions/jevents/24-observatoire-du-foncier-industriel/monographie/45-monographie-2>

Ain Temouchent dates back to the Phoenician era, according to many historical books that established the North African civilization in it since the ninth century BC, and the region witnessed great prosperity in that period, especially during the era of the Almoravids and the Almohads .

Afterwards, the city witnessed bloody battles during the military campaigns launched by the Spanish on the region. Its people valiantly resisted the invaders, and it had a prominent role during the resistance that broke out after that against French colonialism, especially during the reign of Emir Abdlkaderin which a treaty was signed between Emir Abdelkader of Algeria and the French General Dee Michel on June 1th, 1837. The treaty that recognized the victory of Emir Abdelkader, the free Algerian state, and EmirAbdelkader as its leader. The region continued to embrace the revolutionaries who resisted French colonialism, and it was a station for many symbols of the homeland and the liberation revolution, such as Messali al-Hajj, nicknamed the father of the national movement, and Larbi ben Mhidi and others.

The name of the city of Ain Temouchent was associated with the demonstrations of December 11, 1960, which is considered one of the most important stations of the Algeria revolution.<sup>7</sup>

### 1.3.4 The Spanish Presence

Before the French colonization, there was Spanish colonialism in western Algeria (Oran). They lasted three centuries with French colonization. Spaniards turned. During these three centuries, they dominated the western side of Algeria during two periods, the first in the sixteenth century when they captured the city of Oran (1509-1708), and the second from (1732-1792).

After this colonization, the Algerian inhabitants of the West Coast were affected by the presence of Spain as well as its language. Here are some Spanish words used by the Algerian people(gusto<sup>8</sup>, cocina<sup>9</sup>, fiesta<sup>10</sup>, queirda<sup>11</sup>, semana<sup>12</sup>...).

### 1.3.5 Spain - Ain Temouchent Historical Ties:

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<sup>7</sup> My Translation of Arabic Text taken from : <https://bplp-aintemouchent.dz/ولاية-عين-تموشنت/>

<sup>8</sup>Gusto stands for 'mood' in English

<sup>9</sup>Cocina stands for 'kitchen'

<sup>10</sup> Fiesta stands for 'party'

<sup>11</sup>Querda stands for 'cord'

<sup>12</sup>Semana stands for 'week'

History testifies to the attraction of the African country "Algeria" at all times to different civilizations, and the fluctuations between the ruling local dynasties of Berbers, Arabs, Ottoman Turks, the French and Spanish occupations. These are the last countries whose forces have remained the longest on the Algerian coast for more than 300 years, especially in the western regions, Oran, Ain Temouchent, Mostaganem, Tlemcen, Saida, Sidi Bel Abbas, Bechar ....western Algeria.<sup>13</sup> Spanish immigrants found Ain Temouchent in 1851, and they built it on the ruins of the destroyed Roman city of Albula<sup>14</sup>. Thus Algeria, especially the western part of it, through its coexistence with the Spanish element, has led throughout those years to a mixture of cultures, norms, and social development. In addition, cultural presence and of course linguistic presence.

### **1.3.6 Linguistic Interferences in Ain Temouchent: Dialectal Algerian vs the Spanish Language**

Linguistic interferences may occur in any linguistic situation when the person using the second language does not have a command at the native level of the language. Many definitions define what linguistic interference is.

**1.3.6.1 The Linguistic Interference:** As mentioned before, linguistic interferences are the result of contact between languages and dialects. The term "interference" refers to the arrangement of patterns resulting from the introduction of foreign elements into more structured areas of the native languages, such as the bulk of the phonemic system, a large portion of morphology and structure, and some areas of vocabulary.

interference cannot be a mere transfer of elements that can affect both expression and content because it can be analyzed with reference to the structural terminology of the basic units of expression and the content of the language that speakers of second language use in their daily interactions.

It can be understood as the automatic transfer, due to habit, of the surface structure of the source language on the surface of the target language. Ellis (1997) mentions that language transfer is the

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<sup>13</sup>My Translation of Spanish Text : 'El\_lexico\_espanol\_en\_Ain\_Temouchent'  
[Revista-Argelina\\_07\\_05.pdf \(ua.es\)](#)

<sup>14</sup>Albulae was a Roman settlement located in the Roman province of Caesariensis in Mauritania, but now Ain Temouchent occupies the site of that settlement in western Algeria.

influence that the learner's L1 exerts over the acquisition of L2. Therefore, according to him, he thinks that interference can be clarified as an error in the learner's use of the foreign language that can be traced back to maternal language. Speakers with knowledge of more than one language can routinely use their languages differently than users of one language.

The ability to transmit morphology in bilingual speech also depends on the complexity of the grammatical functions of morphemes. Some changes may be triggered by the state of linguistic communication rather than the internal structure of words. The modifications (adaptions) made in the phonemic and morphological structures of lexical units are likely to differ from speaker to speaker according to a number of social criteria.

To explain the causes of these deviations, it is necessary to take into account the morphological characteristics of language communication in relation to these social factors.

