

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABOU-BAKR BELKAID TLEMCEM
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF LETTERS AND FOREIGN LANGUAGES
SECTION OF ENGLISH

SOCIOLINGUISTIC VARIATIONS IN
FISHERMEN'S USE OF SPANISH WORDS IN
ALGERIAN ARABIC: THE SPEECH COMMUNITY
OF GHAZAOUET

*Dissertation Submitted to the Department of English in
Candidacy for the Degree of "Magister" In Sociolinguistics.*

Presented By:

Miss NEDJAR, Rafika

Supervised By:

Pr BENMOUSSAT, Smail

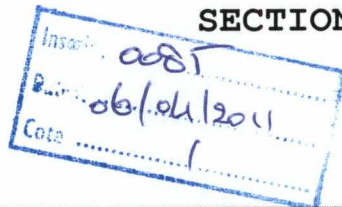
Jury Members:

Dr. DENDANE, Zoubir	MC. President (University of Tlemcen)
Pr. BENMOUSSAT, Smail	MC. Supervisor (University of Tlemcen)
Dr. BEDJAOUI, Fewzia	MC. External Examiner (University of Sidi Bel Abbes)
Dr. CERAD, Abbès	MC. External Examiner (Universiyu of Sidi Bel Abbes)
Dr. HADJOUÏ, Ghouti	MC. Internal Examiner (University of Tlemcen)

Academic Year: 2009-2010

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In memory of my dearest father

*To those I love the most, and to all the generous persons
who supported me in one way or another to achieve this
modest work.*

*To all those who live with hope and challenge all the
difficulties.*

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ABSTRACT

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The present research work deals with some sociolinguistic variation in fishermen's use of the Spanish words in Algerian Arabic but more precisely in the speech community of Ghazaouet. It attempts, indeed, to investigate the use of Spanish words among two distinct generations.

The first generation is the old fishermen who were in daily contact with the Spanish people and who use those Spanish words as fluently as the native speakers do, while the second generation is the intellectual generation who has been integrated in this sector whether willingly or forced. This generation have a less use of those Spanish words. Through the use of an observational and descriptive method data were collected. The empirical study this research work is based on attempts to clarify the main factors that were behind the less use of those Spanish words among the second generation.

TABLE OF CONTENTS

Acknowledgements.....	III
Abstract.....	IV
Table of Contents.....	V
List of Diagrams.....	IX
List of Figures.....	X
List of Tables.....	XI
Key to Abbreviations and Acronyms.....	XII

General Introduction.....	1
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CHAPTER ONE: OUTCOMES OF LANGUAGE CONTACT: LITERATURE REVIEW

1.1 Introduction.....	7
1.2 The Scope Of Research.....	9
1.2.1 Language as a Means of Interaction...	9
1.3 Timeline Sociolinguistics.....	10
1.4 Linguistic Variation.....	12
1.4.1 Variables and Variants.....	14
1.4.2 Linguistic Repertoire.....	16
1.4.3 Speech Varieties.....	18
1.5 Historical Background: Contact Varieties....	19
1.5.1 Lingua Franca.....	20
1.5.2 Language Contact and Language.....	22
Generation: Pidgins and Creoles	
1.6 Mechanisms of Language Change.....	26
1.6.1 Language Interference.....	27
1.6.2 Language Maintenance and.....	30

Language Shift in the Context of Language
Contact

1.7 Conclusion.....	35
Note to Chapter One.....	37

**CHAPTER TWO: A GLANCE AT HISTORY AND LINGUISTIC
SITUATION IN ALGERIA**

2.1 Introduction.....	42
2.2 Historical Background.....	43
2.2.1 Linguistic Heritage in Algeria.....	45
2.2.1.1 Classical Arabic vs.....	45
Dialectal Arabic	
2.2.1.2 French.....	46
2.2.1.3 Berber/Tamazight.....	47
2.2.1.4 Spanish.....	48
2.3 Multilingualism Features in Algeria.....	50
2.4 The Effects of Multilingualism.....	51
On the Algerian Society	
2.5 Ghazaouet: General Geography and History.....	53
2.5.1 History.....	53
2.5.2 Geography and Population.....	57
2.5.3 Speech Diversities in the.....	58
In the community of Ghazaouet	
2.5.4 The Port of Ghazaouet.....	59
2.6. Scientific Interest in Studying Fishermen....	60
2.7. Brief Historical Background of the.....	62
Fishing Sector in Ghazaouet	
2.8 Fishermen's Discourse	67

2.9 Conclusion.....	70
Note to Chapter Two.....	72

CHAPTER THREE: DATA ANALYSIS AND THE INTERPRETATION OF RESULTS

3.1 Introduction.....	76
3.2 Analytical Tools: Aims and Procedures.....	77
3.3 The Secret Recording.....	79
3.4 The Questionnaire.....	79
3.4.1 Questionnaire Analysis.....	80
3.5 The Interview.....	91
3.5.1 Data Collection.....	91
3.5.2 Interview Analysis.....	92
3.6 Interpretation of the Results.....	94
3.7 Dynamics of Language Change.....	97
3.7.1 Social Mobility.....	98
3.7.2 Literacy vs. Illiteracy.....	99
3.7.3 Job-Constraints.....	99
3.8 The Impact of Phonological Phenomena.....	100
In Fishermen's Use of Spanish Words	
3.8.1 Modes of Simplification.....	101
3.8.1.1 Assimilation.....	101
3.8.1.2 Deletion/Elision.....	102
3.8.1.3 Epenthesis.....	106
3.8.1.4 Metathesis.....	106
3.9 Conclusion.....	107
Note to Chapter Three.....	109
General Conclusion.....	111

Bibliography.....	115
Appendices.....	123
Appendix I: Observational Sheet about.....	124
the First Generation (Old Fishermen)	
Appendix II: Observational Sheet about the.....	126
Second Generation (Intellectual Fishermen)	
Appendix III: Questionnaire for the.....	129
Second Generation	
Appendix IV: Questionnaire for the Second.....	135
Generation handed over in Arabic	
Appendix V: Corpus.....	138
Appendix VI: Vowels Deletion	150
Appendix VII: Consonant Deletion	152
Appendix VIII: Consonants and Vowels.....	154
Substitution	
Appendix IX: Epenthesis.....	157
Appendix X: Metathesis.....	159
Appendix XI: Unchanged Words.....	161
Appendix XII: Two Sisters.....	165

LIST OF DIAGRAMS

List of Diagrams

Chapter Three:

- Diagram 3.1 Fishermen's Choice.....
- Diagram 3.2 Language Decline and Shift.....
- Diagram 3.3 Results of Language Interference.....
- Diagram 3.4 Language Use Across Domains in the SCG.....

LIST OF FIGURES

List of Figures

Chapter One:

Figure 1.1 The Process of Language Change Due to.....
Contact Situation over three Generations

Chapter Two:

Figure 2.1 Les Deux Frères-Ghazaouet
Figure 2.2 Ghazaouet Location.....

Chapter Three:

Figure 3.1 Responses to Question Two.....
Figure 3.2 Responses to Question Three.....
Figure 3.3 Responses to Question Five.....
Figure 3.4 Causes of Language Decline.....

LIST OF TABLES

List of Tables

Chapter One:

- Table 1.1 Differences in Words Pronunciation.....
- Table 1.2 Pronunciation Variables Change.....

Chapter Two:

- Table 2.1 The Quantity of Fish Production In Tons.....
In Western Algerian Ports
- Table 2.2 The Evolution of the Fishing sector in.....
Ghazaouet
- Table 2.3 Names of Fishes and other Fauna Spieces.....
- Table 2.4 Fishing and Operational Words.....

Chapter Three:

- Table 3.1 Responses to Question One.....
- Table 3.2 Responses to Question four.....
- Table 3.3 The Origin of the used Words.....
- Table 3.4 Responses to Question Eight.....
- Table 3.5 Testing Fishermen's Knowledge.....
- Table 3.6 The Occurrence of Assimilation.....
- Table 3.7 Vowels Deletion.....
- Table 3.8 Consonants Deletion.....
- Table 3.9 Vowels Substitution.....
- Table 3.10 The Main Substituted Consonants.....
- Table 3.11 consonants Insertion.....

***KEY TO ABBREVIATIONS AND
ACRONYMS***

Key to Abbreviations and Acronyms

ASC	Algerian Speech Community
CA	Classical Arabic
CS	Code Switching
CV	Contact Variety
DA	Dialectal Arabic
Fr	French
GDA	Ghazaouet Dialectal Arabic
GD	Ghazaouet Dialect
GZ	Ghazaouet
Ibid	Ibidem
LC	Language Contact
LF	Lingua Franca
LM	Language Maintenance
LS	Language Shift
MSA	Modern Standard Arabic
MSC	Multilingual Speech Community
SC	Speech Community
SM	Social Mobility
SP	Spanish

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Language contact as a phenomenon has always been investigated from various perspectives, mainly linguistic; sociolinguistic and psycholinguistic. Yet, the interest of the present paper will be drawn only on the sociolinguistic point of view. In effect, any speech community is exposed to a set of various varieties and dialects. So, it is necessary to have one language, at least, in common in order to communicate understandably. For this reason, it has been regularly argued by linguists and sociolinguists, that the crux of any intelligible conversation; the key element in the construction of any human groups and the development of any country as well, is to share the same language, since it is the primary code in humans' interaction and messages transmission. The importance of the use of any language depends, then, on who is using this language, where it is used and when?

The evident affirmation of many scholars is that two main facts of language must be introduced. The first is that language is always changing in all areas of structure (phonology, morphology, grammar, discourse style, semantics, and vocabulary). The second is that, it changes in different ways at diverse places and times. These changes may be by virtue of the fact that this language is shifting gradually through different generations, who undeniably do not share similar

General Introduction

background knowledge. Consequently, when languages are moving over distinct generations, they lose many of their simplicities.

This view will be the core of the present research which will attempt to analyse some partial variations among a particular group in the community of Ghazaouet, an energetic class which has not much benefited from a deep concentration. They have always been put in a dilemma as it has been very famous with a special set of words which debatably are the central code of this profession. They are, according to some fishermen's judgments, neither a mixture of four varieties nor pure Spanish words.

Along more than two decades, those Spanish words have known stability in term of their use. Yet, when this profession started being exercised by the intellectual generation, it has known a progressive decline.

For this reason our curiosity guided us to really search the main aspects that contributed in such a process. Besides, which levels are the mostly affected by these changes? Our aim is also to show the link between the context, the choice of terms, the conditions, and the dynamics, as they all reflect and affect one another.

Subsequently, and since languages are continuously changing, sometimes into entirely new varieties of speech, which may lead to subtle differences in how we present ourselves to others, this research will investigate the use of Spanish terms in fishermen's speech in its limited localization, i.e. the sector of

fishing only, in the speech community of Ghazaouet. Such diversity in language use often calls to shed light and answer the following questions:

- What are the main factors that have affected such linguistic change?
- What are the closest terms that may replace the Spanish words?
- Will those terms totally disappear or they may be preserved and used by the third generation?

These three questions may be a sub of a fundamental question: Why do those loan words have known such a progressive attrition? The answer to this question will cover the body of this presentation. Our aim is; thus, to show how difficult is the maintenance of particular words when they are shifting between divergent generations.

The present research work falls into three chapters. The first chapter represents a literature review about some specific outcomes that result from languages when they are in contact. These effects are not similar in all speech communities, but to some extent the stated ones are peculiar to the community of Ghazaouet since the studied fact is narrowed to a special category of population. The second chapter deals with an overview of sociolinguistic and linguistic situation in Algeria. The third chapter focuses more on the empirical phase, which carried out three different analytical tools; it aims at finding illuminative data that would guide the research. In addition, it clarifies some dynamics of change and

General Introduction

some phonological phenomena concerning the use of Spanish words among fishermen as well.

CHAPTER ONE

CHAPTER ONE

OUTCOMES OF LANGUAGE CONTACT:

LITERATURE REVIEW

1.1 Introduction

1.2 The Scope Of Research

1.2.1 Language as a Means of Interaction

1.3 Timeline Sociolinguistics

1.4 Linguistic Variation

1.4.1 Variables and Variants

1.4.2 Linguistic Repertoire

1.4.3 Speech Varieties

1.5 Historical Background: Contact Varieties

1.5.1 Lingua Franca

1.5.2 Language Contact and Language
Generation: Pidgins and Creoles

1.6 Mechanisms of Language Change

1.6.1 Language Interference

1.6.2 Language Maintenance and Language
Shift in the Context of Language
Contact

1.7 Conclusion

Note to Chapter One

CHAPTER ONE

OUTCOMES OF LANGUAGE CONTACT: A LITERATURE
REVIEW**1.1. Introduction**

Humans need to communicate by all means. Aiming at transmitting distinct messages they may try many possibilities. As a start, their interaction may be verbal as it may be by means of using gestures. Consequently, to react against this inflexible situation, they find themselves obliged to invent and/or to select the language that suits best their conversation. This language may well be their mother tongue; a formal/informal language; a foreign language as it might be a creational one.

The daily contact between the inhabitants of Ghazaouet and the Spanish people may give the birth to a new society with unfamiliar background knowledge. Their possible chance to understand each other is to try a similar code or a similar language. This point of view is more focused by Winford (2005:2) when he says: "***Whenever people speaking different languages come into contact, there is a natural tendency for them to seek ways of bypassing the communicative barriers facing them***

by seeking compromise between their forms of speech."

Language is the code by which humans communicate. This linguistic code is either spoken or written consisting of the use of words in a structured and conventional way. A word is one or more series of sounds that comprises a combination of other sounds and has a specific meaning assigned by a language.

Any speech community develops and changes gradually over time. These changes may be historically, politically, economically and socio-linguistically as well. This change is also determined by the move from one generation to another. Differences in human's backgrounds knowledge are of paramount importance in either language maintenance or shift.

In this respect, this chapter attempts to give a clear picture about language as a means of interaction and how it can facilitate the comprehensibility of statements. It also tackles an overview about linguistic variables and clarifies how necessary is the mastery of at least one code in order to interact at ease. It moves directly to identify speech varieties aiming at giving a view point about some languages used in Algeria such as; French and Spanish that has resulted from the daily contact with Spanish people. Additionally, a

detailed historical background about language contact was provided.

1.2. The Scope of Research

The choice of this phenomenon depends on the context of speech, because sometimes it is the situation that determines whether the conversation needs the use of the verbal communication or the non-verbal one. And since the interest is about a domain where the two folds must be emphasised, this research has been provided with a varied instruments which will be clearly defined in the third chapter.

1.2.1. Language as a Means of Interaction

Language is considered as a very complex phenomenon, which occupied and attracted a lot the interest of many scholars. It is the code with which individuals and groups communicate in particular situations. This social aspect according to Bates's (1976) view:

is a multidimensional system including both verbal and non-verbal elements. Because social competency and language skills are enmeshed, linguistic competence may be a requisite factor for social competence."

Who adds later on that **"Language is a quite essential achievement of man, as it is necessary for effective**

communication and interaction?" Accordingly, Hresko (1996:433) considers it as a **"code for communication...communication itself... the basis for acquiring information, and an indication of cognitive development."** Messages are conveyed by means of producing sounds as by using signals and gestures. And this is the case of fishermen during their work practice (video N°1).

The interrelationship between the social environment and an individual may result in a speaker's choice of the competence he uses. This competence, in fact, is never regarded as a static entity, but rather as a heterogeneous complex phenomenon. Moreover, language in situation is critical in the presence of a person's oral language and behaviour in specific context and setting, and it is the most important medium of human social interaction as well (Forgas, 1985).

1.3. Timeline Sociolinguistics

Dialectology as a discipline recognizes all variants within the boundary of any given language; it classifies and interprets them according to historical origins, principles of development; characteristic features, a real distribution and social correlates.

The scientific study of dialects dates from the 19th century, when dialectologists started working systematically on regional variants of languages employing very simple instruments in collecting data. Researchers, in that time, recorded different

pronunciations, grammatical constructions and lexicon in the speech of rural inhabitants.

Dialectology has shifted from the study of just the distribution of regional dialects to their analysis. Moreover, it has reached new methods of research. Dialectologists' main interest was based on rural dialects as a means of collecting data to make a diachronic comparison. Their aim was, then, etymological and systematic, since they used to gather data by means of direct and indirect questionnaires, which were generally organized according to semantic fields in the hope that the informants would be encouraged to focus on the subject matter rather than on the form of their answers. In addition, linguistic maps were also used to show either the distribution of predominant variants from region to region (interpretive maps) or to transfer the tabulated responses for a particular item onto a map (display maps) as well as the selection of informants. Chambers & Trudgill (2004:40)

Dialectology as any fieldwork, has been promoted to achieve a developed field of enquiry, since many scholars attempt to go beyond the focus on not only limited geographical studies, but also to investigate on language relations, taking into account social and cultural data.

The progression of traditional dialectology was prevented, of course, by the lack of adequate technology. The advent of tape recorder in the 1960s enabled dialectologists to record the speech of dialect speakers for the first time, and hence preserve the evidence of language use for later analysis, something that

traditional dialectologists were unable to do before. Such an area has led to the contribution of linguistic theories. Chambers (2003:02) in this vein says:

Sociolinguistics, as the study of the social use of languages, encompasses a multitude of possible inquiries. Ordinarily, we simply take for granted the numerous ways we use language in our social interactions because they are so deeply embedded in our daily affairs.

Dialectology is also concerned with the distribution and variation of certain lexical and phonological items rural and urban areas alike. The recordings obtained during data collection enable researchers not just to analyse continuous speech but also to examine how consistently speakers used different dialect forms in their speech. Obvious to note that by collecting representative data and through quantitative analysis any results are achieved.

1.4. Linguistic Variation

Speaking about linguistic variation is with no doubt referring to the way an individual expresses himself in particular context. Investigations held by different scholars in this field have proved that language is never used exactly in the same way by every one of its speakers. Speakers, then, vary considerably in their use of language. These variations, indeed, can be caused by a number of any social factors.

Concerning one of the most active scholars in this field is Labov (1970) who insists on the fact that language should be studied in such perspective in any

empirical study. Language is, thus, not only a means of monologue but rather a way of interaction and communication. In this case, it is of paramount importance to state that language is not simply a conventional means of communication but an essential means of creating social relationship between members within the same speech community or even other communities. Each one possesses his specific style to converse with others. Hudson (1996:10) argues that:

The individual speakers are important in sociolinguistic in much the same way that the individual cell is important in biology: if we don't understand how the individual works, to that extent we shan't be able to understand how collections of individual behave either.

Individuals are, therefore, aware about the convenient context they are found in, so to adopt the appropriate language that corresponds to the actual situation. And to explain more Hudson (ibid: 11) adds:

The differences between speakers may vary from the very slight and trivial (in the case of twins brought up together, for instance) to total differences within whatever limits are set by universal characteristics of language.

Dealing, however, with linguistic variation, in this case of study is to stand on the main factors that help

more or less in the decline, disappearance or change of some Spanish words, in addition to their limited use among fishermen. Hence, sometimes they tend to replace them by equivalent ones from Arabic and French. This complex situation, in effect, most of the time, results in a misunderstanding that leads to waste time. Because, at least, the fisherman have to master the most commonly used terms in this domain.

In order to gather a reliable data concerning this case of study, a questionnaire and an interview have been made available to young and old fishermen respectively whose age is between 25 and 80 years old, balanced between different grades, intended to be studied with reference to one of the main social factors 'age'.¹

1.4.1. Variables and Variants

From a Labovian (1970) point of view two types of variations, in sociolinguistics, have been introduced. A variable that refers to a linguistic feature, which is subject to social variation, may change according to place of contact; to age as it may change due to the level of education. This unit is shown by a symbol between parentheses. For example, the Spanish phoneme /z/ varies geographically in its articulation, being pronounced in some places, namely the North West of Algeria, [ʒ], in others as [θ] (Latin pronunciation).

