

Democratic and popular republic of Algeria
Ministry of high education and scientific research

University of Tlemcen
Faculty of Arts and Languages
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**The Impact of Code Switching on English Language
Learning and Teaching.**

**Case of Master One LS Students at Tlemcen
University**

**This dissertation is submitted to the Department of foreign
Languages as a partial fulfillment of the requirements for
the degree of Master in linguistic.**

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Academic Year: 2017-2018



Dedication:

Our thanks go to God who guided us and gave us the ability to work together.

A grand tribute goes to our parents, lovely sisters and brothers for their support and encouragements.

To our fathers, who taught us that the best kind of knowledge to have is that which is learned for its own sake, and to our mothers ,who taught us that even the largest task can be accomplished if it is done one step at a time.

We are especially grateful to our classmates for their motivation and moral help.

Acknowledgements:

This research work would not have been possible without the help of many people. First and foremost, my utmost gratitude to my supervisor Dr. Zidane who was very helpful and offered great assistance, support and guidance.

Deepest gratitude is also due to the members of the jury Dr. Djennane, and Dr. Bensafa for their comments on this dissertation. We are thankful that in the midst of all their activity, they accepted to be members of the reading committee.

We convey special acknowledgements to our teachers in the English department, without whom we could never have embarked and started this work.

Finally, Special thanks go also to all teachers and Master one LS students for providing the necessary data which helped us in the realization of this work.

Abstract:

As a language contact phenomenon, code switching occurs when a speaker switches from one language to another, depending on a given situation and different contexts. The speaker will either choose the language his interlocutor understands or to exclude him strategically from a conversation by switching to the other language. Algeria is one of the multilingual societies where there exists more than one code. Cs is easily observed in Algeria as it becomes a common practice among the Algerian speakers, particularly with second or foreign language classrooms. The present research work aims at analyzing the use of English, French and Algerian Arabic as a cs situation through the case of master one English students at Tlemcen University. It attempts to seek the reasons that lead students to alternate between the three codes and its impact upon English language learning and teaching. It also tries to investigate this sociolinguistic situation and explore different aspects of language contact phenomena. Furthermore, two research instruments were used to collect data mainly the questionnaire and observation. Both quantitative and qualitative methods have been employed for data analysis .Therefore, after analyzing the obtained data , the findings show that the majority of students as well as teachers switch for different reasons and to accomplish different functions. They alternate to show off language skills , compensate for the lexical gaps and facilitate the process of communication. They believed that cs may affect the learning and the teaching of the English language only if abused or used as a language of instruction. Thus,cs is seen as an inevitable phenomenon which occurs mostly in bilingual speech communities, though it is seen as language incompetence yet it can be used beneficially It must be both planned and strategic to be effective. Hence, developing an optimal code switching pedagogy is a must in today's bilingual world.

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List of Acronyms:

A.A: Algerian Arabic

CS: Code switching

CM: Code mixing

MSA: Modern standard Arabic

Fr: French

Fl: Foreign language learning

L2: Second language

H: High variety

L: Low variety

LS: language studies

GENERAL INTRODUCTION

General Introduction:

Algeria is well-known for the difference of cultures and multilingualism, which made it possible to pursue classical Arabic. The most spoken languages or language varieties in the Algerian society are: standard Arabic, Algerian Arabic, Berber and French.

Thus, there are a lot of phenomena that occur in this community such as code-switching, borrowing, bilingualism and diglossia. Hence, this study was conducted to find out the causes of these phenomena ,it aims at analyzing the use of English, French and Algerian Arabic among master one English student at Abou Bakr Belkaid University. It attempts to seek factors that lead students to alternate between these codes and how it affects English language learning and teaching. This research paper poses two research questions, they are as follows:

- What motivates English students to alternate between English, Algerian Arabic and French?
- Does code switching affect English language learning and teaching?

The major hypotheses of this research work are:

- Students switch from one code to the other to show off linguistic competence and compensate for the deficiency.
- Code-switching constrains the learning and the teaching of the English language.

Moreover, this study tries to explain this complex phenomenon and its importance in facilitating the exchange of information quickly and easily. It will manifest the different types of code-switching, its reasons, forms and the relationship between code-switching and other few phenomena like borrowing, diglossia, bilingualism.

This research work is divided into two chapters, the first one deals with the literature theory which gives the accurate explanation of this current phenomenon as well as definitions of other sociolinguistic concepts. The second chapter is the practical part which is concerned mainly with the studied case, the objectives of research, the sample, the research instruments which consist of the questionnaire and observation in addition to data analysis, data interpretation and discussion of the main results.

CHAPTER ONE

1.1 Introduction

Many linguists have been interested in code switching as one of the important outcomes of language contact phenomena. In order to facilitate the process of communication, bilinguals tend to use a variety of codes moving back and forth between them according to different situations and circumstances. Thus, this chapter provides a comprehensive background to the study. It covers different key concepts related to this phenomenon, its reasons and forms and defines other outcomes of language contact including diglossia, bilingualism, code-mixing and borrowing.

1.2 Language Contact and its Outcomes

When different linguistic groups come into a direct or constant contact, they have a natural tendency to seek ways to bypass the language barriers facing them (Winford, 2003).

Hence, the study of the speech community characterized by language contact phenomena has been an interesting topic which gained a considerable interest during the last decade. According to Weinreich (1967; p.1) "two or more languages are said to be in contact if they are used alternately by the same persons". Thus, when two different languages meet, they need language outcomes for mutual intelligibility reasons.

1.3 Diglossia

Diglossia refers to coexistence of two different languages or dialects. Throughout a speech community. Ferguson (1996, p.38) regarded his study of diglossia as preliminary and concluded his paper with an appeal for further study of this phenomenon and related ones. He considered his study of diglossia as an initial

phase which is related to other phenomena of language contact; the definition he gives is that:

Diglossia is a relatively stable language situation in which in addition to the primary dialect of the language, which may include a standard or regional standard, there is a very divergent, highly codified, often grammatically more complex, super-posed variety, the vehicle of a large and respected body of literature, heir of an earlier period or another speech community, which is learned largely by formal education and used for most written purposes, but is not used in any sector of the community for ordinary conversation (Ferguson, 1959, p.336).

Thus, he claims that two varieties of the same language are used by some speakers under different conditions; one is regional; the other variety is prestigious and is used in formal settings such as educational and formal purposes.

Ferguson (1959) established nine criteria to characterize the H and L varieties in a diglossic situation, they are as follows: function, prestige, literary heritage, acquisition, stability, standardization, lexicon and phonology. For him, L and H varieties are specialized by function which is one of the most important features of diglossia (Paolillo, 1994).