As mentioned earlier, linguistic interferences between Arabic, Spanish and French can be on many levels according to some of the features specific to each language, that is, any language has its own form and classification that can be easily distinguished from the other language.

According to Berthold (1997), interference can be seen as the transfer of elements from one language to another at various levels including phonology, grammar, lexicography, and orthography.

- Phonological interference is defined in terms of the adoption of features such as rhyme, intonation, stress, and sounds from L1 influencing the L2.
- Grammatical interference is defined as the influence of L1 to L2 in terms of word order, use of pronouns, and determiners, besides, tense and mood.
- Interference at a lexical level is viewed when borrowing words from one language and converting them to sound more natural in another language. In other words, leave the words as they are without any changes.
- Orthographic interference is concerned with the spelling of one language changing another. That is to say that the second language affect the native language by altering some sounds which make words different.

These four types of linguistic interferences are likely to be made by speakers who transfer words from one language to another and adding sometimes some changes in order to make words clear and understood to interlocutors. These adaptations or changes have as a basis the L1 grammar.

### 1.3.6.2 The Linguistic Interference in Ain Temouchent

Language interventions can occur in any situation when someone has incomplete mastery of languages. In addition, they can be in any aspect of the language like grammar, vocabulary, accent, spelling, etc. The Spanish entry into Algeria has a great influence on the Algerian dialect, as it is spoken in Ain Temouchent. This effect can be seen at various levels such as phonology, morphology, syntax, and even semantics.

The inhabitants of Ain Temouchent usually use many Spanish words in their speech. It is, in fact, a matter of the habit of using such vocabulary in the context of Ain Temouchent, whether consciously or unconsciously. While some words are taken as they are, others are changed in relation to phonology and grammar.

The following table shows how Ain Temouchent citizens pronounce some of the Spanish words:

	<b>Spanish word</b>	<b>The pronunciation of the Spanish word in Ain Temouchent</b>	<b>English meaning</b>	<b>Arabic meaning</b>
1.	Alcachofa	Akharchof	Artichoke	الخرشوف
2.	Almohada	Lmakhada	Pillow	وسادة
3.	Alubia	Lubia	Bean	فاصولياء
4.	Arcabus	Cabus	Gun	مسدس
5.	Armario	Rmario	Wardrobe	خزانة ملابس
6.	Arroz	Rroz	Rice	الأرز
7.	Babor	Babor	Ship	سفينة

8.	Balcón	Balcon	Balcony	الشرفة
9.	Banco	Banca	Bank	البنك
10.	Barraca	Barraca	Hut	كوخ
11.	Blusa	Bluza	Blouse	بلوزة
12.	Bola	Bola	Ball	كرة
13.	Borsa	Boorsa	Stock market	كيس
14.	Bote	Bote	Boat	قارب
15.	Cable	Cable	Cable	كابل
16.	Caliente	Caranteka	Spanishfood	أكلة إسبانية
17.	Carta	Carta	Playingcard / Card	بطاقة / لعبة الورق
18.	Chanclas	Chonclas	Slipper	نعل منزلي
19.	Chocolate	Chocolate	Chocolate	شوكولاتة
20.	Cistarna	Siterna	Tank	صهريج
21.	Clima	Clima	Weather	الجو
22.	Coberieta	Covi:rta	Cover	غطاء
23.	Cocina	Cozina	Kitchen	مطبخ
24.	Comisaria	Comisaria	Police Station	قسم الأمن
25.	Contra	Contra	Against	ضد
26.	Cuerda	Cu:rda	Cord	حبل

27.	Dama	Dama	Lady	امراة
28.	Docena	Tozena	Something's number>12	>12 عدد شيء ما
29.	Dominó	Domino	Domino	دومينو
30.	Escuela	Saqwi:la	School	مدرسة
31.	España	Spania	Spain	اسبانيا
32.	Fàbrica	Fabrica	Factory	مصنع
33.	Factura	Factura	Bill	فاتورة
34.	Familia	Familia	Family	عائلة
35.	Fiesta	Fejta	Party	حفلة
36.	Fleche	Fleja	Arrow	سهم
37.	Foto	Foto	Photo	صورة
38.	Fulano	Flan	Someone	شخص ما
39.	Gaita	Gaita	Flute	مزمار
40.	Guerra	Guerra	War	حرب
41.	Gusto	Gosto	Mood	مزاج
42.	Hospital	Spitar	Hospital	مستشفى
43.	Jabón	Sabon	Soap	صابون
44.	Kilo	Kilo	Kilogram	كيلو
45.	Lampara	Lampula	Lamp	مصباح

46.	Lavabo	Lavabo	Sink	مغسلة
47.	Lista	Lista	List	قائمة
48.	Litro	Litro	Liter	لتر
49.	Manta	Malta	Blanket	لحاف
50.	Marca	Marca	Brand	علامة تجارية
51.	Nagrita	Nagrita	Black girl	فتاة سمراء
52.	Pantufla	Pantufla	Slipper	نعل رجالي
53.	Plafón	Plafon	Ceiling	السقف
54.	Plaza	Plasa	Place	مكان
55.	Policía	Policia	Police	الشرطة
56.	Rojo	Rojo	Red	أحمر
57.	Ruina	Ruina	Ruin	خراب
58.	Sala	Sala	Room	غرفة
59.	Sandalia	Sandala	Sandal	صندال
60.	Semana	Simana	Week	أسبوع
61.	Servilleta	Serpita	Towel	منشفة
62.	Sopa	Sopa	Soup	حساء
63.	Suma	Suma	Price	الثمن
64.	Taza	Tasa	Vessel	إناء/ وعاء



