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Hybrid Algerianized English: Case of Master Two Linguistics EFL Students of Tiaret University

الإنجليزية الجزائرية الهجينة: حالة طلاب ماجستير 2 لسانيات لغة انجليزية لجامعة تيارت

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Abstract

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The field of contact linguistics has gained a considerable attention from researchers in the field during the last few decades. As a matter of fact, the contact of languages results from the co-existence of many codes in one setting. This phenomenon leads to different linguistic changes that touches all aspects of the codes involved. This article at hands studies the case that is between Algerian Arabic and English which is used among Master two Linguistics (EFLs) at the university of Tiaret. Additionally, this study is an attempt to reveal how the hybrid produced entity is structured. In an endeavor to reach valuable results, a questionnaire was distributed to 60 students of Master two of the same specialty (linguistics). The findings exposed that the formed hybrid variety is a mixture of English words with Algerian Arabic affixes that molded a new entity. This latter is widely spread among the participants and all the students of English department.

الكلمات المفتاحية: ملخص

تعدد اللغات

اتصال اللغات

تهجين لغوي

عملية التهجين.

اكتسب مجال اتصال اللغويات قدراً كبيراً من الاهتمام من الباحثين في هذا المجال خلال العقود القليلة الماضية. في حقيقة الامر، ظاهرة اتصال او التقاء اللغات تنجم عن وجود العديد من اللهجات او اللغات في مكان واحد وتعايشهم مع بعض. هذا الامر يؤدي إلى تغييرات لسانية مختلفة تمس جميع جوانب اللغات المشاركة في هاته الحالة. يدرس هذا المقال الذي في متناولنا هذه الظاهرة اللغوية التي تجمع بين العربية الجزائرية واللغة الإنجليزية والمستخدم من طرف ماجستير اثنان لسانيات انجليزية في جامعة تيارت. إضافة الى هذا، يهدف هذا العمل إلى الكشف عن كيفية هيكل اللغة المنتجة. كمحاولة للوصول إلى نتائج قيمة، تم توزيع استبيان على 60 طالب ماجستير اثنان من نفس التخصص (علم اللغة). كشفت النتائج أن الصنف الهجين المنتج عبارة عن مزيج من الكلمات إنجليزية مع أجزاء لغوية من العربية الجزائرية التي شكلت لهجة جديدة مختلفة والتي انتشرت على نطاق واسع بين المشاركين وجميع طلاب القسم بحيث انها تستعمل في حالات معينة.

1. Introduction

The existence and use of language in every corner of life situations is something interesting. It is not normal as may seem to a non-linguist. In fact, every group has a specific linguistic code that eventually will contact another different one. The contact, clearly, would produce a result. One of them is called hybridizing languages.

All speech communities in the world have faced such situations. An example to illustrate with, the Algerian speech community embraces different tongues. The complex linguistic situation in the country classified it as a tangible laboratory to do a linguistic examination. The current quantitative, qualitative descriptive research tries to explain and hand an overview about language contact and language hybridization that is happening mainly among Master 2 English Linguistics (EFLs) at the university of Tiaret. In fact, it is structured as follows:

- What is multilingualism and language contact?
- What is hybridity and hybridization in language?
- How the process of hybridization works?
- An overview about the linguistic profile of Algeria.
- The followed methodology.
- Results and discussion.

2. Multilingualism and Language Contact

Multilingualism is an old linguistic phenomenon that has been investigated by linguists for many years. Li (2008, p. 4) supposed that, a multilingual person is “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (as cited in Jasone Cenoz, 2013, p. 5). This quotation explains that any speaker who can practice more than one code to communicate his thoughts is a multilingual individual. By way of illustration, (Algerian Arabic, Tamazight, French, English).

