

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH



MASTER IN
“Linguistics”

Diglossia in the Algerian Contexts
The Case of Three Contexts in Mostaganem City

Submitted by
SELAMNIA Safia.

Board of Examiners:

Mrs. BAHRAOUI S.	Chairperson	University of Mostaganem
Mrs. DERRAZ A.	Supervisor	University of Mostaganem
Mr. MOULAY HACEN Y.	Examiner	University of Mostaganem

Academic year: 2018-2019

Dedication

*This work is dedicated to my parents, friends
and mates.*

Acknowledgements

First, I gratefully thank my supervisor Mrs Derraz Amel for her help and support.

I also thank Mrs Fatima Zohra Benabdellah for her help and
love.

I would like to acknowledge the jury members for their comments and advice.

Abstract

Multilingualism is a phenomenon in sociolinguistics. It is based on the assumption that an individual speaker chooses a specific code for some social reasons. Diglossia is a kind of multilingualism. As a phenomenon, it sees how code choice is made according to the context. The research aims to review the theory of diglossia, delineate the difference between Ferguson's and Fishman's diglossia, and most importantly, provide diglossia with a different view. The research attempts to discover if diglossia can be found in one context or not, and if diglossia is always defined as the use of two separate codes in two different contexts. In order to examine the aforementioned statements, the study is conducted on three samples from Mostaganem city. The samples are teachers of English from the department of English at Abdelhamid Ibn Badis University, teachers of classical Arabic at Mokhtar Benyoucef High School and workers at Lazrag Company. The study adopts a qualitative approach through the use of an interview as a tool to collect data. The findings show that two different languages are used in both the department of English and Lazrag Company, and one language and its dialect are used in Mokhtar Benyoucef High School. These findings, therefore, reveal that diglossia exists in one context.

Keywords: Diglossia, multilingualism, code choice, Ferguson, Fishman

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Multilingualism is a phenomenon in sociolinguistics. It is defined as the ability of speakers to speak two languages or more. In short, it is the state of using more than one language. Multilingualism, moreover, puts forward the view that an individual speaker makes a language choice according to numerous social factors. Furthermore, Speakers attempt to be multilingual to satisfy their needs. Since multilingualism has to do with a language not a dialect, the following paragraph, then, explains the difference between the two concepts.

The difference between language and dialect is a matter of degree rather than of a kind. Significantly, the difference is political rather than linguistic. Therefore, linguists tend to use the term variety to refer to both language and dialect. The distinction between these two concepts makes the term diglossia- which is the research work's concern- clear and intelligible.

Diglossia is a major concept of interest within the term multilingualism, since it sees how code choice is made according to the context. Diglossia is a Greek situation and it was used by several linguists as Karl Krumbacher in 1902, then by the French orientalist William Marçais. However, the study focuses on Charles Albert Ferguson' and Joshua Fishman' views of diglossia, because both of sociolinguists are prominent in the literature on diglossia theory, and one cannot talk about diglossia without referring to the former linguists.

In addition to that, Ferguson was the first sociolinguist who defined the term diglossia to the use of two forms of the same language in two different contexts. He also developed the term to a linguistic model and fostered a debate on it. Fishman, however, was the first who modified Ferguson's view of diglossia to the use of two separate languages in two different contexts. Diglossia, however, is not an easy term to be recognised because it might be confused with the term domain, and thus is illustrated in the following part.

Diglossia is different from domain in the sense that domain can be used in a diglossic and non-diglossic situation. Domain is used in a diglossic situation when the code choice is made according to the context. To put it differently, it is the use of one code in one context and another code in another context. It is used in a non-diglossic situation, on the other hand, when the code choice is made according to the participants or the topic of discussion. However, what is not yet clear in the theory of diglossia is if it is possible to find diglossia in one context or not.

The interest in the field makes the research have several aims. First, this work aims to provide diglossia with a different view. Second, it attempts to give an opportunity to clarify

the understanding of diglossia theory. Third, the study makes a contribution to research on diglossia by demonstrating the difference between Ferguson's and Fishman's views of diglossia. In order to achieve the aforementioned objectives, the study seeks to answer the following research questions:

- Is diglossia always found in two different contexts, or is it also found in one context?
- Is diglossia always defined as the use of two separate codes in two different contexts?

From the above questions, it may be hypothesized that:

- Diglossia can be found in one context because speakers cannot stick to one variety.
- Diglossia is not always related (defined) to two separate codes.

To answer the questions mentioned above, a qualitative approach is selected to get much data in depth. The use of the foregoing method implies that an interview is used as a tool to collect data. This tool, therefore, is chosen because it is one of the most feasible ways to examine language in use.

The study is conducted on three samples from Mostaganem city. The samples are teachers of English from the department of English at Abed-EL-Hamid Ibn-Badis University, teachers of classical Arabic at Mokhtar Benyoucef High School and workers at Lazrag Company. The aim behind choosing different participants from different settings is to see if it is possible to find diglossia in one context or not, and to provide diglossia with a different view or definition.

The chapters are organised as follows:

The first chapter deals with the historical background of diglossia. Interestingly, it focuses more on Ferguson's and Fishman's models of diglossia.

The second chapter reports the data collected from the three contexts in order to see if diglossia can be found in one context or not.

The third chapter examines and analyses the data and provides a general understanding from the results that are found in this research.

CHAPTER ONE:
FROM A SITUATION
TO A LINGUISTIC
MODEL

Introduction:

Sociolinguistics is the study of how society impacts language. Holmes (2013) states that sociolinguistics also studies how language is used in different contexts (p.3). Diglossia, the chapter's concern, is a phenomenon in sociolinguistics. According to Oxford Dictionary, diglossia is "A situation in which two languages (or varieties of the same language) are used under different conditions within a community, often by the same speakers. The term is usually applied to languages with distinct 'high' and 'low' (colloquial varieties), such as Arabic." To understand the term diglossia well, this chapter tackles the difference between language and dialect. Then, it moves on to the origin of diglossia. Moreover, it explains the term multilingualism and how diglossia is considered as a kind of multilingualism. After that, the chapter examines the similarities and differences between diglossia and domain. Furthermore, it focuses more on Ferguson's and Fishman's models of diglossia. Then, it ends with the similarities and differences between Ferguson's and Fishman's models of diglossia.