65.	Tisana	Tizana	HerbalTea	شاي الأعشاب
66.	Zafràn	Zafran	Saffron	الزعفران
67.	Zapato	Sappat	Shoe	حذاء

Phonological interferences in Spanish words include some changes like:

❖ **Consonantal changes:**

- The change of [n] into [l] as in (49)

Manta → Malta

- The change of [c] into [z] as in (23)

Cocina → Cozina

- The change of [s] into [ʃ] as in (35)

Fiesta → Feʃta

- The change of [k] into [q] as in (30)

Escuela → Saqwi:la

❖ **Vocalic changes :**

- The change of [u] into [o] as in (41)

Gusto → Gosto

- The change of [e] into [i] as in (60)

Semana → Simana

Morphological interferences includes the masculine adoption marker [o] as in (51) since the masculine of nagrito in Ain Temouchent dialect is nagrito but in feminine is nagrita.

## 1.4 Conclusion

To conclude, it can be said that while each language in communication situations has a function of facilitating and supporting thinking and communication, the built-in language feature follows the rules of the matrix language. Linguistic interventions relate to a linguistic phenomenon resulting from the contact between different languages. Language variance also

appears due to linguistic contact. Both phenomena are spread across the globe. In this chapter, the sociolinguistic situation in Ain Temouchent, which deals with linguistic interferences, is discussed in relation to the extraneous Spanish words used by individuals in Ain Temouchent.

# Chapter Two

## **2.1 Introduction**

This chapter attempts to describe research design. It gives an overview of the quantitative method used. I will analyze the data collected using a questionnaire then, I will analyze the use of Spanish words in the Ain Temouchent discourse community that deals with different ages.

To assess the use of Spanish words in Ain Temouchent, I tried to be as objective as possible by suggesting a number of questions to a number of the sample.

## **2.2 Methodology**

In this research, I have used a mix method that is the combination between quantitative and qualitative methods. The data for this study were taken from a questionnaire that was answered by a group of participants who were selected from a larger population.

The informants are citizens of Ain Temouchent. From this large group, 30 individuals were randomly selected to answer the research questions. These citizens differ from each other in terms of profession i.e. Some of them are workers and others are students, and their ages vary.

In this study, the sample was divided according to its participants' age into three age groups: young people (0-25), adults (26-51), and finally the elderly (52 - ...).

## **2.3. The Questionnaire**

This research tool consists of straightforward questions. It was administered for the sample in an Arabic version because not all participants have good command of the English language. As mentioned above, the participants' age varies from person to another.

Their level of education varies as well, however they are all familiar with the Spanish language. There are six questions and respondents are asked to provide only one answer from a suggested series of two, three, or four alternatives. I have asked them to provide me with examples of places where Spanish words are being used in order to make my work clear and organized.

## **2.4. The Questionnaire Objective**

My goal is to define the way the people of Ain Temouchent use the Spanish language in their daily lives. This research work feeds into this question: Do this population use Spanish in daily interactions in all circumstances, and how? .Regarding age, I seek to check whether the little ones use this language in the same way as adults or not.

## **2.5. Social Factors**

Social factors are taken into consideration to achieve the purpose of this work. These factors are: age, place of residence and level of education.

### **2.5.1. Age**

The goal behind asking Ain Temouchent's citizens to give me their ages is just to check whether all of them, regardless of the generation they belong to, use Spanish words the same way or not.

### **2.5.2. Place of Residence**

The aim of this demographic variable is to find out whether or not people who live outside the prefecture use these Spanish words in the same way as those who live inside Ain Temouchent.

### **2.5.3. Level of Education**

The goal of this demographic variable is to check whether the level of education plays a role in the spread of borrowed Spanish words or not, by finding out whether people who have never learned Spanish can speak it in their daily conversation in the same way as educated one.

My goal is to answer the following question: Do these social variables: age, place of residence and level of education play a role in the use of the Spanish language in everyday interaction, and if so, what is it?

## **2.6. Data analysis**

### **2.6.1 Age**

In the following table, the questionnaire’s participants were sampled according to the age group:

Age	( 0 – 25 )	( 26 – 51 )	(52 - ....)
Absolute frequency	16	5	9
Relative Frequency	53%	17%	30%

Table 1. Age Variable.