Multilingualism paves the way for many communication systems to be in contact situation which is the case tackled in this article. In fact, it seems that the majority of speakers in the world nowadays are multilinguals. This goes back for

many reasons such as globalization which prompts people from different backgrounds and all around the world to communicate with each other for the sake of transferring ideas or sharing information. As matter of fact, when different persons from different environments cooperate with each other, it would be normal for their languages to impact each other at dissimilar points. In this respect, Gramley (2012) believed that this phenomenon would definitely lead to the change of those languages naturally. Actually, the change starts by adopting different words or linguistic features from one tongue or dialect to another. He added that contact situations are considered as a second source of linguistic elements. It means that everyone would enlarge his/her linguistic repertoire.

Nordquist (2019, p. 1) defined language contact as a social phenomenon where different individuals speak different languages or even different varieties of the same language communicate with each other. There are different ways and potentials for languages to come in contact in this modern world that is full of means of communication. In recent decades, the new technologies and social media, business, trade, and even family relations have brought many languages in contact in both spoken and written forms. The contact of tongues is very spread. So, it is not a norm to see a language in a context of pure isolation and without any kind of interaction with other linguistic codes. In this respect, the article at hand is focusing on two codes (Algerian Arabic and English) that are in contact situation. Notably, English has been introduced in the Algerian society through different roots such as economic and political relations of the Algerian government with the English-speaking countries. It must also bear in mind that there are other reasons that lead to the contact between the two mentioned systems. However, we tried to mention the university as another context where English is learned by students as a foreign language (EFLs). This is another reason that brought Algerian Arabic face to face with English.

EFLs tend to practice both codes in their daily communication using different linguistic behaviors such as borrowing, code-switching, and code-mixing...etc. These are linguistic phenomena that

developed as a natural and a predictable consequence of contact situation. Grosjean (1982, p. 145) defines code-switching and code-mixing as “the alternate use of two or more languages in the same utterance or conversation”. It means that, using two languages in the same stretch of language. For instance, the use of Algerian-Arabic-French codeswitching or mixing in the Algerian society occurred as a consequence of the French colonization which forced its language along the 132 years. Borrowing is another verbal performance that refers to the adaptation of certain words as they are from one code to another such as the English word “internet”. All the mentioned linguistic phenomena seem to be quite spread and practiced by the members of the Algerian society, especially the educated ones. In fact, there is another controversial linguistic occurrence that has been generally debated starting from the past decade which is hybrid languages, or what is called as “linguistic hybridity” which is the focus of the current paper. An example to consider is “Spanglish” which is considered as a new variety that is spoken by Latin Americans in the USA which is a mixture of Spanish and English.

3. Hybridity and Hybridization in Language

The term hybridity is a controversial one because after reading different works (like the one of Bakhtin (1994)) in relation to this concept, the researcher himself thinks that it is a bit hard to form a final definition for it. In this matter, Robert Young (2005, p, 21) claimed that: “Hybridity... is itself a hybrid concept”. He stated in one of his articles that the notion “hybridity” is unbalanced and it has been debated by different intellectuals such as Homi K. Bhabha (1994). It has been noticed that this key term is always defined in relation to notions as creolization, pidginization, syncretism, diaspora, and in-betweenness which made it more vague. At the beginning of the 19th century, the term hybridity advanced to reach other fields and domains. It means that it did not stay limited to racial and biological contexts, however it touched other areas like linguistics and culture. Bakhtin (1994, p. 358) formed a linguistic definition for hybridity and said:

“What is hybridization? It is a mixture of two social languages within the limits of a single utterance, an

encounter, within the arena of an utterance, between two different linguistic consciousnesses, separated from one another by an epoch, by social differentiation or by some other factor.”

The quote above demonstrates that hybridization is a process that blends two social codes (two different linguistic consciousnesses) within the same utterance, while the term hybridity is the consequence of the process. Bakhtin (1994) used the term hybridity to denote to the way in which one single word can embrace two languages, two styles, and two beliefs. He believed that one language can embody another one within it. Which means that a code can be simultaneously the same but different. According to him, the hybrid creation is an outcome utterance that is used by one utterer and holds within it two utterances, two manners of speech, two styles, two codes, and two semantic systems.