In fact, Ferguson's definition of diglossia is restricted to the alternate use of two varieties of a single language but it should be stated that there may exist more than one original language in the same speech community.

1.4 Bilingualism

Bilingualism has been defined from different points of view. Weinreich (1968 , p.1) refers to it as “ the practice of alternately using two languages will be called bilingualism, and the person involved, bilingual” which means that any person can be called a bilingual if he is able to speak two languages.

In an article “Description of Bilingualism”, Mackey (1970) provides a definition that incorporates Weinreich’s alternate use of two languages as he claims that:

It seems obvious that if we are to study the phenomenon of bilingualism we are forced to consider it as something entirely relative. We must, moreover, include the use not only of two languages, but any number of languages. We shall therefore consider bilingualism as the alternate use of two or more languages by the individual (p.555).

It means that a bilingual is not necessarily someone who speaks only two languages, but he can speak more than two languages.

For McNamara, a bilingual is a person who has unequal mastery of the other language. He sees a minimal degree of competence, in one of the four language skills (speaking, writing, reading and understanding speech)(Maftoon and Shakibafar, 2011, p.80). He says that:

I shall consider as bilingual a person who, for example, is an educated native speaker of English and who can also read a little French. This means that

bilingualism is being treated as a continuum, or rather a series of continua, which vary among individuals along variety of dimensions (McNamara, 1969, p.82, as cited in Hoffman, 1991, p.22).

Thus, this phenomenon varies continentally among people according to different reasons and dimensions. Oksaar (1983, p19) defines bilingualism as “the ability of a person to use here and now two or more languages as a means of communication in most situations and to switch from one language to the other if necessary” (as cited in Hoffman, 1991, p.23). Hence, she suggests a combination of the criteria of competence and function.

Mackey (1970, p554) claims that “bilingualism is not a phenomenon of language, but it is a characteristic of its use. It is not a feature of the code but of the message. It does not belong to the domain of *Lingue* but of people”. This definition stresses on the fact that bilingualism is a message conveyed through words or speech.

Grosjean (1982, p.vii) asserts that “contrary to general belief, bilinguals are rarely equally fluent in their languages, some speak one language better than another, others use these languages in specific situations and others still can read and write one of the languages they speak.” Therefore, Grosjean’s definition implies that bilinguals’ mastery and fluency of the languages they know differ; they switch from one language to another according to different situations and circumstances. For some others, they can even master the writing and speaking skills of that language.

There are different types of bilingualism: ***subordinate, coordinate and compound bilinguals*** (Weinreich, 1953, as cited in Zouari Farhat, 2015, p. 12). Subordinate bilinguals show interference in language; they translate the words in their mother tongue, then they are able to understand them. Coordinate bilinguals

are people whose languages are learnt in a separate context, compound bilinguals mean that two languages are learnt at the same time and the same context (Zouari Farhat, 2015).

1.5 Borrowing

Borrowing is considered as one of the products of language contact and its outcomes; the term is known as loanword. It is used to explain words that have no equivalents. Borrowed words are the process by which a word from one language is adapted and used in another language or a word which is borrowed from a donor language and incorporated into the recipient language; borrowings are used to fill language gaps and speakers use them frequently. (Chouaou and Boukhatem, 2015).

Borrowings begin at the lexical level since there has been the phonological adaptation of borrowings that are totally different to the speakers (Hafez, 1996); cultural borrowings are objects borrowed to fill gaps in the recipient language (Chouaou and Boukhatem, 2015). They are already existing in the recipient language. “Core borrowings are taken into the language even though the recipient language already has lexemes of its own to encode the concepts or objects” (Mayer Scotton, 1993, p.5). Accordingly, these words may replace the others which have the same meaning. In the case of Algerian Arabic speakers, they use many core borrowings such as: “tubsi” instead of “sahn” and “morrof” instead of “milaaka”.

Thus, borrowing has been given different definitions by linguists. It is a process which involves taking words from a foreign language and applying it in one's language. Borrowing is a process by which a word from one language is adapted in another; it is called a borrowing or a loanword; the linguistic changes which occur are the results of different social contexts. The source language items have to be equivalent to the target language (Chouaou, 2015). Borrowing transfer starts due to lexical gaps or language inefficiency; the effect of borrowing may

occur in terms of pronunciation, if it is difficult to master a second language. (Thomason, 1981).

1.6 Code-switching:

Code-switching is a widespread phenomenon in bilingual speech. It is regarded as one of the important outcomes of language contact which gained the attention of several linguists and scholars over the last century; it has been explored from a number of different perspectives. Speakers of more than one language code switch during their conversation (Yahi, 2015).

Code-switching involves the use of two languages or linguistic varieties within the same utterance or during the same conversation; it refers to “the alternate use of two or more languages in the same utterance or conversation” (Grosjean, 1982, p.145). Trudgill (1980, p82) prefers to restrict the use of code switching and relates it to the context of the speaker. He views it as “switching from one language variety to another when the situation demands”; the speaker’s choice of the code depends on the social situation and the needs of the moment.

For Halliday (1978, p.65), code switching “...is code-shift analysed as a process within an individual, the speaker moves from one code to another back and forth more or less rapidly in course of a single sentence.” In general, one can say that “code-switching is the alternation of two languages within a single discourse sentence or Constituent” (Poplack, 1980, p.581). In other words, c.s has been studied from different points of view; it can be either at a level of a sentence, conversation or a constituent.

Code-switching is potentially the most creative aspect of bilingual speech. It has, however, also been considered as a sign of linguistic decay...bilinguals are not capable of acquiring two languages properly...Socio-linguistics have looked into speech communities, both monolingual and bilingual, trying to establish reasons and patterns of changes of style and language switching (Hoffman, 1991, p.109)

In spite of the fact that code switching is viewed as bilinguals' linguistic creativity. Yet, it has been esteemed as language incompetence since bilinguals cannot master two languages equivalently. Sociolinguistics main objective is to investigate the factors which lead both monolinguals in different speech communities to code switch.

Code-switching is seen as a broken language (Duran, 1994); it reflects the speaker's inability to control two languages. On the other hand, the most general description of code-switching involves "the use of two languages or linguistic varieties within the same utterance or during the same conversation. In the case of bilinguals speaking to each other, switching can consist of changing language. In that of monolinguals, shifts of style" (Hoffman, 1991, p.110).

It means that code switching implies the use of either two languages or two language varieties within one's speech. If the speaker is bilingual, he switches from one language to another. However, if he is monolingual, his switch refers to changes of his manner of speech.