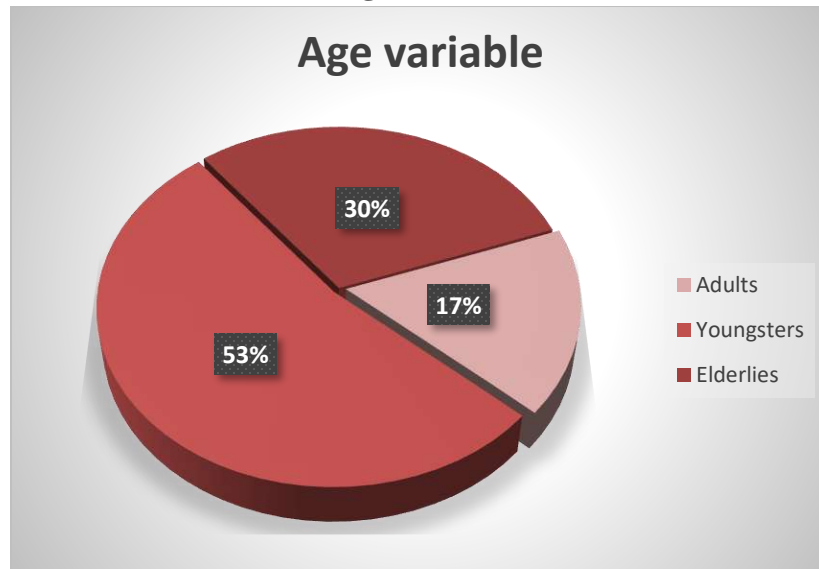


Figure 1. Age Variable.

This question is designed to investigate differences and attitudes in language use by adults, youngsters, and elderlies, taking into account their age groups: from 0 to 25, 26 to 51 and over 50.

From this relative circle, the one can say that most of the participants in this study were between the ages of 0 and 25 years, that means they are young people as they represent 53 percent of the total participants, which is more than half of the studied sample. The group that is mentioned in the second section of the circle stands for old people who are over 51 years old, that is, they make up a third (3/5) of the participants by 30 percent. Adults between the ages of 26 and

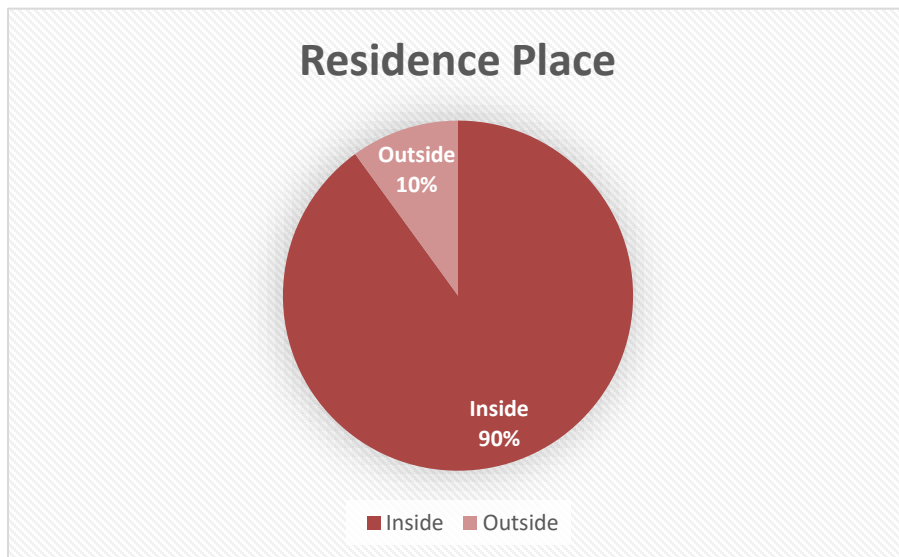
50 represent the remaining section by 17 percent, which is equivalent to fifth (1/5) of the sample taken.

The result that was obtained shows that most of the participants who use Spanish words consistently in their daily life interactions are youngsters, meaning that they have positive attitudes towards the use of the Spanish language.

**2.6.2. Place of Residence**

Residence place	Inside the city	Outside the city
Absolute frequency	27	3
Relative Frequency	90%	10 %

**Table 2. Residence Place.**



**Figure 2. Residence Place.**

This part is required to determine the participant’s domicile to find out if they live in Ain Temouchent, such as: Johara, Castor, etc. Or in areas outside the city, such as: Sidi Ben Adda, Ain El Arbaa.