In the same vein, Burke (2016, p. 2) stated that the term “hybridization” is better used rather than “hybridity” because the former mentions the process and the latter represents the state. He said that hybridity is a new production that occurs from the combination of diverse basics. He added that this term irritates difficulties, simply because there are different terms (synonyms or near-synonyms) that appear to be close in sense to the concept itself such as “mixing, fusion, interpenetration, syncretism or métissage”. Actually, these notions are close to be similar processes and phenomena.

4. Hybridity in Relation to Language

Language hybridization is directly linked to language change. Actually, this change, endures all the levels of the language through deviations and modifications. In a noticeable way, the lexicon part experiences variations either by borrowing some linguistic elements from other tongues or by creating new words other aspects of language also get transformed too because of some developments. The case in point, tries to highlight this kind of change when the two codes (Algerian Arabic and English) interact.

As matter of fact, the speaker opts for blending (not compounding but merging) two codes for different reasons such as making the speech easier for him/her.

This kind of processes would impact the way words and phrases are practiced by that person. So, any kind of modification at the words or sentences levels would lead to certain results that might stay for a long time being used by everyone. In addition to this, the mentioned process cannot be predicted or stopped because it happens without being programmed. In other words, it is a natural process that appears wherever languages are ranged together.

5. Linguistic Profile of Algeria

The Algerian speech community has many used codes. Algerian Arabic, Tamazight, and French are the most used ones. AA is widely used, in streets, administrations. Tamazight, from the other hand, is skilled by the minority of locals and experts in the field ranged it to 2% of the whole population. However, French is practiced by most individuals but the degree of proficiency differs from one person to another. It is noticed that people of the north of Algeria tend to use it on daily basis, unlike the ones of the middle or the ones living in the south.

French seems to be valued since it is mastered by many speakers and used in official events. Its beginning goes back to the French colonization for 132 years when it was taught to Algerians by force. This particular reason, rooted French deeply in the Algerian society. However, recently, the status of this foreign language is getting fractured and might change definitely after being valued, maintained and backed up for many years by a number of individuals (old generations especially).

To be more specific, English nowadays is taking the floor and gradually taking a position in the society instead of French. In fact, the status of English appears to be clear enough among the majority of students of the university. Its use is not only limited to EFLs, however, it exceeded them to be practiced by others in different domains. Currently, English may replace French in a number of fields. As evidence, the government nowadays is helping the use of English in PhD works. In other words, this new language which is seen as a lingua France is heavily competing French. In the upcoming years, things might be different and people (besides students of university) would adopt

English words and expressions and start using them in their daily communication.

6. Research Method

The researcher's aim of this paper is to highlight and explore the linguistic phenomenon called "linguistic hybridity" that is used among EFLs (Master two students linguistics of Tiaret University) and also to provide a well-formed and clear picture about it. Therefore, we used both qualitative and quantitative approaches to conduct this work and to reach an appreciate result.

7. Participants

The research sample of the current investigation consisted of sixty (60) students (all the class of master two linguistics) from English department at Ibn Khaldoun University. The sampling was purposive, since M2 students master English more competently than the other levels. In addition, selecting the ones who studied "linguistics" because they are more familiar with all the linguistic phenomena like code-mixing, code-switching, borrowing, and language change...etc., and that would able them to provide rich and reliable information unlike the other specialty which is "English civilization". In other words, the researchers thought that M2 students are likely to provide more data about the studied point while answering the questionnaire.

8. Data Collection Instruments

The researchers used two methods to collect treasured data. The first one is observing carefully the speech of the target samples outside the class on purpose because Master two students mostly employ pure English inside classes, so it was preferable to do the observation outside. In other words, students of foreign languages tend to mix the language that they are learning with their mother tongue while communicating with their friends in class. Another source of data collection was an open-ended questionnaire (everyone handed their questionnaire back). This tool was used to confirm and support the gathered information of the observation and also to reach a good and rich data. The questionnaire included only one section which focused on different points that are related to the

tackled phenomenon.

9. Analysis of the Questionnaire

1. Do You Use English Outside the Classroom and University?

Table.1: The Use of English Outside the Classroom and University.