1.6.1 Code Switching versus Code Mixing:

Code switching involves changes manifested through phrase or sentence boundaries. However, code mixing involves lexical items. McLaughlin(1984) emphasizes the distinction between mixing and switching "language changes occurring across phrase or sentence boundaries, whereas code mixes take place within sentences and usually involve single lexical items" (Hoffman, 1991, p.110).

Code mixing has been defined from different points of view by several linguists. Trudgill (1992, p.16, as cited in Zouari Farhat, 2015, p.20) defines it as "the process whereby speakers indulge in code switching between languages of such rapidity and density, even within sentences and phrases, that is not really possible to say at any given time which language they are speaking". In other words, speakers code switch between languages rapidly and intensively to the extent that one cannot figure which language they are speaking.

As far as the example of Spanish speaking Uruguay and Portuguese speaking Brazilian, although the regions are distinct from each other. The contact between people enhanced the spread of dialect mixing .In spite of the fact that languages are different; they can still influence one another. In the case of Spanish and Portuguese, they result in mixing dialect intelligibility (Lipski, 2009).

1.6.2 Forms of Code-switching:

There are different forms of code-switching. Poplack (1980) has differentiated between three main grammatical types which are tag-switching, inter-sentential and intra-sentential code-switching (as cited in Qasim Mohamed et al., 2015). "Tag switching is simply the insertion of a tag in one language in an utterance which is entirely in other language" (Hamers and Blanc, 2000, p.259, as cited in Qasim Mohamed et al., 2015, p.196)

Poplack introduces another type of switching; inter-sentential switching which is the switch between sentence boundaries. Intra-sentential switching refers to the state where the switch occurs inside the sentence (Warner, 2010). This definition implies that in inter-sentential switching the change of the language happens at a sentence boundary; e.g: Nabghilkhريف, c'est ma saison préférée (it is my favourite season). However for intra-sentential code-switching, the switch occurs within the clause or the word level.

Grosjean (1982, p.4) illustrates intrasentential switching in the case of a French-English bilingual, he gives the following example: "va chercher Marc and bribe him avec un chocolat chaud with cream on top (go and fetch Mark and bribe him with a hot chocolate with cream on top)". The example contains switches within the sentence in which the French-English bilingual alternates between the two languages.

1.6.3 Reasons for Code switching:

Bilinguals generally switch from one language to another due to different reasons.

It is a certainly an interesting issue to investigate when and where a speaker chooses one linguistic unity rather than another; this can be explained by stylistic or metaphorical motivation, where factors such as the interlocutor, social role, domain, topic, venue, medium and type of interaction play an important role (Riehl, 2005, p.1945).

Thus, speakers select one code over another for different reasons. This linguistic behaviour shows his attitude towards language and marks his identity.

“In this case, language alternation can also serve as a conversational cue, expressing attitudes towards language or marking linguistic identity” (Riehl, 2005, p.1945). Therefore, the speaker may not be able to express his thought and opinions in one language for that he switches to the other.

People switch moving from an informal situation using the mother tongue to a formal situation using the second language to control the situation, locate themselves as a member of ethnic group, manifest their identities and maintain interpersonal relationships (Johnson, 2000, as cited in Talukder, 2015). “Also, some bilinguals remark that they usually code switch and code mix when they are tired, lazy or angry” (Grosjean 1982 as cited in Kim, 2006, p.50).

On the other hand, “speakers may be triggered into speaking in the other language for a while. This type of code switching tends to occur when they are upset, tired or distracted in some manner.” (Skiba, 1997, para.3).

The speaker may switch for the purpose of choosing the suitable linguistic choice to different social needs.

A speaker may switch for a variety of reasons , they may switch two languages back and forth in order to redefine the interaction as appropriate to a different social arena, or to avoid through continual code-switching, defining the interaction intense of social arena. (Romaine,1995 as cited in Kim, 2006, p.52)

It facilitates the process of communication between the addresser and the addressee.

The latter function of avoidance is an important one because it recognized that code-switching often serves as a strategy of neutrality or as a means to

explore which code is most appropriate and acceptable in a particular situation in many government offices in Canada. It is customary for employees to answer the telephone by saying 'Bonjour, Hello' in order to give the caller the option of choosing either language to continue the conversation (Romaine, 1995 as cited in Kim, 2006, p.52)

Oskaar (1974) gives reasons for c.s; for example, when asked why they code switch certain items for which there existed acceptable equivalents, her informants response was that the Swedish or English used to carry certain connotations which were not in the other language.

1.7 Conclusion:

Code switching is a linguistic phenomenon that is impossible to avoid or prevent particularly with bilingual speech communities. Speakers tend to switch between different languages or language varieties in a single context, for various reasons and to achieve different functions. Hence, this chapter shed light on the fact that this bilingual practice occurs in different forms as well as at different levels. And that it is related to other outcomes of language contact including borrowing, bilingualism and diglossia. The second chapter will be concerned mainly with data analysis, data interpretation and discussion of the main results obtained from the research instruments in order to confirm or reject the proposed hypotheses.

CHAPTER TWO

2.1 Introduction:

This chapter is concerned mainly with the practical part of research work. It is devoted to data collection, data analysis and interpretation. It includes a description of the research tools that have been used for gathering data mainly the questionnaire; its main objective is to show to which extent a certain number of Master one LS students at Tlemcen University tend to switch between the English, French and Algerian Arabic in their daily conversations and discussions. Data were gathered from a questionnaire that has been distributed to a group of students and teachers. The obtained results will be considered as answers to the proposed hypotheses.

2.2 Research Instruments:

The research tools that were used for data collection were observation and the questionnaire.

2.2.1 Students' Questionnaire:

The questionnaire is a research instrument that consists of a series of questions for the purpose of gathering information from the respondents. It consisted of 12 questions. It is a set of close-ended and open-ended questions. The students' questionnaire was designed mainly for the sake of seeking information about the factors that lead master one students to switch between French and English and Algerian Arabic inside the department in formal settings. The participants were 32 students studying English as a foreign language (20 girls and 12 boys); their ages varied from 22 to 35. Hence, the sample was deliberately chosen since students are supposed to have background knowledge of both languages.

The students' questionnaire is made up of 12 questions, nine are close ended questions, requiring students to respond with yes or no, commenting when necessary and justifying their answers or putting a tick from a number of multiple choices. The last 4 questions are open-ended questions asking respondents to provide their own opinions and personal attitudes. The first question asked students whether they speak the French language or not while question number two asked them about their level in French. The third question was intended to know if they mix between the three varieties in the classroom setting. Question number four was asked to know if cs reflects the speakers' profile. The fifth question asked whether bilingual speakers make use of borrowed instances rather than code switched utterances.