Example:

Spanish term	Latin pronunciation	Fishermen's Latin pronunciation	Fishermen's Arabic pronunciation
Zarpar	θærpayr	Sarpé	Şalπέ

Table 1.1 Differences in Words Pronunciation

We can therefore say that the variable (z) is realized differently from one place to another. A variant refers simply to the value of a variable. For instance, and relying on Labov's (1966) work in New York City, concerning the use of English, he distinguished three realization of the variable (r) in the word 'car':

- A constricted [r] → [kar]
- An unconstructed [r] → [kar]
- A lengthening of the vowel [a:] → [ka:]

The last case, indeed, is the commonly used in the speech of foreign speaker of the English language. The table below will show the change of some Spanish variables.

Socially speaking, in this research work two main factors are generally focused, as the crucial ones that have led to the disappearance and/or change of the use of the Spanish words in the domain of fishing. The next table will clarify some of the changed variables.

of linguistic repertoire is not restricted to these circumstances, as it may also be used to refer to the repertoire of dialects or styles. Hence, these three features are related to gender in terms of use, maintenance and change. Regardingly, and due to many social conditions an individual may shift to the use of a variety or a language, he sees it relevant, namely Ghazaouet dialectal Arabic (GDA) or French in the community of Ghazaouet where the majority of the new generation tries to find the convenient words in another language instead of the habitual Spanish terms used in that profession.

In reality, it is quite noticeable that the linguistic repertoire of younger generation speakers, in any category of speech communities, is somehow distinct from that of older ones. Apparently, though 90% of the older people who exercised the fishing activity were illiterate, they tended to maintain the use of those words due to their fluent Spanish speech which was due to their constant contact with the Spanish people. This does not mean that the younger generation ignores completely the meaning of some words, but sometimes they find difficulties to comprehend them quickly, especially those that are less used. Also old fishermen sometimes are unable to get the correct meaning of the uttered Spanish term. For instance, the term, 'muy alter' means 'trés haut' is pronounced 'moya' to mean 'tirer le fil vers le haut'. Yet, the exact signification of the term 'moya', which is the simplified form of the proper Spanish term 'mollar', is 'throw the net on water'. Therefore, it seems that this word has been innovated to convey a

particular sense and the like for some other terms that will be shown in the next chapters.

1.4.3. Speech Varieties

Defining it in its singular term a 'variety' refers to a language which is often used in a specific context. This term is sometimes dealt with when speaking about contact varieties (CV) such as pidgin, creole, sociolect², register³, in addition to language and dialect. Holmes (2001:6) defines it as: "**broader term which includes different accents different linguistic styles different dialects and even different languages which contrast with each other for social reason.**" That is, the term variety is qualified as being of a neutral use as one variety among various ones. Always in the same stream, Hudson (1996:23-24) states that:

There are no restrictions on the relations among varieties- they may overlap and one variety may include another. The defining characteristic of each variety is the relevant relation to society-in other words, by whom and when, the terms concerned are used.

It means that, the domain of use as well as the user himself determines which variety is available to this setting. Furthermore, the term 'varity' implies other useful sociolinguistic notions, that are of a paramount importance, such as speech community, communicative competence, linguistic repertoire and the like, where types of two or more varieties are used

within the same language, i.e. a diglossic and/or bi/multilingual situations. Linguistically speaking, a variety is not more than a neutral word, as the term 'code', that covers all the different relation of the abstract 'language' in distinct social contexts. (Holmes, 2001:6)

Meanwhile, a speech community may imply more than one variety and/or language. Algeria, for instance, is one of those countries where the interplay between its various varieties attracts a lot the attention of sociolinguists. Spanish is one of numerous varieties that exist in the North West of Algeria, about which we are investigating, since it was widely used long time before. Yet, in recent years and during this research work, results show that most of the Spanish words are rarely understood, even by the older generation and completely ignored by younger speaker. Thus, this will be well illustrated in the next chapters, whendealing with the results obtained from data collection.

1.5. Historical Background: Language Contact

The study of language contact (LC) dates much earlier than the 18th century, when scholars, namely linguists, showed their interest in the study of the main results that might be due to the contact between distinct languages in bilingual and/or multilingual speech communities. LC is, thus, any language that arises in a contact situation between speakers who have no language in common.

Studies on LC in Algeria benefit from deep studies because of the frequent interference between existing languages today, i.e. French and Arabic in general and Dialectal Arabic (DA) with other intrusive languages in particular.

Languages in contact are, after all, the result of people in contact and of communities of people of different language backgrounds in contact. The analysis of language contact data can also throw light on how language is processed as well as on how language changes. Clyne (2003:1).

This linguistic situation, indeed, has been recognized because of the different language varieties that the Mediterranean basin has known during the invasions made by various tribes long decades ago. Consequently, many contact varieties have been noticed such as Lingua Franca, Pidgin, creole, Jargon⁴, register and the like which will be detailed below.

1.5.1. Lingua Franca:

Four centuries ago, more precisely between the 15th and 19th century, on the shores of the Mediterranean, certain languages was created as a result of the difficulty of communication between people who spook distinct languages, but shared same interests. This linguistic situation indeed, encouraged speakers to create a specific language that enables them to converse.

Such a system of communication is known as '*Lingua franca*' (LF), a concept that was born at the end of the Middle Age with the political and the economic expansion of the main maritime cities of the Mediterranean among crusaders and traders of different language backgrounds. However, to better understand what a LF is, we must define it in relation to other terms, which have resulted nearly from the same circumstances, with which tends to be confused: Koine⁵, Pidgin and Jargon. Samarin (1972) in this respect highlights that:

A Lingua Franca is a pidgin language, a hybrid or a mixed language. In addition Jargon, just like Koine and Pidgin is a variety of common language which is only used by determined groups or social communities.

'LF', 'Jargon' and 'Pidgin' have resulted respectively according to historical periods. On the floor of the 16th century, following political and social events, the 'LF' of the Mediterranean which was the product of the Pidgin language, gradually acquired a Spanish linguistic base. Thus, worthy to mention that historical events participated in the creation of such a complex situation mainly in the Mediterranean coast.

Algeria among several countries was an open sphere to some of these various invasions, such as Almohads in the 11th till the 13th century who knew numerous varieties of distinct languages, Spanish, Italian, Turkish, and Portuguese and later on French (1830). Yet, after being divided into independent zones, the Spanish

occupied some North West Algerian coasts like Oran and its neighbouring seaside cities in 1509. During this era, commercial exchanges were made by ships since it was the only means of transport that existed in that time. Therefore, this daily friction between traders and cultures occasioned the birth of such a system of transmission. Calvet (1999), in this vein, argues that:

...the expression lingua franca designates the mediaeval Sabir used among the Mediterranean periphery. This comprised a simplified grammar and a borrowed lexis into, Arabic, Spanish, turkish, italian, Provencal and Portuguese.⁶

In short, LF was the consequence of the interplay of different languages that coexisted in the Mediterranean basin. They were brought due to the situation of constant interference. Today, for instance, a LF denotes any common language spoken by people of different native tongues. Arabic became a LF during the expansion of Islam, and English did so in many areas during the colonial era.

1.5.2. Language Contact and Language Generation: Pidgins and Creoles

Since the 1970s attentions about pidgins and creoles have been attracted among many linguists. Many questions emerged too about what a pidgin is, be it a new born language or variety among two if not more genetically unrelated languages or it is a pure language with

specific morphosyntactic features? However, no clear picture has been held on what pidgins and a creole are?

A pidgin is a simplified, makeshift language that develops to fulfil the needed communication of people who have no language in common but who need to occasionally interact for commercial and other reasons. Siegle (2008:1), in this respect defines pidgins and creoles as follows **"Pidgins and Creoles are new languages that develop out of a need for communication among people who do not share a common language."** Pidgins combine a limited amount of the vocabulary and grammar of the different languages. People who use pidgin languages also speak their own native language.

Some scholars view it as a Lingua Franca made of admixture of languages, while others view it as contact language of no one's native language, that have developed for practical purposes among groups of people who did not know each other languages. In this vein Holm (1988:4-5)⁷, defines a pidgin as:

A reduced language that results from extended contact between groups of people with no language in common; it evolves when they need some means of verbal communication, perhaps for trade, but no group learns the native language of any other group for social reasons that they may include lack of trust or of close contact.

One may say that, pidgin has originated from the need to communicate comprehensively between speakers who

utter a variety of languages. Pidgins, then, resulted to contrast a linguistic contact among speakers of different languages who found themselves in a social relationship. This concept, however, has been well explained by Bell (1976:158) "...*'contact situation' in which two groups which share no common language wish to communicate, the growth of some kind of makeshift medium seems inevitable.* Additionally, body language is also one of the aspects that characterize pidgin. Regarding, Beals (1965:616)⁸ affirms that:

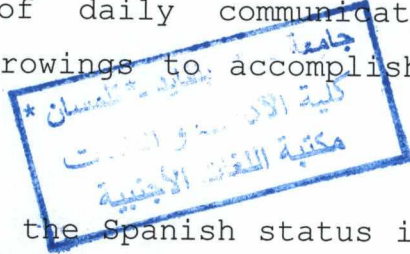
At its most minimal, such a code might consist of a reliance on the non-verbal paralinguistic channels - gestures, body language and so forth -initially crude and limited but potentially capable of development into a relatively complex and flexible system like.

Yet, recently this variety benefits from a set of definitions. Wardhaugh (2006:78), for instance, points out that:

The pidgin comes about from the need to communicate, particularly when those who need to communicate speak a variety of languages and the speakers of the 'target' language are 'superior' in some sense and perhaps transient too.

Though in the studied case, one can affirm that the Spanish language has penetrated in the process of Pidginization but not that of creolization, since it has

expanded in the Algerian society, Ghazaouet precisely, as being spoken in a particular space and for specific goals. Intently, we cannot insure that Spanish terms are used as means of daily communication, but rather considered as borrowings to accomplish a conversation.



Consequently, the Spanish status in Algeria, namely the speech of fishermen in the community of Ghazaouet, remains a pidgin language because it has not been standardized or at least taught/learned at maritime agencies as an official language of job-conversation. However, it is quite remarkable that it is just a purposeful register or jargon used in specific situations to convey limited trade discussion. Likewise, generations inherited Spanish words spontaneously due to the constant friction during their job practices.

As previously mentioned, the use of those Spanish terms was constrained at fishing sector only. Similarly, the ones that spread within the GDA resulted from the invasions' impact.

Broadly speaking, the formal characteristics of the contact variety are twofold and rely on two types of processes, an internal and external development. With respect to the internal changes, the language of the informants immediately gives the impression of being simpler, less fluent and stylistically less varied, which is for the greater part the outcome of the transmitted variant of Spanish, spoken by the first generation. From the point of view of external change,

it has already been mentioned that the variety of Spanish spoken by our target group (fishermen as non-native speakers of the Spanish language) is more than just a reduced language (See Figure 1.1). In effect, it is impossible not to take into account the presence of Dialect of Ghazaouet or French, the languages in which the informants express themselves much more fluently than in Spanish.

1.6. Mechanism of Language Change

Language change belongs to one of the most complex phenomena that have aroused a lot the interest of linguists; sociolinguists and even psycholinguists. Though, not all categories of speech communities share similar mechanisms of change, these aspects are present in each differently. However, the contact between languages, and as a result of various circumstances that may a country encounter, leads to the modification and/or disappearance of one of the languages used. This, permits speakers to deviate to the convenient language. This deviation, indeed, has been defined in more than a concept. Some scholars view it as being a switching; others as interference; borrowing; integration and the like. For instance, when speaking about the alternate use of two languages we introduce 'switching'; 'interference' refers to the overlapping and/or application of two languages while 'integration' is the use of words or phrases from one language that have become so much a part of the other that cannot

be called either switching or overlapping except in a historical sense (Haugen: 1967).

1.6.1. Language Interference

LC is an aspect that encompasses several linguistic phenomena. One of the most commonly described of these phenomena in a bilingual and/or multilingual speech community is 'Interference', a term that has been given different names and definitions. Interference, indeed, has been viewed according to researchers' field of inquiry. It is not only the study of how languages interact, but also it is the study of, in what ways may a language interferes?

Speaking about the process of interference is to refer another time to one of the most important characteristics that characterise 'Pidgin' which is 'Admixture' or 'Transfer'. These concepts, indeed, share many criteria as they differ in others. All depend on the situation in which an individual is involved. Interference is ultimately the product of bilingual individuals' use of more than one language in everyday interaction. Weinreich (1953) and Haugen (1956) used the term 'Interference' in explaining how the two languages of a bilingual speaker influence each other. Weinreich (1953:1) defines the term as follows:

The term interference implies the rearrangement of patterns that results from the introduction of foreign elements into the more highly structured domains of language, such as the bulk of the

phonemic system, a large part of the morphology and syntax, and some areas of the vocabulary.

Weinreich himself used to refer to the term interference as being the result of language contact, since bilingual speakers tend to deviate and/or transfer from the use of either language to another one. Later on, he (1968) viewed interference and transfer as two different terms that reflect the same meaning. He uses the term to refer to any differences that exist between monolingual and bilingual speeches in one hand, while in the other hand he (1968) affirms that: **"Interference is the appearance of a similarity between two languages known by at least one speaker where no similarity was previously present."** Mackey (1968:569) in his turn stresses the distinction between interference and Borrowing. However, for him 'Interference' is a concept that is integrated in most aspects of language contact.

Fishman (1971), also, describes the widespread adoption of the term interference in accordance to the term 'switching' namely when referring to language maintenance and language shift. He (1971:150) says in this respect that:

The absence or presence of interference and switching can have cognitive, affective, and overt implementational implications for language maintenance and language shift. Certainly, both interference and switching are related to domains and variance sources of bilingualism on one hand, and to sociocultural processes and type of interaction on the other hand.

This phenomenon, in effect, is determined by the situation and the type of conversation speakers are involved in. A speaker may be able to maintain this language and he may shift to the one that suits his ability. Languages, then, are maintained in connection to speakers' attitudes towards the spoken language.

Thomason and Kaufman (1988:37) similarly, outline two main types of interference. The first one is borrowing and the second is interference through shift, or substratum interference. Likewise, recently Trudgill (2002:68) claims that: "**...the transfer of features of pronunciation and grammatical and semantic structure from the native language to the new language is an obvious feature of second language acquisition.**"

It is the influence of a speaker's first language upon a subsequently learnt language. Yet, this factor may be discussed in this case of inquiry differently, since the study is made about two different generations that lack the same background knowledge of the spoken language (Spanish). The focus must be on language change rather than on linguistic change, though sometimes

this aspect is noticed among fishermen's speech unconsciously.

Borrowing is *"the incorporation of foreign features into a group's native language by the speakers of that language..."* That is, words are the most borrowed elements into another language. This may arise from the lack of vocabulary for particular items. It is, in fact, one of the first processes that result from LC that derives from code-switching (Myers-Scotton 1993; Romaine 1995). Conversely, Poplack and Meechan (1995:208) point that: *"borrowing involves the grammatical structure of one language only, with the other playing solely etymological role."* It means that the morphosyntactic structure of any receptive language is always enriched by the integration of borrowed items.

Interference in the context of language contact may be seen from various perspectives. It can be a phonological; morphological; lexical as it can be syntactical interference. Therefore, can this situation be the case of those Spanish terms in the community of Ghazaouet? Answers to this question will come out in the third chapter.

1.6.2. Language Maintenance and Language Shift in the Context of Language Contact

Language maintenance (LM) and Language shift (LS) are two paradoxical phenomena that emerge mostly as a result of LC. However, in order to maintain a specific

language, several factors have to be present. The term 'language maintenance' is used to describe a situation in which a speaker, a group of speakers or a speech community continue to use their language in some or all spheres of life. Language that does not deserve from a wide use, and which is not shared between speakers of the same SC, evidently may witness a decline. This instability, in effect, in language use results probably in either the shift to another language or to the complete loss of the used language. None is mobile. Any language, especially which does not benefit from the process of standardization, changes over generations as it may change due to the competence of its users. Hoffman (1991:186) in this vein, points out that:

when a community does not maintain its language, but gradually adopts another one, we talk about language shift [while] 'language maintenance refers to a situation where members of a community try to keep the language(s) they have always used.

He also observed that a SC might opt to change from one linguistic tool to another as a result of certain cultural, social and political conditions. This phenomenon might serve in the case of fishermen's speech, since these used Spanish terms are inheritably moving from one generation to another. Generations over time, whether may either be able to maintain this language or lose it completely (See the next figure).

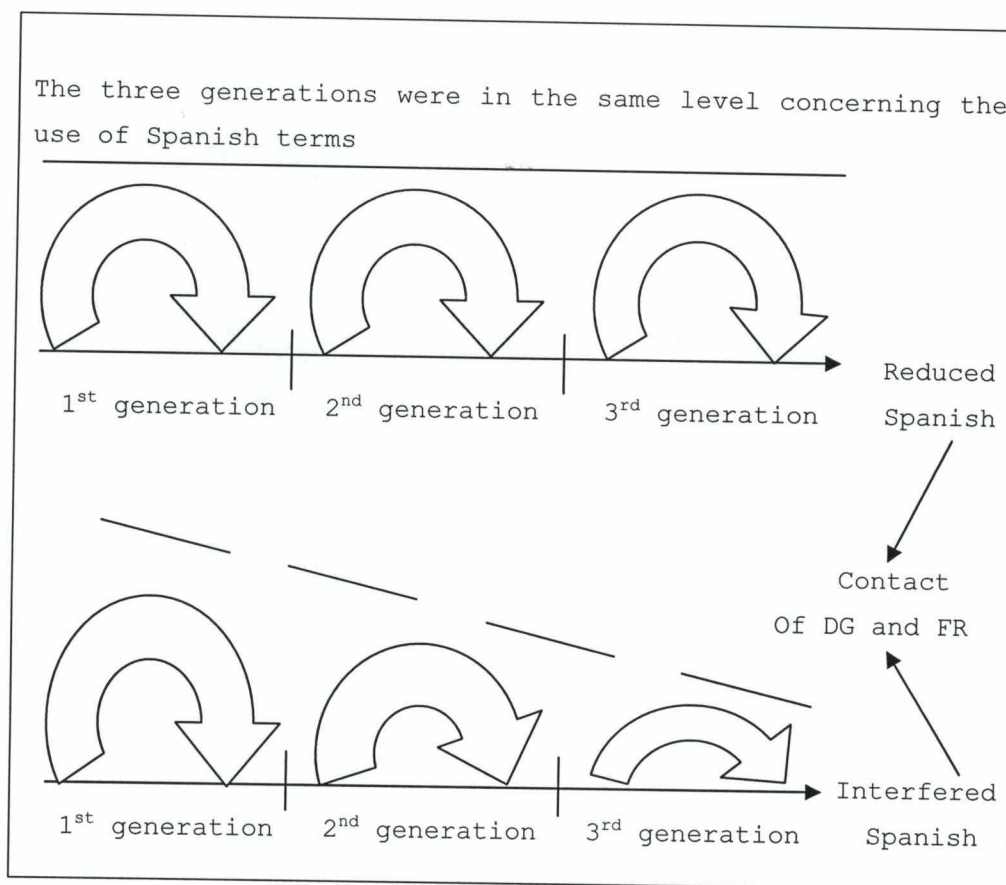


Figure 1.1 The Process of Language Change due to Contact Situation over three generations ⁹

With regard to LM, attitudes represent an important factor that impact on LM and LS (Gardner, 1985; Holmes and Harlow, 1991). Attitudes refer to **"a hypothetical construct used to explain the direction and persistence of humans behaviour."** (Baker, 1992:10)

Attitudes are related to a set of varied factors. LM is also processed by frequent use because the more actively you practice a language the more its accessibility grows. De Bot (2004:234) puts it this way:

... all the languages in the system need not about how much memory space we have to store language material, since there probably is no real limit there, but about the time and resources needed to keep all parts of the system in the foreground of processing ... learning another language does not remove older languages from memory, but does push them more to the background and makes it accordingly more difficult to access them.

