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Hispanism in the City of Oran

*An Extended Essay Submitted in Partial Fulfillment of the Requirements for a
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Dedication

I dedicate my dissertation work to

A special feeling of gratitude goes to my loving parents.

To all my Brothers.

To all my Friends.

To my wife.

Also this work is dedicated to all my teachers who believe in the richness of learning.

To all who knows me

Kerarma Meliani

Abstract

The speech spoken in Oran shows a remarkable number of Spanish borrowings due to its strong contact with Spanish population along the centuries.

This research work is a sociolinguistic study about linguistic interferences which are likely to emerge as a consequence of contact between Arabic and Spanish languages. It takes the speech community of Oran as a case study. This extended essay seeks to find the main factors and reasons that lead the citizens of Oran to use some Spanish words as well as their mother tongue.

A questionnaire which encompasses seven questions was addressed to a sample from the population of Oran in order to investigate their uses and attitudes towards Spanish language. The primary historical data reveal that the use of Spanish words by the residents of Oran is a result of consecutive confrontations with the Spanish in the Algerian lands when the first Andalusians reached the Oran coast. After that, this Algerian city received in 1492 the Hispano-Muslim refugees and Sephardic Jews who were exiled from Al-Andalus, and a second expulsions wave in 1609. But, maybe, the Spanish occupation between 1509 and 1791 along with the development of a lingua franca used by sailors in the Mediterranean basin between XV-XVIII centuries were the most influential events on the Oran vernacular language. The contact remained with the new refugees and exiles arrival due to Spanish Civil war (1936-1939). And to geographical reasons since Spain is very close to the Algerian western coast.

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List of Abbreviations

CA: Classical Arabic

AA: Algerian Arabic

MSA: Modern Standard Arabic

L1: First Language (Mother Tongue)L2:

Second Language

°C: Celsius Degree

F: Fahrenheit

%: Percentage

General Introduction

General Introduction

Sociolinguistics and Language Variation involve the study of how language varies among different groups of speakers and the relationship of this variation to social factors. The exploration of social and linguistic diversity helps us better understand how we use language to construct personal, cultural, and social identities (*Noels, K. A, 2014*).

Hence, people from different places and geographical regions do not use exactly the same syntactic and phonetic structures. In some cases, there may be more than one language which can be used in a single speech community. For example, our case of study Oran, the Spanish language is still present due to some reasons (*FEZZIOUI F. Z, 2013*).

So the topic of "Hispanism" is considered as a very important subject in sociological research which studies the phenomenon of "speaking". This is why, in this end of study work, we present "Hispanism in the city of Oran" where we will try to analyse all the Hispanisms used in the Oran language.

through the coexistence of Spanish elements in the city of Oran either: historical elements, cultural, or fraternity between Algeria and Spain, also the geographical rapprochement between Alicante and Oran and commercial relations of these two communities, tourist relations through the maritime line "Alicante-Oran ", for these reasons the inhabitants of Oran use words without being aware of their Spanish origin and, at the same time, they do not know their meaning. Even the Oranians think that these Hispanisms are part of their dialect.

The specific objectives of our research work are as follows:

First, to show the clash between the Spanish language and the mother tongue which is the Arabic language in Oran. Second, talk about Hispano-Algerian relations and, the linguistic situation of the city of Oran. Third, carry out a glossary of Hispanisms used in the Oranian language and to check their etymology, their definition in Spanish dictionaries, in order to analyze if the word keeps the same meaning as defined in dictionaries.

Based on what has been already mentioned, a couple of research questions are raised:

1. How do Oranian inhabitants behave towards their own language and how do this behaviour integrate the Spanish language as part of their daily speech and contact with other people??
2. What are the main factors and key reasons that are contributing in Oranian inhabitants' alternation between Spanish and Arabic in their daily contact ?

Chapter one

1 .Introduction

Geographic location is very important in determining the history and future of a country, as well as improving relations with other countries, such as Algeria which is strategically located on the world map. This helps to play a very important role in relations with other Mediterranean countries such as Spain.

We describe the speech community of Oran with reference to geography and history to show the implication of these two parameters in relation to Spain and Spanish.

2 .Geographical situation of Algeria and Spain:

Algeria is the largest country in Africa and located on the Mediterranean coast between Morocco and Tunisia. At 2.38 million square kilometres (919,595.3 sq. miles), it is the tenth largest country in the world. Most of the cities in Algeria are near the coast. Its population is approximately 40 million inhabitants.

Algiers, located in northern Algeria, is the most populated city with 2.594 million residents. Oran, located in the north-west, is the second largest with 858,000 residents. The Sahara Desert comprises 80% of the country. Algeria has a mostly arid climate with temperatures from 21-24° C (70-75° F) during the summer to 10-12° C (50-54° F) during the winter. One unique feature of Algeria's climate is the Sirocco winds. The Sirocco winds are hot, sandy, gale force winds that are prominent in the summer season and occasionally strong enough to cause sandstorms (*Zaimeche S and al, 2021*).

Algeria contains 48 provinces (wilayas), whose official language is Arabic, religion is Islam, the Algerian dinar is the official currency of Algeria.

Spain occupies most of the Iberian Peninsula, stretching south from the Pyrenees Mountains to the Strait of Gibraltar, which separates Spain from Africa. To the east lies the Mediterranean Sea near to Algeria, including Spain's Balearic Islands. Spain also rules two cities in North Africa and the Canary Islands in the Atlantic.

The Spanish mainland is bordered to the south and east almost entirely by the Mediterranean Sea (except for the small British territory of Gibraltar); to the north by France, Andorra, and the Bay of Biscay; and to the west by the Atlantic Ocean and Portugal. With a land area of 504,782 square kilometres (194,897 sq mi) in the Iberian peninsula Spain is the largest country in Southern Europe, the second largest country in Western Europe (behind

France), and the fourth largest country in the European continent (behind Russia, Ukraine, and France). It has an average altitude of 650 m.

So Algeria is considered as one of the closest countries to Spain by two shores: Alicante and Oran with a distance of 295.4 km.

3. Historical ties between Algeria and Spain:

The first Spanish-Arabic contacts began with the presence of the Muslims in Spain in AD 711, whose traces are mainly present in the Spanish language in different domains: agriculture, fishing, administration, industry, architecture, literature, war, navy, commerce, animals, mining. However, the year 1492 marked a turning point in the history of Spain as well as the Arabs and the Muslims. The Spanish drove out the Andalusians from Spain toward Northern Africa (*Guerrero, J. 2015*).

The Algerian Western Coast under Spanish military rule from 1505 until 1792 The Spanish occupation lasted almost three centuries in western Algeria. The process of expansion towards Oran began on September 13, 1505 (*Abadie L, 2002*) when Don Diego Fernández de Córdoba occupied Mers El Kébir. Later, in 1509, Pedro Navarro³ and Francisco Jiménez de Cisneros⁴ arrived in command of a large fleet and occupied Oran *CHAMI, A, (2018)*. At its beginning, the Spanish presence in the region of Oran represented a military base, as reported by the Spanish Ministry of the Army: "*On May 16, 1509 the Cardinal left Cartagena with an armada of 80 ships and 10 galleys, disembarked the next day in Mers El Kébir, and on the same afternoon Pedro Navarro [...] defeated the numerous enemy army, which closed the way to Oran [...]. Navarro himself seized Béjaïa (January 6, 1510), forcing the sovereigns of Algiers, Tunisia and Tlemcen to declare themselves vassals of the Catholic King, finishing his exploits on the African coast with the assault of Tripoli (July 26, 1510) (Kaddour A, 2013)*.

The Spanish built a military garrison that helped the Spanish armies against the Ottomans and their tribal allies (Ruff P., 1900: 18-19), as they have built castles and fortifications of strategic defines, some of which remain to this day (the most important one being the castle of Santa Cruz and its underground fortifications (Metair, K., 2010: 221). Finally, in 1792 Spain definitively withdrew from the Oranian territory. The representatives of King Charles IV signed with the Dey of Algiers the convention of September 12, 1791, which stipulated the evacuation of the Spanish troops from Oran, which became effective on February 12, 1792 and marked the end of the first Spanish-Arabic language contact *CHAMI, A, (2018)*.