Question number six asked them to choose among a variety of suggestions for what factors they switch between these varieties. The seventh question asked them about which language they find it easy for interaction. Question number eight asked for students' opinions about people who code switch. The ninth question attempt to know the students' views about the alternation between French and English among them. Question number ten is about the role that code switching plays according to students. The eleventh question asked about the time by which students can carry out speaking in one language. Finally, question number twelve tried to know if cs has any negative effects on foreign language learner.

2.2.2 Teachers' questionnaire:

Teacher's questionnaire is purposefully conducted to find out information about the reasons for which teachers switch between different codes in classroom setting and its impact on teaching English as a foreign language.

It was conducted at the English department and addressed to seven teachers who teach different modules and have different fields of specialism (Civilization and literature, didactics, written expression, oral production, sociolinguistics).

The teachers' questionnaire included eight questions. The first question was asked to know if teachers use only the English language for teaching. Question number two was set to determine whether it is required to use more than one language during their teaching process. The third question aimed to know if they agree with the usage of cs for explanation. Question number four, was asked mainly to know about the variety of codes that they switch between in class. The fifth question was asked to know about the extent to which teachers believe that cs is a useful method for classroom interaction. Question number 06 aimed at knowing about how they estimate the students who code switch. The seventh question was intended to know if cs contributes to the process of teaching and learning the English language. Question number 08 aimed at investigating the effects of cs upon foreign languages.

2.2.3 Observation:

Data were also collected throughout observation, during the course of observing the natural behaviour of students participating with their teachers.

In class, the researchers tried to observe and take notes simultaneously in order to know about the reasons that lead students to alternate between different varieties (English, French and sometimes AA). The students were not aware about the presence of the research work. Our main objective was to observe their spontaneous responses and interactions while speaking and acting, exchanging ideas and engaging in conversation.

2.3 Data analysis:

The main aims behind data analysis are to present the results of the questionnaires.

2.3.1 Analysis of student's questionnaire:

The main purpose of this part is to analyze information obtained from questionnaire that was distributed to students concerning the reasons which lie behind their switching.

1- Do you speak French in class?

- Yes

- No

* our students said that they speak French in class.

2- How is your level in French?

a- good

b- Fairly good

c- Average

d- None

The students' answers are summarized in the following table:

Table 2.1: student's level in French

Option	Number	Percentage
a	2	6,25%
b	8	25%
c	20	62,5%
d	1	3,12%

The above table displays that the highest percentage (62, 5%) maintained that they have an average level in the French language .Some of them (25%) mentioned that it is fairly good. Two students (6, 25%) said that their level is good whereas only one student claimed that it is none of them.

3- Do you mix between English, French and Algerian Arabic in class?

A - Yes

B- No

The answers are summarized in the following pie-chart:

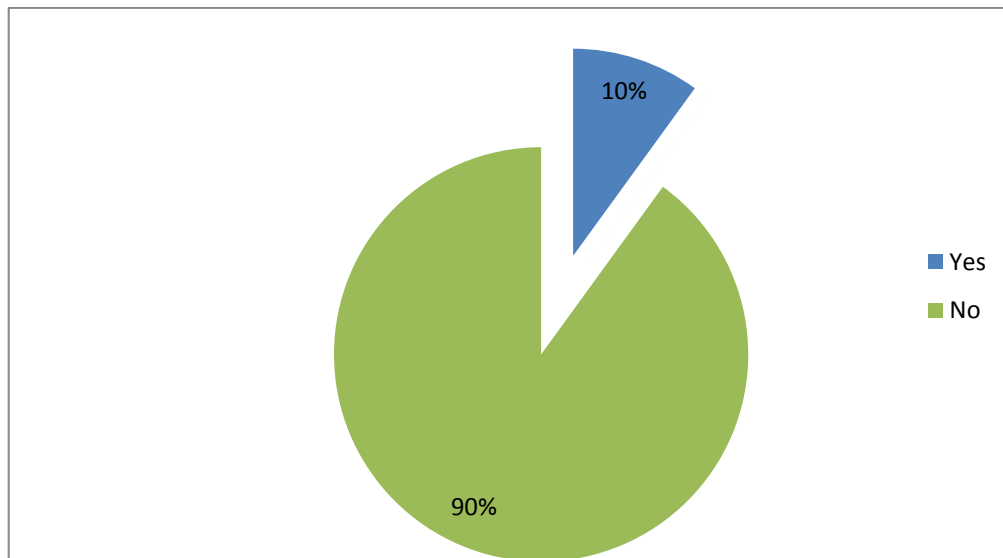


Figure 2.1: the extent to which students mix between different codes

Furthermore, students (90, 62%) said that they mix between these three varieties. However, few of them stated that they do not.

They justify their Answers by arguing that they mix because they do not reach the full fluency level both in English and French, in order to facilitate speech and increase interaction. Some others pointed out that they mix for mutual intelligibility reasons. They believed that code-switching occurs mainly due to the lake of vocabulary, filling the lexical gaps in the first language and also to better express themselves with different languages. However, some few others said that they mix because it is the nature of the speech community and that code switching becomes a habit sometimes done even unconsciously.

4- Does code switching reflect the speaker's profile?

A- Yes

B- No

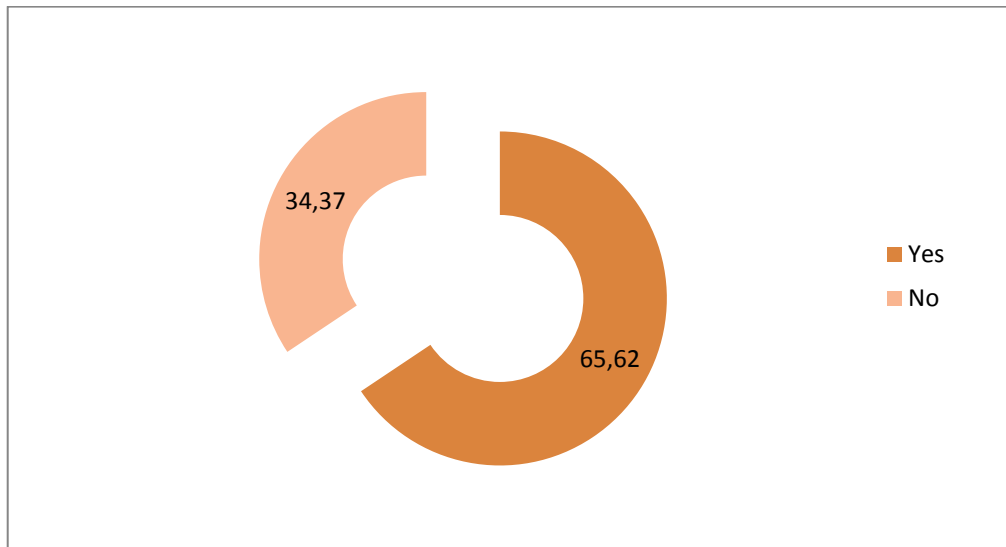


Figure2. 2: the impact of code switching on the speakers' profile.