Frequency of use, then, translates into higher activation or strength, which makes possible quicker access. Differences in frequency across languages cannot be entirely avoided since they are passing down through generations. The relationship between language change, language shift and contact is described by Galdner-Chloros (2001) as complex three-relationships. LC leads to language change which can be either fast or slow, (i.e., over several generations). These changes can be guided by particular socio-economic and psychological setting. Relatively, the needs of speakers drive language change. New technologies, industries, products and experiences simply require new words. Yet, they may be different in another state or another speech community. For instance, in the speech community of Ghazaouet the main focus will be on social mobility; job-constraint and illiteracy vs. literacy, which were the responsible factors in the decline of those words use.

As far as LM is concerned, LS is another aspect that mostly results from LC. This term generally refers to: "**the gradual displacement of one language by another in the lives of the community numbers.**" Dorian (1982:44). This factor according to him is distinguished on the community level. Yet, as an outcome of LC on the individual level another term has been introduced which is 'attrition'¹⁰. Clyne (2001:141), in his turn, clarifies the distinction between the two terms: 'Shift' and 'loss'¹¹ in the following way:

Shift, a sociolinguistic term, which tends to refer to the macro level of language, is an ambivalent term. It can denote the full replacement of one language by another, a partial/gradual one, or one that is limited to particular domains. Loss, a psycholinguistic term, refers to the micro level and generally denotes a decline in language skills.

It means that the individual level is less approached by such a factor of LC; this is rather for a macro level as stated in the above quotation.

Nevertheless, if we tend to consider the Spanish language as L1, in its limited use (job-practice), and the other languages (DG or Fr) as L2, we may say that, in a situation of LM the domains of L1 remain largely used among the first generation and the transmission of the language to the new generation is active as perfect as

possible. Moreover, the number of its speakers remains stable and they maintain a strong allegiance of their language. In contrast, the new generation is constantly balanced between the uses of L1 or L2, especially when L2 tends to dominate L1 as it the commonly used, once a speaker is faced by a severe situation. In this way, LS is likely to take place when a speaker is unable to find the corresponding term for the appropriate situation, so that, it is preferable for him to shift to the language he masters a lot. Yet, if L1 is to be maintained the new generation is asked to find some value in it, so that continuing to transmit it to younger generation is felt to be worthwhile. For this reason, the main objective of this study is to investigate whether there is a language shift or a language change among both generations.

1.7. Conclusion

In order to provide an apparent image about the most frequent outcomes that may rise when different languages came into contact, it was needed to define some concepts that seem identical in terms of meaning but they are, actually, different once being introduced among distinct speech communities.

Creational languages can develop to have a noticeable status among the most used languages. Language, our primary tool of thought and perception, is at the heart of who we are as individuals as it is the instrument that reflects

without distances the traditions; cultures and the behaviours of individuals within the society as a whole. However, some languages are native languages whereas others were only LF before they will expand to standard languages such as, English; French; Spanish in addition to Arabic. Others kept their position among and out of their original societies. All depends, on their wide and/or limited use within dissimilar categories of speech communities. Our interest in this research work is to stand on whether the studied words may develop to diffuse alongside the Algerian society or they will remain specific for a limited domain.

All languages are changeable through generations as well as through settings. Notably, the language that has been created as a consequence of a mixed contact has given birth to no more than a language that is often called a 'Pidgin', i.e. the crux code of the sector of fishing within the speech community of Ghazaouet.

9. Adapted from Cscadilla web reference
10. **Attrition:** It is also seen as one of language phenomenon "...language attrition may refer to the loss of any language or any portion of a language by an individual or a speech community It may refer to the decline use of mother tongue skills by those in bilingual situations or among ethnic minorities in (some) language contact situation where one language, for political or social reason comes to replace another." (Lambert and Freed, 1982:1) One second opinion on this process is given by, (Waas 1996:29-30) who says that "Language attrition is a natural phenomenon, prevalent in language contact situations where one language is not maintained by its speakers."
11. **Loss:** It has been argued by Jaspaert and Kroon (1989:80), on one hand, that this phenomenon is "a form of language change that causes potential communication problems." While on the other hand he they (ibid: 95) add that "[...] language loss (...) is a process of gradual erosion of language skills due to limitations in use."

CHAPTER TWO

CHAPTER TWO

**AN OVERVIEW OF SOCIOLINGUISTIC SITUATION IN
ALGERIA**

2.1 Introduction

2.2 Historical Background

2.2.1 Linguistic Heritage in Algeria

2.2.1.1 Classical Arabic vs Dialectal
Arabic

2.2.1.2 French

2.2.1.3 Berber/Tamazight

2.2.1.4 Spanish

2.3 Multilingualism Features in Algeria

**2.4 The Effects of Multilingualism on the Algerian
Society**

2.5 Ghazaouet: General Geography and History

2.5.1 History

2.5.2 Geography and Population

2.5.3 Speech Diversities in the Area of
Ghazaouet

2.5.4 The Port of Ghazaouet

2.6 Scientific Interest in Studying Fishermen

**2.7 Brief Historical Background of the Fishing
Sector in Ghazaouet**

Messali' Tlemcen. It is located deep in a sandy cove of 1300 meters and opening 400 meters of hollow in the middle which leads to a small stream named 'wadi Ghazouanah'.

At 300 meters off the west edge and north of it are positioned both very picturesque rocks 'Ad Fratres' which rise vertically like pillars up to 25 meters above the water. Between these two rocks and the western tip, and 100 meters from the latter, there is two other rocks shaped table grazing at low height above the water (05 meters), called 'The two sisters'. (See appendix XII)

2.6. Scientific Interest of Studying Fishermen

This category of people lacks the interest of social researchers, may be because of the sensitive characteristic of the professional and social environment of these fishermen. This situation is not a peculiarity for the Algerians only, but it touches all seaside towns in all over the world, i.e, it is a universal problem, since no deep studies have been made available to treat this occupation. Yvan Breton stated this problem when he says:

We critically transpose surveys and questionnaires which grant a priority to data of fish species and to fishing apparatus rather than to those that directly touch producers and their families. (Breton 1994, 102)

No attention has been driven on the fishing sector as well as on fishermen's life. The social environment of fishermen has been unknown due to its characteristics that are the nature of its task and its space. There are many difficulties to meet fishermen, so to study and try to find out their daily life at the sea need a careful attention. Aliette Geistdoerfer presents the same reasons of ignorance of the French population of fishermen when she says: **"The nature of fishing task lets anthropologists and sociologists away from studying this society (maritime society)."** (1994: 653)

In spite of these difficulties, the scientific interest of this subject urged some researchers in western countries to study the social category of fishermen in order to find out the social characteristics and psychological effects of this work. The nature of this latter has an impact on fishermen's attitude and values which has made them presenting a marginal and self-restraint social category.

Returning to our field of research, we find it very interesting to study this socio-professional category since it represents the result of an occupational transmission from generation to another. Historical conditions have given rise to the development as the colonizer developed it all over the Algerian coast since the beginning of the French settlement. This fact has allowed to the inheritance of this task with its social and economic organisation, which still has its presence among crews of fishing boats.

The sensitivity of this attractive activity permitted us to do some observations of the fishing

sector and fishermen in Ghazaouet, and have interviews with a sample of 09 fishermen balanced between different grades and ages. We had the chance to get in touch with them. We found it very interesting to have face to face conversations with them to get some collected data about their specific discourse as to admire them directly on the ship during their job-practice in order to develop our actual research inquiry. In such a way sights were driven to observe where exactly Spanish terms are used a lot and where they are replaced by gestures⁸, since this latter occupy a touchable part in their work. However, our analysis has been made on the light of the informants' responses

2.7. Brief historical Background of the Fishing Sector in Ghazaouet

Some of the geographical factors of the region made of Ghazaouet a sphere where a kind of economic development had appeared since the first years of colonization. The port has been built during this time in order to export minerals and agricultural products to Europe.

Some colonizer scholars show the commercial importance of this port through monographic studies (F.Llabador, 1948:578). They present some statistics, which show that 1900, 372 commercial ships moored in the port to carry 10.445 tons of products, and in 1929, 634 ships to carry 255.912 tons of products (cf. Cardonne 1939, 121). The activity of Ghazaouet port did not only rely on trade but on fishing as well. Thus, an increase on fishing boats had appeared since the beginning of the

20th century. This brought about the building and the appearance of some small canning workshops.⁹ The canning activity encouraged the colonizers to develop the fishing sector by investments in this sector. Thus, in 1926 the fishing port of Ghazaouet reached the first place in the region of Oran in terms of fish production. The table below will show the quantity of fish production in tons in the western ports of Algeria.

Ports	Oran	Mers-El Kebir	Beni Saf	Mostaghanem	Arzew	Ghazaouet	Total
Blue fish	4.133	5.673	9.902	1.800	19.800	21.997	45.445
Trawl fish	4.480	—	11.393	5.839	6.960	751	29.623
Shell fish	33	15	—	—	2	—	50
Other fish	1.525	2.026	403	423	3.602	176	8.155
Total	10.171	7.714	21.898	8.062	12.504	22.924	83.273

Table 2.1 The Quantity of Fish Production in Tons in Western Algerian Ports (1926)¹⁰

It is quite noticeable from Table 2.1 that the economic importance of the fishing sector especially in Ghazaouet, as the quantity of fish captured in this area made it reach the first place in the western coast of Algeria. This huge amount of fish production created a domestic fishing labour market as it attracts more and more fishermen.

Obviously, the practicing of fishing, which was majorly done by local inhabitants, represents the main factor that allowed them to be in touch with the colonizer, who were either owners or fishermen, and learnt ways of fishing and acquired certain efficiency as well. They gained know-how. At the same time, the fishing port represented a space of meeting for the fishing communities with different ethnic backgrounds. One of the fishing directors witnessed this reality when he said: **"There is a lack of homogeneity among fishermen among the ports of Oran's region but not in Nemours (Ghazaouet) where all ethnic origins were represented."** (Novella, 1927:47)

Algeria, in that time, represented an opened land for different foreigner new comers, where the meeting of mixed races took part. Hence, the western coast was among the strategic chosen divisions in where investments should be. Consequently, the French colonizer facilitated the movement of Europeans to the Algerian labour market in order to invest in the fishing sector. This latter and the agricultural sector had been the main attractive sectors for these Europeans. The wealthy nature of fishing in western Algeria encouraged Spaniards and Italians to move to these ports searching for wealth. Novella (1927:49) states:

On January, 1st, 1926, there 1760
fishermen in Oran region, among them
we find: 234 strangers (probably
Moroccans), 60 French, 786 with
Spanish origin, 571 from an Italian
origin, 319 indigenous (Muslim
inhabitants) and 24 Jews

The stated large company with mixed people may be seen in some cases as one of the main factors that had helped in the spread of such terms within the domain of fishing. Yet, none can affirm that these terms are purely Spanish as we cannot ignore that they are descendent from Latin ones. She adds that: "**Among the enrolled fishermen in Ghazaouet, we find 195 seasonal fishermen who go to fish only when the agricultural work is over.**" (ibid)

This work was not conditioned by applicable norms that have to be followed since that period. For this reason, some people go through when their real occupation is over. Agricultural activities were less practiced in the area of Ghazaouet during the colonialism period. The only receiving sector was fishing. There, local inhabitants of Ghazaouet found an additional salary and an enjoyable time as well. Gradually, the sector of fishing has been generalized and enlarged. The next table will demonstrate well this development.

years	Number of fishing boats	Number of enrolled fishermen	Quantity of fish (in tons)
1950	_____	_____	3.524.648
1952	_____	_____	4.616.766
1954	_____	_____	2.367.983
1956	60	730	2.751.981
1958	74	866	1.970.088
1960	69	808	2.903.694
1962	75	880	3.103.981
1964	20	250	1.848.844
1975	29	370	4.112.630
1988	80	1088	6.409.649
1997	105	1573	9.478.330
2000	122	1767	1.370.000

Table 2.2 Presents the Evolution of the Fishing Sector in Ghazaouet 1950 - 2000 ¹¹

From (table 2.2) it is remarkable that until the year of the Algerian independence (1962), the fishing sector had been a resource for a high number of families. Besides fishermen's families, other local families benefited from the existing and the development of this activity in the area as well.

This activity gave birth to other related activities such as fishing trade and small scale canning industries. In reality, there were 600 fishermen in 1954...and the canning industry workshops employed 2000 women and children.

Fishermen with Spanish origins represented the main social category. They owned fishing boats and

were strongly involved in their maritime field. Consequently, local indigenous fishermen were impacted by their specific professional language. They were inculcated with hundreds of Catalan and Spanish terms. They are used up to now and some of them have taken a slight difference in meaning within the time as with new generations. The discourse has been transmitted inheritably and not learnedly.

2.8. Fishermen's Discourse

It is worth mentioning here that the Arabic Language is Bedouin par excellence as agreed by many historians. And that the asset of Catalan and Spanish terms in the maritime domain, mainly in fishing, came to fill this gap. The acquired and imported experience in this field is of prime necessity in Ghazaouet and in the western part of Algeria in general.

Fishermen's language in the western coast is impacted by language borrowing of fishermen from the Levant, Almeria, Catalonia and the Balearic Islands. Consequently, it is very common to note that in Ghazaouet some of fishermen are nicknamed *Manolo*, *Juanito*, *Antonino* (Pronounced *Tonio*). This field is, therefore, exemplified by a specific thematic content. We can state some of these terms as examples according to the following:

A) Names of fishes and other fauna species:

Spanish Catalan	Local Pronunciation	English Translation
bouquerón	boukoron	anchovy
Sardina	sardine/Sardina	sardine
Congre	Congre	conger/eel
Pulpo	poulpoul	octopus
Sepia	Sepia/soupia	sepia
Calamar	calamar	calamari/Squid
Atùn	Laton/aton	tuna
Raja	Raja	ray
Gambas	gambas	shrimps
dorada	dorade / dorada	sea bream

Table 2.3 Names of Fishes and Other Fauna Species

These terms are very much used among fishermen, their families and in fish markets. The list goes on: *verderol*, (*seriola*), *bonito*, *salpa*, *sargo* (Benallou, 1992:16).

In Ghazaouet and in most Mediterranean coasts, there is particular bait used in catching fish called '*bromich*' or '*bromidj*'. From an etymological point of view, this word comes from Greek '*broumè*' which means (food).

The Spanish term '*moralla*' means small scorned fish which fishermen throw sometimes to sea gulls when entering the port. In Ghazaouet this term now means children who come to the port to fetch small shrimps for fishing. They usually come together like school of fish.

B) Manoeuvring

In addition, we have a lot of words and expressions used when fishing or operating in the port, from where the following are:

Spanish Catalan	Local Pronunciation	English Translation
Aguantar	wante	hold tight
Amarrar	mari	to moor
Largar	Larga	to slip the mooring ropes
Calar	cali	throw the net into water

Table 2.4 Fishing and Operational words

The expression "*cali âlih*" is very common among fishermen: it means "to get sb" or "to trap someone". "*Calí, calí*", repeated twice is an expression of surprise whereas, "*icalí as'si*" (with a strong emphasis on the last syllable) shows enthusiasm and wonder.

The expression "*bati bati*", from the verb "*batir*" which means "to beat" has a connotation with the noise made by fishermen to get fish into the net. This expression is used locally but it is also pan-Mediterranean. In southern France (Provence), we use the word '*la battude*' (Benallou, 2002, 133). The use of certain instant expressions is related to the situation, the fishermen are found in. Sometimes such expressions are not found in any dictionary, but they are found among fishermen speech only. Eventually, the need dictates most of the time which term suits a lot to the remaining

setting. In like, one may say that changes or innovations in language use may be related to job setting. Numerous are the Spanish terms used in this domain. The corpus, will demonstrate other terms that are used to name: boats and their components; tools used on board fishing boat; names of place along the coastline and weather forecast as well.

2.9. Conclusion:

The different invasions, on the speech community of Ghazazouet helped in the progression of distinct languages and varieties in any SC. GZ as part of the ASC reflects some aspects of its complex linguistics situation. Being monolingual; bilingual and/or multilingual, any SC with no doubt utilises more than one language or variety. The previous short historical study, shows that the North African littoral knew diverse cultures and languages, the thing that has a lot resulted in numerous varieties.

The speaking of sea fishermen in Ghazaouet has certainly deformed a lot words and expressions from Spanish and Catalan. Italian was also present during the French colonisation in this city but Italian fishermen were only seasonable (Jordi, 1996, 234). They impacted; however, Ghazaouet dialect as a few nicknames still reminds us this era: e.g. *Toto, Pipo and Khalamo*.

A few words of Turkish are still used now mainly in services: cafés, restaurants, hammas (Turkish baths) such as *qahouadji* (waiter), *souâdji* (watchmaker). The suffix 'dji' is Turkish and refers to the doe. In addition,

Ghazaouet dialect carries strong Berber, Arabic and French backgrounds.

Note to Chapter Two

1. El Moudjahid (15/05/1974), in Andamson. K (1998:206)
2. Quoted in Harris and Vincent 2003
3. Intrasentential is a type of code switching which is often used to switch codes within sentences. Poplack (1980:122)
4. Intersentential, another kind of switching used to switch codes between sentences. (ibid)
5. Means to go to war
6. From the East North East
7. West south West
8. They are divided into two kinds: gestures that are directed to the ship-owner and others are for the fishermen.
9. For example, in 1906 Mr Llabador and M, P. Pitzini, developed cunning industry in the region to reach the number of 14 canning workshops, and it exported yearly from 1000 to 1200 tons of canned fish to France, Italy, Morocco and Tunisia.. For more details, see Cardonne. P & Rabot, *La colonisation dans l'ouest oranais,,* Alger, Heintz, 1930,
10. Source: M. Novella, "Le quartier d'Oran : Pêche et pêcheur" in Bulletin de Géographie et archéologied'Oran, 1927 : 45
11. Source: unpublished statistics, Merchant Navy of Ghazaouet

CHAPTER THREE

DATA ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Introduction

3.2 Analytical Tools: Aims and Procedures

3.3 The Hidden Camera

3.4 The Questionnaire

3.4.1 Questionnaire Analysis

3.5 The Interview

3.5.1 Data Collection

3.5.2 Interview

3.6 Interpretation of Results

3.7 Dynamics of Language Change

3.7.1 Social Mobility

3.7.2 Literacy vs. Illiteracy

3.7.3 Job-Constraints

3.8 The Impact of Phonological Phenomena

In Fishermen's Use of Spanish Words

3.8.1 Modes of Simplification

3.8.1.1 Assimilation

3.8.1.2 Deletion/Elision

3.8.1.3 Epenthesis

3.8.1.4 Metathesis

3.9 Conclusion

Note to Chapter Three

CHAPTER THREE

DATA ANALYSIS AND INTERPRETATION OF RESULTS

3.1. Introduction

Countless are the dynamics that might be the cause of any language deviation; decline or complete change. The environment has to play a considerable role to determine the main factors that are behind this change. The use of Spanish terms, however, among at least two generations in the community of Ghazaouet, has given birth to distinct factors which permit to those Spanish terms to miss a great set of their properties as a result of their shift from one generation over another one. Any heritage results whether in words insertion and/or words deletion in addition to other phonological phenomena.