3.1. The Spanish emigration to the Algerian Western Coast from 1831 to 1936

Among the main driving forces that keep people moving, emigration is a phenomenon based on the need to seek better human conditions of life. The Spanish emigration to Algeria began several centuries ago when the Vandals allied themselves with the Visigoths (*Yanoski, J., 1844: 10*). Centuries later, the migratory movements began to operate in Algiers and Oran reflecting the socio-political reality of the 'Spaniards' in Algeria. Cencillo Pineda (1959) said "The truth is that the Muslims extended their dominion throughout the Peninsula, which gave rise to a migratory current in both directions (*Kaddour A, 2013*). By the end of the XIXth century the Western Coast of Algeria witnessed a flow of Spanish (seeking better living conditions) encouraged by both the French colonization policy which opened the doors to the Europeans who wished to establish in Algeria, mainly the Spanish (Vilar, P., 1994: 55-56), and the floods -- the rural exodus due to the decadence of the Spanish agricultural sector (Jordi, J.-J., 1996: 67-68). The flow of migrants was composed of farmers, beggars, low class workers, and political refugees. According to Jordi, J.-J and Benallou, L (*Zimmermann, B., 2010*).

To conclude, one can say that the relationship of Spain with northern Africa goes back to ancient times, but it is notably from the first half of the 20th century that Spanish words are borrowed more importantly thanks to the direct political, economic, cultural and even personal links between Spain and Algeria.

4. Influence of Spanish culture in Algeria

To speak of the influence of Spanish culture in Algeria is to speak of a story of three centuries under Spanish military rule, since the occupation of Mers-El kebir and Oran in 1505 until the end of the Spanish army throughout Algeria in 1792 (*Maameri F, 2008*). Also, it is to speak of the numerous migrants from the Levant and Andalusia; migrants who are those who have left the most appreciable mark today in the Algerian Spanish¹⁴, because these migrants left a cultural heritage, way of life, for example: the Oranian language So the Spanish emigrants left a deep imprint on Algerian society, as a result of a mixture of languages and dialects between the two communities. Today the Algerians use words of Spanish origin in their dialect, the phenomenon that has received great interest from Algerian and Spanish researchers alike, is part of the cultural fusion of the Algerian territory, that is to say the habits, the dialect all this shows the characteristics of Spanish emigrants in Algerian society (*Meriem B. M, 2014*).

Algerian Hispanism appears directly in the modern history of Algeria, when the Spanish-

Algerian relations knew a great history almost three centuries as the different attacks and bombings of Algiers, the military presence in Oran, trade and social exchanges (*Maameri F, 2008*).

Between 1880 and 1930 there were 29 press publications in Spanish and Valencian, with a very important trace of information that testifies to a period of the presence of Spanish emigrants in Oran and its surroundings, also had an Algerian presence in the Spanish literary and stylistic courses, which crystallized into great works such as: *El gallardo español y los baños de Argel* de Miguel de Cervantes 1547-

square of Santa Cruz16pero, the influence of the Spanish presence directly represents in the speech of the Algerians especially in the speech of the people living on the west coast of Algeria as the city of Oran, because they use terms of Spanish origin in their dialect for example the use of the term «la mona» which is a word of Alicante origin. This influence also seems to be in the teaching of the Spanish language in Algeria, the practice of the Spanish language that has gained more pedagogical space in secondary and university institutions for example: to the Spanish section of the Faculty of Letters and Foreign Languages of Oran, the Spanish language today attracts a large number of students, while in its beginnings in 1968, the department had only four students only (*Kherbache F, 2017*).

In addition to the fact that the teaching of Spanish in Algeria varies considerably according to the region in which we find two centers of the Cervantes institutes, one in the city of Oran and the other in Algiers, in addition to these two centers, Spanish is taught in a number of secondary and university education institutions, especially in the western part of the country, which is closest to Spain and contains a large number of students, teachers and schools; this data can be seen in the table of professor «Ahmed Ounane» that mentions the presence of the Spanish in the secondary centers of the Algerian west (*Kherbache, F,2017*).

Table01: High school students in western Algerian (2004/2005).

Provinces:	Number of student:	Number of teachers:	Number of centers:
Oran	2462	35	35
Tlemcen	3298	15	14
Sidi Bel Abbes	739	12	18
Saida	728	04	04
Total	7227	66	71

All this influence on culture, on language, on linguistic impressions, on the teaching, in common lexicography because of the Spanish occupation in Oran and his surroundings.

By the end of this chapter, we conclude that Spanish-Algerian relations according to the geographical situation on the one hand, and the historical ties between the two both countries on the other hand, the presence of Spanish emigrants during the French colonization that left

some traces in Algerian society, in addition, the influence of Spanish culture in Algeria affecting a very complex sociolinguistic situation throughout Algeria in general and Oran in particular. Therefore, in the second chapter we are going to study the situation linguistics in the city of Oran and the contact of languages in this city.

Chapter Two

1. Introduction:

The linguistic situation in Algeria in general, and in western cities in particular is very complex, especially the city of Oran. Indeed, Oran is classified as a multilingual community thanks to the existence of several languages: Arabic, French, Spanish, and Oranian speech (Dareja). This complexity of the linguistic panorama of Oran due to its historical and geographical location. The inhabitants of Oran lived with the foreigners present in this community such as the French and the Spanish. This approach allows them to be more or less in conformation with different languages. In this way, you are in a universe of contact of languages (*Chaouche, L. A ,2006*), this effect leads Oran to a multilingual social situation: Classical Arabic which is the official language, the Oranian or Dareja speech which is the language of the majority of the inhabitants of Oran, French which is the language spoken by number of the city of Oran and is considered like the language of colonization, Spanish, which is a language left behind by the Spanish as conquerors before the Ottomans and as emigrants during colonization French, but before talking about the linguistic we have to locate Oran geographically and historically (*Nassour I, 2017*).

2. Linguistic panorama of Oran:

Panorama is a view from a great distance that covers a very large area or it is an aspect or overview that presents an issue or a situation.

3. Geographical and historical situation of Oran:

The wilaya of Oran occupies an important place in the northwestern region of the country, as it is the regional capital and second city after the capital Algiers. With an area of 2114 km², the wilaya is located 432 kilometers west of Algiers and 200 kilometers east of Oujda (Morocco) (*Fey H. L, 1858*).

Geographical limits: To the west by the wilaya of Ain Temouchent ; To the north by the Mediterranean Sea; To the south by the wilaya of Ain Temouchent , Mascara and Sidi Bel Abbes; To the east by the wilaya of Mascara and Mostaganem (*Fey H. L, 1858*).

According to the Arab geographer al-Bakri, Oran was founded in 902 by the Andalusia sailors Muḥammad Ibn Abi Awn and Muḥammad Ibn Abdun. After being destroyed several times, Oran reached its apogee under the Zayyanid rule (13th-14th centuries), when the city became a thriving commercial port and an intellectual centre. Later, Oran was attacked and

finally occupied by the Spaniards in 1509 (*Abadie L. (Ed.), 2002*). After almost three centuries of occupation, an earthquake obliged the Spanish to leave the enclave in 1790. Oran subsequently fell under Ottoman rule. Finally, in late 1831 the first French legionnaires landed in Algeria and European colonists started to settle in Oran. It is worth noting that, during the colonial period, Oran had the highest proportion of European settlers in Algeria with over half the population being non-Algerian. With the advent of independence (1962), the vast majority of these settlers left the city and their empty apartments were filled by local migrants who, in their majority, came from the rural areas of Algeria. This rural flight increased during the so-called “black-decade” (1991- 2002) when most inland inhabitants moved to northern cities, fleeing from national army raids and in search of better living conditions. Arabic dialects of western Algeria are still scarcely known and there are very few fieldwork-researches on such vernaculars. Among others, we may quote the following works: Tlemcen (Marçais 1902), Mostaganem (Chachou 2009), Oran (Doutté 1903, Labed 2014), and Saïda (Marçais 1908), and west of the Algerian Sahara (Mercier 1907), and la Saoura (Grand“Henry 1979) (*Abadie L. (Ed.), 2002*)... Concerning Berber influences on the dialect, we turn to Basset (1936: 1001-1006) who reports that the presence of Berber language in the former Department of Oran is limited to a few linguistic islets such as those of Old Arzew or the *qsūr* lying between Méchéria and BeniAbbès. Nonetheless, the latter article, I assure, has become obsolete and there is a need to carry out new researches on the Berber dialects spoken in this region⁵ (*Fe Canto L, 2012*).