Moreover, students' responses vary from one to another. Twenty one of them believed that code switching does reflect the speaker's profile. However, ten among them stated the opposite. Their attitudes were proved by explaining that code switching is the reflecting mirror which slows the speaker's degree of mastery of the languages they switch between and the function that they use these languages for. They said that it also manifests whether a speaker is an active or passive bilingual and the extent to which speakers can keep their first language apart when they code switch.

5- Do bilingual speakers make use of borrowed instances rather than code switched utterances?

A-Yes

b-No

22 students responded with yes, the remaining 12 said no, they stated that borrowed instances are more integrated to Algerian Arabic. Due to colonization, they are more familiar to the speaker. They said that people tend to use more

borrowed words in their speech and that they are unaware about the language differences, they just adapt words from the other language and integrate them into their dialect. They claimed that it depends on different situations, contexts as well as their level of proficiency in the languages they alternate between. However, some others said that they do not figure a clear-cut distinction between borrowing and code switching.

6- Why do you switch?

- Lexical Gaps
- showing off language skills.
- Mastery of the three codes.

Students' answers are displayed in the following table:

Table2. 2: factors for which students switch between different languages.

Possibility	Number	Percentage
A	17	53.12%
B	8	25%
c	7	21.87%

The above table shows that the uppermost percentage (53,12%) stated that they switch because of lexical Gaps. Some of them (25%) said that they switch to exhibit their linguistic abilities. While seven others (21, 87%) claim that it is used for the reason that they master the three codes.

7- Which language do you find useful for interaction in class?

- English
- French
- Algerian Arabic

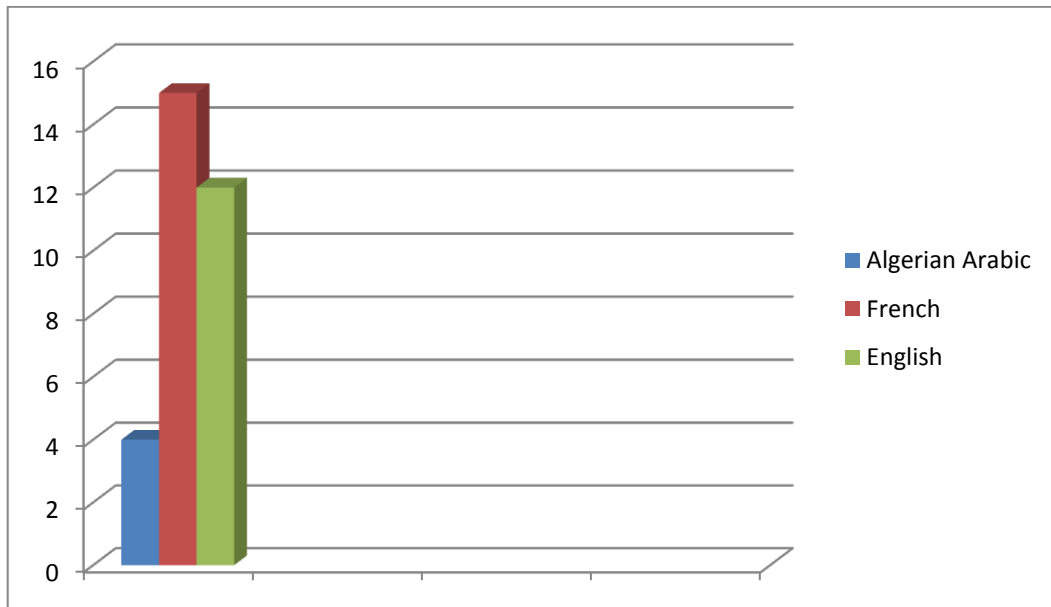


Figure2.3: languages that students can easily interact in

8-what do you think about people who code-switch?

- Knowledgeable and perceptive.
- Pretend to be learned and educated
- Dominate both languages.

Students' replies are shown in the following table:

Table 2.3: Students' opinions about people who switch.

Option	Number	Percentage
A	7	21.87%
B	5	15.62%
C	20	62.5%

Twenty students (62, 5 %) held the belief that people who switch master both languages while seven others (21, 87%) said that they are educated. However, only five students (15, 62%) claimed that they pretend to be intellectual.

09-What do you think about the alternation between French and English language among students?

Students responded differently. They said that the alternation happens when they forget or find it difficult to talk using just one code and in order to facilitate comprehension. They see also that it is useful for classroom activities and that it is important to carry on the conversation. Most of them mentioned that they switch to French because they find it more pretentious than English.

10-What is the important role of code switching according to you?

Students' opinions differ from one to the other, they were as follows:

- It is beneficial for classroom setting.
- It allows to express oneself in different contexts and situations.
- Pass the idea to another person and emphasize on its importance.
- Attractive way of speaking and showing off language skills.
- It is important because some languages have words that are not available in others.
- A useful way to communicate especially for a second language classroom.
- A linguistic strategy to exclude someone from a conversation.
- Adapting the interlocutor linguistic choose.

-For reasons of euphemism, the use of a word or a phrase to replace another with one that is considered less offensive than the word or the phrase it replaces.

-For language crutching, to fill vocabulary gaps.

-The best way to perform linguistically with no hesitation and to show the ability of mastery of more than two languages.

-Best way to convey the linguistic message and facilitate speech to reach mutual intelligibility.

-Showing personal identity and expressing solidarity with a given social group.

11-For how much time do you carry out speaking in one language?

Students' answers are as follows:

-When speaking in one's native language, there is no limited time, but when talking in English or in French, it depends on the topic and how much someone is involved.

-They speak in one language only in formal contexts.

-It depends on the speaking skill, if a speaker is fluent in one language he can carry out speaking that language for unexpected time, but he would switch as soon as he failed to convey his message.

-If it is a second language, it depends on the person, topic, ideas, interlocutor, situation and which language the speaker is skillful in.

12-Do you think that cs has negative effects on foreign language learners?

Students' replies were:

-Lacking of foreign language mastery.