For this, the concern of this chapter is allotted to the empirical phase, which strives to achieve convincing answers, through results' analysis obtained from the three adopted instruments. Research in this chapter aims at demonstrating the main factors that were behind the

changes held on the use of Spanish terms through distinct generations. This chapter also examines the main dynamics that helped a lot fishermen's decline; shift or disappearance in their use of the Spanish terms as it speaks about some phonological phenomena that have affected these Spanish words in addition to some frequent modes of simplification.

3.2. Analytical Tools: Aims and Procedures

This investigative phase is performed through different analytical devices: a questionnaire, an interview and a secret recording. The questionnaire consists of 14 questions originally asked in formal Arabic. This questionnaire has been given to 30 subjects who belong to the second generation. Their ages are from 25 to 45 distributed in different grades of work. We have chosen such an instrument with this category of fishermen because it is less time consuming as it has facilitated the collection of data with them though in the beginning they have refused to provide us with the information we needed. They were somehow sensitive when being asked some of the questions. The questionnaire was distributed in different boats and to different staffs in order to collect distinct answers from varied atmospheres of work.

The interview, on the other hand, was directed to old fishermen whose ages are from 47 to 80, some of them still exercise their work others are retired for more than 10 years. It was an amusable

time to spend with them, since they have kindly received as they have approximately responded to all our requirements. Sometimes, indeed, it was needless to ask them questions because they added additional information even before being asked.

As a third instrument, we have tried to enrich our research with videos taken directly when the fishermen were at work. To be more objective, it was so difficult to follow such step on the boat, but at last we succeeded to spend a complete day with fishermen's company during their job-practice.

Prior to this phase, some data was collected and interpreted both quantitatively and qualitatively. Quantitative analysis, generally, entails an examination of individual and/or group instances of linguistic phenomena to which they belong while qualitative strived to analyse and interpret the realized results. On that basis, Johnstone (2000:37) points out:

The analysis phase of sociolinguistic research is often quantitative and qualitative. This means that analyzing sociolinguistic data often involves some counting, explicit or implicit, in order to answer questions about how often things happen, in addition to the descriptions that help answer qualitative questions about how and why things happen.

Thus, by the end of each investigative procedure, partial conclusions were drawn. The results obtained would probably answer the main questions that have guided this research work.

3.3. The Secret Recording

Without following such a step with this special category of population, it could be impossible to find the method that permits to extract comparative information from two distinct generations. In reality, this device made data gathering possible. However, it was necessary to be familiar with the techniques that go with fishermen's attitudes. This lively observation has guided the application of the next stated instruments.

3.4. The Questionnaire

The questionnaire was generally based on closed and opened questions. Purposefully, it has been given to 30 fishermen, but 16 only reacted. They have different levels of education. They were primary; middle; secondary and university students before they chose this activity. This selection, indeed, was randomly done at the beginning, since we were not aware about their real levels or degrees. Yet, once fitting in the analysis of the questionnaire, the results revealed that, in addition to other factors that will be stated in our analytical phase, the level of education is one of the most important aspects that play a crucial

role in some of fishermen's sociolinguistic variation concerning their use of the Spanish words. However, on the basis of this questionnaire, the informants gave many insights about the main factors they see as responsible in such a change; a shift or just a decline.

3.4.1. Questionnaire Analysis

This step will show the statistical results obtained from the 14 questions asked to the second generation of fishermen in the speech community of Ghazaouet.

From a sociological perspective it seemed necessary to embark on with such question in order to retrieve the main reasons that have pushed most of the literate generation to select this activity among many (question one).

Question 1 Answers	Number of respondents out of 16	Percentage
1	10	62.5
2	02	12.5
3	04	25

Table 3.1 Responses to Question one

The above table shows three main proposed answers for this question. 62.5% of the respondents claimed this activity has entertained them when no job that goes with their degree has been provided.

12.5% substantiated their answers by saying that they have loved it from their infancy since it was practised by our fathers. And now we cannot impede it because they have become skilled at very well, so difficult to choose another one, whereas 25% of the informants said that no better job instead of that, was offered.

Since the investigated generation belongs to the intellectual category, it was needful to seek whether social or cultural factors have any relation in fishermen's choice. (See question Two) The results showed that 68.75% of the respondents put no responsibility on these two factors, while 31.25% of them linked their choice to these two factors. The following figure will explain the obtained results

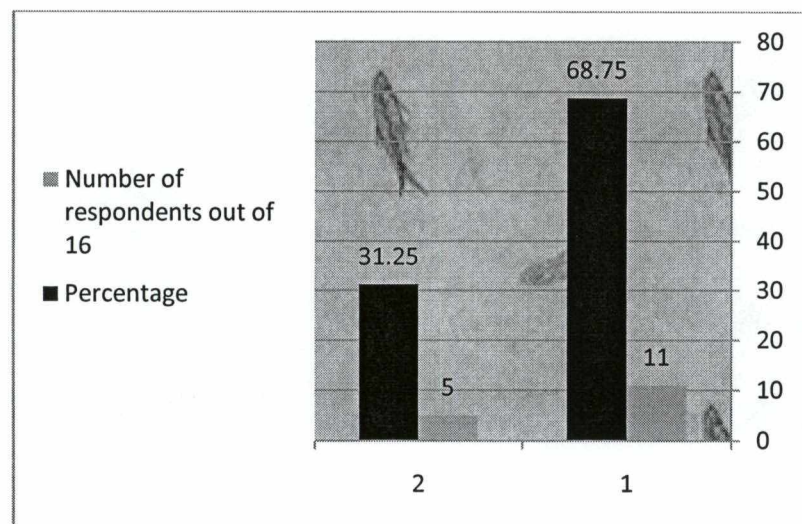


Figure 3.1 responses to Question Two

The sector of fishing has become parallel to other activities. It stipulates formed fishermen

according to the grade they desire to occupy. The next figure will sum up the results obtained for question Three:

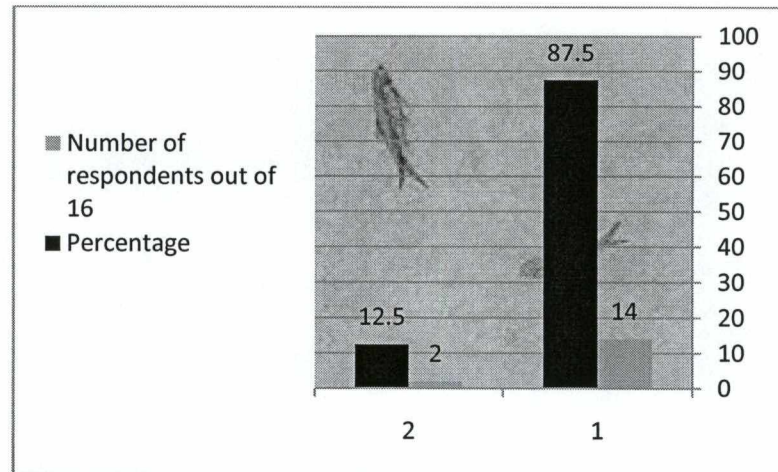


Figure 3.2 Responses to Question Three

The achieved results proved the contrary, since 87.5% of the respondents believed that the Spanish words have been well integrated in this sector due to the daily friction with old fishermen and so they inherited these terms. The 12.5% avowed that they have been formed in a maritime school which is established in Beni-Saf. Their configuration was either in French or in Arabic and no Spanish formation have been detected. They added that frequently they make use of the Spanish words thanks to old fishermen.

For other information, the fourth question which attempted to expose the way by which

fishermen acquired those Spanish words was necessary. As predicted the coming table will recap the main responses:

Question 04 Answers	Number of respondents out of 16	Percentage
1	12	75
2	04	25

Table 3.2 Responses to Question Four

Obvious to note from the table that 75% of the informants ensured their learning during their daily friction with old fishermen while the rest 25% saw it needless to waste time in learning words; they originally inherited them from their parents and relatives.

This sector is full of distinct difficulties that embed fishermen's job. Responses to question five demonstrates that among the set, (18.75%) of the respondents declared that most difficulties are on the basis of less materials and bad conditions since it is a risky job, while others (81.25%) asserted that they feel disturbed when they could not understand some of the Spanish uttered words, especially the less frequently used. Thus, most of the time, they shift to 'El Ammia' or rarely to French. These answers are elicited in the following figure:

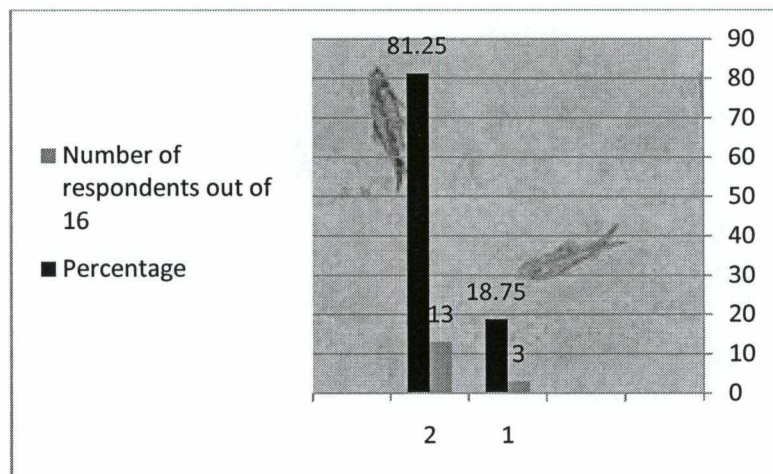


Figure 3.3 Responses to Question Five

In order to test fishermen's awareness about the origin of the words they utilized, it was needful to state some languages to permit the informants to select the equivalent one. (See question six). Fishermen's responses are well detailed in the next table:

Number of responses out of 16	Percentage	The choices
03	18.75%	These terms are both Spanish and Italian.
05	31.25%	There is an admixture between the four origins.
08	50%	These words are purely Spanish.

Table 3.3 the origin of the Used Words

Yet, when asked (See question seven) which name they found appropriate to this language, they responded:

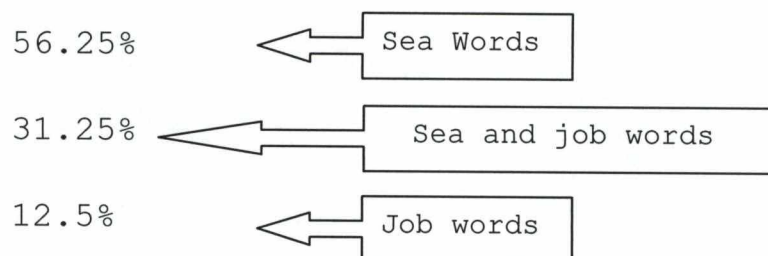


Diagram 3.1 Fishermen's Choice

As apparent in the previous diagram, responses to this item illustrated that 56.25% named these words as 'sea words'. Others 31.25 classified them as both 'sea and job words' while very few 12.5% selected 'job words'.

Comparatively, to reveal the crucial features that helped a lot in the diffusion of such words among an illiterate category, question eight was asked. The replies, that will appear in the table below, deemed 62.5% of the respondents who have been affirming that the constant contact of old fishermen with Spanish people, since their settlement in the western coast as well as their long trading, gave them the occasion to acquire the techniques they applied in the fishing sector and their language too. In addition, a great number of the first generation resided in Spain for long

period, and so they brought some of their traditions in terms of work and their Spanish words as well. By the way, not a single answer has been signalled by 37.5% of the informants.

Question 08 Answers	Number of respondents out of 16	Percentage
1	10	62.5%
2	06	37.5%

Table 3.4 Responses to Question Eight

Responses obtained for question nine, which tried to find out whether those Spanish terms witnessed a change; a shift or just an attrition/decline, revealed 87.5% of the respondents noticed that the use of such Spanish words knew an attrition/decline probably because of the minimized contact with the Spaniards, yet the 12.5% of the subjects categorized it as a shift, since usually they tended to use GD or the French language instead of Spanish terms when they are unable to find the appropriate word, and not a decline. These outcomes are well defined in the next representation:

Chapter Two: An Overview of Sociolinguistic Situation in Algeria

2.8 Fishermen's Discourse

2.9 Conclusion

Note to Chapter Two

CHAPTER TWO

AN OVERVIEW OF SOCIOLINGUISTIC SITUATION IN
ALGERIA

2.1. Introduction

Over time, any language develops under a series of changes. Some of these changes are similar but others are almost different. Lightfoot (1991: 163-65) talks about language change in this way "**Some general properties of language change are shared by other dynamic systems in the natural world.**" Language change can be influenced by changes in the social environment of the language, in various indirect ways, but also more directly by social evaluation of specific features of language.

As for many languages, the Spanish language has witnessed a gradual change since its integration as a widely used language between fishermen in the community of Ghazaouet. In addition to Italian; Turkish; Portuguese and Greek that emerged in the Mediterranean periphery as trade languages in the deeply far history. Yet, some of it remains very useful in such a kind of jobs while the other ones are less used if not completely lost. On the other hand, the French language takes a considerable

status since it is the language of the last colonialism in Algeria.

The fishing community in Ghazaouet is characterised by its liveliness, its social practices and with its peculiar language. Its sea fishermen who are not socially isolated but form a micro-society, rooted, everlasting, not very mobile, and marked by their own ethno-linguistic features.

The following chapter tends to more enlarge sights at historical and linguistic situation in Algeria in general and Ghazaouet community in particular. It speaks also about aspects of language interference and borrowing in the fishing sector due to the presence of the Spanish settlers in the western coast of Algeria, as it attempts to analyse its evolution in time and space in addition to its confrontation with Arabic Berber and French in the inland of this region.

2.2. Historical Background

It is well known over history that, many centuries ago, North Africa had lived under a series of brilliant dynasties such as: Rustamids, Fatimids, Idrissids, Zirids, Almohads, Merenids and others. All contributed effectively in the enrichment of the socio-cultural and linguistic patrimony of the Maghreb in general and Algeria in particular. In addition to this, the Berbers were the first who had conquered North Africa when Umayyad forces, helped by the Berbers, converts to Islam.

And though, the Berbers constitute only 20% of the population, they have inherited their cultures as well as their language. A language that had excluded, later on, the old established one. The Berbers were largely mountainous or in the desert, especially in Kabylia, in the Aures, in the Mزاب and Ahaggar. Yet, not surprisingly to state that, Berber's roots existed a long time ago in history as clearly argued by Suleimane (2003)

...their history must be put into its North African context: the Punic settlers, the Romans and the Arabs all were integrated into North African society and in large parts controlled it. This has tended to be exclusively that of events which involved the conquerors; and second, that the Berbers themselves have been treated as more or less a-history, a people with history.

That is, no static trace has been written on the true origin of Berber, since it derived from many descendants during the deep history. As far as language is concerned, the impact of the French invasion (1830) is much considerable in comparison with the others, because the French colonialism has occupied the whole society and not only a part of it, unlike the Spanish and the Italian did. Respectively, the former occupied the western coast of North Algeria, whereas the latter occupied the Eastern one. And both left their borrowings that are still overlapping with the remaining spoken varieties.

2.2.1. Linguistic Heritage in Algeria

As for the majority of North African countries, the Algerian speech community (ASC) represents a very complex linguistic situation, due to historical, political and socio-cultural features. Such events, indeed, resulted in a heavy linguistic heritage whereby they have acquired a variety of languages such as: Arabic; Berber; Spanish and French. Such linguistic repertoire must be provided in any citizen's knowledge. This respect is well clarified by Latin (1992: 5) since he says that **"the set of that a citizen must know in order to take advantage of a wide range of mobility opportunities in his or her country."** However, the choice of any variety is related to speakers needs as it is related to the purpose of interaction. So, an interaction depends on many situational factors.

2.2.1.1. Classical Arabic vs. Dialectal Arabic

Because of the great importance it holds, the Arabic language has attracted the interest of many linguists. Arabic has a particular use from one country to another. However, its use depends on whether the country is monolingual; bilingual or multilingual. The existence of the Arabic language in the ASC is always seen from two perspectives: Classical Arabic (CA) and/or Dialectal Arabic (DA).

Often called '*El Fus'ha*', CA is the language of the Qu' ran and the liturgical language of Islam. It is the prestigious variety, the official language of education, media and written forms...etc, whereas DA or vernacular '*El Ammiyya*' or '*El Daridja*' is the spoken variety, spontaneously used by Algerian individuals to express

their thoughts, feeling and to interact. In addition to Prestige which results from its use in its social, commercial and cultural events by different Arab tribes before the coming of Islam. On the other hand, by national language we do not refer to the vernacular 'El Ammiyya', which the majority of the population speaks in different varieties. Algerians were, on the contrary, supposed to find their authentic identity through using Modern Standard Arabic (MSA) 'El Arabiya El Fus'ha'. However, this variety has no native speaker in the sense of vernacular usage as mother tongue. According to Boumedienne¹ the first president of Algeria:

The transformation of the Algerian man and the recovery of this identity', should be done by actively pursuing the program of arabicization previously embarked on, which constitutes an essential instrument for the restoration of our national personality and which must come out from the use of the national language in all areas of economics, social and cultural life.

As a reaction against this complex situation in Algeria right after independence (1962), policy makers thought to replace the Fr language by the Arabic one, under the process of 'Arabicization', in order to establish an Arabo-Islamic Identity.

2.2.1.2. French

For more than a century, Algeria was ruled by the French colonialism. This situation forced the Algerian population to acquire the French language undesirably. However, the convenient environment, where the Fr

language and its sociolinguistic norms were widely implemented, was at the level of education, where it took the major portion, in addition to laws; courts and administrations. Yet, after independence the linguistic situation was put between two conflicting views. One agreeing, on that the Fr language is a foreign language and Arabic is the national language of the state. The second, is that Arabic is the consequence of independence and Fr is an opened phenomenon all over the world. Generally speaking, no clear picture has been drawn about the real linguistic situation in Algeria. Politically speaking, Algeria is considered as a monolingual speech community while linguists consider it as a bilingual one. Furthermore, linguists assert that Algeria is a multilingual country because of the existence of some indigenous varieties namely 'Berber'.

2.2.1.3. Berbers

Berber is another variety that contributes in the construction of Algerian linguistic situation. This language, indeed, has been established in the Kabylia Mountains since the first invasion on Algeria made by the Numedians during the classical period. In addition to the Kabylia Mountains, Berber is the most spoken variety the Chaouia of Aures range, Mزاب and Touareg.

Right after independence, the Algerian government planned to nationalize Classical Arabic as a national language aiming at restoring a national identity and Arab Muslim personality of the newly freed nation. This policy has pleased the majority of Algerian. Yet, since the process of Arabicization the Berber language has not been

an integral part of it. Therefore, from that time, the Berber variety became a debatable one, especially that of Kabylisians, to realize its institutionalization in 2002 as a national language taught even in institutional agencies. Similarly, the identity of Berber and Arabs is mainly a question of the vernacular, and in order to differentiate between Berber and Arabs we can shed light on Berberophone and Arabophone. And since Arabic and Berber vernaculars are not mutually intelligible, this unity resulted, then in a multilingual speech community.

2.2.1.4. Spanish

Spanish (SP) or 'español' is a romance language that originates from the Northern area of Spain. It is the only official language covering the entirety of Spain and most Latin American countries as it is one of the official languages of Equatorial Guenena in Africa. On the whole, twenty-five nations and territories use SP as their primary language. Green (2003:79)² defines "**Spanish is by far the most widely spoken of the Romance languages.**" It is also classified among six official languages of the United Nations. It is most broadly spoken in the Americas, Spain and to a small extent in Africa and Asia. Spanish is the second widely spoken language in the United States and by far the most popular studied foreign language in U.S schools and Universities.