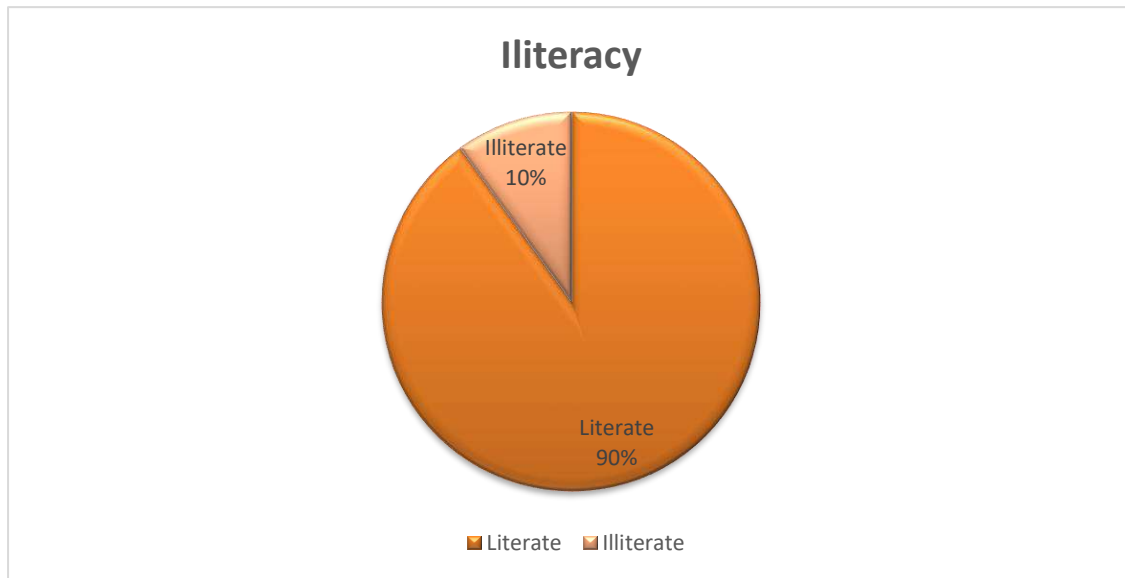
As shown in the relative circle, only two people, i.e. ten percent, and less than one fifth of (1/5) live outside the city, while the urban population exceeds four-fifths (4/5) of the full sample by ninety percent.

Therefore, these urbanites are the ones who use Spanish words more than those who came from rural areas.

**2.6.3 Level of Education/ Illiteracy**

Illiteracy	Literate	Illiterate
<b>Absolute frequency</b>	27	3
<b>Relative Frequency</b>	90%	10%

**Table 3. Educational level / Illiteracy.**



**Figure 3. Educational level / Illiteracy.**

In Ain Temouchent, the illiteracy rate depends on the educational level of individuals, for example there are those who have obtained varying degrees, whether in elementary, intermediate,



secondary, and so on. Others have never even attended school. In other words, there are literate and illiterate people.

This graph shows that the majority of our participants are literate while less than the five illiterate. The use of the Spanish language among this category demonstrates that education, as a social variable, does not share this linguistic feature, that is, the prevalence of Spanish vocabulary.

## 2.7. Questions Analysis

Below, the analysis of the questions will be shown one by one by referring to both quantitative and qualitative methods of data analysis.

### 2.7.1. Question one

The purpose of the first question posed: "Do you use Spanish vocabulary in your daily conversations with people?" Is to show the number of times the sample drawn from Ain Temouchent uses elements of the Spanish language in the interactions of daily life by choosing one of the options suggested: Always, Sometimes, Rarely, or Never.

How often	Always	Sometimes	Rarely	Never
Absolute frequency	17	8	4	1
Relatively frequency	57%	27%	13%	3%

**Table 4. Frequency of Use of Spanish vocabulary.**

This table illustrates the findings. The first alternative shows the number of people who always use Spanish language that takes proportion of (57%). The second one with (27%) stands for those who sometimes speaks Spanish language, and the third one is concerned with people who use Spanish word with (13%) and finally (03%) stands for the one who never uses Spanish words in her daily life interactions.

Almost all of the participants appear to be of the same origin, or at least nearly all of them are urban residents.

There is only one person living outside the city. She is from Becher. She responded negatively because she never used Spanish. She is not interested in using Spanish words in her speech, possibly because she did not grow up in Ain Temouchent.

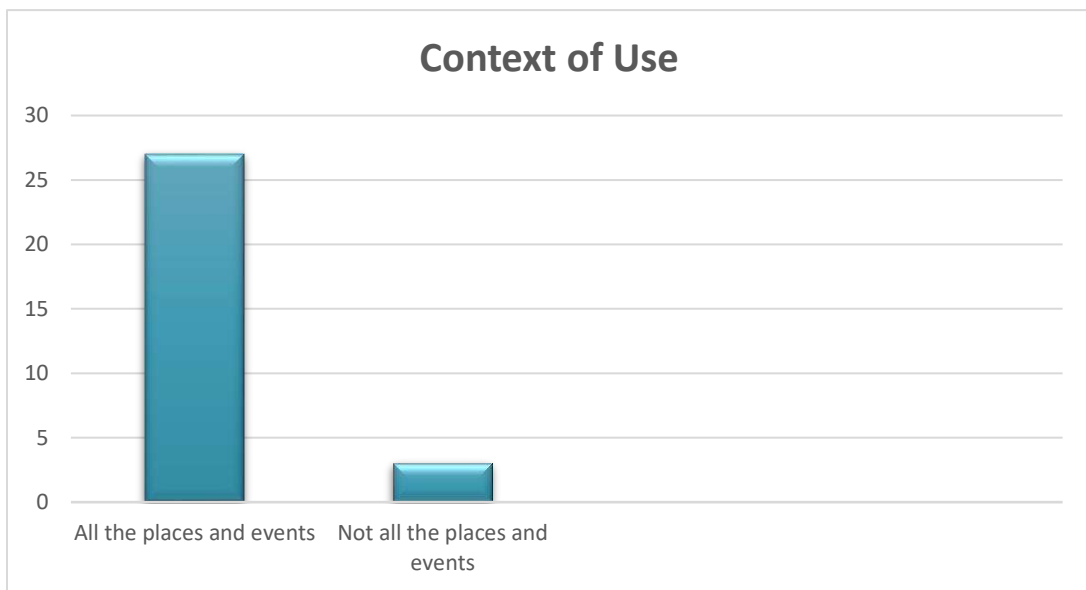
To sum up, it is noticeable that out of the thirty people, the majority of them always use the Spanish language and there are people who are not indigenous to Ain Temouchent, to prove this; a person who does not know Spanish at all was found among them. Therefore, other people cannot interact with her through Spanish words because she will not understand it anyway.