- It may affect their qualities of being good foreign language users.
- Cs impedes the progress of the speaking skill and this may lead to fail linguistically especially when communicating with unilingual native speakers.
- It affects also their quality of consistently applying language skills correctly in the manner of one well practice at it and the persons' command of a particular language.
- Cs may also influence someone's ability to speak a given foreign language accurately, rapidly, fluently and confidently in a flowing manner.

2.3.2 Analysis of teacher's questionnaire:

It is comprised of eight questions, three close-ended requiring them to answer with yes/no and justify their responses, five open-ended questions requiring them to provide their opinions and personal attitudes.

- 1- Do you use only the English language for teaching?
 - Yes
 - No

Two teachers said yes, five others said no.

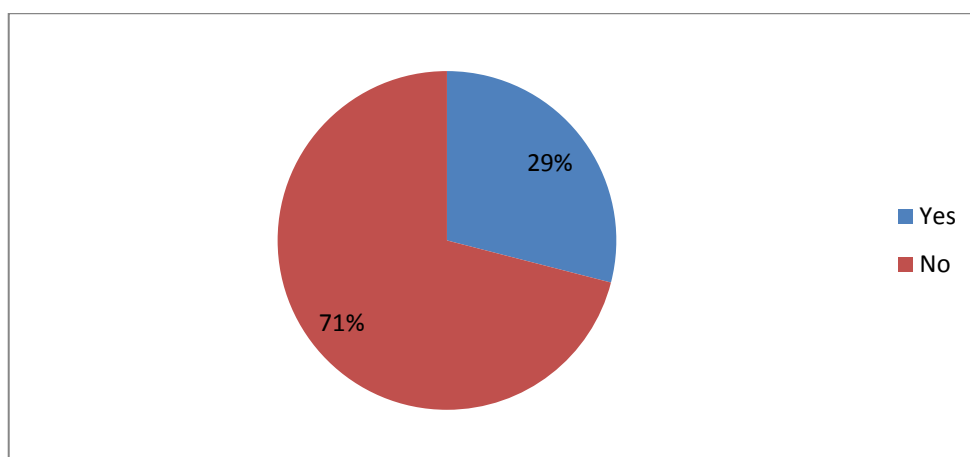


Figure2.4: Frequencies of teacher's use of English for instruction.

- 2- Is it necessary to use more than one code?

- Yes
- No

If yes, why?

- The sake of illustration or verification for understanding
- Create a micro-English environment.
- Explain what seems difficult for students.
- Gain time and efforts

Table 2.4: Teachers' view concerning the use of multiple codes.

Options	Number	Percentage
A	6	85.71%
B	1	14.28%

-The majority (85.71%) stated that is requirement to use more than one code whereas (14.28%) denied.

3- Do you agree with usage of code switching to simplify the explanation for the student?

- Sometimes
- Always
- Never

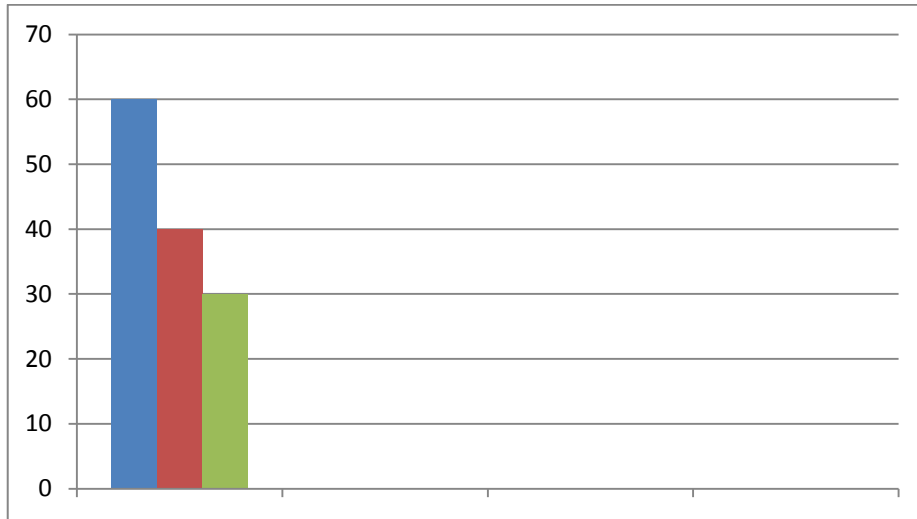


Figure2.5: attitudes towards the usage of cs for clarification

(57.14%) of teachers said that they use it constantly. In the meantime, (27.57%) claimed that they use it occasionally. However, (14.28%) mentioned that they hardly use it.

4-How many codes do you often switch between during your lectures?

- Use of English only
- Two codes (English and French)
- Three codes (English, Algerian Arabic, French)

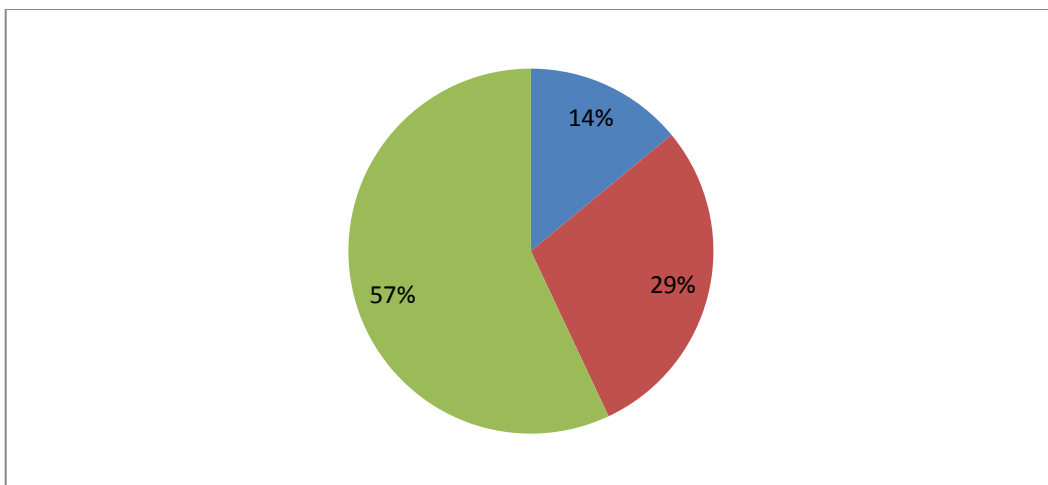


Figure2.6: The most used codes among students in class

The majority (57.14%) stated that they code-switch between three codes (28.57%) insisted that they use English and French while (14.28%) assured that they make use of English only.