4. Linguistic situation in Oran:

As I mentioned at the outset, the linguistic situation in Oran gives a clear picture of a very culturally rich and ethnically mixed society that can be observed throughout Algeria or in all the countries of the Arab Maghreb as Paul has said Balta:«We can observe it clearly, knowing all the countries of the Arab Maghreb are bilingual or multilingual countries» that is, all the countries of the Arab Maghreb are countries speak several languages, This variety comes from the foreign presence as the Spanish or French presence so, let us mention the true linguistic situation of Oran.

❖ Arabic:

With the arrival of Arab Muslim armies in the seventh and eighth centuries a large number of Algerians adopted Arabic and embraced Islam. It gained domination with the spread of Islam.

Arabic is the language of daily communication for between 150 and 200 million people (the Arab world), and the language of worship for more than a billion of Muslims. It is the language of Quran. Moreover, it is the language of television, radio and language of the media. (McLoughlin, 1999:1). Arabic in the past was classified into two categories: Classical Arabic and Colloquial Arabic. The former is the language of the Holy Book-Quran- and ancient poetry, whereas the latter is the language of daily conversations (**Bougrit, F, 2010**). But now it is classified into three categories: *Classical Arabic, Modern Standard Arabic and Dialectal Arabic*.

Arabic is considered as a symbol of the Muslim Arab identity, that is why Benrabah says: «The Arabic language and Islam are inseparable. Arabic has a privileged the language of the Qur'an and of the Prophet, and the common language of all Muslims in the world, language of science, and language of culture». Oran is considered a Muslim Arab city, so in the Oran context the language, refers to the linguistic varieties that exist within the community, each variety is used for a specific function, these varieties can be divided into two classes that are: Classical Arabic and vernacular Arabic or dialect. Classical Arabic is considered as the high language is referred to as a linguistic model of excellence, is the language of Islam, of the Quran. Today, this phase of the Arabic language is not used in everyday life by the Oranian or rather is limited by practices and is compensated by the standard Arabic which is a form of modernity and modern life, according to grammar, phonology is based on the rules of classical Arabic with lower vocabulary complexity too, it contains many loans from other languages especially English and French as the case of technical and scientific terms such as: the word "Internet" is a word of English origin but is called in the Arabic language.

In Oran Arabic has been declared the official language of the state is also the language of the education at all levels of education, especially in primary and secondary education because all subjects are based on Arabic. Besides that, it is the language of higher education for most disciplines except technological disciplines. Finally, it is the official language of the government, and all administrative documents (**Kherbache F, 2017**).

Through what we have mentioned, let us observe that dialectal Arabic is the most used by the inhabitants of Oran while, that standard or classical Arabic is a

language used in the company, in educational institutes.

❖ **French:**

French is a Roman language belonging to the Indo-European languages, the existence of this language in the linguistic situation of Algeria in general and Oran in particular is remote in the 19th century; French has existed in Algeria with the French occupation since 1830.

The domination of French in the linguistic map of Algeria for one hundred and thirty two years led it to be the language of communication among the Algerians. The deliberate attempts to eradicate the use of Arabic as a language of education and written communication, made French play an important role in the linguistic situation in Algeria before and after the independence. Then, the French language was the only language of communication and recognized by the colonial government for the implementation of all its institutions (*Bougrit, F, 2010*).

After independence things have changed a policy of Arabization sealed to by the Algerian authorities to replace French with Arabic. However, the French language French is considered as the second language throughout Algeria and in Oran continues to occupy a very important place because the inhabitants of Oran communicate with each other in French. This is due to the historical factor that is, the French colonization in our country that lasted more than century, it is also always concerned with a fundamental in all sectors: social, educational, economical.

In Algerian society in general and Oranian in particular there are French-speaking different degrees: there are real Francophone that are the people who really speak the French in their daily lives, and occasional French speakers are individuals who use the French in specific situations (formal or informal). Still, there are some programs of television and radio channels that use French as: Canal Algerie (*Bougrit, F, 2010*).

❖ **Spanish:**

Spanish is a part of the Ibero-Romance group of languages of the Indo-European language family, which evolved from several dialects of Vulgar Latin in Iberia after the collapse of the Western Roman Empire in the 5th century. The oldest Latin texts with traces of Spanish come from mid-northern Iberia in the 9th century, and the first systematic written use of the language happened in Toledo, a prominent city of the Kingdom of Castile, in the 13th

century. Modern Spanish was then taken to the viceroyalties of the Spanish Empire beginning in 1492, most notably to the Americas, as well as territories in Africa and the Philippines (*Bougrit F, 2010*).

As a Romance language, Spanish is a descendant of Latin and has one of the smaller degrees of difference from it (about 20%) alongside Sardinian and Italian. Around 75% of modern Spanish vocabulary is derived from Latin, including Latin borrowings from Ancient Greek. The abundance of Classical Greek words (Hellenisms) directly and indirectly incorporated in the Spanish language have notably influenced the vocabulary of elemental areas like nature, science, politics, literature, philosophy, arts, music, etc.

Due to both its complex history and the formation of its global empire, the Spanish language has received some influences from many different languages: Around 8% of the Spanish dictionary words has an Arabic lexical root, having developed during the contact with Al-Andalus. It has also been influenced by Basque, Iberian, Celtiberian and Visigothic, the latter having developed particularly during the Visigothic Kingdom of the Iberian Peninsula. Additionally, it has absorbed vocabulary from other languages, particularly other Romance languages such as French, Italian, Portuguese, Galician, Catalan, Mozarabic, Occitan, and Sardinian, as well as from Quechua, Nahuatl, and other indigenous languages of the Americas (*Kherbache F, 2017*).

Spanish is one of the six official languages of the United Nations, and it is also used as an official language by the European Union, the Organization of American States, the Union of South American Nations, the Community of Latin American and Caribbean States, the African Union and many other international organizations. Alongside English and French, it is also one of the most taught foreign languages throughout the world. Despite its large number of speakers, Spanish does not feature prominently in scientific writing and technology, though it is better represented in the humanities and social sciences. Spanish is the third most used language on internet websites after English and Russian (*Bougrit, F, 2010*).

The Spanish language is considered as the second foreign language in Algeria, spoken by a minority of the population mainly in the former Spanish positions in particular "Oran" because the presence of the Spanish language over the speak of the Oranian is directly mentions at the lexical level thanks to the Spanish linguistic fingerprints that

left the Spaniards in the Oranian language especially by the elders of the age 50 or older, because today's young people use French more than Spanish in their everyday life for example:

The young people say: "*Rani ghadi lfransa fel bateau*" meaning the word "*Bateau*" is of French origin.

The elders say: "*Rani ghadi lfransa fel babor*" meaning the word "*Babor*" is of Spanish origin, and is also one of the words that mentions Hispanism in the Oranian dialect.

In the field of teaching, the Spanish language is considered as the third language operating abroad together with the German. But, currently the Spanish is taught in more than 600 secondary schools in the foreign language branch in 2° and 3° course in high school (*Kherbache F, 2017*).