**2.7.2. Question Two**

This question “Where do you use this Spanish vocabulary?” has chosen specifically to find out whether the inhabitants of Ain Temouchent use Spanish words in all places or not, that is, to check whether there are special situations of using the Spanish language or not.

Alternatives	All the places and events	Not all the places and events
Absolute Frequency	27	3
Relative Frequency	90%	10%

**Table 5. Contexts of Use.**



**Figure 4. Contexts of Use.**

The above table shows that, through informants' responses, the majority of Ain Temouchent residents use Spanish words everywhere, only (10%) do not use the Spanish word in all situations and the rest (90%) of individuals; use these words in all areas.

It is a natural situation for the Spanish language to be used a lot in the community of Ain Temouchent because of its historical background with Spain.

### 2.7.3. Question Three

The third question is in what places and situations informants are likely to use such vocabulary. The aim of this question is to check whether or not the vocabulary of the Spanish language is appropriate for different places and events.

The answers to the fourth question are illustrated through lists of Spanish words most often used in everyday conversation.

Therefore, the use of Spanish words in Ain Temouchent depends on the individual himself. Of the thirty people who answered the questionnaire, they gave me some explanations about the places and situations in which they spoke Spanish words. Here are some examples of these words:

	Formal Settings	Informal Settings
Home		✓
Workplace	✓	
Street		✓
Coffee shop		✓
Restaurant		✓

**Table 6. Places Where People Use Spanish Words.**

It is remarkable that this feature is only limited to informal settings because participants usually use Spanish words while in places such as homes, the street, cafes and restaurants.

	Yes	No
With friends at the party	✓	
In restaurants with the waiter	✓	
With the vendors in the fish market	✓	

**Table 7. Informal Settings Cases.**

In workplaces like the hospital, for example, respondents do not use Spanish words. This is because informal settings better suit the use of this language at a high rate. Formal settings such as medical institutions are not suitable for Spanish items.

To check how Spanish penetrated Algerian Arabic, it must be referred here to three contexts: with friends at the party, in restaurants with the waiter, and with the vendors in the fish market.

Friends at party, waiters in restaurants, and fish vendors in Ain Temouchent use the Spanish words. It appears that the recognition of this linguistic use of Spanish in Ain Temouchent began at birth and was used unconsciously in their first language.

#### 2.7.4 Question Four

In this question, the participants were asked to give some examples of the Spanish words they are using, noting their meaning. The obtained data are represented below in the form of tables.

Spanish vocabulary	English meaning	Arabic meaning
1. Babor	Ship	سفينة
2. Barraca	Hut	كوخ
3. Bluza	Robe	فستان

4. Duro	A Spanish coin used previously in Algeria	عملة اسبانية استعملت في الجزائر قديما
5. Guerra	War	حرب
6. Semana	Week	أسبوع
7. Sandalia	Summer slippers	نعل صيفي
8. Familia	Family	عائلة
9. Fabrica	Factory	مصنع
10. Cosina	Kitchen	مطبخ
11. Plato	Plate	طبق
12. Jorir	kind of fish	نوع من الأسماك
13. Bonito	kind of fish	نوع من الأسماك
14. Pulpo	Octopus	الاخطبوط
15. Sardinias	Sardines	السردين
16. Bote	Boat	قارب
17. Esquela	School	مدرسة
18. Feshta	Party	حفلة
19. Rojo	Red	أشقر

20. Cabasso	Bag	فتقة
21. Siterna	Water tank	صهريج
22. Rosa	Rose	وردة
23. Trabando	Fraud	احتيال
24. Carota	Carrot	جزر
25. Miserias	Misery	بؤس
26. Zapato	Shoe	حذاء
27. Viva	Vive	يحيا
28. Sopa	Soup	حساء
29. Garfo	Fork	شوكة

**Table 8. Spanish words meaning.**

Through the above table, there are some points that can be noted about Ain Temouchent's dialect use of the Spanish vocabulary, so it should be noted that all types of fish are referred to by Spanish names. This confirms the existence of a strong relationship between the adoption of Spanish words in Algerian Arabic, especially the fishing context.