Question number 05: to what extent do you believe that switching among university teachers is useful method to facilitate the process of communication?

-Teachers' responses varied from one to the other. Some of them maintained that cs has become a part and parcel of their way of communicating with others. They claimed that that it is included unintentionally within the process of instruction. Others stated that freshman often struggle to understand cultural concepts. So it is important sometimes to use the mother tongue to keep them on track. Few others pointed out that it is used to a lesser extent, they believed that all depends on how to do it and when and that it should be used for a very short time.

Question 06: how do you evaluate students using more than one code to express their ideas?

-Some of the teachers qualified students using more than one code to air their views as being incompetent, unskilled, lacking normally expected degree of ability and second language mastery. Some others noted that they are good in some cases and worse in others and they must be aware of the importance of using L2 for communicative ends. Two others argued that that's the way they ought to speak.

Question 7: does code Switching help in the process of teaching and learning English language?

- Teachers' responses were as follows:

- It facilitates the flow of information.
- It increases teacher - student classroom interactions
- Help to overcome the barriers of learning environment
- Help in the translation from the native language to the target language.

Question 8: how does code switching affect second language learning and teaching?

- Teachers answers were as following:

Code switching may affect negatively when it becomes so widely used in class.

Over use will make students lazy and break the norms of teaching a foreign language.

-It does affect especially if used as a meta-language in class.

-It can be seen also as an obstacle to reaching full fluency level in L2.

-Fail to convey the linguistic message appropriately especially in an academic setting or a formal context.

2.3.3 Analysis of observation:

During the session, the researchers tried to observe, listen carefully to their speech and take notes in the meantime. What was noticed is that girls tend to switch more than boys do, moving smoothly and even unintentionally between a variety of codes (French, English and very often Algerian Arabic). It was remarkable that they switch mainly when encountering problems in expressing themselves. However, for some few others, code switching was regarded as a prestige; they were fluently speaking both English and French; a conversation was raised among a group of students while attending a lecture which can best illustrate the phenomenon of code switching in classroom setting.

Thus, it is observed that students as well as their teachers tend to switch between these codes exhibiting their language skills in English, French and Algerian Arabic to facilitate communication and insist on their ideas for some

others. However, the teacher seemed to alternate between the three codes as she realized that her linguistic message has not been fully conveyed and when the students asked for further explanation to make students feel at ease to express themselves.

2.4 Data Interpretation:

The main aim of the section is to determine the reasons that led Master students to switch between different varieties (English, French and Algerian Arabic).

In order to attain such objective, the researcher attempted to interpret the results obtained from students' as well as teachers' questionnaire.

Concerning the students' questionnaire, the first question shows that all students from both genders, male and female, speak French. Their ages vary from 22 to 35 years old. Question number 2 was asked to know about their level in French. The results show that 62.5% among the students have an average level, while 6.25% believed that they have a good mastery of that language, 25% esteemed their level in French as fairly good. However, only 6.25% qualified their levels as being poor. It is deduced that the students' level in French varies from one to the other. The findings show also that females have a good level in French than males.

In addition, the third question is asked to know whether or not students' mix between English, French and Algerian Arabic in classroom setting. The results show that the great majority (75%) confirmed that they mix between these three varieties, (16,62%) said that they switch only between French and English, However, (9.37%) claimed that they speak only in one language. Consequently, it is assumed that the students who tend to switch between the three varieties even outnumber those who switch only between English and French and those who do not.

Regarding question number 04, (65, 62%) of the students assured that code switching reflects the speaker's profile while (34, 37%) denied. The results obtained from the collected data show that code switching mirrors the speakers' linguistic and communicative competence of the languages they switch between and the extent to which they are fluent in a given language. Thus, code switching is believed to reflect the students' language abilities for some and not really for others.

Concerning question number 05: (65,62%) affirmed that they rather borrow words than code switch and that they can see the difference between code switching and borrowing, while (34,37%) claimed that they do not make a clear-cut distinction between the two . On the light of the results obtained, it can be supposed that students tend to borrow words more than they switch and it depends on their level of proficiency to figure out the difference between code switching and borrowing.

Besides, question number 06, was asked to investigate the factors that led students to switch. The results show that (53, 12%) related it to linguistic inefficiency, (25%) linked it to showing off. on the contrary (21,81%) associated it with the speaker's mastery of the two codes . Therefore, the results indicate that the majority of the students are likely to switch due to the lack of vocabulary; some others exhibit language skills and few others switch because they master both languages.

Concerning question number 7, the findings show that the majority of the students (53,12%) agreed that they can easily interact in English, while (31,25%) opted for French. However, a few of them (15,62%) affirmed that they comfortably interact in Algerian Arabic. As a consequence, what can be deduced is that English is more found-useful for interaction than French whereas Algerian Arabic is less used.

Question number 8 was asked to know the students' opinions about people who code-switch. The results show that students' views are variable; (62,5%) saw that they master both languages, (21,87%) believe that they are knowledgeable. Others (15,62%) claimed that they pretend to act intellectually. Consequently, it is noticed that the majority of the students dominate both languages; small number among them pretend to be educated; the rests are considered to be knowledgeable and perceptive.

Concerning question number 09, the results show that the students who alternate between French and English ,they need to switch according to the context; they find also that French is an attractive way of speaking. Thus, students' alternation between French and English is looked from different angles depending on a variety of circumstances and personal attitudes.

According to question number 10, the results show that code switching is an important way of speaking which facilitates comprehension, helps to fill lexical gaps, show personal attitudes and express solidarity with a particular group. Consequently, the importance of code-switching lies in its use in different situations.

Concerning question number 11, the findings indicate that speaking in a given foreign language is not restricted by time. It depends on the situation, topic and one's degree of fluency. Thus, it can be inferred that the best someone's proficiency in a given language is, the more he can carry out speech in that language.

According to question number 12, the results show that code switching constrains the development of the speaking skills, and that it results in linguistic

failure to convey meaning. Therefore, it can be deduced that code switching affects the language user as well as the language itself.

Concerning the teachers' questionnaire, the results indicate that most of the teachers use other codes behind English while the minority sticks only to it. Regarding question number 02, it can be assumed that teachers cannot stick only to using one code but they rather tend to use other codes to reach mutual understanding, gain time and efforts. Concerning the third question, the findings exhibit that the majority agrees with the frequent use of c.s, others acknowledge that they use it only from time to time whereas only one disagrees. Therefore, it seems that teachers who make use of c.s often outnumber those who use it occasionally.