1. The Difference between Language and Dialect:

The term diglossia will be clear if the distinction between language and dialect is highlighted. The difference between the forgoing concepts is a matter of a degree rather than of a kind. To put it differently, to say that a dialect is a kind of language is not sufficient, because there are numerous factors that impact a given dialect to be a language. Therefore, linguists tend to use the term variety to refer to both of them (Speech Language and dialect, n-d, para. 7). Trudgill (2000) notes that the difference between the two is "If two speakers cannot understand one another, then they are speaking different languages. Similarly, if they can understand each other, we could say that they are speaking dialects of the same language" (p.4), the distinction between these two phenomena makes the next part which tackles the origin of diglossia intelligible.

2. The Origin of Diglossia:

Albirin (2016) claims that Diglossia, as a term, was first used by the German linguist Karl Krumbacher (1902) and then by the French orientalist William Marçais (1930). However, in point of fact, the American sociolinguist Charles Ferguson was the one who defined it and developed it to a linguistic modal (as cited in Gkaragkouni, 2009.p.28).

However, diglossia, as a phenomenon, was first used to refer to the Greek language situation. Sayahi (2014) says that, in Greece, and up to 1976, two varieties of Greek were in

use. Demotic was the spoken variety that evolved overtime from classical Greek. It was used by all native speakers. Katharevousa, on the other hand, was artificially developed in the nineteenth century from classical Greek. Katharevousa was declared the official language in 1834. Then, it became the language used in education and administration until Demotic which had gone through a process of standardization and was recognized as the new national language. Therefore, the diglossic situation ended in 1976 (pp.1-2).

In addition to that, the philologist Adamatios Korais, before Ferguson's modal of diglossia, was the leading advocate of that idea that the simple and natural language should not be considered as the official of the new state. Instead, it should be based on the literary language of the Byzantine (as cited in Teodorsson, 2001-2002, p.310). The following part, furthermore, explains the concept of multilingualism which is also an umbrella term to the term diglossia.

3. Multilingualism and Diglossia:

In the light of what has been mentioned above, diglossia, particularly, is a kind of multilingualism. The latter is defined by Degi (2012) as "The capacity of societies, institutions, groups and individuals to engage on a regular basis with more than one language" (p.650). Li (2008) defines a multilingual individual as "anyone who can communicate in more than one language" (as cited in Cenoz, 2013, p.5). Edwards (1994), Kemp (2009) and Franceshini (2009) state that multilingual speakers use different languages for different purposes. In other words, speakers use different languages to satisfy their needs (as cited in Degi, 2012, p.650). Homes (2013) gives an example of multilingualism, she says that Kalala is 16 -years- old. He lives in Bukava which is a multicultural and a multilingual city. Over 40 groups speaking different languages can be found in the city. Kalala is unemployed. He spends his days roaming the streets, stopping off periodically at regular meeting places. During a normal day, he uses at least three different varieties or codes. Kalala speaks an informal style of Shi at home, in the market place when he deals with vendors from his own ethnic group. He uses the standard Swahili, a lingua franca, to fill a form, pay a bill or when he tries for a job in a shop or an office. He also uses another code called Indoubil when he is with his friends (p.16).

Diglossia, therefore, is considered as a kind of multilingualism or a multilingual community because it requires two codes, languages, in different contexts. To a considerable

extent, diglossia is not an easy phenomenon to be recognised, because it might be confused with the term domain. The following paragraph, then, elaborates the main similarities and differences between the former concepts.

4. Similarities and Differences between Diglossia and Domain:

Domain is similar to diglossia when the choice of code is made according to the context. Holmes (2013) gives an example to illustrate that. She says that Maria is a teenager whose Portuguese parents came to London. She uses Portuguese at home, but English at school (23).

However, Holmes (2013) claims that domain is different from diglossia when the choice of code is made according to the participants or the topic of discussion (23). Holmes illustrates the case in which the choice of code is made according to the participants. She says that Oi Lin Tan, a 20- year-old Chinese Singaporean, uses different languages regularly. At home she uses Cantonese to her mother and grandfather. With her friends she uses Singapore English (p.25). Domain is made according to the topic, on the other hand, when a speaker uses a language that fits the topic of discussion. The researcher elaborates the case in which the choice of code is depending on the topic by giving the following example:

Anahina is a bilingual Tongan New Zealander living in Auckland. At home with her family she uses Tongan almost exclusively for a wide range of topics. She often talks to her grandmother about Tongan, customs, for instance. With her mother she exchanges gossip about Tongan friends and relatives. Tongan is the language the family uses at meal-times. They discuss what they have been doing, plan family outings and share information about Tongan social events. It is only with her older sisters that she uses some English words when they are talking about school or doing their homework. (p.21)

5. Ferguson's Model of Diglossia:

The term diglossia was developed to a linguistic modal by Charles Ferguson in 1959. Ferguson (1959) explains the term as:

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 large 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 it is not used by any section of the community for ordinary conversation.(336)

Ferguson's view rests on the assumption that diglossia is the coexistence of two forms of the same language: the high (H) variety is in one context and the low (L) in another context. In other words, Ferguson's view of diglossia is based on the assumption that H and L are in a complementary distribution (p.340). Or as Gkaragkouni (2009) puts it "the variety called H is employed in only those contexts of language use in which the variety called L is forbidden to be used and vice versa" (p.29). The researcher also argues that:

H is frequently more complicated than L as far as phonology, grammar (i.e., morphosyntax) as well as lexicon are concerned. What is more, it is exclusively being employed in the legal system, the educational and religious domains and above all in the governmental sphere as well as in the military service. There is a tendency for H to be learned outside the home environment more regularly at school under the supervision of a well-qualified teacher or by means of dictionaries, grammar and orthography books. (p.30)

Besides, Holmes (2013) supports Ferguson's view. She says that the vocabulary of H variety is different from the vocabulary of L variety in the sense that the H variety has technical and formal terms while the L variety has words for everyday objects (p.28). She also provides an example of classical Arabic. She says that Arab people use classical Arabic as their H and L as their mother tongue. The H variety is considered as the language of Koran and it is used for formal conversation. The L variety, however, is used as a colloquial dialect (pp.27-28).