❖ **Berber:**

Oran is a city that welcomes citizens from other regions, including those of "Kabylia", who are people who spent most of their lives in Oran and continue to speak Berber, the native language of the country. These people are designated by the word "zwawiya", that is, the Tamazight speakers. So, the Berber has a lot of interest in the media communication, such as television, news, or radio. To end the linguistic situation in Algeria in the case of Oran, it can be said that Oran has its own language which is considered as an international language, language of education, of the social communication, administrative, language of commerce and on the other hand, we find the dialectal language "Dareja", which is used for family and informal communication where we find many linguistic or cultural interferences such as: Spanish and French dare of a presence of foreign colonists and the Berber who dedicates the presence of inhabitants of other regions such as the kabil (*MEKHFI N, 2016*).

5. Language contact in Oran:

Over time, language contact leads and gives birth to language change. The latter involves the contact of distinct lexical and grammatical systems in addition to social patterns in the community. Generally, language contact studies examine language contact situations where speakers of two different languages come into contact by living or working together, but in this research we will examine a different situation where the same speakers use two unrelated languages (*MEKHFI N, 2016*).

The linguistic situation in Oran is a very complex situation, as you mentioned, situation led to the emergence of a phenomenon called contact of languages which is in the contemporary world is a common reality the fact that two or more languages are in for political, cultural,

economic reasons. The result is that most the countries of the world live in a situation of multilingualism that means that there are more languages than states. Like this contact has enormous potential for enrichment languages, is a phenomenon to facilitate the coexistence of cultures, races and languages of different origins and that is why the linguist García Marcos says that "The contact between languages, it is a social phenomenon and therefore serves to observe the interrelations between languages and society, especially those that refer to ethnic or social groups" and Weinreich is the coexistence of two or more language codes in a given society.

By saying "Two or more languages that are in contact if used alternately by the same people" (*MEKHFI N, 2016*).

6. Bilingualism:

The term "bilingual» is used to refer to the person who has the capacity and ability to acquire a second language. Sridhar (1996:47) stated that the term is used in the literature "to refer to the knowledge or use of more than one language by an individual or a community". Among the various factors that lead to language change is bilingualism. Most of sociolinguists agreed on the view that bilingualism is a worldwide phenomenon, most nations in the world fall into this category. Hundreds of million people around the world routinely make use of two or three and even four languages in their daily life as the occasion demands. Bilingualism is of great considerable interest and importance because of its vital role in the determination of variation and language change (*Kherbache F, 2017*). When two speakers from different linguistic background i.e., each one has his own language, came into contact for a certain period of time, significant changes may occur in one or both languages (*Bensafi Z, 2002*).

This phenomenon we find in Algerian society especially in the Algerian west as the case of the city of Oran, because its people use French as much as Spanish in their Arabic dialect, as a result of the presence of French and Spaniards centuries ago in this African country. In addition, you can find an additive and subtractive bilingualism, then the additive bilingualism is a second socially recognized or prestigious language and

To summarize, bilingualism is the ability to speak more than one language by acquisition through the coexistence of colonizations or indigenous people of the language, This phenomenon also has benefits for communicating between civilizations and knowing the world cultures (*Chaouche, L. A, 2006*).

7. Diglossia:

One of the most revealing social factors that affect language change is diglossia. The term "Diglossia" was first introduced by Ferguson in 1959 in his article "Diglossia". According to Sridhar (1996:54) the concept of diglossia according to Ferguson refers to the specialization of two varieties of the same language while the concept according to Fishman (1972) refers to the specialization of two languages. Ferguson (1972 in Sridhar 1996:54), defines diglossia as being: A relatively stable language 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 language and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of a community for ordinary conversation (*Noureddine M, 2002*).

Holmes (2001:27) listed three conditions that should be required in a community in order to be regarded as diglossic, these conditions are:

1. Two different varieties of the same language are used in the community, one variety is high and the other is low.
2. Those different varieties have distinct functions.
3. The high variety is not used in everyday conversations.

To clarify more, in Paris for example there are speakers who use the standard French that is the high variety (A) and others use what is called "slang" which is the low variety (B), also this phenomenon we find in Oran, which can speak perfectly a diglossia because there is the high variety (A) or the cultured language which is the classical Arabic used in formal discourses such as education, politics, economics, religion etc. And there is the low variety (B) or the family language which is the dialectal Arabic used in discourses among friends, in the street, within families, and the latter is used by most speakers of the Oran community (*Bagui, H, 2014*). Finally, bilingualism is all related to individual and social capacity for speak two or more languages, while diglossia is composed of varieties of tongues.

8. Use of borrowings:

It is also defined by many scholars and sociolinguists who have continuously attempted

to give a full and clear interpretation of this linguistic phenomenon. According to Homby (2005:179), **“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.”** Another definition was given by Dulay, et.al (1982:263), and it describes **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 points of view, we can understand that borrowing means the use of equivalent words, items from another language into the native language by adopting them to explain and clarify ideas (*Razzia M. R. M, 2013*).

Borrowing is a widespread phenomenon in Algeria wherein different elements are used in Algerian Arabic coming from different sources. In this study we will focus on the use of the Spanish loanwords among language users in Oran. Indeed, the presence of Spanish elements is due to the old historical contacts between Spanish and Arabic in Oran (*CHAMI A, 2018*).

A lot of Arabic words are influenced by borrowed Spanish items. Some of them are adapted phonologically and morphologically to be understood in the speech of individuals in daily life, but others are not. For example, the word “escuela”: meaning ‘school’ is changed to /saqwi:la/ in Algerian Arabic, and the velar plosive /k/ is replaced by the standard qaaf /q/ from the Arabic language. There are other words that are used in sentences as they are in the source language without any modification, like: “gamba”², “playa”³, and “claro” (*CHAMI A, 2018*).

8.1 Loanwords:

Loanwords or borrowings are borrowed terms adapted from one language (the source language) to the first language. A speaker usually uses these words in his or her speech to convey a correct meaning to the audience. McMahon (1999:203) claims that **“The speaker may nativize the loan by adapting it to the morph-phonological and/or syntactic system of her own language”**. In such situations, persons integrate words linguistically to the phonological, morphological and/or syntactical systems by following the sense of the native language.

8.2 Borrowings vs. Loanwords:

A borrowing is a synonym of a loanword; they are both abstract nouns

which represent metaphors and they have the same process of adapting words from a foreign language to the native language, this is on the one hand (*Haspelmath M, 2009*).

On the other hand, and as a noun, a loanword is different from a borrowing, because this latter is a consequence of cultural contact between two language communities. However, a loanword is a word directly taken into one language from another one with little or no translation (*Haspelmath M, 2009*).

9. Hispanism:

Similarly, we talked about the linguistic panorama of Oran, we also talked about the phenomena of contact of languages "bilingualism, diglossia"; we were always talking about Spanish as a part of the Oranian dialect, then Hispanism in Oran is the core of my thesis, and as we have mentioned, Oran is a city of ancient foundation by the Andalusians, its occupation by the Spaniards " conquest, reconquest, and Oran, a Spanish land during the French colonization" , all this resulted in the mixing of Spanish with the Oranian dialect (*Fey H. L, 1858*).

Moussaoui in his doctoral thesis defines Hispanism as: "Hispanism alludes to the Castilian word or twist used in the three sectors, object of study as in any study of Castilian one must take into account its condition of dialectal complex and quotient of particularity, we will include in our research all the remaining dialectalism in the language" (*Abadie L. (Ed.), 2002*).

According to our vision, Hispanism is everything related to the process of discovery, expansion and colonization of territories that will be under Hispanic domination; that is, everything related to Spanish "the language, the culture, the customs of the Spaniards that they left in the countries where they have settled". To clarify this phenomenon, we have the example of our country Algeria especially the city of Oran that until today its inhabitants use Spanish words as markers of the Spanish presence in Oran, and in order to confirm this, Professor Amine Benallou makes a round table under the title "Hispanism in the Oranian dialect" in the week of the friendship between Algeria and Spain at the Cervantes institute in Oran, Benallo said "I had counted 800 words of Spanish origin in the Oranian dialect in university research", also the professor I think "The use of these words, regardless of whether it is a normal phenomenon, a guide to belonging to a multicultural space, and the sociolinguistic revolution", and also said that the use of these languages is a result of the coexistence between the Spanish and Arabic for centuries (*Abadie L. (Ed.), 2002*).