Furthermore, this romance language is nearly spoken by 400 millions natively people, as it is estimated that the combined overall of native and non-native SP speakers is almost 500 millions,

possibly making it the fourth most spoken language by the total number of speakers.

Spanish first originated as a Latin dialect along the remote crossroad strips among the Cantabria, Burgos, Soria and La Roja provinces of Northern Spain. From there, its use gradually spread inside the kingdom of Castile, where it evolved and eventually became the principle language of the government and trade. It is, thus, "**as an international vehicle for trade and commerce.**" (ibid)

It was later brought to the Americas, Africa and other divisions of the world in the last five centuries by SP explorers and colonists. In addition, the Islamic conquests had brought many new words to it. It is, also, characterised by different vowels and consonant.

As for the whole ASC, the Fr language was the only foreign language which was taught at institutional agencies as a foreign language during the pre and post-colonialism while SP was known only among fishermen, mainly in the western part of Algeria, as being brought to be localized among this category of people. Some of the SP terms used in the domain of fishing and which are spoken habitually, have been diffused among some families whom their relatives exercise such an activity. Through time those terms penetrated the dialect of GZ largely. Notably, the SP terms were borrowed into GDA through oral contact made between the

local inhabitants and the SP ones during trade, and it is not a result of textual borrowing. That is why it is quite noticed since this research that old generation do master the SP language much better than the younger one. Moreover, SP has always been a matter of discussion because of the complexities it created once being integrated in any other language or dialect. Green (ibid) in this very specific context, ensures that:

Spanish is subject to regional and sociolinguistic variation and also- in its international role- to conflicting normative pressures, despite some well-publicised divergences of pronunciation and vocabulary, the range of variation is not very great and only rarely disrupts mutual comprehensibility.

2.3. Multilingualism Features in Algeria

Due to the set of spoken varieties that compete against each other in the ASC, linguists have been asserting that this country is classified among the multilingual speech communities. Multilingualism in Algeria results not only because languages have come into conflicting contact but also because there is a widespread borrowing, constant interference and shift from one language to another as well. (Morsly 1986)

The geographic, social and professional environments of the individual speakers are also responsible in the interplay of such languages. Thus, not all Algerians are multilingual though a large percentage possesses

knowledge of at least one spoken dialect, some French and/or Standard Arabic. In effect, no clear picture has been drawn about the real linguistic situation in Algeria, since politicians have been affirming that Algeria is no more a monolingual society but rather a multilingual country.

Multilingualism results when two or more languages get into contact. This linguistic diversity has always attracted linguists and sociolinguists attention, since any SC is exposed to a set of various languages and dialects which may be shared by the members of the same SC or even others communities. Yet, members of the same SC do not need to speak the same language and use the same linguistic varieties in similar occasions, but at least one common language must be shared to enable speakers to decode social meaning carried by alternative modes of communication. Sociolinguists, then, attempt to classify languages according to types and functions in a given political and social unit. However, the interplay, between different varieties leads to a very complex linguistic situation where many phenomena have been made available as an outcome of the remaining situation.

2.4. The Effects of Multilingualism on the Algerian Society

As a matter of fact, the two types of Arabic varieties maintain the relationship of "Diglossia". Ferguson was the one who introduced the term diglossia to the English language. According to him, diglossia happens when people of the same society speak different varieties of the same language (High and Low varieties) in

different contexts. He explains that "**One of the most important features of diglossia is the specialization of function of high and low.**" (1959:235).

However, further studies made by Fishman (1972) considered diglossia not only as two or more varieties of the same language, but also, as different languages used in the same society in different contexts. He claims that the term "**diglossia has been extended to cover situations where forms of two genetically unrelated or at least historically distant languages occupy the high and low varieties.**"

Romaine (1994) notes considerable differences between high and low varieties. She insists on the fact that, grammar is the most noticeable difference between H and L varieties. Moreover, linguists in their part agree that grammar is the most common characteristic that characterizes the high variety while the low variety is used in the informal settings and everyday conversations. In this respect she affirms that: "**The high and low varieties differ not only in grammar, phonology and Vocabulary, but also with respect to a number of social acquisition, standardization and stability.**"

The Algerian speakers, for instance, may use French as a high variety for educational and more prestigious domains and the Arabic vernacular as low variety for informal settings. Accordingly, they find themselves in front of a range of linguistic varieties. Therefore, the co-existence of these varieties gives birth to a bilingual or rather a multilingual situation since most

Algerians if not all switch codes and borrow words from French in the daily speech utterances in term of code switching (CS).

Bentahila et Davis (1983) determine code switching as being: **"the use of two languages within a single conversation exchange or utterance."** Nevertheless, two types of code switching have been recognized by most researchers: "Intrasentential³ CS used to switch codes within sentences and Intersentential⁴ CS to relate between sentences." Poplack (1980:122).

2.5. Ghazaouet: General Geography and History

Since its long history Ghazaouet has known five names. Hamdoun (2001:01) points out that **"Ghazaouet is a Mediterranean town and Algerian division by excellence."** The history of GZ starts even before any name has been given to this region which is situated in the Western coast of Algeria.

2.5.1. History

Many have been said about Ghazaouet (GZ) and the meaning it implies under this name. According to the study made by Francis LIabador (1948), it is obvious to note that GZ possesses an elder history.

The name 'GHAZAOUET' is said to be derived from the successive Spanish trials to colonise the land. It has been uttered as the plural of the name 'Ghazwa' which comes from the verb 'ghaza'⁵. On the other hand, some claimed that the word 'GZ' originates from 'Lala

Ghazouana' a respectful Marabout found in the area. Yet, no one can assert that whether the first account is right or the second.

Ghazaouet has attracted the attention and desire of navigators and other invaders who took GZ as a suitable shelter for their ships. Effectively, not only the Greek but particularly the phoeniticians have left remarkable traces during their passage, while the Romans have given the name 'Ad Frates' which means 'Two Brothers', 'Les Deux Frère' that are symbolized by two visible high stones which rise approximately over 25m from the surface of the sea. See the picture below



Figure 2.1 Les Deux Frères-Ghazaouet-

However, before it was invaded by the French and colonised in 1844, GZ was just a military base used to supervise the movement of the coming Moroccan enemy tribes and to facilitate the penetration of the colonial army as well.

On the hillock that dominates the actual region from the east and surely on the ruins of an ancient Roman town, a Berber area was found named "Taount", which means 'A post of Observation', founded by a Berber tribe called 'Beni-Mansour', cultivating gardens and orchards who practised several kinds of commerce with neighbouring countries. The language used was undoubtedly a mixture between Berber and Arabic.

During the 13th century, the area was a point of Maritime and terrestrial link (Tlemcen; Nedroma and Morocco). This situation resulted in many wars between the 'Zianides', a Berber dynasty of Tlemcen (1238-1550) and their Moroccan neighbour the 'Merinides' (1269-1464). At the end of the 13th century, the region had moved to the 'Merinides', a Berber tribe of Matghara. In the 15th century, when Tlemcen was taken, it fell another time under the 'Zianides' power and lasted till the 17th century when Tlemcen has been taken by the Turkish in 1518.

Until recent days, all these events have contributed in the establishment and the function of the language of the region. This heterogeneous population, indeed, included, Arabs; Berbers; the Mause Andalous; Turkish and other tribes. These pirates seized the freight of ships which moved too near the shore, and without any hesitation they took their women as slaves or wives. All these events resulted in the birth of a new generation remarked first by the Lieutenant- Colonel 'De Montagnac' in 1844, when the French debarked on the Ouestern coastline. This amalgam of civilisations; cultures,

religions and races in such a small and limited area resulted the Embryo which became the Ghazaoueti of today.

After the Turkish occupation, the region was united to 'Matghara' tribes, as it has been the aim of the 'Chorfa' tribe of Morocco by whom it was invaded in 1678/79. Finally, and under the guidance of the last 'Dey Houssein', the region was conducted by the Ottoman confederation of 'Souahilya' till the French arrival in 1844. It is, then, worthwhile mentioning that, the French occupation of GZ has had a great impact on the language since it was the last big geopolitical event that Algeria witnessed during its independence.

Meanwhile, the beach of 'Djamaa Ghazaouet' which became 'Nemours' in 1846 (in the honour of the second son of the king 'Louis-Philippe and the queen 'Amelie' duke of Nemours), have chosen the supply of Maghnia troupes, a town which is situated in the Ouest of GZ and far from about 50 km as it is an Algerian-Moroccan frontier. Taount, on the other hand, was completely erased after being abandoned by their inhabitants on 26th September, 1845.

Started to operate their effect, the population was not heterogeneous as it was in the past because of the different races which came from Morocco, such as Spanish; Italian; Jewish to contribute in the construction of such a population. However, approximately, all the gardeners and cultivators were Spanish. Therefore, the social contact between those communities; the French education and the teaching of Arabic in Qu'ranic schools resulted,

since independence, in population which can be divided into two categories:

- The intellectuals who are a generation that, in its majority, was fed a French laïque education.
- The non-intellectual and they are numerous.

The French education continued some years later after independence, till the establishment of the classical Arabic.

2.5.2. Geography and Population

Ghazaouet is situated in the extreme Western part of Algeria, and about 80 kilometres in the North of 'Tlemcen'. The statistic of 2008 shows that GZ comprises a population of about 68.022 habitants distributed over four small cities: GZ; Souahilya; Yaghmourassen and Tient. GZ only includes about 34.933 habitants and a density of 352, 44 habitants/Kilometre squares. Its surface is about 28 kilometres squares. GZ is the nearest city of the Moroccan frontier. See the following map:

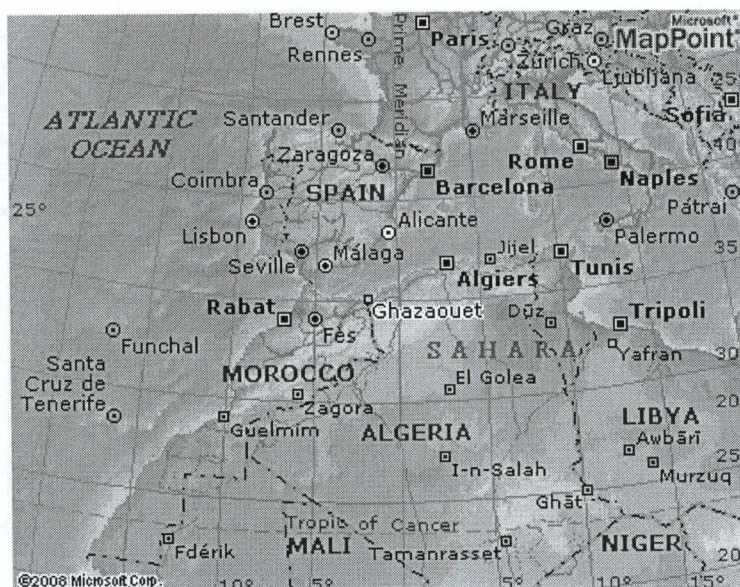


Figure 2.2 GZ Location

2.5.3. Speech Diversities in the Community of Ghazaouet

As any Algerian country, GZ is classified among those that knew the interplay of more than two varieties, formal and informal Arabic; the Berber variety and the French language. It is worthy to note that, it is a diglossic and/or a bilingual SC or rather a multilingual one. The choice is always balanced between two languages whether two varieties from the same language (High and Low varieties) or two genetically unrelated languages (Arabic and French in this situation) (See 2.4). This selection is due to the setting, and other variables that came into play and which encourage the speakers' selection of which language to use from the repertoire he possesses and which one suits best a specific context. In effect, all Algerians including GZ speakers too, may communicate with more than one language in the same conversation. They may use words; phrases and sentences

from both languages in the same discourse. Obviously, in any area the contact between two or more languages may bring the use of lexical items and/or morphosyntactic aspects from one language into the other one, in term of borrowing, as if one item is taken from one language to be put into the other spoken language to complete the remaining conversation.

GZ, belonging to the ASC, represents a receptive town that encompasses different origins of loan words. For instance, speaking about fishermen's use of the Spanish terms during their job-practice reflects the stated situation, since most of the time they are moving from one variety over the other. Hence, the common one remains 'El Amyia' (The spoken variety of GZ) by which a speaker replaces Spanish terms.

The level of education plays, also, a considerable role in fishermen's comprehensibility of some of those Spanish words. An illiterate fisherman, for example, sometimes cannot be aware about the meaning of the used term, but he rather has inherited them from the ancient fishermen, due to the constant friction with them during and out of their work, whereas the literate ones are frequently conscious about the uttered terms and their equivalent from the formal spoken variety.

2.5.4. The Port of Ghazaouet

The mixed commercial and fishing port of Ghazaouet is located about thirty miles as the crow flies east of the Algerian-Moroccan border and 45 kilometres from the international airport 'El Hadj

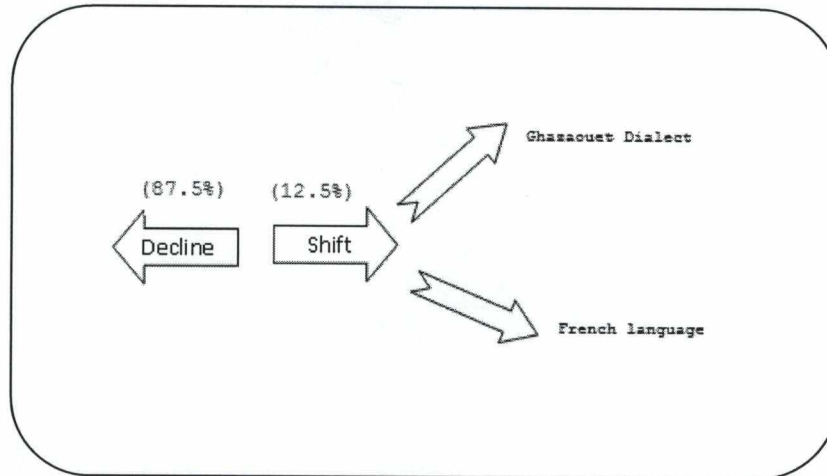


Diagram 3.2 Language Decline and Shift

When seeking about which of the stated choices this decline is owed to (question ten), responses demonstrated some informants have selected more than one option.

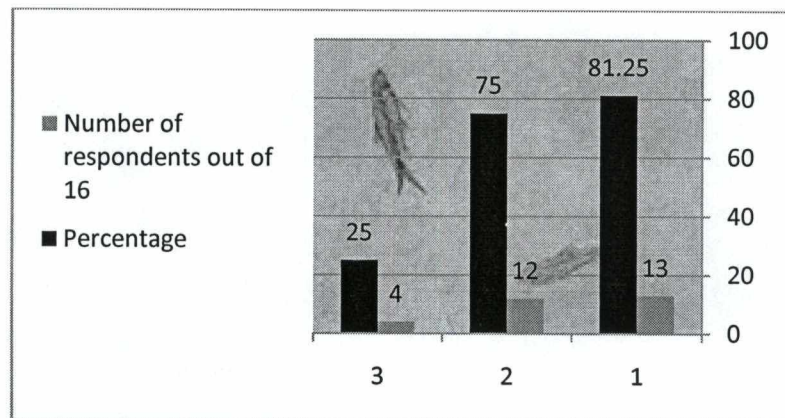


Figure 3.4 Causes of Language Decline

As clearly depicted in the figure above, the majority of fishermen 81.25% thought that this decline is by virtue of the fact that this sector is no more reserved for only the narrow inhabitants of Ghazaouet but it has extended to the

neighbourhood towns too. (75%) declared that this profession is uncommonly practised by the intellectual generation. Yet, few of them 25% answered that this decline to the minus friction with the Spanish people.

Answers given to question eleven elicited that all the informants (100%) have agreed on the fact that these words are part of their casual speech. However, they have been affirming that even if the environment is so far from their activity, unconsciously they are always incorporating, at least, one or two Spanish words, from the range they employ in the sector of fishing, in their everyday life speech. In addition, some terms are not only a peculiarity of this domain yet they are uttered frequently such as: "canasta", "cabeza" (See the corpus) or (appendix XI).

Subsequently, this situation gave birth to interference (See 1.5.1). However, it may seem indeed worthwhile to consider the following diagram which attempts to explain the results obtained for the twelfth question.

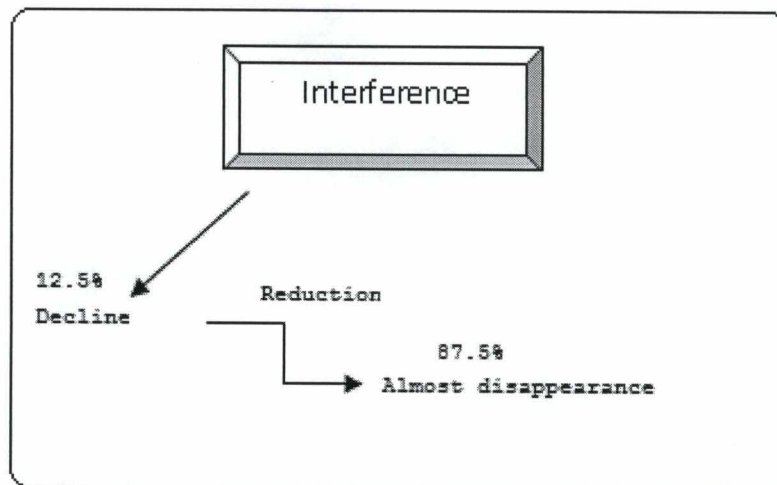


Diagram 3.3 Results of language Interference

Of the total number of respondents shown in the previous diagram, 87.5% claimed since those Spanish words are moving to generations by means of constant contact, none can confirm that such terms will disappear totally, while very few 12.5% predicted the decline as a consequence of the interference of dissimilar dialects and languages. They clarified that whenever a dialect and/or a language is being interfered, terms are reduced. Yet, by the way, it may vanish if they knew a complete ignorance. Undoubtedly, when languages came into contact any speaker tend to choose the language and/or dialect that eases him the best. (See Figure 1.1)

Additionally, once a severe situation is announced, "El Ammia" is the adjacent language that interferes; it comes unexpectedly even if other languages are perfectly mastered, in addition to gestures that are of paramount importance in this

profession (See the video) all informants (100%) have been affirming. (See question thirteen)

In testing their knowledge about the regular spoken Spanish words, a list has been prepared with terms in their appropriate form and the second one in adapted terms. The aim behind, was to see whether the subjects could distinguish the sense of either forms, or only the one they used persistently. (See question 14) The summed results in the table below revealed only (12.5%) of the respondents, who were all university graded, were able to grasp the significance of both forms. They asserted they got the meaning thanks to daily friction with old fishermen and not from dictionaries. Nonetheless, when comparing both forms they noticed some components which are substituted by others for an easy and rapid speech, whereas the rest (87.5%) could not interpret the exact meaning of the proper words. They justified their lacks by their restricted level of literacy.

Question14 Answer	Number of responses out of 16	Percentage
1	2	12.5
2	14	87.5

Table 3.5 Testing Fishermen's Knowledge

3.5. The Interview

The second poll of this tentative study is conducted via an unstructured interview that is exploratory in nature with no fixed format. This interview was held with 09 old fishermen. The sake, then, was to extract more information, from a generation who survived distinct sociolinguistic backgrounds.¹

3.5.1. Data Collection

In order to provide this interview, each of the old fishermen was interrogated alone. The discussion, in general, took with every one nearly one hour. It was possible to converse with them in one assembly, but to supply each one with more ease and to compare their ideas it was preferable to go on this way. The interviewees were informed about the research topic, and were asked to contribute by answering some of the following Questions:

- How did you learn so perfectly those Spanish Words?
- Why don't you use the proper form of these Spanish terms?
- Are there any difficulties with this intellectual generation?
- What are the main factors that led to the emergence of Spanish words even out of the sector of fishing?
- How do you evaluate young generation's use of these terms in comparison with yours?