In addition to what is previously mentioned, sometimes, a given variety can play the role of H and L. To illustrate this point, Mkilifi (1978) provides an example to describe the situation in Tanzania. He argues that in Tanzania "Swahili is the L variety when it is in distribution with English, but it comes the H variety when it is distribution with the local vernacular" (as cited in Sayahi, 2014, p.7); this situation in which a given variety is H and L at the same time is called by Mkilifi 'double overlapping diglossia'(p.7). Ferguson (1959) proposes that there are several features of diglossia:

- 1) **Function.** It is the most important feature of diglossia. It is the specialization of function for H and L. In one set of situation only H is appropriate and in another only L.
- 2) **Prestige.** Speakers regard H as superior to L. In other words, H is the variety that is used by rich people since they think that H is beautiful and better to express their thought.
- 3) **Literary heritage.** For Ferguson H is for written literature. Most writers used the standard variety; therefore, their production is considered to be a legitimate practice.
- 4) **Acquisition.** Adults use L when they speak to children, and children speak L when they speak to one another. Thus, L could be considered as the mother tongue. In addition to that, a speaker uses L at home easily because the acquisition of L is acquired implicitly. Whereas, the speaker comes to learn H at schools with rules and norms.
- 5) **Standardization.** H has special grammar, dictionaries, treatises on pronunciation and style.
- 6) **Stability.** Diglossia is always the use of H and L. It can never be the use of one language, and borrowing some lexical items from H to L does not mean that diglossia tends to be stable.
- 7) **Grammar.** H has grammatical structures that cannot be found in L.
- 8) **Lexicon.** H includes in its total lexicon technical terms and learned expressions which have no regular L equivalents. Also, L includes in its total lexicon popular expressions and the names of very homely objects or objects of localized distribution which have no regular H equivalents. To illustrate this point, the vocabulary of H cannot be found in L.
- 9) **Phonology.** H and L phonologies may be quite close in the sense that L phonology is the divergent features of H. For instance, Syrian and Egyptian Arabic frequently use /s/ for /θ/ in oral use of classical Arabic (pp.335-338).

Ferguson (1959) gives an example of Tamil variety that spoken in India to illustrate the aforementioned concepts. He argues that:

First, consider Tamil. As used by the millions of members by the Tamil speech community in India today, it fits the definition exactly. There is a literary Tamil as H used for writing and certain kinds of formal speaking, and a standard colloquial as L (as well as local L dialects) used in ordinary conversation. There is a body of literature in H going back many centuries which highly regarded by Tamil speakers today. H has prestige, L does not. H is always superposed, L is learned naturally, whether as a primary or as a superposed standard colloquial. There are striking grammatical differences and some phonological differences between the two varieties. (p.337)

Sayahi (2014) puts forward the view that Ferguson's definition of diglossia becomes to be known as classical diglossia in the sense that it deals with languages and its dialects, or the varieties that are from the same historical language (p.6). The following parts, however, deals with extended diglossia by Fishman.

6. Fishman's Model of Diglossia:

Joshua Fishman (1967), on the other hand, redefines and extends the term diglossia to the use of two separate languages in two different contexts. That is to say, diglossia is not only the use of one language and its dialect, but also the use of two languages: the high (H) language in one context and the low (L) language in another context (p.29). In this case, a speaker requires to be bilingual, speaks two languages. Fishman (1967) illustrates this kind of diglossia by giving the example of Paraguay. He says that people in Paraguay speak two languages: Spanish and Guarani. People use Spanish language when they want to talk about education, religion or politics, but they use Guarani at home (p.31).

Additionally, Fishman (1967) states, "...since Ferguson (1959) first advanced it, the term diglossia has not only become widely accepted by sociolinguists and sociologists of language, but it has been further extended and refined" (p.29), by saying that, it can be said that Fishman's view of diglossia is just a continuation of what Ferguson said about diglossia. To further support this point, Stępkowska (2012) declares that Fishman's contribution can be considered as a continuation of, and at the same time a criticism to, Ferguson's definition of diglossia (p.204). From this view, Cumperz says that Diglossia is also the use of separate dialects, registers or whatever kind (as cited in Fishman, 1967, p.75).

Although Fishman's view of diglossia is mainly restricted to bilingualism, he propounds the view that diglossia can stand without bilingualism and bilingualism can stand without diglossia, and sometimes neither diglossia nor bilingualism is in a community. The following parts present Fishman's explanation to the aforementioned phenomena.

6.1 Diglossia without Bilingualism:

First, Fishman (1967) develops the view that diglossia can stand without bilingualism when two or more speech communities are united politically or economically but separated culturally and socially. For instance, pre- First World War European elites speaking French or some other Fashionable H tongue for their intergroup purposes, and the masses speaking another language for their intergroup purposes. The elites never interact with the masses. In short, they do not form one single community. Their intercommunications were depending on

translators and interpreters. As a result, the linguistic repertoires of the aforementioned groups were too narrow to permit widespread societal bilingualism to develop. Nevertheless, the body politic in all of its economic and national manifestations tied these two groups together and each with a language appropriate to its own restricted concerns (p.33).