To conclude this chapter, let us observe that the dialects in the city of Oran have

developed notably because of the Spanish presence for three centuries and the coexistence between Arabic and French almost more than a century, which gives a very complex situation that have influenced the Oranian dialect. This complexity is observed first in the dialectal variation observed in the individuals of Oran and second, in the linguistic situation that marks the coexistence of the languages where we find diglosia and bilingualism, the use of loan that affirms the change of the codes between the languages, and by the end marks us the phenomenon of Hispanism that affirms the coexistence between the Spanish and the Oranian dialect.

In this research, we have used a mixture of quantitative and qualitative methods. The data of this study are taken from the questionnaire answered by a group of participants who were chosen from a larger population.

Informants are the citizens of Oran. From this larger population, 30 individuals were chosen randomly as a sample to answer the research instrument. Those citizens differ from each other in terms of occupation. Some of them are fishermen while others were students, for example. Their age varies. They were sampled in this study in three age groups: there are youngsters, adults, and finally the old people.

1. The Questionnaire:

This research instrument consists of direct questions. It was administered to the sample in an Arabic version since not all the participants have a good mastery of English. As mentioned above, the participant's age differs from one to another, Their level of education is different also, but they are all familiar with the Spanish language. There are seven questions. We have asked them to provide us with examples about the places where the Spanish words are used in order to make our work clear and organized.

1.1 The Objective of the Questionnaire:

My aim is to determine how people of Oran use Spanish language in their daily lives. This research work is fuelled by this question: Does this population use Spanish in daily interactions in all circumstances, and how? In relation to age we seek at verifying if youngsters do use this language in the same way as the old or not.

2. Demographic Variables

Three demographic variables or social factors are undertaken to achieve the purpose of this work. These are age, place of residence and level of education.

2.1 Age:

The aim from asking the citizens of Oran to give us their age is to check if all the population, no matter which generation they are from, uses Spanish words in the same way or not.

2.2 Place of Residence:

The Objective of this demographic variable is to find out if people who live outside the city of Oran use these Spanish words in the same way as the ones who live inside Oran or not.

Illiteracy / Level of education:

The objective of this demographic variable is to verify if the level of education does play a role in the spread of Spanish loanwords or not, in order to know if people who have never studied Spanish language can speak it in their daily life conversation as much as the educated youth. We aim at answering the following question: Do the three social factors age, place of residence and level of education play a role in the use Spanish language in daily interaction, and how if so?

3. Analysis and Interpretations of Data:

In the first part of the questionnaire, we asked the participants to mention their age, place of residence and their level of education.

Age Variable:

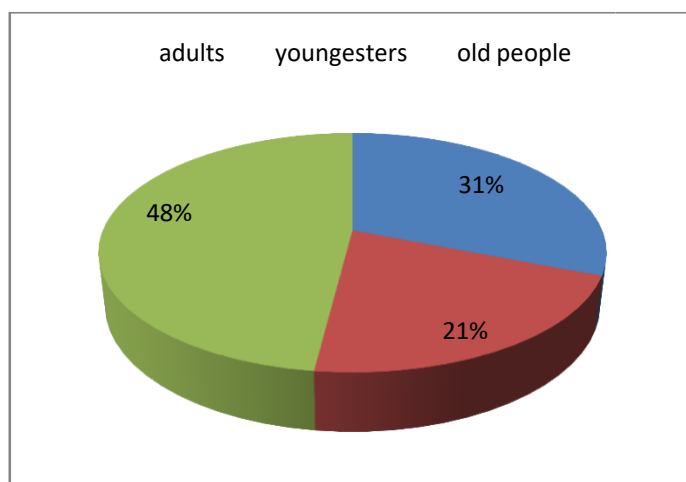
The participants are sampled in the table below according to three age groups.

Table 2.1. Age Variable



Age Group	Absolute Frequency	Relative Frequency
(0-24)	09	31%
(25-54)	08	21%
(55-...)	13	48%

Figure 2.1. Age Variable



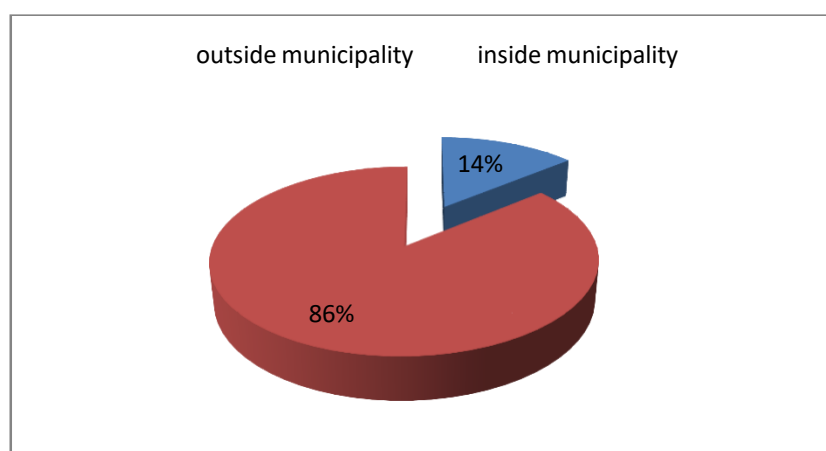
This question is set for looking of the differences and attitudes in language use between old people and youngsters. Citizens of Oran are divided into three groups from 0 to 24, 25 to 54 and more than 55 years.

From this graph, we conclude that most of the participants involved in this study were aged above 55, i.e. they are old people. They represent 48% of the whole sample which is nearly half of it. The group that is mentioned in the second part shows youngsters i.e. people from 0 to 24 years old with 31%. They represent the third 1/3 of the whole sample. The last category comprises the adults with a percentage of 21%, i.e. the fifth 1/5 of all the participants.

The result that we have found shows that the most participants who use constantly Spanish words in their daily life interactions are the ones who are aged from 55 years and more i.e. They have positive attitudes towards using Spanish language.

Place of Residence:**Table 2.2. Urban vs. Rural: Place of Residence**

Place of residence	Absolute Frequency	Relative Frequency
Inside the city	26	86%
Outside the city	04	14%

Figure 2.2. Urban vs. Rural: Place of Residence

This part is required to specify the participant's places of residence in order to have to find out if they are living in Oran such as: Akid Lotfi , Emir Abdelkader , M'dina El Djadida and so on. Or in the urban areas like: Hassi Bounif, Boufatis, Sig, Oued Tilet.

This diagram shows that only four persons i.e. 14 % or less than a fifth $\frac{1}{5}$ live outside the city, i.e., they are from nearby areas. However, the number of the ones who live inside city exceeds four fifths $\frac{4}{5}$ of the whole sample with a percentage of 86%.

In Oran, the level of illiteracy depends on individuals because there are some who had reached a degree even in primary schools, medium, secondary schools and so on. While, there are others who have no educational degree. In other words, there are literate people and illiterate ones.

This pie chart shows that the majority of our informants are literate whereas less than the fifth 1/5 is illiterate. The use of Spanish among this category shows that education, as a demographic variable is not linked to this linguistic feature, i.e. the spread of Spanish vocabulary. There are individuals who have never studied Spanish, but they can speak some words from Spanish unconsciously.

4. Analysis of Questions:

We view below the analysis of the questions one by one. For this purpose we refer to both quantitative and qualitative methods of analyzing data.

❖ Question One:

The purpose of the first question labeled as: ‘Do you use Spanish language in daily interaction?’ is to show how often the sample taken from population of Oran makes use of items from the Spanish language in daily life interactions by choosing one of the suggested choices: always, sometimes, rarely or never.