In reality, they supplied us with mixed information but we have chosen, of course, only those which suit this research work. Yet, sometimes it was necessary to interrupt their discussion aiming at extracting additional information.

3.5.2. Interview Analysis

In that period, though technologies were limited, the contact with Spanish people was constant because most of them worked there. That is why; the contact was very easy to be made. The communication was not only at the level of the sector of fishing but it extended most of the time outside this job. For this reason, may be their mastery is more developed than the new generation. The discussions made were not based barely on restricted terms but also whole topics, even cultural or social, were exposed. However, whenever a thing is repeated it is certainly graved in their mind. For that reason, they have borrowed several words from them. In addition, those Spanish words are not purely Spanish because Ghazaouet was invaded by many tribes long centuries ago. Nevertheless, and as a result of numerous historical dynamics, languages have been mixed undesirably. And so, was the case of Spanish terms, in most of the Algerian coasts, namely the community of Ghazaouet.

The sector of fishing needed flexibility and since the first generation was almost all illiterate it was impossible to speak those Spanish words fluently. Consequently, in the purpose to facilitate the communication, we were obliged to simplify some terms by the ones that go with our abilities. (See the corpus) In addition to this, these terms expanded to reach the society. They were also used in the café, between friends and even at home. (See diagram 3.4)

Innumerable issues have been shown to have an impact on the decline of Spanish words use among the young generation. But there are some factors which are predominantly central as they might allow us to draw further distinctions within the field of language disequilibrium, i.e. the sector of fishing. Therefore, the main difficulties faced with this generation are that sometimes they were unable to decode some of the commonly spoken terms. This is a natural thing because, firstly they came from different backgrounds, and some of them are from intellectual families, as no relation with this zone has been signalled. Others, however, are new investors and they ignored not only how the work is driven but also they know nothing about the spoken words. It means that, this activity was encircled by a massive amount of factors, the most important ones being: Social mobility; literacy vs. illiteracy and job-constraints, (See 3.7) which caused the phenomena of language decline and language shift as well. (See figure 3.2)

Although, those Spanish terms may know a decline never will they know a disappearance? Even with a reduced amount of use they are the core of the fishing sector transmission.

3.6. Interpretation of Results

The survey involved in this research work was used to explore some fishermen's sociological aspects and parts of sociolinguistic dynamics as well. The present results introduce distinct factors which were grouped in a specific environment where aspects deviate from literary grade to the sector of fishing was largely provided.

The ground found in the speech community of Ghazaouet combined to absorb a varied intellectual generation. However, GZ, as a seaside city, has invited most people to choose the sector of fishing. The suggested replies have given, indeed, the chance to confirm that this generation, though its literacy was forced to leap in such a complex activity.

Accordingly, fishermen could not refute social and cultural environments since they lead sometimes to an undesirable choice. Besides, no formation has been offered, so their learning was completely traditional. They tried to keep a constant contact with old fishermen for the sake of inheriting not only their job but also the Spanish words that

contribute in the whole conversation made by this peculiar category.

Consequently, and similar to any activity, the young fishermen faced a series of difficulties among which they specified the lack of comprehensibility of some of the commonly used terms. Though all, the most frequent words, fishermen tended to apply during their job practice, were especially the Spanish ones as they thought it are. However, up till now, no clear picture was distinguished on the exact origin that those spoken words hold.

Always in the same stream of fishermen's confirmation, the quick acquisition of such terms was due to daily friction with old generation who continuously was in direct contact with the Spanish people either as a consequence of trading or their residence in Spain. Also, the settlement of Spanish people for more than a reason in the community of GZ may be a source of this heritage. (See 2.7) However, it is worthwhile noting that the Spanish words have been brought to the fishing sector in terms of borrowing (See 1.5.1), since at first, these Spanish terms penetrated the Western coast as being an intrusive language. Notably, nowadays it becomes rather an interfered language because the second generation could not make use of these terms as perfectly as our ancestors did, so they are obliged to shift to DG or to the French language. (See 1.5.2) This, allows us to really assign its decline that has been due to diverse factors.

Furthermore, the Spanish terms have also spread within the inhabitants of GZ. They are mostly spoken in café and house especially whose relatives are members of this sector. The use of these set of varieties is distributed in the community of GZ in accordance to their need. The next diagram will depict and summarise the main accomplished results:

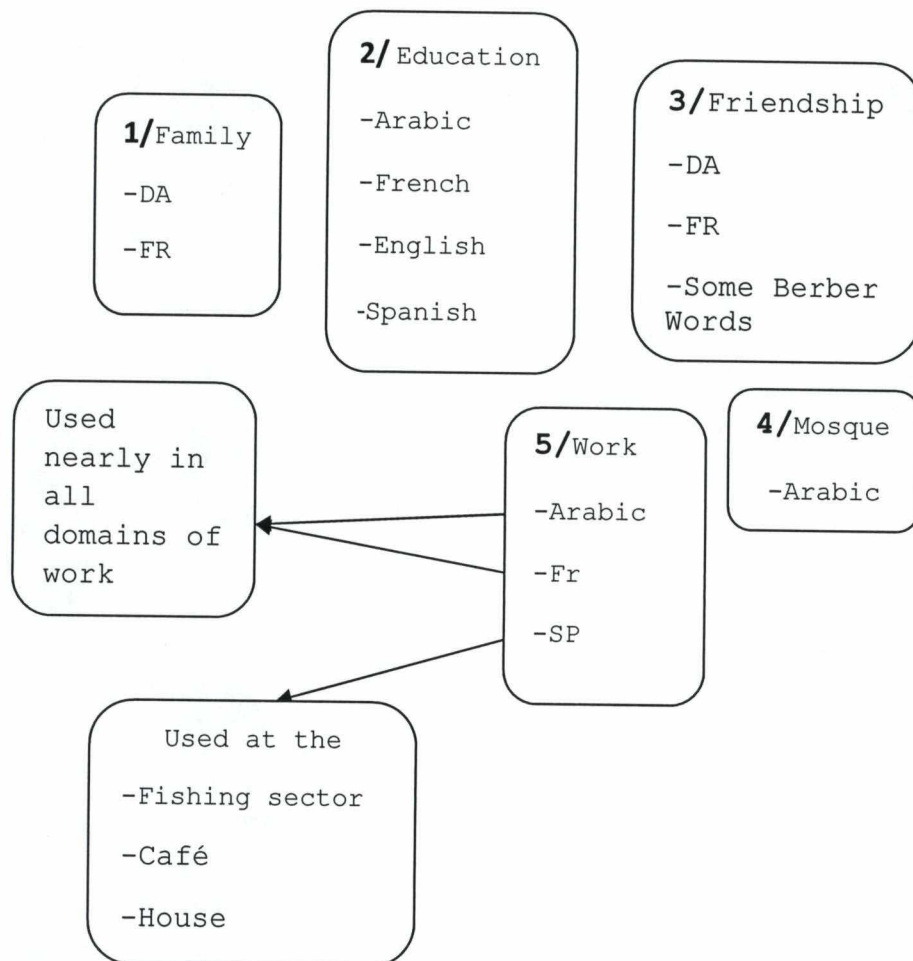


Diagram 3.4 Languages Use across Domain in the Speech Community of Ghazaouet.

In essence to the results obtained from both generations, it is obvious to note that the SC of GZ consists of an admixture of different varieties distributed across domains according to their requests. Yet, the existence of Spanish terms in this community cannot be considered more than a 'pidginization'.

Subsequently, Spanish words in the community of GZ are characterized by the process of simplification at the level of pronunciation and at the lexical level as well, while reduction has been reserved for the semantic level. They are simplified, in use, so as to facilitate communication between both users. Users, thus, are in no need to expressive of social meaning which require alternative or stylistic expressions. As for any language, and in many circumstances, Spanish words become quite stable because they are spoken only as second-language learning with a limited function. They are learned informally in contact and used especially as trade languages. Spolsky (2003: 61).

3.7. Dynamics of Change

The linguistic outcomes of language contact are generally determined by the history of social relations among populations, including economic, political and demographic factors. However, these results may be similar or dissimilar to all kinds of speech communities. For instance, the

integration of Spanish terms within the community of Ghazaouet gave birth to the phenomenon of linguistic change over generations. Hence, this linguistic change seems to specify the community of GZ by unlike features that are shown in the next titles.

3.7.1. Social Mobility

The growth of economics and the conflict between different social classes in any speech community have been always classified among the characteristics that may define the phenomenon of social mobility (SM). Yet, in the sense of this case of study this phenomenon knew the birth thanks to the migration made by new investors who came to this coastal area to put their hands and focused on a sector that was only reserved for the local dwellers of the community of GZ. Besides, even the factor of geography has to be of a remarkable encouragement in the decline and /or the shift. Changes, then, as for any whole language, occur when words or languages cross unlike generations.

1.7.2. Literacy vs. Illiteracy

Whenever a domain of life embraces a category of literate people, is without any doubt, in its way of improvement and progression. Conversely, the sector of fishing is. This feature, indeed, has reversed the realities in such an activity. However, once this sector has been managed by the literate generation, issues rose concerning the use

of Spanish words among this group. Their problem, thus, was at the semantic level since they have shown over their responses their inability to comprehend some of the frequently adapted Spanish terms.

1.7.3. Job-Constraints

The grade of any language in any speech community is necessary to authorize its spread and emergence amid its population. Unfortunately, the Spanish language did not benefit from such an opportunity in the Algerian society in general and in the SC of GZ in particular. This romance language, though the importance it holds namely for trade in the coastal cities, still be ignored. However, for not more than few years merely, it was integrated academically to be taught as a third foreign language at the secondary school to suddenly knew a definite withdrawal. For this reason, it was difficult for this language to profit from diffusion among a group who has already used to hear, firstly, the French language and secondly the English one.

Straight away, one can avow that the problem is that these terms were simply, though their increase in a certain period constrained and localized in the sphere of the fishing sector.

3.8. The Impact of Phonological Phenomena in Fishermen's Use of Spanish Words

Presumably, the concept of simplification is always present when situations seem to be complex. According to Hall (1966: 25) "**the essential characteristic of a pidgin language is that is sharply reduced in its pronunciation.**" This linguistic means may be useful to regulate distinct needs amongst users. That is, speakers may retain or eliminate some sounds so as to facilitate communication. In this respect, Huttar and Velantie (1997:104) note that "**a pidgin may retain marked sounds in cases where they are shared across the languages in contact.**" Whereas, Winford (2005: 277) points out that, "**This reduction is primary due to the elimination of sounds that are not shared across the languages in contact.**"

Similar to other languages, Spanish encounters numerous specificities in terms of some pronounced words. It is classified among the languages that embraces different dialects which are unlikely pronounced. Some of its letters are used in spelling form but in term of pronunciation they are totally different. In the same stream, Avery et al (2006:149) clarify more when they say "**Spanish has considerable dialectal variation and, as a result, speakers of different dialects may have different pronunciation problems.**" The problems are basically at the level of consonants and vowels as they are common to all dialects of Spanish. Its consonants indeed are approximately similar to the Arabic ones except a few which change to other equivalents in terms of

pronunciation (See table 1.2 and table 3.10) while its vowels are placed differently. (See diagram 2.1)

3.8.1. Modes of Simplification

Forms of simplification in the case of Spanish words' use among fishermen are summarized in four main sociolinguistic phenomena. Each of these phenomenon may be found either at the level of consonants or at the level of vowels.

3.8.1.1. Assimilation

In connected speech, the sound belonging to one word can cause changes in the neighbouring words or the same word. In this phenomenon which is called 'assimilation', the phonemes are realized differently when occurring near other phonemes. Assimilation, indeed, varies according to the speaking rate (speed of speech) and style (formal/informal). It is more likely to be found in rapid casual (informal) speech and less likely in slow careful speech. **"Assimilation, then, is concerned with one sound becoming phonetically similar to an adjacent sound."** Roach (2001:54) it s either progressive² or regressive³.

According to the corpus achieved, assimilation is less occurring in this case of study, since it is only found at the level of the two following words.

the /ɪ/. This phenomenon is called often 'Deletion/Elision'.

In Roach (2000:142) definition "...*elision may be stated quite simply: under certain circumstances sounds disappear; one might express this in more technical language by saying that in certain circumstances a phoneme may be realized as zero, or have zero realization or be deleted.*" That is, some sounds are omitted as a result of many conditions that may appear in casual speech. Later on he (2001:61) adds that: "*The name refers to the disappearance of one or more sounds in connected speech which would be present in a word pronounced in isolation; the effect is also found when we compare rapid speech with slow, careful speech.*"

❖ Examples of Vowels Deletion

The table below will demonstrate some of the deleted vowels. Others, in effect, are stated in appendix VI.

Spanish word	Local pronunciation	Meaning	Omitted vowel
abogao	Bogado /bɔgɔdɔ/	advocate	Initial /a/
oscuro	Scuro /skɔrɔ/	dark	Initial /o/

Table 3.7 Vowels Deletion

❖ Examples of Consonant Deletion

The next consonants are not all that are deleted but there are many. A list will be provided in appendix VII.

Spanish word	Local pronunciation	Meaning	Omitted consonant
Factura	fatura /fʌtʊrʌ/	Invoice	/k/
Mirar	Mira /mɪrʌ/	To watch	/r/

Table 3.8 Consonants Deletion

As far as deletion is concerned, fishermen have omitted a set of segments as they have replaced it by others. In some cases, they only omit the consonant or the vowel while sometimes they replaced it by another string. At the level of vowels, substitution is frequently touched at the beginning of the word and rarely at the middle. For consonant, however, substitution is held either in the middle or in final position.

❖ Vowels Substitution

In this case, it might be one vowel which is substituted or two vowels. The following table will demonstrate this type of simplification:

Spanish word	Local pronunciation	Meaning	Substituted vowels
Sueldo	Solde /ʃɔlde/	To pay	/ɔ/
Cuerda	Kurda /kɔrda/	Cord	/ɔ/
Rastrear	Raster /rɑʃtre/	To tow	/ea/
Piedra	Pedra /pedra/	A stone	/ie/

Table 3.9 Vowels Substitution

❖ Consonant Substitution

Many are the consonant that were replaced by other in order to simplify their speech. Fishermen have been affirming that this process was made spontaneously. The below table will show the main substituted consonants:

Spanish Variables	GA equivalent Variants
(ʃ)	[ʃ] or [s]
(z)	[ʃ]
(t)	[t]
(l)	[r]
(v)	[b]
(c)	[g]
(j)	[ʃ] or [x]
(w)	[v]
(k) []	[t]

Table 3.10 The Main Substituted Consonants

Indeed, these are the central substituted consonants that the collected corpus of the frequent Spanish terms used in fishermen speech in

the community of Ghazaouet has been shown since this research work. (See appendix VIII)

3.8.1.3. Epenthesis

Epenthesis has been defined as the process that inserts a segment into a particular environment. It is, thus, "**The addition of a vowel or consonant at the beginning of a word or between sounds.**" Longman Dictionary (2002:182) and rarely, where epenthesis is found in final position. The two next examples will show an initial and a final epenthesis. (See appendix IX)

Spanish term	Local pronunciation	Inserted consonants
pulpo	Pulpoul /pʊlpʊ:l/	Final /l/
anchoa	Lanchwa /lɔŋʃwɔ/	Initial /l/

3.10 Consonants Insertion

3.8.1.4. Metathesis

By metathesis, we mean that process that reorders a sequence of segments. However, "**Metathesis sometimes occurs in the speech of language learners but it may also occur with native speakers.**" (ibid: 229-330) Metathesis changes the order of the word only while the meaning remains. In this respect Longman adds "**When a metathesized form becomes metathesis commonly and regularly used**

by most native speakers of a language, it may lead to a change in the word." (ibid)

According to the collected corpus, the two words which indicate this process will be stated in the below table:

Spanish term	Methathesized form	Its meaning
Quatro	Quarto /kwartɔ/	four
Cubierta	Curbeta /kɔbirtɔ/	Coat-room

Table 3.11 Metathesis

Admittedly, modes of simplification were not concerned only for a specific aspect but it has been globalized on the entire sector of fishing to attend also that spoken words among friends or family members. Besides, there are other words which have not been affected by such a phenomena. (See appendix X)

3.9. Conclusion

When a language is swinging between divergent groups and/or generations, unwillingly loses some if not all its properties. Inevitably, however, languages are influenced by many social factors which will probably create obvious changes. These factors may be internal as they may be external. With respect to external features, one specific factor in language change is said to be language transmission. That is to say, as soon as languages move back and forth from an old generation to a

young one and, hence, cannot maintain all its characteristics. Chambers (2003) in this respect recalled on the fact that: **"..... in the community at large successive generations will show incremental frequencies in the use of innovative variants. The logical conclusion, as time goes by, will be the categorical use of that new variant and the elimination of older variants."**

Phonologically, changes have been clearly at the level of consonants and vowels as well. The corpus provided show that approximately all Spanish terms are affected by one of the phonological phenomena, except a few which keep their proper form (see appendix X). Yet, some words include not only one phenomenon but sometimes, two at least. Consequently, the changes that are due to contact with the dominant language should rather be considered as an accomplishment of performance resulting in an ethnic language, or a lingua franca/Pidgin, that acts as a link among speakers and that might also help toward the maintenance of one's inherited language.

Note to Chapter Three

1. Lived through more than one generation.
2. **Progressive:** It is one of the most occurring kinds of assimilation. It happens frequently when the initial consonant (C^i) of the next word influences the final consonant (C^f) of the final word.
3. **Regressive:** This type is made when the final consonant (C^f) of the first word influences the initial consonant (C^i) of the next word.
4. El Zamakhchari (1990: 391); the following citation has been translated from the original one in Arabic to English.

"و ذلك لما وجدو فيه من خفة و مطاوعة للحروف"

GENERAL CONCLUSION

GENERAL CONCLUSION

Numerous are the uncontrollable factors that may enter into the choice of individual and community linguistic options. But there are some factors which are particularly important as they may draw further essential distinctions within the field of language change/decline. The involvement of certain words, instead, of others in the speech community of Ghazaouet amongst a specific group of population, i.e. fishermen using Spanish terms in the sector of fishing, play a crucial role in determining such a process.

Apparently, sociolinguistic variation can either be an instrument to improve communication amid persons and groups or an obstacle to hinder it. Language, however, is used in changeable and unimpeded ways. Thus, many criteria may interfere, like speaker's attitude to comprehend the spoken language, as a member of the given speech community, his age, his level of education as well the milieu from where he comes. These traits which may be characterised by equal and constrained social and cultural rates, do bring to light dynamics of change and/or decline. Consequently, the degree of complexity in language use depends on the member of persons who use it.

General Conclusion

Variations are not only associated with contextual and personal dynamics, but some of these depend somewhat the identity of the speaker himself; to the group of population with whom friction is daily made and constant or to societal factors. All these features gather to impact the social life of the individual as his language use. Simultaneously, historical and economical elements do act upon linguistic interactions amidst a particular population.