6.2 Bilingualism without Diglossia:

Second, Fishman states that there are some situations in which bilingualism obtains whereas diglossia is absent. This situation is when speakers have competence in two languages, but only one language is used in most domains (as cited in Sayahi, 2014, p.7).

6.3 Neither Diglossia nor Bilingualism:

Third, Fishman (1967) explains that sometimes neither diglossia nor bilingualism can be found in a community. This is the case when speakers are monolingual, speaking only one language. For Fishman, this kind of community has no contact with other speech communities, but it is difficult to find. Fishman also claims that such groups are easier to hypothesise than to find. Thus, their linguistic repertoires contain certain terms that are unknown to certain members of the speech community, and certain terms that are used differently by different subsets of speakers (36).

7. Similarities and Differences between Ferguson's and Fishman's Models of Diglossia:

The models of Ferguson and Fishman share some similarities and differences which are mentioned below:

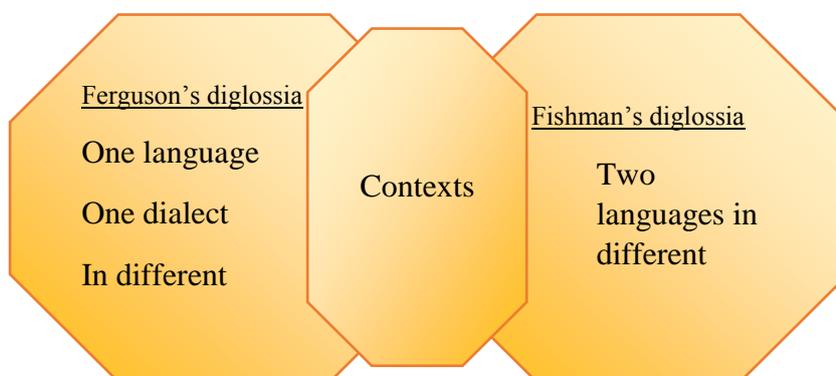


Figure 1.1. The similarities and differences:

The comparison of the two views (mentioned in figure 1.1) reveals that the context is the common feature between Ferguson's and Fishman's definitions of diglossia.

Conclusion

In sum, the chapter deals with diglossia which is a social phenomenon. The forgoing concept has two definitions: one is provided by Ferguson and the other by Fishman. For Ferguson, diglossia is the coexistence of two forms of the same language in two different contexts. For Fishman, however, diglossia is the use of two different languages in two different contexts. The theory shows that these two definitions share one feature in common, which is that they both agree on the idea that diglossia requires two codes in two different contexts. The next chapter, however, deals with the methodology that elaborates the method that is used in this research, the tool and the participants as well.

CHAPTER TWO: METHODOLOGY

Introduction:

This chapter presents the description of research process. It provides data about the participants, the tool and the method that are used in undertaking this research as well as reasons for using them. The chapter ends with the data collected from the three contexts.

1. Participants and Settings:

The first participants are four teachers of English from the department of English at Abdelhamid Ibn Badis University (in Mostaganem). The aim behind choosing the foregoing participants is to see if Fishman's view of diglossia, the high language is used in one context and the low language is used in another context, can be found in the department of English or not.

The second participants are two teachers of classical Arabic at Mokhtar Benyoucef High School (in Mostaganem city). The aim behind choosing the aforementioned participants is to see if Ferguson's view of diglossia, the high variety is used in one context and the low variety is used in another context, can be found in Mokhtar Benyoucef High School or not.

The third participants are workers (one assistant and one receptionist) at Lazrag Company (in Mostaganem city). The former participants are selected in order to see which kind of diglossia can be found in Lazrag Company.

2. Tool:

In this research, a structured interview was used to collect data. Using the aforementioned tool denotes that the questions had been prepared and organised before they were given to the participants. In this research, three interviews were used to collect data and each interview had its own questions and specific context.

In addition to what is previously mentioned, the respondents were asked to answer each question that was given. Moreover, some questions, during the time of the interview, were reformulated. Thus, truthful answers were provided by the interviewees. Furthermore, some points were debated to get the required answers.

2.1. Reasons behind Choosing the Tool:

The interview was used in this research for several reasons. First of all, the participants were few. Therefore, it was easy to interview them one by one. In addition to that, when using the aforementioned tool, the interviewer could reformulate the questions to the interviewees. Therefore, the questions were simple and clear. Moreover, the participants could express opinions and ideas freely even though, sometimes, the ideas were wrong. In a similar vein, this tool was also more important than any other tools, because it discovered data in depth. Furthermore, this research aimed to examine the language used in specific contexts; therefore, the interview was efficient to have satisfactory answers as Block (2000) came to the conclusion that the reason behind choosing interviews in linguistic research is that the interview aims at taking the participants' words (as cited in Alshenqeeti, 2014, p.42). Additionally, Bloom and Crabtree (2006) noted that "The interviewer may take the opportunity to clarify certain points and the interviewee may correct the interviewer as they both make sense together of the interviewee's world" (p.317). As an illustration, using an interview is efficient for discussion and correction of certain tips because sometimes the interviewer misses out certain points. Thus, the points can be corrected by the interviewee. Along similar lines, Hermanowicz (2002), in his comprehensive analysis, found that when interviewing people, the speaker can use recording. Therefore, he can listen to the interviewees' speech several times (as cited in Alshenqeeti, 2014, p.43).

3. The Method Used:

The use of the interview implies that the qualitative method was chosen to collect data. The former approach fitted the current research in the sense that it provided more details about the language use. In addition to that, other approaches, as the quantitative method, did not fit this research because the use of language which was needed. Furthermore, the questions of the interview were few and to the point or in other words no need to ask the participants about their gender or age, because these were not the research's interest.