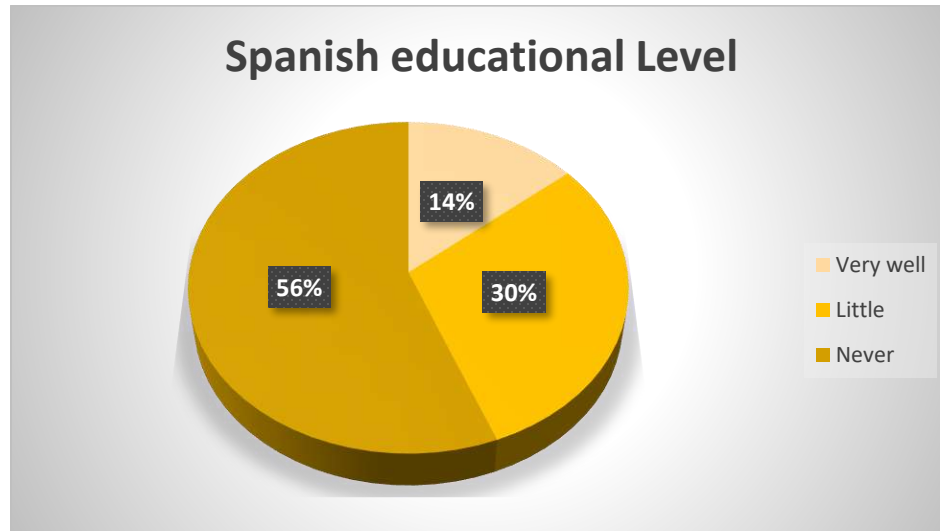
There are many Spanish words that have kept their meaning in Ain Temouchent dialect, as shown above, for example "go to the kitchen to get bread". "روحي للكوزينة جيبني الخبز"

The Spanish word 'rojo' refers to a blond person.

Algerians often repeat the phrase "3-2-1 فيفا لالجيري" which means '1-2-3 vive Algeria', especially in matches, because the word "viva" is of Spanish origin.

### 2.7.5. Question Five

The aim of the fifth question is to investigate the link between level of education and the use of the Spanish language. Through this question, It was verified whether all of the participants have learned the grammar of the language through some formal instruction or not.



**Figure 5. Spanish Educational Level.**

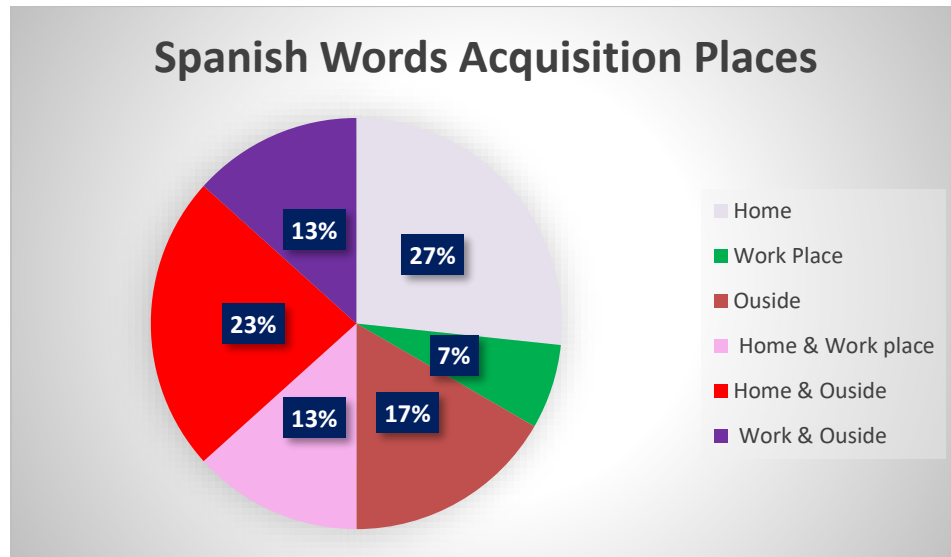
From the numbers above, we note that the majority of the respondents had not learned Spanish before. This category is represented here by a large percentage (56%). While there are (30%) of the participants learned little about this language, only (14%) of the sample studied it well.

By comparing these results, it can be said that even though the majority of people have not learned Spanish before, they can still easily use Spanish words in their conversations.

The data obtained confirm that the level of education as a social factor has no implications for the use of the Spanish language among the speech community in Ain Temouchent.

#### **2.7.6. Question Six**

The aim of the sixth question is to determine where these people meet these Spanish words, that is. This question was asked to find out where they learned this language: Did they learn it at home (with parents), at work, or anywhere else (the street for instant).



**Figure 6. Spanish words acquisition places.**

Through this relative circle, It is remarkable that the largest percentage of learners of this language was thanks to their parents at home, in contrast, only 7 percent of those who learned Spanish words while they were at the workplace. There are others who have learned it from work and the street, as well as from home as well as their workplace by an equal rate of 13 percent, and from here, the conclusion is that both the home and the street play an essential role in learning and acquiring Spanish vocabulary.

## 2.7 Conclusion

This chapter is devoted to analyzing and interpreting the data obtained. The aim was to verify their attitudes towards the use of the Spanish language in their speech by checking its frequency. An analysis of the above results enables to say that while age and place of residence play an important role in the use of Spanish words in Algerian Arabic, the level of education has no effect on the educated and illiterate respondents who are more likely to use Spanish. Borrowed words.