Table 2.4. Frequency of Use of Spanish Items

How often	Absolute Frequency	Relative Frequency
Always	08	27%
Sometimes	16	53%
Rarely	05	17%
Never	01	03%

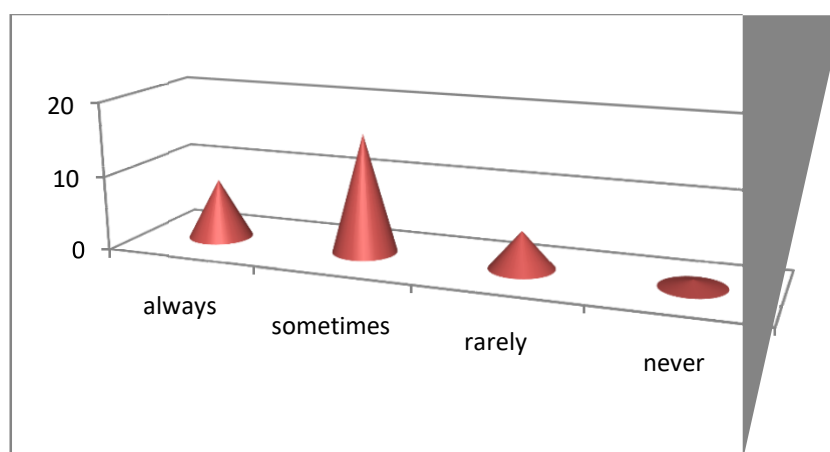
Figure 2.4. Illustrates these findings. The first alternative shows the number of people who always use Spanish language which takes proportion of (27%,) then the second one with (53%)whose sometimes speaks Spanish language, the third one is considered with people who use Spanish word with (17%) and finally (03%) never use Spanish words in his daily interactions.

Almost all the participants seem to have the same origins or at least they are almost all urban dwellers. There is only one person who lives in the outskirts of Oran city. He is from Oued Tlilet.

He replied negatively as he never uses Spanish. He is not interested in using Spanish words in his speech, simply because he did not grow up in Oran.

To sum up, we can observe that from the thirty persons, the majority of them use Spanish sometimes because there are people who are not the original inhabitants of Oran, to prove that; we have found one individual among them who never uses this language. so, the other people can't interact with him via Spanish words because he is not going to understand and respond.

Figure 2.4. Frequency of Use of Spanish Items

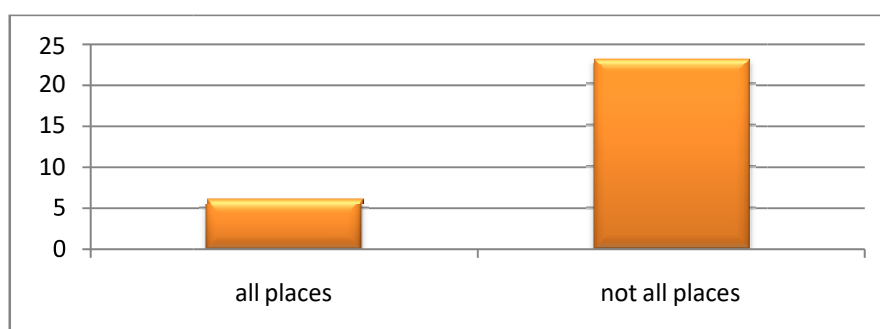


❖ **Question two:**

We have chosen this question 'Do you use Spanish words vocabulary in all places and situations?' specifically to know if people of Oran use Spanish words in all places or not, i.e. to investigate if there are special situations to use the Spanish language.

Table 2.5. Contexts of Use.

Alternatives	Absolute Frequency	Relative Frequency
All the places and events	24	80%
Not all the places and events	06	20%

Figure 2.5. Contexts of Use.

The table above indicates that from the responses of the informants, the majority of people of Oran do not use the Spanish words in all places, (77%) not make use of the Spanish word in all situations. However, the rest which are (23%) individuals use these words in all areas.

It is a normal situation that the Spanish language is used much in Oran society since the speakers are the original citizens.

But it is not used in all cases; we can say that they according to use Spanish words the person and the situation.

❖ Question Three:

The third question is about what places and situations wherein informants are likely to use such a vocabulary. The aim of this question is to check if the vocabulary that is used from

the Spanish language is proper to different places and events or not.

Responses to question four illustrate through lists of the most frequently used Spanish words in daily conversations.

As we suggest previously the use of Spanish words in Oran depends on the individual and the case itself. Among the thirty (30) persons who have answered on the questionnaire, they give us some illustrations about the places and situations where they speak Spanish words. Here are some examples about these words:

Table 2.6. Places Where People Use Spanish Words

	Formal Settings	Informal Settings
Home		X
Workplace	X	X
Port		X
Street		X
Coffee shop		X
Stadium		X
Beach		X
Restaurant		X

We notice that such a feature is restricted only to informal settings. While in places such as home, port, street, coffee shop, stadium, beach and restaurants, they commonly use Spanish words. In workplaces like the hospital, for instance, respondents do not use Spanish items. Informal settings seem accordingly to suit better this language use with a high percentage. Formal settings like medical institutions are inappropriate to Spanish items with a low percentage.

To check how Spanish infiltrates Algerian Arabic, we refer here to three contexts: With friends in the party, fishers in the port, and With sellers in fish market.

Table 2.7. Cases of Informal Settings

	Yes	No
With friends in the party.	x	
With fishers in the port.	x	
With sellers in fish market	x	

Friends in party, fishers in port and sellers in fish market in Oran are all users of Spanish words. The acquaintance of such a linguistic use in Oran seems to start since birth and they used it unconsciously in L1.

❖ **Question Four:**

Underneath we asked our respondents to give us some examples of this Spanish vocabulary. These data are represented below in the form of tables.

Table 2.8. Names of Fish

Names of fish	English Gloss	Names of fish	English Gloss
Sardine	Sardine	Calamari	Squid
Jorir	Khorir	Spadon	Espadon
Gamba	Shimp/prawn	Raya	Raya
La rap	Fish with big mouth	Latecha	Latecha
Sola	Sole fish	Pulpo	Octopus
Sepia	Sepia(tongue of the sea)	Morina	Sea Snake
Pacalao	Pacalao	Roji	Red fish

It is worth noting here that all kinds of fish are referred to by means of Spanish names. This confirms that there exists a strong relationship between the adoption of Spanish words in Algerian Arabic and the context of fishing.

Table 2.9. Names of Fishing Persons and Objects.

Words	English Gloss
Pareja	Couple
Pelo	Fishing thread
Popa	Stern / The bottom of the ship
Bote (Galion)	Boat
Motorista	Driver / Worker in the ship's engine
Pescador	Fisherman
Punta	Point / The ship's edge
Segundo	Second / Second man on a boat
pasarela	Runway / Steering room

The word *motorista* in Oran is used for someone who is in charge of the engine, for example:

اعط لموتوريستا حقه تاع
الحوط

‘Give the person in charge of the engine his part of fish.

People of Oran use the word *Segundo* to refer to second man on the boat, for example,

’هاهو جا لرايس وسيكوندو ينوضو

’Here are the captain and the second turning on the ship.’ البارخة

Fishermen and ordinary people use the word “*pareja*” to refer to boat .forexample:

'شوفي هادي البارخة تاع جاركم'

'Look that is the ship of your neighbour.'

Apart from the fishing context, there exist other words which relate to parts of the human body. The following table illustrates this category.

Table 2.10. Names of Parts of the Human Body.

The Words	English Gloss
Figura	Figure / Face
Mano	Hand
La carra	/
Cabesa	Head

Figura in Oran speech is a loanword that is used in bad way, i.e. with abad connotation or implication to refer to a bad looking person with a pale or a black / dirty face, for example:

Do you like yourself with that face. 'عاجبة روحك بديك الفيقورا'

The word "cabesa" in Oran is used to refer to denote someone who is intelligent for example,

This girl is intelligent. 'هاد الشيرة عندها فلكنبيسا'

Table 2.11. Names of Places.

The words	English Gloss
Esquela	School
Marina	Marine / Port
Compania	Company

'Esquela' which is a word that refers to school has kept its meaning without any change but has changed its form through a consonantal modification as it has already been noted above, for example:

Go to bring your sister from school. 'روحي جيبتي خنك مالمسقوليلة.'

This evening we will go to the port to buy fish. 'عشية نهودو لمارينا نشرو الحوت.'