1. Data Collection from Teachers of English (the Department of English):

Table 2.1

Data Collection from The Department of English:

<p>Question 01: How much do you like English language?</p>	<p><u>Participant 01</u> said that she likes English language a lot, and it was her dream to become an English teacher.</p> <p><u>Participant 02</u> affirmed that English was her first choice.</p> <p><u>Participant 03</u> said that she started to like English even before knowing what English was since she was watching several movies on MBC 2 channel.</p> <p><u>Participant 04</u> claimed that English is a part of her life and she started to like it since childhood.</p>
<p>Question 02: Do you speak English outside the classroom?</p>	<p><u>Participant 01</u> said that she uses English with her colleagues and friends or when she meets her students outside.</p> <p><u>Participant 02</u> said that she uses English in social media as Facebook, Instagram and twitter.</p> <p><u>Participant 03</u> put forward the claim that English is useful when she wants to contact foreigners.</p> <p><u>Participant 04</u> said that she uses English at home, to talk to herself, or to talk about some subjects that are related to her specialty.</p>

<p>Question 03: When you are teaching English, do you use the Algerian dialect? If yes, for what reasons?</p>	<p><u>Participant 01</u> argued that she uses The Algerian dialect when there is no equivalence to certain words, or when terms are Algerian in origin. For instance; when teaching Maghrebian literature, there are certain words require to be said in the Algerian dialect as the word ‘aleadui’/elʃdowi/ (enemy).</p> <p><u>Participant 02</u> said that she uses the Algerian dialect because she likes it. And she suggested that the Algerian dialect is good to create a good atmosphere in the classroom. She also argued that she uses the Algerian dialect when students face difficulties to understand any ideas in English.</p> <p><u>Participant 03</u> argued that she does not use any Algerian words when she is teaching in English because she thinks doing that makes the students passive in English. In addition to that, she said that using the Algerian dialect in the classroom affects the students negatively. Hence, they will not develop any English competence.</p> <p><u>Participant 04</u> claimed that she doesn’t like to speak the Algerian dialect in the classroom, but the context, sometimes, obliges her to do so.</p>
<p>Question 04: Do you use the Algerian dialect intentionally or unintentionally?</p>	<p>Nearly all the participants said that they use the Algerian dialect within English on purpose, mainly for the reasons mentioned above.</p>

<p>Question 05: When you are teaching English, do you code switch between English and other codes?</p>	<p><u>Participant 01</u> said that she uses an utterance in English and another utterance in the Algerian dialect.</p> <p><u>Participant 02</u> claimed that she uses only words in both; the Algerian dialect and French.</p> <p><u>Participants 03</u> said that she uses a mixture of languages; English, French, and the Algerian dialect.</p>
<p>Question 06: Is it important to use other languages when you are teaching English?</p>	<p>Three participants propounded the view that using other languages is necessary; to explain certain words or to deliver the message clearly. However, one participant said that the use of other languages when teaching English is not important.</p>
<p>Question 07: How do the students react when you use other languages for the sake of explanation?</p>	<p><u>Participant 01</u> said that her students react positively in the sense that they understand some terms easily or the whole lesson sometimes.</p> <p><u>Participant 02</u> argued that her students see it in a normal way.</p> <p><u>Participant03</u> contended that using, for instance, the Algerian dialect within English makes the students laugh.</p>

2. Data Collection from Teachers of Classical Arabic (Mokhtar Benyoucef High School).

Table 2.2.

Data Collected from Mokhtar Benyoucef H.S:

<p>Question 01: Do use the Algerian dialect when you are teaching classical Arabic?</p>	<p><u>Participant 01</u> said that he uses the Algerian dialect to certain extent.</p> <p><u>Participant 02</u> affirmed that he does not use the Algerian dialect at all because he wants the students to master classical Arabic.</p>
<p>Questions 02: what are the reasons that make you use the Algerian dialect in the classroom?</p>	<p><u>Participant 01</u> argued that the use of the Algerian dialect in the classroom is because students find difficulties to understand certain terms. Furthermore, he claimed that the Algerian dialect shapes reality in the sense that when teachers use the Algerian dialect and give examples from the surrounding, students can understand better.</p>
<p>Questions 03: Do you speak classical Arabic outside the classroom?</p>	<p>Both participants said that they use classical Arabic outside the classroom and this when they meet their students.</p>

<p>Question 04: what is the pupils' reaction when you use the Algerian dialect in the classroom?</p>	<p><u>Participant 01</u> put forward the claim that the interaction in the Algerian Arabic is better than the interaction in classical Arabic in the sense that, when using the Algerian dialect, students can bring numerous examples from the surrounding and they participate a lot.</p>
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3. Data Collection from Workers at Lazrag Company:

Table 2.3

Data Collected from Lazrag Company:

<p>Question 01: Which language do use in your company?</p>	<p><u>Both participants</u> said that they use French and the Algerian dialect. They use French for business work and some of it in the context in which they work in (the company). They use the Algerian dialect, on the other hand, when they want to talk to one another or to talk to their boss.</p>
<p>Question 02: Do you code switch between French and the Algerian dialect?</p>	<p><u>Both participants</u> argued that they use some words from French and some other words from the Algerian dialect and that when they talk to their</p>

	<p>colleagues. But they do not code switch when they contact foreigners. In brief, only French is used.</p>
<p>Question 03: When you are working in this company, do you use the language that you use at home?</p>	<p><u>Both participants</u> evidenced that the language that they use in the company is different from the language that they use at home in the sense that in the company they use formal language to talk about plans or business.</p>
<p>Question 04: The way you speak to your colleagues, is it the same when you speak to your boss?</p>	<p><u>The couple of participants</u> said that the way they talk to their colleagues is different from the way they talk to their boss in the sense that when they talk to their boss they use technical terms and short utterances. Above all, they use polite expressions that show respect.</p>

Conclusion:

In conclusion, this chapter presents the methodology used in this research. First, the chapter describes the participants and the settings. Second, it explains the tool as well as the reasons behind its use. Third, the chapter discusses the method used in this research. Finally, it closes with the data collected from the three contexts.