	Yes	No
N° of students	50 out of 60	10 out of 60
Percentage	83,33%	16,66%

This question aims to discover whether the use of English by M2 students is restricted to classroom setting or they tend to use it outside too. After distributing the questionnaire on the students, it was quite exciting to see their answers. The responses show that 50 students (majority 83,33%) claimed that they use this language outside the settings of the university and classroom, whereas only 10 of them (16,33%) limit their use of this code to the classroom.

2. Do You Mix Between the Algerian Arabic and English Language?

Table. 2: Percentage of students who mix Algerian Arabic with English.

	Yes	No
N° of students	50 out of 60	10 out of 60
Percentage	83,33%	16,66%

This question intends to discover the range of users that mix the Algerian Arabic with English by providing different examples if the answer is (yes). The answers of this question revealed that 50 students (83,33%) claimed that they mix both codes when speaking. However, 10 students claimed the opposite (16,66%). Those who replied with a yes were requested to exemplify with cases (words or expressions).

3. Which linguistic behavior Do You Use Most?

Table. 3: The linguistic behavior that is most used among the participants.

	Code-switching	Borrowing	Hybridization
N°of students	24 out of 60	12 out of 60	24 out of 60
Percentage	40%	20%	40%

This question is to provide a percentage about which of the suggested phenomena are frequently used by the students. The table above illustrates the results and show that 24 students (40%) are using code-switching and another 24 ones (40%) practice hybridization of language.

4. Have You Ever Inserted an English Affix to an Algerian Arabic Word Like “likidation”? if yes, please give examples.

Table 4: Students’ tendency to add English affixes to Algerian Arabic words.

	Yes	No
N° of students	54 out of 60	06 out of 60
Percentage	90%	10%

This question aims at discovering whether the students are hybridizing (creating new words) the two languages that are in contact by adding affixes from both codes or not. The table above shows that 54 students (90%) among (100%) are adding English affixes to Algerian Arabic words like “likidation”. Whereas, only 06 students (10%) of (100%) answered with a no.

The students who answered with a yes were questioned to explain with examples.

Table. 4: examples of hybrid words.

Hybrid Word	Meaning	Transcription
/7itist/	Having no job	/ hitist/
/koulable/	eatable	/Ku:leibl/
/impo7ele/	No way	/impu: hel/
/lga3dation/	gathering	/lgə3deifən/

5. Have You Ever Inserted an Algerian Arabic Affixes in English Words Like “Downloadiha”? give examples please!

Table.5: Students’ tendency to add Algerian Arabic affixes to English Words.

	Yes	No
N° of students	58 out of 60	02 out of 60
Percentage	96,66%	3,33%

The table above indicates that 58 students (96,99%) are actually inserting Algerian Arabic affixes to words of English. Whereas, only 02 of them (3,33%) claimed the opposite answer (no). The ones who confirmed with a (yes) illustrated with examples that are mentioned in the table below:

Table.5: Examples of hybrid words.

Hybrid Word	Meaning	Transcription
N'Killik	"I kill you"	/nkili:k/
mix'iha	"Mix it all together"	/mixi:hə/
help'ini	"Help me"	/hɛlpi:ni/
call'ini	"call me"	/kɔ:li:ni/
hack'iha	"hack it/her"	/hæki:hə/
n'support'ik	"I support you"	/nsi:pɔ:rti:k/
follow'ini	"Follow me"	/'faləvi:ni/
defin'iha	"You define it"	/difini:hə/
eat'iha	"eat it"	/i:ti:hə/
writ'iha	"write it"	/rarti:hə/
export'iha	"export it"	/'ɛkspɔ:rti:hə/

6. What Do You Call this Kind of Language "Downloadiha"?

Table.6 : Hybrid variety.

	English	Algerian Arabic	H y b r i d variety
N° of students	0 out of 60	0 out of 60	60 out of 60
Percentage	0%	0%	100%

This particular question aims to see what the students think about this word and to what category they belong to. The table above shows that all the students without exception think that the word "Downloadiha" is a hybrid variety.

7. How Would You Define the Term Hybridity?

This question aims to see how the respondents receive and define the term hybridity according to their previous backgrounds and experiences. The answers to this question would illustrate to what extent this phenomenon is making its way among the students. The answers were different and varied among the students as follows:

- It is the process of mixing two languages.