Similarly, it is obvious that sociolinguistic factors play a central role in language change/decline. As Gardner-chloros (2001:127) put it **"it is the sociolinguistic history of the speakers, and not the structure of their language, that is the primary determinant of the linguistic outcome of language contact."** The findings reported seem to indicate that this assumption is correct. Yet, it would be necessary to consider that not only sociolinguistic history of the subjects but also the present sociolinguistic situation help in the actual situation. In this respect, Py (1986:164) points out that **"whenever a community of migrant workers establishes itself somewhere, it slowly creates a number of new rules of behaviour and communication which borrow elements from the home region as well as from the host region, but integrates this element into new systems."**

This statement seems to describe correctly what happens to the Spanish terms among two

General Conclusion

distinct generations in the speech community of Ghazaouet. Steadily, these terms knew a noticeable decline since this activity is no more exercised by a generation which frequently had been in direct contact of those Spanish words for one reason or another. Language decline is with no doubt the result of generations' heritage.

This investigative research has permitted to be near a special group of population, to know more about their identities, their social background, their levels of education and most importantly the main factors that constructed the previously detailed results. This opportunity, indeed, has given a clear picture about the most affected phonological phenomena in fishermen's use of the Spanish words. Subsequently, results revealed that, though the results obtained assert that when languages are passed from one generation to another they undergo a gradual attrition. In this respect, the fundamental question that can be asked: will there be a total attrition of the Spanish words among the next generations?

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APPENDICES

APPENDIX I

***OBSERVATIONAL SHEET ABOUT THE
FIRST GENERATION: OLD FISHERMEN***

Subjects aged between 47-80: they represent the first generation

N°	Name	Age	Level of education	1 st Profession	Years of experience	Grade	2 nd Profession	Father's profession
1	El Hadj Mohammed	80	Illiterate	Fisherman	56	All Grades	/	Ship-Owner
2	Amer	64	Illiterate	Fisherman	48	Mechanic	/	Ship-Owner
3	Mohammed	58	Illiterate	Fisherman	42	Fisherman	/	Worker
4	El Kaid	62	Illiterate	Fisherman	47	All grades	/	Farmer
5	Mohammed	64	Illiterate	Fisherman	49	Fisherman	/	Fisherman
6	Aboubakr	52	Diploma in Electricity	Electrician in Algerian Sahara	15	Mechanic in the fishing sector	Fisherman	Worker
7	Rachid	50	Baccalaureate	Fishing Sector	15	Manager	Factory-Owner in France	Ship-owner
8	Sidi Mohammed	48	4 AM	Fisherman	10	-Fisherman -Mechanic Ship-Owner	Merchant in France	Ship-Owner
9	Abdeljalil	51	Primary school	-Baker -Driver	03	/	Manager for 26 Years	Fisherman

APPENDIX II

**OBSERVATIONAL SHEET ABOUT THE
SECOND GENERATION: INTELLECTUAL
FISHERMEN**

Subjects between 25-45: They represent the second generation

N°	Name	Age	Level of education	1 st profession	Years of experience	Grade	2 nd profession	Father's profession
1	Abdelillah	33	2 nd years university	Fisherman	12	-Fisherman -Ship-wner	/	Ship-Owner
2	Sid-Ahmed	30	7 AM	Fisherman	13	-Fisherman -Mechanic -Ship-wner	/	Fisherman
3	Mohammed Cherif	25	2 AS	Fisherman	05	Fisherman	Shop- Keeper	Fisherman
4	Redwane	26	7 AM	Fisherman	06	Fisherman		Worker
5	Benamer	41	Illiterate	Farmer	10		Fiherman	farmer
6	Mohammed	37	9 AM	Fisherman	14	Fisherman		Worker in the Port
7	Muhyidine	31	License in Commercial sciences	Fisherman	04	Ship-Owner	/	Retreated
8	Abdelhafid	40	2 AS	Fisherman	20	-Fisherman -Ship-Owner	Shop-eeper	Ship-Owner
9	Mohammed	45	CEP	Fisherman	22	-Fisherman		Worker
10	Ismail	41	License in Computing	Factory	05	/	Fisher,an	Ship-owner
11	Lotfi	37	1 AS	Seller	07		Fisherman	mechanic
12	Samir	26	Baccalaureate	Fisherman	03	-Fisherman	/	Merchant
13	Youcef	42	Primary School	Fisherman	30	-Fisherman -Mechanic	/	Ship-Owner

APPENDIX III
QUESTIONNAIRE FOR THE SECOND
GENERATION

In order to discover the main dynamic that might be the causes in the decline of Spanish words use, we will be very thankful if you can help us by answering the following questions:

Name:

Age:

Level of education:

Grade in fishing sector:

Experience:

Father's profession:

1. Why have you chosen this activity?

2. Has your choice any relation with social and cultural levels?

Yes

No

3. Have you got a formation in this speciality?

If no, how did you learn it?

Yes

No

If no, how did you learn it?

4. Have you tried to learn the used words? If yes, how did you learn them? But if no, why didn't you try?

Yes How did you learn it?

No Why?

5. What kinds of difficulties you have faced along your job?

6. During your job-practice, what are the frequent words you use a lot?
 - Spanish Words?
 - Italian Words?
 - Portuguese Words?
 - Turkish Words?
 - Or it is an admixture of the four languages

7. Which of the following names you feel it appropriate to the dominant words?
 - Sea words?
 - Words of communication/transmission?
 - Intrusive words?
 - Job words?
 - Colonial words?
 - Trade words?

8. What are the main factors that helped the diffusion of these words between fishermen knowing that 98% of them are illiterate?

9. Do you still use Spanish words as old fishermen did, or there is a decline?

10. This decline is due to which cause? Select the equivalent from the list.
 - This work is no more reserved for local dwellers of GZ.
 - It is practised by the literate generation
 - Less friction with Spanish people.

11. Have you ever found yourself uttering such words even out of your work, i.e. in your house or cafe?

Yes No

12. Do you think that these words are on the way to disappear, or they may continue to another generation?

13. Which language do you substitute if you may lose a Spanish word?

14. Give the correct meaning to the listed words.

Spanish Word	Its Meaning in Arabic
Calar	
Zalpar	
Largar	
Abordo	
Mollar	
Mirar	
Arraez	
Braza	
Salabardo	
Remolca	

Spanish words as uttered by Fishermen	Its equivalent in DG
Remorca	
Salpé	
Larger	
Moya	
bordo	
Mirar	
Rayis	
Kali	
Salabré	
Brasa	

Thank you very much for you cooperation.

APPENDIX IV

**QUESTIONNAIRE FOR THE SECOND
GENERATION HANDED OVER IN ARABIC**

أسئلة خاصة بفئة البحارة الشباب
(25-45 سنة)

في سياق قيامنا بالبحث عن العوامل التي ساعدت على تراجع استعمال اللغة الإسبانية في مجال الصيد البحري في الأونة الأخيرة مقارنة مع الماضي القريب يسرنا أن تقدموا لنا يد المساعدة بالإجابة على الأسئلة التالية :

الاسم:

السن:

المستوى الدراسي:

الرتبة: (في مجال البحر :

الخبرة: عدد سنوات العمل :

مهنة الأب :

(1 لماذا اخترت هذه المهنة؟

لا

(2 هل للمستوى الاجتماعي والثقافي علاقة بهذا الاختيار؟ نعم

(3 هل تلقيت تكويننا في هذا الاختصاص؟ في حالة الإجابة بلا كيف تعلمتها؟

كيف تعلمتها؟

نعم

لا

(4 هل حاولت أن تتعلم لغة العمل الذي تمارسه؟

كيف تعلمتها؟

نعم

لماذا؟

لا

(5 ماهي الصعوبات التي واجهتها طوال سنوات ممارستك لهذه المهنة؟

(6 أثناء العمل ماهي اللغة-أعني الكلمات التقنية- المستعملة غالبا؟ هل هي :

➤ اللغة الإسبانية؟

➤ اللغة الإيطالية؟

➤ اللغة البرتغالية؟

➤ اللغة التركية؟

➤ أم هي مزيج- تداخل - بين اللغات الأربع؟

(7 من بين التسميات الآتية أعط الأنسب للغة الرانجة :

➤ لغة بحر

➤ لغة تواصل transmission/ communication

➤ لغة دخيلة/ متطفلة على اللغة الأصلية

- لغة عمل
- لغة مستعمر
- لغة تجارة

8) ماهي أكثر العوامل التي ساعدت على انتشار هذه اللغة بين الصيادين، علما بأن 98 % من العدد الإجمالي غير مثقفا؟

9) هل ما تزال اللغة الأسبانية هي الأكثر استعمالا أم هناك تراجع؟

10) هل يرجع هذا التراجع إلى:

➤ لأن هذا العمل لم يبقى محصورا بين أبناء المنطقة فقط-الغزوات؟

➤ ممارسة الجيل المتقف لهذه المهنة؟

➤ قلة الاحتكاك بالأسبان كما في السابق؟

11) هل حدث و أن وجدت نفسك تتلفظ بهذه الكلمات حتى خارج مجال العمل – المقهى أو المنزل -؟

 نعم

 لا

12) هل ترى أن هذه اللغة تؤول إلى الزوال أم ستبقى إلى جيل آخر؟

13) ماهي أقرب لغة تستعملها إذا غابت عنك كلمة من كلمات المهنة؟ و هل للغة الإشارة حضور في هذه المهنة؟

14) جد معاني الكلمات الأسبانية الت

الكلمة باللغة الأسبانية	معناها الحقيقي باللغة العربية أو اللهجة المحلية.
Calar	
Zalpar	
Largar	
Abordo	
Mollar	
Mirar	
Arraez	
Braza	
Salabardo	
Remolca	

الكلمة باللغة الأسبانية حسب نطق الصيادين	معناها باللهجة المحلية
Remorca	
Salpé	
Larger	
Moya	
bordo	
Mirar	
Rayis	
Kali	
Salabré	
Brasa	

لكم جزيل الشكر.

APPENDIX V

CORPUS

Corpus

Spanish Terms	Local Pronunciation	Transcription	English meaning	Arabic meaning
Abogado	Lbogado	/lbɔgɔdɔ/	Lawyer	المحامي
Abordo	Bordo	/bɔrdɔ/	On boat	على متن السفينة
Adouana	Diwana	/diwɔnɔ/	Duane	الجمارك
Alubia	Lubia	/lɔbrɪjɔ/	Bean	الفاصولياء
Aguja	Agwaja	/ɔgɔwɔjɔ/	Needle	الإبرة
Agwantar	Wanta	/wɔntɔ/	Hold tigh	شد الحبل او مده
Alba	Alba	/ɔlbɔ/	Dawn	الفجر
Acogreta	Cochita	/kɔʃɪtɔ/	Place Where to sleep in a ship	مكان للنوم في السفينة
Albacore	Lbacor	lbɔkɔr/	Kind of figs	نوع من التين
Alacha	Lacha	/lɔʃɔ/	Big sardine	البيوضة
Aceituna	Zitoun	/zɪtɔ:n/	olive	الزيتونة
Anchoa	Lanchwa	/lɔŋʃɔwɔ/	Anchovy	انتوفة
Alto	Alto	/ɔltɔ/	high	عالي
Ampolla	Lampoul	/lɔŋpɔ:l/	Lamp	المصباح
Arroz	Roz	/rɔ:z/	Rice	الأرز
Amarrar	Mari	/mɔrɪ/	To moor	الإرساء
Arrandela	Randella	/rɔndɪlɔ/	Screw	برغي مستدير
Arriar	Riya	/rɪjɔ/	To shoot down	ينزل
Armario	Lmario	/lmɔrɪɔ/	Cupboard	خزانة
Arreaz	Rayis	/rɔjɔs/	Ship-owner	ربان السفينة
attracar	Trace	/trɔke/	Berth	مرسى السفينة
Azaffran	zɔʃfrɔn	/zɔʃfrɔn/	Saffron	الزعفران
amigo	Amigo	/ɔmɪgɔ/	friend	الصديق
arte	Larte	/lɔrte/	Net	الشبكة
Albacora	Bacorita	/bɔkɔrɪtɔ/	Albacore	البونيت
Araña	Ranya	/rɔnjɔ/	Devilfish	عنكبوت البحر
Atun	Latone	/lɔtɔn/	Tuna	حوت الطونة
bacalao	pacala	/pɔkɔlɔ/	Cod/ codfish	سمك القد
besugo	Bisug/a	/bɪzɔ:g/ɔ/	Kind of sea bream	كحلاء سمك الجربيدي
Banda	Banda	/bɔdɔ/	band	شريط
Babor	Babor	/bɔbɔr/	Very big boat	باخرة ضخمة
billón	Ballon	/bɔlɔŋ/	Ball	الكرة
bobina	Bobina	/bɔbɪnɔ/	coil	وشية
Berrita	Barrita	/bɔrɪtɔ/	Hat	قبعة
boa	Laboji	/lɔbɔjɪ/	Float	العوامة
Bomba	Lpomapa	/lpɔmpɔ/	Pump	المضخة
Barra	Lbarra	/lbarɔ/	Bar	قضيب

bote	boṭe	/boṭe/	Small boat	الزورق
Batata	Batata	/baṭaṭa/	Potato	البطاطس
boga	Bouga	/bu:ga/	Kind of fish which is very rich of vitamin	نوع من السمك
Bonito	Bonito	/bɔnɪta/	Bonito	بونيت
Bolsa	Borsa	/bɔrsa/	Stock-market	كيس
Balde	Balde	/balde/	cripple	دلو
Barraca	Barraca	/bɛrɛka/	Cabin	كوخ
Bueno	Bueno	/bweno/	Delicious/go	لذيذ/بخير
bourriko	Bourriko	/bɔrɪka/	Donkey/stupid	الحمار/غبى
Blusa	Bluza	/blɔza/	Dress	فستان
Blanca	Blanca	blanca/	White/said to show the sea climate	ابيض/ تقال ايضا للاشارة الى البحر الهادئ
Barato	barato	/barato/	a large	وفير
Bufo	Buffo	/bufo/	Fat person	شخص سمين
Bateria	Batria	/batrɪja/	Battery	بطارية
Bota	Bota	/boṭa/	Bottle for water	قارورة من البلاستيك لوضع الماء
Bafaña	Bafana	/bɛfana/	Violent wind	ريح قوي
bofano	Bofano	/bɛfana/	Kind of dolphin	نوع من الدلفين
bouquerón	Boukoron	/bɔkɔran/	Anchovy	انتشوفة
Bromé	Bromich	/bromɪdʒ/	particular bait used in catching fish	خليط من بقايا السمك و الخبز توضع في الصنارة أو في الشبكة لجلب السمك
Chato	Tchato	/ʃɛto/	Who has a flat nose	مصطبج الأنف
Carvo	Carbo	/kɛrbo/	Shave	أصلع
Calentica	Carene	/kɛran/	Light meal made of grind chick-peas	أكلة خفيفة من الحمص
Calafate	Calafate	/kɛlɛfɛt/	Caulker	الشخص الذي يقوم بصنع السفينة
Cajon	lcajou	/lkɛʒu/	Trap to put fish	قالب من خشب لوضع السمك
cable	Cable	/kɛble/	Cable	حيل من الفولاذ
Claro	Claro	/klɛrɔ/	clear	صحو/واصح
clearo	Cléro	/klɛrɔ/	Drink directly	دفعه واحده
Cuerda	Curda	/kɔrda/	Cord	الحيل
Cosina	Cuzina	/kɔzɪna/	kitchen	المطبخ
Cilindro	Cilindre	/sɪlɪnd(r)/	Cylinder	الاسطوانة

Costal	Coetar	/kɔsta:r/	Costume	البذلة
Corva	Corba	/kɔ:rbΛ/	basket	السلة
Cintura	Cintura	/səntɔ:rΛ/	Belt	الحزام
Cava	Caba	/kæbΛ/	Bag	الحقيبة
Cuadro	Cadare	/kædΛr/	Square	الإطار
Calma	Calma	/kAlmΛ/	Calm	هادئ
Caja	Caje	/kæʒ/	Box	الدرج / القفص
Cara	Cara/ɪ	/kArΛ(ɪ)/	Surface	الوجه
Caballo	Cabayo	/kAbΔʒɔ/	Horse	الحصان
Caballa	cavaya	/kAvæyΛ/	Mackerel	إسمقري
Cabazo	Caba	/kAbΛ/	Basket to hold thread	قفة لحمل الخيط
Corona	Corona	/kɔrɔnΛ/	The back of the boat where fish gather	مكان في مؤخرة المركب يتجمع فيه السمك/تاج
Coasta	Costé	/kɔʃtΛ/	Coastal/Coast-line	يرسي على الساحل
Calar	Cali	/kælɪ/	Throw the net into	رمي الشباك في البحر
Caldero	Caldero	/kældɛrΛ/	Kind of fish	نوع من السمك
Compass	Compass	/kɔmpΛ/	Compass	بوصلة
Chacarra	Chkara	ʃkArΛ/	Small bag	جراب صغير
Casserole	Casrona	/kæʃrɔnΛ/	Saucepan	قدر
Cabeza	cabessa	/kæbeʃΛ/	Head	رأس
Carroza	Carrossa	/kArɔʃΛ	Carriage/coach	عربة
cortar	Corta	/kɔrtΛ/	To cut	يقطع
Cozar	Cozi	/kɔzɪ/	To sew the net	يخيط الشباك
Calamar	Calamar	/kælAmA:r/	Calamari/squid	الحبار
Cisterna	Siterna	/sɪtɪ:rɪnΛ/	cistern	خزان الماء
caracol	caracola	/kArAkɔlΛ	Snail/	حلزون
Cafetera	Cafeteria	/kæfɪtɪrɪjΛ/	Coffee	المقهى
Cerradura	Surti	/sɔ:rtɪ/	Key	المفتاح
Compañia	Kubaniya	/kɔbAnɪjΛ/	Association	الشركة / الشراكة
Cabo	Cabo	/kAbΛ/	End of mountain	منتهى الجبل
Congerio	Congré	/kɔngre/	Conger/eel	ثعبان البحر / انقليس بحري
Charear	Charré	/ʃære/	To chatter	يثرثر
Chouchou	tchoutchou	/ʃɔʃɔ/	Sea-dog	كلب البحر
Draga	Ladruga	/lAdrʌgΛ/	Dredge (machine to elevate mud or sand)	آلة لرفع الرمل أو الوحل

Defensa	Definsa	/defɪnsɔ/	Defence (a tire in the back of the boat used as a defence or	حامية الصدمات
Dorada	Dorade/a	/dɔrɔd/ɔ	Kind of Mussel	بلح البحر
Espera	Spera	/sperɔ/	Waite	اصبر/ انتظر
Erizo	loursin	/lɔ:rsɔn/	Sea-urchin	توتياء (حيوان بحري)
Espadon	spadon	/spɔdɔn/	Sword-fish	أبو سيف/ أبو منقار
Docena	tazzina	/tɔzɪnɔ/	dozen	الكمية
Escuela	Skukwila	/sɔkwelɔ/	School	المدرسة
Esponja	Leponje	/lepɔnʒ(ɔ)/	Sponge	الاسفنج
Entero	Entero	/ɔnterɔ/	whole	كامل
Falta	Falta	/faltɔ/	Nearly to catch it	أخطاه بقليل
Figura	Figura	/figɔ:rɔ/	Figure/Face	الشكل أو الوجه
Frio	Frijol	/frijɔ/	Cold	بارد
Fondo	Fondo	/fɔndɔ/	bottom	عميق
Fuerza	Forca	/fɔrʃɔ/	Strength	القوة
Fleche	Flech(a)	/fleʃɔ/	Arrow	السهم
Falso	Falso	/falʃɔ/	false	خاضع
Fabrica	Fabrica	/fabrɪkɔ/	Company	مصنع
Farola	Farora	/farɔrɔ/	Lamp	مصباح
Fresca	Frechka	/frefʃkɔ/	Fresh (or new especially when speaking about fish only)	بارد/ طري
Fango	fango	/fæŋgɔ/	Mud	الوحد
Gana	Lgana	/gɔnɔ/	Ambition	الرغبة
Gabote	Cabote	/kɔbɔt/	Mullet	بياح
Gabachā	Gabatcha	/gɔbɔʃɔ/	Very Small shrimps	نوع من الربيان الصغير جدا
Garbillo	Gerbillo	/gerbɪjɔ/	Worker who prepare some of what fishermen need for their sailing	عامل بري
Guitarra	Guitara	/gɪtɔrɔ/	Guitar	القطارة
Gancho	Gancho	/gɔnʃɔ/	Hook/crotche tier	حلقة لربط الحبال
Grava	Gravi/lle	/grɔvɪ/	Screenings of plaster	حصي