**CHAPTER THREE:
DISCUSSION AND
FINDINGS**

Introduction:

This chapter discusses the data collected from the three contexts. First, it examines each answer that was given by the interviewees. Then, it gives a brief understanding from the whole discussion.

1. Data Analysis from Interview 01:

Question 1: How much do you like the English language?

The aim behind this question is to see whether the teachers of English like English or not. If they do not, then, it can be deduced that this is the reason that pushes them to speak other languages. The teachers of English, however, said that they like English language a lot and their use of other codes is just for essential reasons (see chapter 2).

Question 2: Do you speak English outside the classroom?

The data shows that the participants use English when they talk to their colleagues, students and other situations. This case implies that when English is out of its appropriate context, it becomes used as a domain.

Question 3: When you are teaching English, do you use the Algerian dialect? If yes, for what reasons?

The findings demonstrate that the teachers of English use the Algerian dialect within English for specific purposes (see chapter 02). Interestingly, this case indicates the opposite of what Fishman said about diglossia (see chapter 01). Therefore, the study illustrates that diglossia is not limited to the use of two separate languages in two different contexts. In addition to that, the teachers use other languages for important reasons as to deliver the message, or when words do not have equivalence and other reasons. Thus, the use of other languages is necessary and one cannot neglect it. Moreover, the Algerian dialect is a dialect of another language (classical Arabic), but the teachers of English use it because it is their mother tongue and the students' mother tongue as well. Furthermore, the use of English within a dialect that belongs to another language is, to a considerable extent, against Ferguson's view of diglossia in the sense that the language (classical Arabic) and the dialect (the Algerian dialect) are used in the same context and at the same time. In other words,

Ferguson did not mention that a language can be used within a dialect that belongs to another language in the same context and at the same time.

Question 4: Do you use the Algerian dialect intentionally or unintentionally?

The data, surprisingly, shows that most of the participants use the Algerian dialect intentionally. This case implies that the teachers of English are aware of what they are doing. In addition to that, the use of other languages within English contrasts, again, with Fishman's view of diglossia.

Question 5: When you are teaching English, do you code switch between English and other codes?

As the majority of respondents claimed that they code switch between English and other codes, the evidence presented thus far supports the idea that diglossia is not restricted to two separate codes. That is to say, neither Ferguson's diglossia nor Fishman's diglossia is found in the department of English. Furthermore, if two codes are used in the same context, one can understand that diglossia exists in one context. From this finding, however, one cannot limit the definition of diglossia to the use of two separate codes as the former sociolinguists have claimed since 1950s and 1960s.

Question 6: Is it important to use other languages when you are teaching English?

For the interviewees, the use of other languages, to a considerable extent, is necessary. This claim, having said that, is also against Ferguson's and Fishman's views of diglossia in the sense that the couple of researchers disregarded the importance of using other languages in one context.

Question 7: How do the students react when you use other languages for the sake of explanation?

Since the majority of participants put forward the claim that their students see it in a normal way, this case indicates that the use of other languages in the same context or at least in specific contexts is a normal fact. Additionally, the teachers and their students use other codes for formal interaction and other positive reasons. This denotes that the teachers of

English respect the use of English language in its appropriate context which is in this case the classroom. The figure below illustrates how language is used in the department of English:

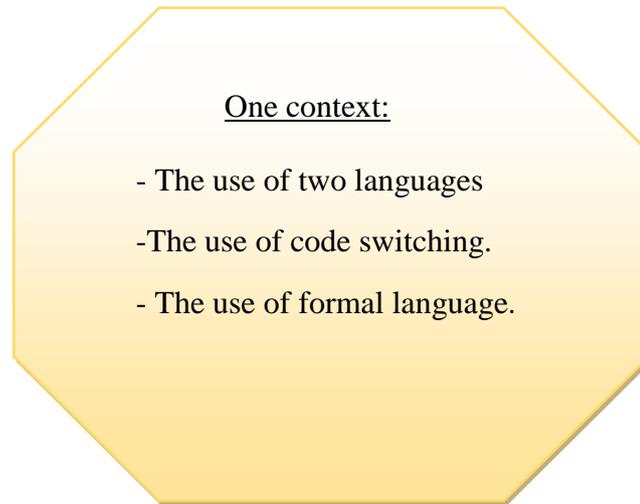


Figure 2.2. Language used in the department of English:

2. Data Analysis from Interview 02:

Question 1: Do you use the Algerian dialect when you are teaching classical Arabic?

The data shows that the Algerian dialect is used within classical Arabic. This case, however, goes in the opposite direction to what Ferguson said about diglossia (see chapter 01). Consequently, one can assume that diglossia can be found in one context. To put it differently, there is overwhelming corroborating the notion that one language and its dialect are used in the same context. But this does not denote that Ferguson's view of diglossia is amiss, because the data also shows that there is a participant who does not use the Algerian dialect within classical Arabic in the classroom.

Question 2: What are the reasons that make you use the Algerian dialect in the classroom?

A closer look at the data indicates that the reasons that push the teachers of classical Arabic to speak the Algerian dialect inside the classroom seem quite similar to the reasons that push the teachers of English to speak other codes. Again, the results provide confirmatory evidence that Ferguson disregarded the use of other codes in certain contexts.