- The process of blending two codes to generate a third variety.

- A word that comprises two languages or more.

- It is the process of mixing English language words with Algerian Arabic grammar.

8. Do You Use Hybrid English in the Classroom (a mixture of two languages) like "ndissusso"?

Table.8: The Use of Hybrid Language in Classrooms.

	Yes	No
N° of students	20 out of 60	40 out of 60
Percentage	33,33%	66,66%

The purpose behind this question is to show how many students are practicing this hybrid variety in the classroom. The table above shows that (majority) 40 students (66,66%) are hybridizing the Algerian Arabic and English in classroom settings; whereas, only 20 of them (33,33%) are not doing so.

9. Do You Use Hybrid English with Your Friends?

Table. 9: The Use of Hybrid English with Friends.

	Yes	No
N° of students	56 out of 60	04 out of 60
Percentage	93,33%	6,66%

The aim behind this question is to figure out if this phenomenon is taking place in different situation. The results of the question illustrate that 56 students (93,33%) are practicing this hybrid entity (Algerian Arabic mixed with English) with their friends; However, only 4 of them (06,66%) do not do so. It means that this linguistic phenomenon is mostly practiced among the students of the department.

10. Do You Use English on Social Media?

Table. 10: The Use of English on Social Media by the Students.

	Yes	No
N° of students	56 out of 60	04 out of 60
Percentage	93,33%	6,66%

The table above illustrates that (majority) 56 students of the department use English on social media; Whereas, only 4 of them (06,66%) do not use it in

such context. This demonstrates that English is quite common code when using the net and communicating through social network. The students were asked to choose if they use the formal variety of English or the hybridized one in case they replied with a yes, and it was as follows:

- The minority of participants use the standard form while speaking with foreigners and teachers in particular. On the other hand, they tend to use the hybridized variety when chatting with friends.
- Others choose to use the standard way, but with abbreviations and symbols to facilitate communication with friends.
- The majority said that they use the slang of English (informal variety) when speaking to everyone.

11. Did You Notice this Kind of Use (hybrid variety) among your Friends (non-EFLs)?

Table. 11: The Spread of Hybrid English among non-English Speakers.

	Yes	No
N° of students	16 out of 60	44 out of 60
Percentage	26,66%	73,33%

According to the table above, only 16 students (26,66%) noticed that some people are using hybridized English though they are non-English learners. Whereas, 44 students (73,33%) among (100%) claimed that the majority of non-English learners do not use this phenomenon. Through the answer of eleventh question, it was clear that most individuals are not hybridizing the Algerian Arabic and English.

12. Do You Think that using this hybrid entity Will Increase the Spread of English in your Community?

This question aims to understand the students' attitude towards the hybrid produced variety. After gathering the reactions. The answers were slightly dissimilar because some of them supported this idea and others refused it by saying: "No! this is too far from happening". The ones who supported this phenomenon justified their thought by claiming that they observed others (non-English users) using hybridized English in different circumstances.

Nonetheless, the ones with a negative response said that this kind of use will never allow English to take a stable spot in the Algerian community.

13. Do You Think that this Phenomenon (Algerian English language) Will Be Used among non-English Algerian Speakers/users?

This question was set to see if the studied phenomenon would be used among non-English Algerian speakers or not. More than 50% of the students' thoughts focused on the idea that this phenomenon will definitely be practiced by most of the Algerians since English is a lingua franca (a linguistic code that is adapted by speakers whose native tongues are different (**Mufwene, 1998**)). Others also emphasized this by claiming that they noticed non-English Algerian speakers use this phenomenon in their everyday speech. However, other students had a different judgement. As they supposed that this phenomenon will be limited only to EFLs only. Others said that this cannot happen since the Algerians are familiar with the use of French decades ago. Thus, they cannot add another language to their linguistic repertoire easily.