Table 2.12. Cases of Adjectives

The Words	English Gloss
Rojo	Red headed / blond
Bonito	Beautiful / Cute
Bueno	Nice
Azul	Blue
Macho	Male
Tranquilo	Calm
Largo	Long
Calma	Calm
Blanco	White
Guapa	Beautiful
Triste	Sad
Morino	Brown
Façil	Easy
Freshka	Frech

People of Oran use the word "larga" to refer to mock to a tall person, for example,

'Tomorrow, we will meet this taller girl.' 'غدوة نتلاقو مع هاديك لارقا'

Also they use the word "freshca" exactly for fish which is fresh, for example:

Boucif sells fresh fish 'يبيع الحوت فريشكا'

The word "calma" is used to refer to the sea when it is calm, for example, 'بوسيف'

'Today, the sea is calm

اليوم'

راه كالمالبحر' The word "claro" is used to mean something clear, for example,

'Look at that ship, it shows clearly.'

'شوف هاديك البارخة راها تبان كليرو'

The word "rojo" is used in Oran to refer to someone blond.

'Call the blond child to come to play football.'

'عيط لروخو يجي يلعب بالون.'

The word "macho" is used by people of Oran for someone who is not very well educated, for example,

'My bad son is driving me crazy.'

'هبلني ولدي لماتشو'

Table 2.13. Cases of Names of Objects of Different Sorts.

The words	English Gloss
Cabasso	Basket / Bag
Siterna	Water tank
Calentita	Hot
Sombrero	Hat
Puerta	Door
Ventana	Ventana / window
Rosa	Rose
Trabando	Locking / Fraud
Borrigo	Donkey / lazy
Semana	Week
Falso	False
Paloma	Dove
Trabajo	Work
Langua	Langua
Carota	Carrot
Primavera	Spring

Mandarina	Tangerine / Small orange
El amour	Love

La vida	Life
Barato	Cheap / Free
Puja	Bid / Sale by auction
Fiesta	Party / Day free
Mosca	Fly / Bird
Plancha	Griddle / Wood

Examples:

'Oh Calentica Calentica!'

'ايا كرانتيكا كرانتيكا'

'تروحي معايا غدوة؟ راه كايين . Would you go with me tomorrow? There is a party. 'فيشطا'

'There is a sale by auction in the port today.' 'راه كايين ليوم بوخا . فلبويرطو '

The word "boricco" is used in Oran to describe some schoolboy who is lazy, for example,

'You are the laziest pupil in this class.'

'نتايا لبوريكو تاع القسم .'

'Do not buy from those fraud people.'

'متشريش معند هادوك طراباندو'

'Sofiane make a splendid dive.'

'سفيان دار بلومو شباب.'

Table 2.14. Cases of Names of Family Relationships

The words	English Gloss
Madre	Mother
Sinora	Miss
Padre	Fathe
Mucho	Child
Tiyo	Avuncular

Examples:

Hello miss, are you fine?

'سينبورة راكي غايا؟'

'God bless you dady, take me with you to the market. سلام'

Table 2.15. Cases of Verbs and Tags

	English Gloss
Abre	Open
Corre	Run / hurry / displace ¹
Neccessario	Important
Lo siento	I am sorry
Te quiero	I love you
Toca (tocar)	Touch
Viva	Live
Listo	Ready

Examples:

'Everything is ready to move on.' تيكيرو

'كلشي راه ليستو باش نقلعو.'

'I love you my mother'.

ماما.

'One, two , three vive Algeria.'

1.2.3 فيفا ' لالجيري'

Table 2 .16: Cases of Greetings.

The Words	English Gloss
Como esta	How are you
Buenos noches	Good night
Holla	Hello
Buenos dias	Good morning

Example:

'Good morning my freind how are you?'
كومو

'بوينس دياس صاحبي ايستا؟'

Table 2.18. Words in Relation to Culinary Contexts

Words	English Gloss / Definitions
Paela	Food made of fish+ rice+beans
Sopa	Soup
Cusina	Kitchen
Garfo	Fork

Yesterday, they prepared paela for the wedding.

' لبارح دارو بايلا فلعرس '

I am cooking some soup to your sister.

' نطيب السوبا لختك '

Bring a frock from the kitchen.

' جيبني كارفو ملكوزينة . '

Table 2.19. Names of Week Days.

The Words	English Gloss
Sabado	Saturday
Domingo	Domingo

Examples:

The fisherman will be payed this Saturday.

' لبحرية يخلصوهاد سابادو. '

There are some words from the Spanish language, in Oran fishermen specially used it frequently during the work, these words are taken from spanish dialect.

Table2.21. Words Related to the Sea and Fishing.

Adapted Loans	English Gloss
Playa	Beach
El mar	Sea
Plomo	Lead or Jump while swimming
Claro	Clear
Tiempo	Time / Sea is rough
Cielo	Weather
Manga	Tubing
Fluxa	Ship
Maya	Trawl
Scoro	Darkness
Prima	Evening
Garfa	Share
Yampo	Shoal
Tchiko	Trainer fisherman
Klafati	Ship maker
Moya	Lance
Sabra	Take up
Wirta	Tour
Barre	Stand
Horry	Much
Faya	Apsent
Manakorda	Big waves

Marcha	Worker
--------	--------

Larger	Out of the way
Ymostre	demonstrate
Corre	Sweat
Primera	Fish of quality
Puerto	Port

Example:

This is a nice day; we will go to the beach.

Bring the tubing and clean the boat .

Sew the trawl that is perforated.

and the next time in the evening.

Today, we will hunt in the darkness

Give me my part to sell it.

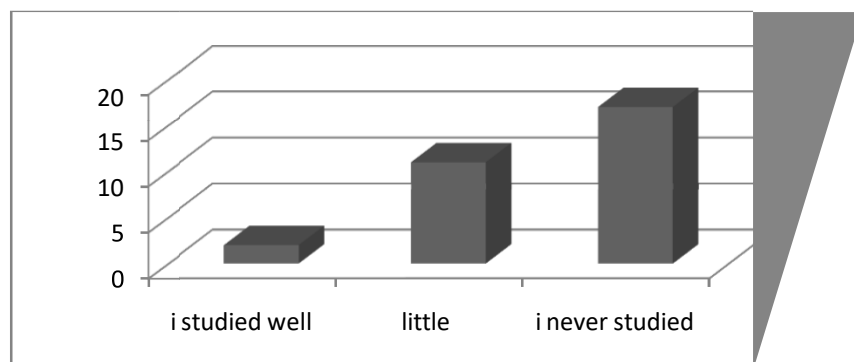
We caught a lot of fish.

Tell the trainer fisherman to clean the boat.

The ship maker is fixing the boat.

❖ **Question Five:**

The objective of the fifth question is to check the link between the level of education and the use of Spanish. Through this question we verify if all the participants learnt about the grammar of the language through some formal instruction or not.

Figure 2.6. Illiteracy / Level of Education.

From the figure above we observe that the majority of our respondents

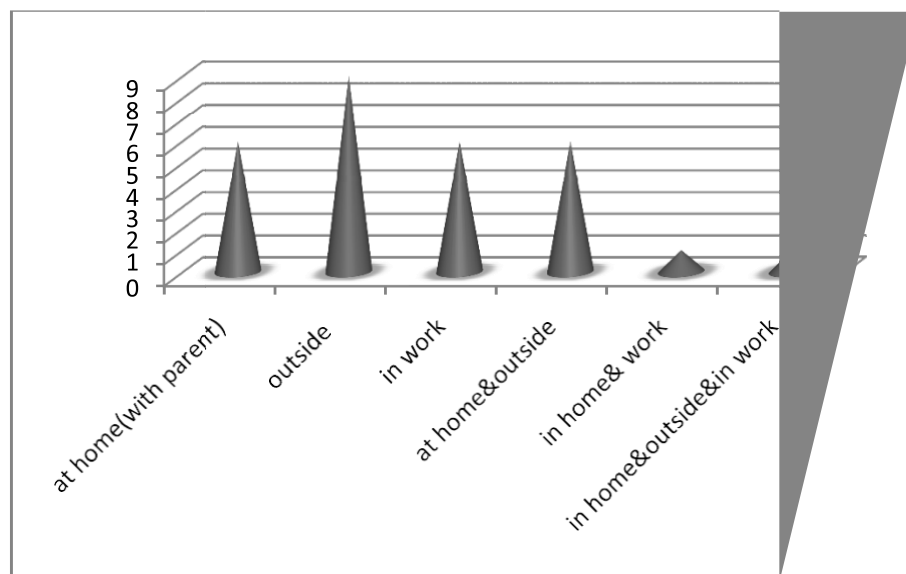
never learnt Spanish before. This category is represented here by a big proportion of (48%). Whereas there are (31%) of the participants who learnt

little about this language, and only (21%) of the sample studied it very well.