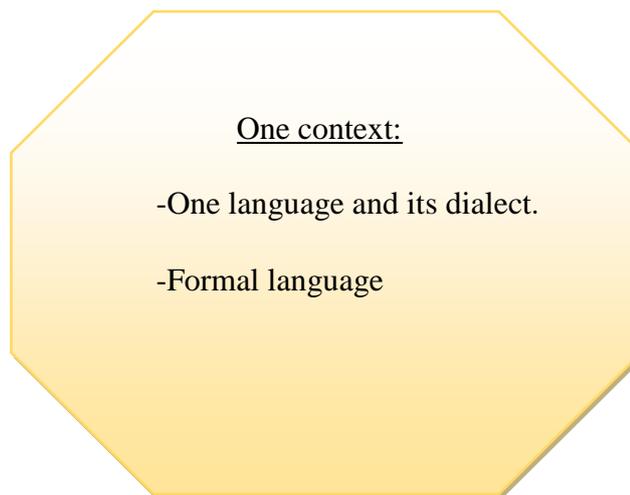
Question 3: Do you speak classical Arabic outside the classroom?

Since both teachers put forward that they use classical Arabic outside the classroom, the data appears to suggest, again, that classical Arabic is used as a domain whenever it is out of its appropriate context. For this case, domain is used according to the addressee since the teachers said they use classical Arabic when they meet their pupils.

Question 4: What is the pupils' reaction when you use the Algerian dialect in the classroom?

To a considerable extent, the study demonstrates that the interaction is better when the Algerian dialect is used. As a result, the use of the Algerian dialect is necessary when it is used in a formal conversation or interaction. The crucial results found in Mokhtar Benyoucef High School are stated in this figure:

:



*Figure 2.3.*Language used in Mokhtar Benyoucef High School:

3. Data Analysis from Interview 03:

Question 1: Which language do you use in your company?

The findings show that there are two languages used in the company (one context), which are French and the Algerian dialect. This result, however, goes in the different direction to what Fishman said about diglossia (see chapter 01).

Question 2: Do you code switch between French and the Algerian dialect?

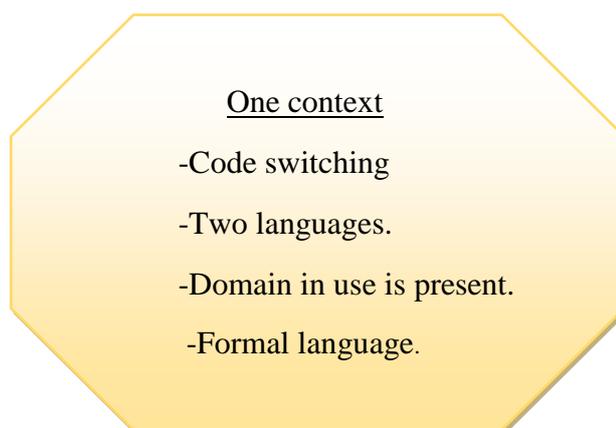
The results demonstrate that the use of two languages in the same context leads the workers to code switch. Nevertheless, code switching is no longer used, only one language is used, when the addressees are foreigners: this case denotes either the addressees are not aware of the Algerian dialect or they do not belong to a specific context, a company in this case.

Question 3: When you are working in this company, do you use the language that you use at home?

As predicted, the finding points out that the workers use formal language, most of the times, in the company. Therefore, one can assume that the workers know the value of each context and the language that needs to be used in each context as well.

Question 4: The way you speak to your colleagues, is it the same you speak to your boss?

The data shows that the workers use formal language when they speak to their boss. They use informal language, on the other hand, when they speak to their colleagues. This circumstance indicates the use of domain is present in one context. In other words, domain is used in the context (the company) in which the view of diglossia provided by Fishman is not found. The following figure indicates how language is used in Lazrag Company:



*Figure 3.3.*Language used in Lazrag Company:

4. General Understanding from the Three Experiments:

The study conducted in the three contexts indicates that diglossia can be found in one context. And thus confirms hypothesis n°1 which is: diglossia can be found in one context because speakers cannot stick to one variety. Therefore, the definition of diglossia needs to be changed from the use of two separate codes in two different contexts to ‘the use of formal language in one context and informal language in another context’, since the idea of formal language is repeated in the foregoing figures. Thus, this finding confirms hypothesis n°2 of this research. The figures below demonstrate how the definition of diglossia, the use of formal language in one context and informal language in another context, is extracted from the foregoing figures (figure 3.2, figure 3.3, and figure 3.4):