14. Do You Think that English will Replace French in the Algerian Community in the Future? Why?

This question tries to inspect the possibility of replacing French with English. Participants were questioned to give their thoughts concerning this idea by justifying their choice too. The majority of the students (56) are positively believing that English is the best choice to replace French. Their main justification was because English is the global international language of all domains, and it is easy, and everyone like it.

however, other students (4) did not accept to replace French with English at any time.

10. Discussion

After investigating the studied phenomenon among EFLs of Tiaret university by conducting a questionnaire (for 60 respondents) as a formal tool to collect appreciated data to be analyzed and discussed to reach a valuable result. The analysis of the students' questionnaire data reveals four important ideas.

Firstly, most of the students, in addition to their native language, they are using English outside the academic

context for different reasons. Their use of English does not seem to be limited to classrooms; however, it goes behind that since they use in real-life with family and friends. The results showed that the majority of the participants tend to connect to social networks like which refers to another context where English is also used. The use of English in this particular setting can be mainly to carry meanings with foreigners who do not master Arabic in general.

Secondly, the use of English outside classrooms gave a chance to a contact situation to happened between Algerian Arabic and English. This led to certain changes at the level of both codes. Students of English they do it in an easy way (more simplified) that is different from the standard and formal version (Received Pronunciation). In their daily life, it is noticed that they tend to mix Algerian Arabic with English using code-switching, borrowing. However, what is also noticed in their linguistic behavior is language hybridization, which is defined as blending two languages or two varieties to form a new one.

This kind of use is regarded as a procedure named hybridization which is processed by Adding affixes from one language to another word which is from a different code. The participants of the department, are hybridizing English without being aware of its occurrence. The mentioned words in the tables above are a combination of English and Algerian Arabic dialect and they form a new variety that is understood by the students of English mostly.

Thirdly, what was observed too is that the students tend to add and insert Algerian Arabic affixes to English words, more than adding English affixes to Algerian Arabic words. Most of the hybrid words are regarded as verbs, some of them are adjectives, and others are classified as nouns. This depends on their use and in which context they are in. Sometimes they tend to form questions or orders just by replacing the Algerian Arabic affix that was used with another one to form a verb like /writih/, this is regarded as a verb in the form of an order or request. It means “write it!”.

Fourthly, this phenomenon that is used by most of the students would influence the development of English in the Algerian society. In this shell, English may

replace French; However, this remains a bit uncertain and related to many social factors especially political one. In addition to that, the daily use of this new variety would definitely introduce new vocabulary to the Algerian Dialect. In other words, the repertoire of the Algerians (especially EFLs) would enlarge to contain those new terms with their specific meanings and specific contexts of use. That might lead to the loss of the originality of the Algerian Arabic to some extent.

On the other hand, EFL students would be influenced by this linguistic phenomenon. It affects their level of speaking and writing. On this basis, it is believed that they would start to change the original sounds of the Standard Formal English (Received pronunciation) and replace them by the hybrid ones which would create a kind of confusion for the students when differentiating between the original spelling of formal English words and the hybrid ones.

11. Conclusion

To conclude with, one can say that Master two linguistics of English department of Tيارت university, mostly, blend and hybridize English and Algerian Arabic in different ways unconsciously for the sake of fulfilling certain linguistic gaps in their native language (Algerian Arabic). Accordingly, they try to complete those breaches with English words or expressions; however, in other situations they fulfill their linguistic breaks in the tackled foreign language by taking words from their native tongue and achieving their speech effectively.

This happens by combining both codes with some violations at different levels of the code's grammatical structures. These violations established a third independent variety that seeks to fulfill their daily communication needs. However, hybridization phenomenon may influence the students' process of learning English, and would also affect their mother tongue since they are combining the items from both languages to form a new one.

Actually, it was clear that the participants seem to consider the new variety as a part of their daily language. So, if this phenomenon started to spread among the non-English learners and took a step

further inside the whole society, one might predict that the Algerian Arabic may no longer be “Arabic”. In other words, the changes that would occur at the level of Algerian Arabic may lead to its gradual disappearance.

Conflict of Interest

We the authors CHETOUANE Djihad and BOUHANIA Bachir have no conflict of interest.

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