By comparing these results, we can say that although the majority of never learned Spanish before but still can use Spanish words easily in their conversations. The data obtained confirm that the level of education, as a social factor has no implications in the use of Spanish among the speech community of Oran.

❖ Question Six:

The aim from the sixth question is to show where those people meet these Spanish words i.e. we have asked them such a question to check if they learnt this language: at home (with parents), elsewhere, or in work.

Figure 2.7. Contexts of Acquisition of Spanish Words.

In this chart, we can observe that there are different places where those people learned some of these Spanish words. The greatest share (37%) represents those who learnt them outside home. (20%) have learnt these words either at home or at work or between home and street. Whilst the rest in same range, (03%) stands for those who have learnt them at home and work and another (03%) for those who have learnt them at home, work and elsewhere in the street, for example.

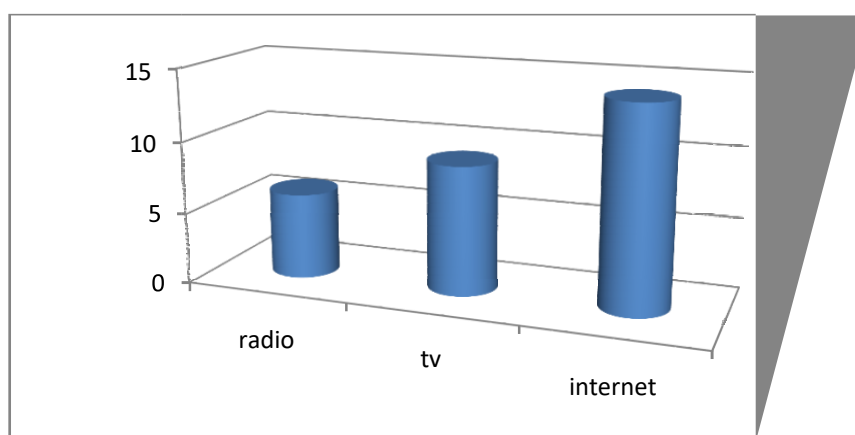
So from these results we notice that the street plays a big role in spreading such words. The data reveal accordingly that if a respondent does not acquire this vocabulary at home he is likely to do so in the street, at work or elsewhere.

❖ Question Seven:

The objective of the last question is to verify the role of media in the spread of Spanish among language users in Oran.

Table 2.24. The Role of Media.

	Absolute Frequency	Relative Frequency
Radio	06	20%
Tv	09	30%
Internet	14	47%

Figure 2.8. The Role of Media.

(47%) represents people that they have a contact with Spanish language by internet. However, there are others which represent about (30%) of the total number of informants who have contact with Spanish via television. Nevertheless only (20%) of our respondents confirmed the use of the radio.

We notice here that nowadays internet plays an enormous role in society. People have a tendency to use this technology much in communication and to establish relationships with other speakers of Spanish.

5. Conclusion:

This chapter was devoted to the analysis and the interpretation of the obtained data. Our aim was to investigate their attitudes toward using the Spanish language in their speech through checking the frequency of its use. The analysis of the findings above enables us to say that while age and place of residence do play an important role in the use of Spanish words in Algerian Arabic, the level of education has no implication for both literate and illiterate respondents are likely to use Spanish loanwords.

General conclusion

General Conclusion

Many scholars classified Algeria as a multilingual country since it has witnessed several invasions. Code switching and linguistic interference occurrences are consequently characterizing the use of Algerian Arabic.

This research work shed light on the contact of the two languages Arabic/Spanish, which led to the diffusion of linguistic interferences and the spread of borrowings and so on among the citizens of Oran in their daily contacts. Our aim was to investigate the reasons that led inhabitants of Oran to alternate between Arabic and Spanish language, and how they do behave towards this language with reference to three social factors. These are age, place of residence and educational background.

The findings of this study revealed that only two demographic variables, namely, age and place of residence play a role in using or not using Spanish language. The obtained data also revealed that these words are usually used for different reasons and for particular purposes in some situations that relate mostly to informal contexts. The use of both literate individuals and illiterate ones of Spanish vocabulary denotes that if this lexicon is not learnt at school it is learnt at home with parents and siblings or elsewhere in some informal settings with friends, colleagues and mates or acquaintances.

We have also found that young individuals alternate between Arabic and Spanish differently from the old ones when they interact with others, because old people use some strange words that youngsters are not very familiar with. Most of these words relate to the sea and the profession of living. Yet, there exist many other cases of use that have nothing to do with fish and fishing.

Our work was limited because of time allowance and sample sized; the number of the participants was not enough to give more details and information. As a future work, we suggest replicating this study to a larger

sample and using more research instruments. More research on linguistic interferences with reference to: morphology, lexis and syntax can also be done.

At last we conclude that the city of Oran enjoys a rich cultural linguistics that occupies a strategic part of western Algeria, the cause that always pushes Spaniards or other foreigners to give a clear image about the coexistence of several languages in the same place. In the end, we confirm that Spanish is a communicative language that the people of Oran like to speak. In conclusion, we hope that our research has opened up a future perspective that implies an initiative of a profile, of a hypothesis, on which we intend to look for a door to the future of Hispanism, if it is a temporary phenomenon or permanent, Hispanism is used by future generations when it comes to communication or not.

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Appendices

Questionnaire

This work, related to sociolinguistics, aims at finding out some aspects of linguistic interferences between Arabic and Spanish in Oran.

Age:

0-24

25-54

55-...

Place of residence:

Inside the city

outside the city

Illiteracy:

Illiterate

literate

1) Do you use Spanish language in daily interaction?

Always

Sometimes

Rarely

Never

2) Do you use Spanish words vocabulary in all places and situations?

All places?

Not all places

3) What are the places and situations wherein you use such a vocabulary?

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

3) Give examples of Spanish vocabulary that you use in your interactions:

Word	Meaning	Word	Meaning

5) How are you with the Spanish language?

I have never studied it Little Studied well

6) Have you learned these words?

At home (with parents) outside In workplace

7) How is your contact with Spanish via?

Radio TV Internet

Summary

The speech spoken in Oran shows a remarkable number of Spanish borrowings due to its strong contact with Spanish population along the centuries.

This research work is a sociolinguistic study about linguistic interferences which are likely to emerge as a consequence of contact between Arabic and Spanish languages. It takes the speech community of Oran as a case study. This extended essay seeks to find the main factors and reasons that lead the citizens of Oran to use some Spanish words as well as their mother tongue.

A questionnaire which encompasses seven questions was addressed to a sample from the population of Oran in order to investigate their uses and attitudes towards Spanish language. The primary historical data reveal that the use of Spanish words by the residents of Oran is a result of consecutive confrontations with the Spanish in the Algerian lands when the first Andalusians reached the Oran coast. After that, this Algerian city received in 1492 the Hispano-Muslim refugees and Sephardic Jews who were exiled from Al-Andalus, and a second expulsions wave in 1609. But, maybe, the Spanish occupation between 1509 and 1791 along with the development of a lingua franca used by sailors in the Mediterranean basin between XV-XVIII centuries were the most influential events on the Oran vernacular language. The contact remained with the new refugees and exiles arrival due to Spanish Civil war (1936-1939). And to geographical reasons since Spain is very close to the Algerian western coast.