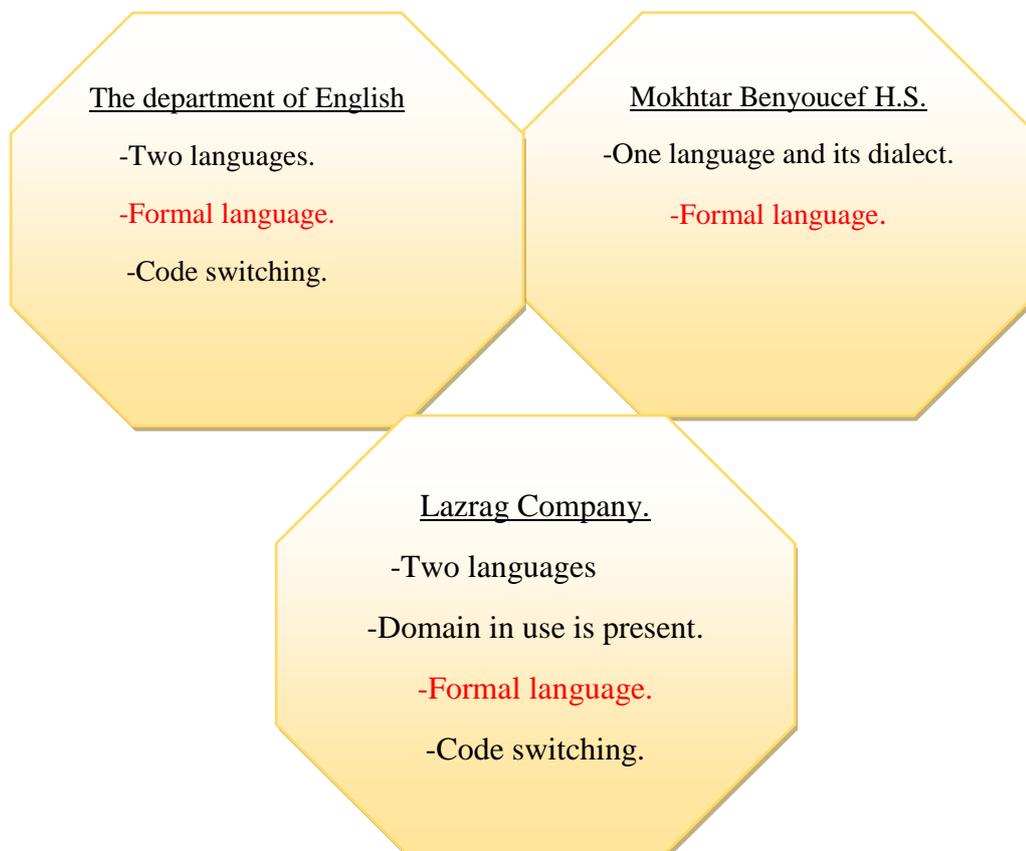


Figure 3.5. The repeated feature in the three contexts:

Conclusion:

To conclude, the present chapter discusses the data to see if diglossia can be found in one context. The findings, however, yielded by this study provide convincing evidence that diglossia exists in one context. These findings, therefore, lead the definition of diglossia to be changed from the coexistence of two codes in two separate contexts to the use of formal language in one context and informal language in another context.

Diglossia, broadly speaking, is apparently defined as the use of two separate codes in two different contexts. It was first defined by Ferguson as the use of two forms of the same language in two different contexts. It was defined by Fishman, on the other hand, as the use of two different languages in two different contexts. The study, therefore, was conducted on three samples chosen from Mostaganem city in order to see if diglossia exists in one context or not, and if diglossia is always defined as the use of two different codes in two separate contexts. This interest, thus, led the research to have essential aims that are stated in the following part.

The research had several aims as to review and simplify the theory of diglossia. However, the significant aim was to provide diglossia with a different view or definition. This aim was successfully achieved through the findings in the three contexts. The next paragraph, furthermore, reviews the key findings that prove that diglossia can be found in one context and other surprising results.

For the sake of reaching the aforementioned objective, five important results were found. First, Ferguson's view of diglossia was no longer found in Mokhtar Benyoucef High School. As an illustration, the language (classical Arabic) and the dialect (the Algerian dialect) were used in one context. For that, one can deduce that diglossia is found in one context. Second, which is similar to the previous result, Fishman's view of diglossia was not found in both settings; the department of English and Lazrag Company. To put it differently, there were two separate languages, English and the Algerian dialect, which were used in one context. From this point, one can notice that diglossia also exists in one context. Third, code switching appeared to be the characterization of context in which two languages existed: this was found in the department of English and Lazrag Company. Furthermore, formal language, interestingly, appeared to be the common feature of the three contexts. That is to say, the participants used formal language whenever they were at work. In addition to that, surprisingly, domain in use was present in one context and that when the addressee had status and power.

On the basis of the foregoing results, it can be deduced, diglossia is not limited to the use of two separate codes in two different contexts. Rather, it is 'the use of formal language in one context and informal language in another context'. However, the results do not totally ignore Ferguson's and Fishman's views of diglossia, because what they believed is also true in the

sense that there are some participants who put forward the claim that they do not use other languages within English or the Algerian dialect within classical Arabic.

Although the research led to satisfactory results- to a considerable extent- it faced some issues. The first issue was that some sources were not available. The second issue was that in some contexts the participants were few; therefore, less data were collected. And the third issue was that numerous teachers refused to be interviewed for unknown reasons.

In conclusion, diglossia is still under the light of discussion in several domains not just in sociolinguistics, because it is found in any contexts. For that, further research should be carried out to achieve other results that have not been discovered yet.

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Appendices:

Appendix A:

The questions that are given to teachers of English (The department of English at Abdelhamid Ibn Badis University).

Question 01: How much do you like English language?

Question 2: Do you speak English outside the classroom?

Question 3: When you are teaching English, do you use the Algerian dialect? If yes, for what reasons?

Question 4: Do you use the Algerian dialect intentionally or unintentionally?

Question 5: When you are teaching English, do you code switch between English and other codes?

Question 6: Is it important to use other languages when you are teaching English?

Question 7: How do the students react when you use other languages for the sake of explanation?

Appendix B:

Questions that are given to teachers of the
Classical Arabic (in Mokhtar Benyoucef High School).

Question 1: Do you use the Algerian dialect when you are teaching classical Arabic?

السؤال 1: هل تستعمل الدارجة مع الفرنسية اثناء الكلام ؟

Questions 2: What are the reasons that make you use the Algerian dialect in the classroom?

السؤال 2: ماهي الأسباب التي تدفعك للتحدث بالدارجة في القسم ؟

Questions 3: Do you speak classical Arabic outside the classroom?

السؤال 3: هل تتكلم اللغة العربية خارج القسم ؟

Question 4: What is the pupils' reaction when you use the Algerian Arabic in the classroom?

السؤال 4: ماهي ردة فعل التلاميذ عندما تستعمل الدارجة في القسم؟

Appendix C:

Questions that are given to workers (Lazrag Company).

Question 1: Which language do use in your company?

السؤال 1: ما هي اللغة التي تستخدمونها في شركتكم؟

Question 2: Do you code switch between French and the Algerian dialect?

السؤال 2: هل تدمج الدارجة مع اللغة الفرنسية اثناء الكلام؟

Question 3: When you are working in this company, do you use the language that use at home?

السؤال 3: عندما تكون تعمل في الشركة هل تستخدم نفس اللغة التي تستخدمها في البيت؟

Question 4: The way you speak to your colleagues, is it the same when you speak to your boss?

السؤال 4: الطريقة التي تتكلم بها مع زملائك، أهي نفس الطريقة التي تتكلم بها مع رئيسك؟