List of Vowels Deletion

Spanish word	Omitted vowel
Abogado	Initial /a/
Abordo	Initial /a/
Adouana	Initial /a/
Alubia	Initial /a/
Agwantar	Initial /a/
Albacore	Initial /a/
Alacha	Initial /a/
Aceituna	Initial and final /a/
Araña	Initial /a/
Arroz	Initial /a/
Amarrar	Initial /a/
Arrandela	Initial /a/
Arriar	Initial /a/
Armario	Initial /a/
Arreaz	Initial /a/
attracar	Initial /a/
Azaffran	Initial /a/
Escuela	Initial /e/
Espadon	Initial /e/
Cilindro	Final /o/
Cuerda	Mid /e/
Bisugo	Final /Δ/
Garfio	Mid /i/
Oscoro	Initial /o/
Riena	Mid /i/
Salabardo	Final /o/
Saca	Final /a/
Taberna	Mid /a/

APPENDIX VII

CONSONANTS DELETION

				لحمل ادوات الصيانة
Mucho	Mucho	/moʃɔ/	Much	بكثرة
Motorist	Motoris	/motɔris/	Motorist	ميكانيكى
Mollar	Moya	/moʒɔ/	To throw the net on water	رمي الشباك الى البحر للصيد
Mastral	Mastral	/maʃtrɔl/	North- western wind	ريح شمالية غربية
Mina	Mina	/minɔ/	Minefield	المنجم
Montana	motaniya	/moʃɔnjɔ/	Mountain	الريف
Merlon	Merlon	marlɔn/	Whiting	عُيْر (جنس) اسماك مفتسة)
Merluza	Merlusa	marlɔsɔ/	Hake	نازلي
Mero	Miro	/mirɔ/	Grouper	مارو
Negro	Negro	/nigrɔ/	Black	اسود
Norte	Norté	/nɔʃte/	Northern	ريح شمالية
Nebera	Nivira	/nivirɔ/	Very cold room where to save fish found on the boat	عرفة التبريد الموجودة في السفينة
Oscuro	Skuro	/skɔrɔ/	dark	مضلم
Pintura	Pentura	/pentɔrɔ/	Painting	الطلاء
Pujar	Pukha	/poʒɔ/	Sale by auction	بيع بالمزاد العلني
Polea	Pulia	/pɔliɔ/	Pulley	البكرة
Plato	Plato	/plɔtɔ/	Plate	صحن
Parte	Parte	/partɔ/	Part of money	الأجرة
Pasaje	Passage	/pasɔʒ/	Passage	ممر
Piedra	Pedra	/pidrɔ/	Stone	الصخرة
Pelo	Pillo	/pilo/	Hair	الشعر
Perdida	Mperdi	/mpardi/	Lost	ضائع
Pieza	Piesa	/pjɔsɔ/	Piece	قطعة
Pareja	parekha	/pariɔɔ/	Trawler	السفينة
Puerto	Pwerto	/pwirtɔ/	Small143port	ميناء صغير
popa	Pupa	/pɔpɔ/	Poop/ stern (the raised part at the back of ship)	مؤخرة السفينة
Proa	Prova	/prɔvɔ/	Bow	مقدمة السفينة
Plomo	Plomo	/plɔmɔ/	lead	الرصاص
Papilla	Poupila	/pɔpiɔɔ/	Doll	دمية
Puñá	Bounia	/bɔnjɔ/	Punch	لكمة
Posta	Bochta	/boʃtɔ/	Post-station	محطة البريد
Plaza	Plasa	plɔʒɔ/	place	المكان

Paella	paella	/pajlɒ/	A famous dish made from different kinds of fish; rice;beans..	أكلة تتكون من عدة أنواع من السمك، الازر، ا لحلبان...
Paramera	Palamera	/pɒlɒmɛrɒ/	Dove fish	سمك الحمام
Piston	Piston	/pɪstɒn/	Piston	مكبس
Patente	Batenté	/batɪnte/	Fiscal	الضرائب
Passarela	passrela	/pæsrelɒ/	Conducting-room	غرفة القيادة
Palangre	Palantchi	/pɒlɒnʃɪ/	A way of traditional fishing	طريقة تقليدية في الصيد
Peleta	Paleta	/pɒleʃɒ/	Paddle	مضرب
Playa	Playa	/plɒjɒ/	beach	الشاطئ
Parar	Para	/pɒrɒ/	To stop the motor	أوقف المحرك
Plancha	Plancha	/plɒnʃɒ/	Plate of wood	قطعة خشبية كبيرة
quinqué	Quinqué	/kɒnkɪ/	A lamp burns with oil	القنديل
Rastrear	Rastra	/rɒstrɒ/	To rake/try to find the lost material and remove it from the bottom of the sea	جر/سحب الشباك من فعر البحر
Remolca	Remorca	/remɒrkɒ/	Tugboat	سفينة جر
Rol	Rol	/rɒl/	List of the embarked fishermen	وثيقة ملمة بجميع المعلومات الخاصة بالسفينة و الطاقم العامل بها
Regla	regla	/reglɒ/	Ruler	مسطرة
raza	razi	/ræzɪ/	To pass near to	المرور بالقرب من
Rata	Rata	/rɒtɒ/	Kind of shark	نوع من القرش
Rubiel	Rowayale	/Rwæjæl/	Quality of crustaceans	سمك الربيان/قريد يس
Rascasio	Rascas	/ræskæs/	Category of white fish	هلوق البحر
Raya	Raya/Ranya/Rakha	/rɒjɒ/rɒnjɒ/rɒʃɒ/	Ray/skate fish	وزنك/شقين البحر
Rape	Rapil	/rɒpi:l/	Baudroie	عفريت البحر
Recibo	Recibo	/resɪbɒ/	Receipt	الوصل

Reina	Rena	/renΛ/	Queen	الملكة
Rincòn	Rokna	/røkna/	corner	الركن
Rojo	Rokho	/røkʰΛ/	A white skin mixed with red	ابيض البشرة مع بعض الحمرة
Rabo	Rabo	/rΛbɔ/	Tail	الذيل
Remo	Remo	/remɔ/	Scull	المجداف
Segundo	Segundo	/segũndɔ/	A second grade in the sector of fishing	الرتبة الثانية في مهنة الصيد
Salar	Salawar	/ʃΛlΛwɑ:r/	Company for saltin fish	مصنع تمليح السمك
Shancla	Changla	/ʃΛnglΛ/	Sandal	النعل
Seca	Seca	/sɪkΛ/	Stone	الصخرة
San pedro	simpierre	/sΛmpjɪr/	Kind of fish	نوع من السمك (سان بيدرو)
Sepia	Soupia	/sũpyΛ/	Big calamari	حبار كبير
Sardine	sardine	/sΛrdi:n/	Sardine	سمك السردين
Salamon	Somon	/sΛmɔn/	Salamon	حوت سليمان
Salabardo	salabre	/sΛlΛbre/	Dip net	شبكة صغيرة على شكل دلو لآخذ السمك من الشباك
Semana	Semana	/simΛn/	Week	أسبوع
Sala	Sala	/ʃΛlΛ/	Living-room	غرفة الاستقبال
Saca	Sac	/ʃɪk/	Big sack	كيس كبير
Sopa	Sup(a)	/sũ:p(Λ)/	Soup	الحساء
Seroco	Sirocco	/sirɔkɔ/	Hot East-South wind	ريح ساخنة جدا
Señal	Sinyal	/sinjɑ:l/	Signal light	ضوء الإشارة
Solo	Solo	/sɔ:lɔ/	Alone/single	وحيد
Suma	Suma	/sũmΛ/	Sum of money	الثمن
Sonda	Sunda	/sũ:ndΛ/	Search fish	التنقيب
Sapa	Sapa	/ʃΛpΛ/	Cottich	مغول
tiempo	Tyempo	/tjɛmpɔ/	weather	أحوال الجو
Timòn	Timun	/timɔn/	Rudder	مقود في مؤخرة السفينة أو الزورق
Trenza	Trinsa	/trɪnsΛ/	Kind of cord which is used to squeeze all the parts of the net	نوع من الحبال يستعمل لشد جميع أطراف الشبكة
Tisane	Tizana	/tizΛnΛ/	Infusion of herbs	منقوع/نقاعة
Tata	Tata	/tætΛ/	Aunt	العمة أو الخالة
Toro	Toro	/tɔrɔ/	ball	الثور
Trazar	Trasée	/trΛʃe/	To draw	يرسم

Appendices

Tronco	Tronco	/trɔnko/	Portion/even said for a stupid person	قطعة/تقال لشخص بطيء الاستعداد
Tacha	Tacha	/tʃʌʃʌ/	spot	بقعة
Templar	Timpla	/tɪmlʌ/	To lengthen	يمدد الحبل
Tremplar	Tremble	/trɛblɛ/	To warm up	يرتجف
Taberna	Tberna	/tbɛrnʌ/	tavern	الخانة
Turno	Turno	/tʊ:rno/	Stay fishing for more than a day	الدور
Turbine	Turbine	/tʊrbɪn/	Turbine	تربينه
Trago	Trago	/tɾɛgo/	Drink directly	جرعة واحدة
Tirar	Tira	/tɪrʌ/	To throw the anchor	رمي المرساة
Tocar	toke	/tɔke/	To touch something	يلامس
Trabajo	Trabajo	/trɛbɔʃo/	Work	العمل
Valise	Valiza	/vɛlɪzʌ/	Suitcase	حقيبة
Verar	Vera	/vɪrʌ/	To remove the material from water	عملية السحب من البحر
Viejo	Viejo	/vjɪjʌ/	Old person	مسن
Zalpar	Sarpé	/ʃɛrpe/	To remove the net from water	سحب الشباك من البحر
Zapato	Sabate	/ʃɛbɔt/	Shoe	حذاء
Zupia	Zabjia	/zɛbjʌ/	Place where we throw rubbish	مكب القمامة

The above corpus include almost the main frequent Spanish terms that are used within the speech community of Ghazaouet in and out the sector of fishing. The phonemic transcription was made according to fishermen's pronunciation.

- /C/ is pronounced /k/ before the words: A, O, U.
- /C/ is pronounced /s/ before the words: E, I.
- /CH/ is pronounced /ʃ/
- /G/ is pronounced /x/ before E, I.
- /J/ is pronounced /x/
- /LL/ is pronounced /j/
- /Ñ/ is pronounced /nj/
- /z/ is pronounced /θ/
- /v/ is pronounced /b/ in initial position and before /M/ or /N/.

The English meaning as well as the Arabic one has been provided according to the following dictionaries and a Spanish method.

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APPENDIX VII

CONSONANTS DELETION

List of Vowels Deletion

Spanish word	Omitted vowel
Abogado	Initial /a/
Abordo	Initial /a/
Adouana	Initial /a/
Alubia	Initial /a/
Agwantar	Initial /a/
Albacore	Initial /a/
Alacha	Initial /a/
Aceituna	Initial and final /a/
Araña	Initial /a/
Arroz	Initial /a/
Amarrar	Initial /a/
Arrandela	Initial /a/
Arriar	Initial /a/
Armario	Initial /a/
Arreaz	Initial /a/
attracar	Initial /a/
Azaffran	Initial /a/
Escuela	Initial /e/
Espadon	Initial /e/
Cilindro	Final /o/
Cuerda	Mid /e/
Bisugo	Final /ʌ/
Garfio	Mid /i/
Oscoro	Initial /o/
Riena	Mid /i/
Salabardo	Final /o/
Saca	Final /a/
Taberna	Mid /a/

List of Consonants Deletion

Spanish word	Omitted Consonant
Costar	Final /r/
Calar	Final /r/
Cortar	Final /r/
Cozar	Final /r/
Factura	Mid /c/
La hondura	Mid /h/
Parar	Final /r/
Salabardo	Final /d/
Tracar	Final /r/
Verar	Final /r/
Gambas	Final /s/

APPENDIX VIII

CONSONANTS AND VOWELS SUBSTITUTION

Consonants Substitution

Spanish Word	The substituting Consonant
Bomba	(b) → [p]
Carvo / corva / cava	(v) → [b]
Cusina / valise	(s) → [z]
Casserole	(l) → [a]
Cabeza / caroza / fuerza / zapato	(z) → [ʃ]
Farola/zalpar	(l) → [r]
Fresco/posta	(s) → [ʃ]
Gabote	(g) → [c]
Gusto	(g) → [k]
Jurel	(j) → [ʃ]
Merluza / pieza Trenza / trazar	(z) → [s]
Nebera / lebeche	(b) → [v]
Posta/zapato	(t) → [t̥]
Bafaña	(ñ) → [n]

APPENDIX VI

VOWELS DELETION

Vowels Substitution

Spanish Word	The substituting vowel
Berrita	(e) → [a]
Billón	(i) → [a]
Boa / raza cara	(a) → [i]
bouquerón	(e) → [i]
Congrio	(io) → [é]
Fuerza	(ue) → [o]
Papiila	(ou) → [a]
Soupia	(e) → [ou]

A Vowels-Consonant Substitution

Spanish Word	The substituting vowel
Largar	(ar) → [e]
Calar	
tracar	
Trazar	
tremplar	

APPENDIX IX

EPENTHESIS

Epenthesis

Spanish Word	Inserted Consonant / Vowel
Anchoa / ampolla /armario /latun / aboji / barra / cajo / adraga /gana	Initial /l/
Bromé	Final /dʒ/
Grava	Final /ill/
Perdida	Initial /M/
Rape	Final /l/
Caracol	Final /a/
cafetera	Mid /i/

APPENDIX X

METATHESIS

Metathesis

Spanish Word	Metathesis
Albacora	bacorita
Cuadro	Cadare
Cerradura	Surti
Erizo	Loursin
Docenna	Ṭazzina
Mollar	Moya
Salamon	Somon
Salabardo	salabre

APPENDIX XI

UNCHANGED WORDS

List of unchanged Words

Amigo	Motor
Banda	Mnadarina
Babor	Mesiria
Bobina	Marea
Bote	Marca
Batata	Maya
Boga	Maleta
Bonito	Mucho
Balde	Mastral
Barraca	Mina
Buena	Merlon
Lusa	Mero
Blanca	Negro
Barato	Norte
Bufo	Polea
Bafa	Plato
Bofano	Parte
Calafate	Pelo
Cable	Pareja
Claro	Puerto
Clearo	Popa
Calma	Plomo
Corona	Puña
Caldero	Plaza
Compass	Paella

Calamari	Piston
Cistern	Passearella
Cabo	Paleta
Chouchou	Playa
Defensa	Plancha
Falta	Quinqué
Entero	Rol
Figura	Regla
Frio	Rata
Fondo	Recibo
Fleche	Rojo
Falso	Rabo
Fabrica	Remo
Fango	Segundo
Gabacha	Chancla
Garbillo	Seca
Guittara	San pedro
Gancho	Sardine
Granite	Semana
Gloria	Sala
Gusto	Sopa
Galeon	Seroco
Gorda	Señal
Garfa	Solo
Linsa	Suma
La ila	Sonda
Lista	Sapa
Listo	Tiempo

Tata

Toro

Tronco

Tacha

Turno

Turbine

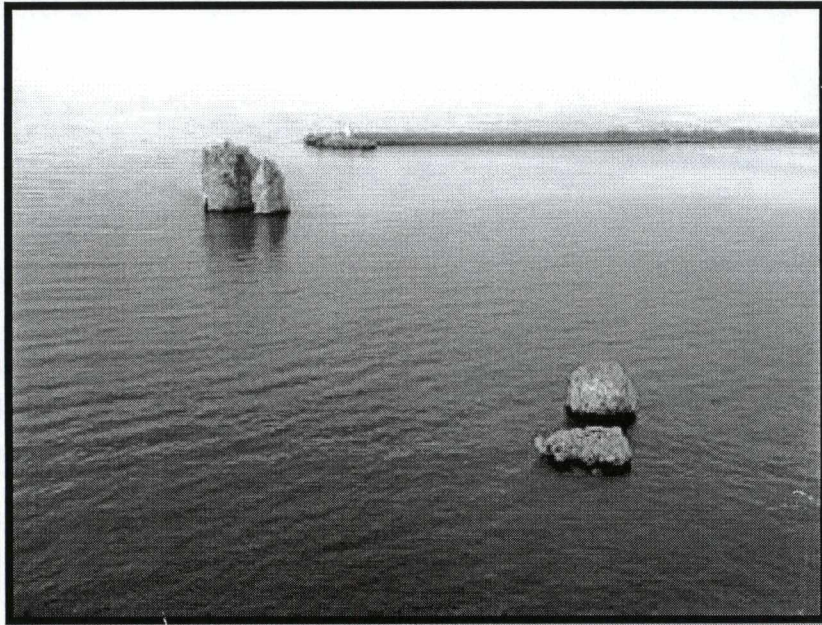
Trago

Trabajo

APPENDIX XII

TWO SISTERS

Les Deux Soeurs



المخلص

يتناول هذا البحث إجمالاً دراسة ظاهرة التغيرات السوسiolغوية ضمن ثثة البحارة بمنطقة الغزوات و مرتبة استعمالهن للكلمات الاسبانية، التي بشكل أو بآخر تعد حلقة تواصل لهذه المهنة. لذلك كان من الأجدى أن نستفتح بتعريف بعض مظاهر التغير اللغوي عبر مختلف الأجيال الناجمة عن احتكاك مختلف اللغات، بالإضافة إلى نبذة تاريخية و سوسيو لغوية عن منطقة الغزوات بما في ذلك دراسة علمية عن فئة البحارة بذات المنطقة و الحديث المتداول بينهم إلى جانب أهم العوامل التي ساهمت في هذا التحول اللغوي.

الكلمات المفتاحية: - التغيرات السوسiolغوية - استعمال الكلمات الاسبانية- مظاهر وعوامل التحول اللغوي.

Résumé

Cette recherche présente quelques variations sociolinguistiques concernant les marins pêcheurs de Ghazaouet et leurs discours espagnol qui est l'outil principal de transmission de ce métier. En premier lieu, elle présente un aspect littéraire sur les différents effets du contact langagier entre différentes générations, suivi d'un côté historique et une situation linguistique en Algérie et Ghazaouet contenant une étude scientifique et le discours langagier de ces pêcheurs. Finalement, les différents facteurs du changement langagier ont été expliqués.

Mots clés: Variations sociolinguistique- l'utilisation ces mots espagnols- phénomènes et facteurs du changement langagier.

Summary

The present research work deals with some sociolinguistic variations in fishermen's use of the Spanish words in Algerian Arabic focusing on GZ speech community. It presents at first a review of literature about the main effects that emerge due to language contact, in addition to some devices of language change over distinct generations. It is followed by a ground of history and linguistic situation in Algeria as well as in Ghazaouet including the sector of fishing and a scientific perspective regarding fishermen and their special discourse. Finally, the main dynamics of change are shown.

Key Words: Sociolinguistic variations, Spanish words use, mechanisms and dynamics language of change.