# **General Conclusion**

## **General Conclusion**

Many sociolinguists have classified Algeria as a multi-lingual and multi-dialect country since it has undergone many invasions. Thus, what distinguishes the Algerian dialect is its use of linguistic switching and linguistic interactions

In this research, the linguistic interference between Arabic and Spanish in Algerian society, specifically the residents of Ain Temouchent, was shed light on. The lined objective was to investigate the reasons that made them use Spanish words in their dialect in their daily lives, in addition to verifying whether they use these loans as they are or they manipulate them to suit the context of their speech, as well as to show the difference between young people and adults in term of the daily use of these borrowed words.

In order to facilitate and organize the research process, this research has been divided into two chapters, the first theoretical and the second is practical. The first chapter dealt with the study of the socio-linguistic situation in Algeria where the sociolinguistic phenomena in Algerian society were studied, which includes linguistic switching, diglossia and borrowing which was the main focus in this research where Ain Temouchent was chosen as a case to study on. Ain Temouchent is located in the Algerian west, which was the scene of the Spanish occupation for nearly 300 years, and this is what made its dialect mixed with exotic Spanish words. Besides, the same chapter tackled the linguistic interference of Ain Temouchent and Spain. In the second chapter attempted to describe the research design in order to assess the Spanish words use by Ain Temouchent citizens. Thanks to the methodology used in this study ( mix method ) , more than 60 words from the Spanish lexicon used in the Ain Temouchent dialect were counted, and this statistic was done by directing a questionnaire consisting of six questions directed to 30 individuals at random taking into account the three social factors of age, educational level and place of residence. The results of this study showed that the youngsters are the most users of the borrowed words in their daily life interaction, meaning that they have a positive attitude towards the Spanish language. Both of age and residence place play an important role on the use of Spanish loans while the level of education has no effect.

It has been observed that the Spanish words used by the residents of Ain Temouchent have a morphological and phonological changes when they come into contact with the Algerian dialect, for example: 'Tasa' in Spanish changes into 'Tasa' in the dialectal Arabic ( phonological

## **General Conclusion**

changes). the Spanish word 'Fulano' in which the Spanish masculine/feminine adoption markers [o] and[a] to indicate the feminine/ masculine of this loan.( morphological changes). Other loans taken as they are without any modifications (adopted loans) such as : comesaria, suma, sopa and so on.

This work was limited due to the time limit and sample size; The number of participants was not sufficient to give more details and information. As a future work, I suggest that this study be repeated on a larger sample while using more research tools. Further research could also be done on linguistic interactions with reference to: morphology, vocabulary and grammar.

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# Appendix

## استبيان

يهدف هذا الاستبيان المتعلق بعلم اللغة الاجتماعي إلى الكشف عن بعض جوانب التداخل اللغوي بين اللغتين العربية والإسبانية لمدينة عين تموشنت فالرجاء المساعدة بملء البيانات و شكرا مقدما.

-السنّ :

25-0       50 -25       فوق 50

-هل تقيم داخل ولاية عين تموشنت أم خارجها ؟

داخل الولاية

خارج الولاية

-التعليم : هل انت .....؟

متعلم

أمي

1-هل تستعمل مفردات اسبانية في حواراتك اليومية مع الناس ؟

دائما       أحيانا       نادرا       مطلقا

2-أين تستعمل هذه المفردات الإسبانية ؟

في كل الأماكن و المناسبات       ليس في كل الأماكن والمناسبات

3-ماهي الأمكنة التي تستعمل فيها مثل هذه المفردات ؟

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

.....

4-اعط أمثلة عن المفردات الاسبانية التي تستعملها مع معناها



المفردة الاسبانية	معناها

5- هل سبق لك دراسة اللغة الاسبانية من قبل؟

لم ادرسها مطلقا  درستها جيدا  درستها قليلا

6- أين تعلمتها؟

في البيت  في مكان العمل  في الشارع

شكرا لتعاونكم.

## QUESTIONNAIRE

**This questionnaire related to sociolinguistics aims to uncover some aspects of the linguistic interference between the Arabic and Spanish languages of Ain Temouchent. Please help by filling in the data and thank you in advance.**

**Age:**

0-25    25- 50     Older than 50

**-Are you living in Ain Temouchent or outside it ?**

**In Ain Temouchent**                       **Outside**

**- Education: Are you ....?**

**learner**

**Illiterate**

**1- Do you use Spanish vocabulary in your daily conversations with people?**

**Always**     **Sometimes**     **Rarely**     **Never**

**2- Where do you use this Spanish vocabulary?**

**In all places and events**     **Not in all places and events**

**3- Where do you use such vocabulary?**

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

**4- Give examples of the Spanish vocabulary you are using and its meaning**

SPANISH WORD	MEANING

**5- Have you ever studied Spanish before?**

I never studied it  well studied  a little

**6- Where did you learn it?**

At home  at workplace  at street

**Thank you for your cooperation.**