Regarding the fourth question, the results implicate that they tend to use three codes (English, French and Algerian Arabic) more than they do with English and French and English only. Concerning the fifth question, the results indicate that while some teachers believe that c.s is a part of speech and that it is inevitable, others disclaimed that it should be used but restrictively. Regarding question number 06, some of the teachers' appraise the students who code-switch as being cognitively and knowledgeably impaired while others assumed that it is a tendency of their speech.

Concerning the seventh question, the results imply that while some teachers believed that cs helps to overcome communication obstacles, others authenticate that it is rather used for the translation of meaning in the target language.

Regarding question number 08, the findings indicate that all of the teachers assumed the same point which says that cs does affect negatively, especially if it is abused or used as a language of instruction.

2.5 Discussion:

This research work was carried out in order to investigate English, French and Algerian Arabic code switching among master one English students at Tlemcen University and its impact on English language learning and teaching. Thus, in the interest of achieving a reliable work, questionnaires and observation have been used for the purpose of gathering the essential data.

At first, the researcher attempted to inquire about the reasons that lie behind students and teachers switching between these codes. According to the research instruments used, different linguistic behaviors towards using the three varieties have been assumed. Generally speaking, the obtained results show that the students as well as teachers switch for different reasons. Teachers alternate to facilitate comprehension for the students and to reach mutual understanding. As opposed to students who switch to show off language skills and compensate for the language deficiency. Therefore, The first hypothesis is confirmed.

Concerning the second hypothesis which stipulates that cs is a counterproductive to foreign language learning and teaching. The attained results from the students as well as teachers' questionnaire show that cs might badly influence the process of learning and teaching the English language only if it is abused or used as a language of instruction .But not really if it is used by teachers to facilitate comprehension, explain difficult linguistic elements or translate meaning in the second language. Consequently, the results drawn from the investigation reject the hypothesis which asseverates that cs is more of a hindrance than a help.

2.6 Conclusion:

This chapter was an attempt to underline the empirical phase of this research work. It was initiated with an educational background about the methodology used

to collect data. It began first with introducing the research instruments, subject population, data collection procedures and the objectives of the research work. After, data were analyzed and interpreted, the obtained results were discussed in order to confirm or reject the proposed hypotheses.

GENERAL CONCLUSION

General Conclusion:

Code-switching is an inevitable phenomenon which occurs mostly in bilingual speech communities particularly with foreign language learning and teaching. In order to examine this sociolinguistic phenomenon, code switching has been investigated among master one English students at Tlemcen university with the objective to determine the reasons why students code switch between different codes, and how this linguistic variation affects English language learning and teaching. Moreover, their attitudes towards using these codes are extremely important.

In order to understand this linguistic phenomenon, a study has been conducted to investigate the different reasons leading to A.A, F.R and English cs among students and teachers as well and how it influences foreign language learning and teaching. Furthermore, this research work was conducted mainly to answer the following questions:

- 1- What motivates students to switch from one language to the other?
- 2- Does C.S affect English language learning and teaching?

Therefore, the following hypotheses were studied.

1. Students switch from one code to the other to show off linguistic competence and compensate for the deficiency.
2. Code-switching constrains the teaching and learning of the English language.

The main target of this study was to reach the findings that can either confirm or deny the hypotheses and figure out how teachers act and react within this linguistic variation.

Indeed, this research work was divided into two chapters. The first chapter was concerned mainly with the theoretical part which included some definitions, quotations given by different scholars and linguists about the phenomenon of cs. It gave us deeper insights about this linguistic situation and an extended

understanding which makes our work easier by giving some illustrations and examples.

Besides, the second chapter dealt with the practical part in which data were analyzed both quantitatively and qualitatively through the use of two research instruments: the questionnaires and observation. The questionnaire was administered to students and teachers as well. This chapter was devoted mainly to the methodology used, data analysis seemed to confirm one hypothesis and reject the other.

During the course of fulfilling this study, the findings were subject at least to these two limitations. The students were unwilling to participate due to their hesitancy in taking some actions. Second, inadequate sources and studies with similar objectives.

Moreover, it is recommended that further research needs to be undertaken. It would be interesting to assess the effects of cs upon foreign language learning and teaching, how to reduce the reasons of the occurrence of this phenomenon and how to prevent students and teachers' use of code switching in classroom setting.

Therefore, there are important changes which need to be made. Firstly, students as well as teachers have to use cs within limits. Firstly, students should only switch when they encounter some difficulty to continue a conversation in the target language. Teachers need to use the target language persistently and continuously.

They should avoid restating instructions in the first language which have been already explained in the target language. Another important practical implication is that they need to create a target language environment, where the teachers incorporate the use of visual aids like videos, posters and magazines.

They should also allow discourse markers and filler words in the effect that students can manage the flow of their ideas without lapsing in the native language. Furthermore, it is recommendable for teachers to make use of cognates and T.L

synonyms. Considerably, more work should be carried out on how to prevent students and teachers code switching in the classroom setting.

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Appendices

Appendix A:

Students' Questionnaire

Dear informants,

This questionnaire is a part of a research work in sociolinguistics. It is designed for the sake of seeking language information about why master students switch between English, French and Algerian Arabic languages in the classroom setting. You are kindly requested to fill in this questionnaire and comment when necessary. Tick when appropriate; please. More than one answer can be given when necessary.

Gender: -Male -Female

Age:

1. Do you speak French?
-Yes -No

2. How is your level in French?
-Good -Fairly good
-Average -None

3. Do you mix between English, French and Algerian Arabic inside the department?

-Yes

-No

Why?.....

4. Does code switching reflect the speaker's profile?

-Yes -No

5. Do bilingual speakers make use of borrowed instances rather than code switched utterances?

-Yes

-No

Justify.....

6. Why do you switch?

-Linguistic inefficiency

-showing off

-mastery of the three codes

-State other answers if possible.....

7. Which language do you find useful for interaction in class?

-English

-French

-Algerian Arabic

8. What do you think about people who code switch?

-Knowledgeable and perceptive

-Pretend to be learned and educated

-Dominate both languages

9. What do you think about the alternation between French and English among students?

10. What is the important role of code switching according to you?.....

11. For how much time can you carry out speaking in one language?.....

12. Do you think that C.S has negative effects on foreign language learners ?.....

-Thank you for your collaboration.

Appendix B Teacher's questionnaire

Dear teacher,

The purpose of this questionnaire is to gather data about the reasons for which teachers switch between different codes; Algerian Arabic, French and English and its impact on teaching English as a first foreign language. You are kindly requested to answer the following questions:

1- Do you use only English language for teaching?

Yes No

2- Is it necessary to use more than one language?

Yes No

If yes why?.....

3- Do you agree about the usage of code switching to simplify the explanation for the students?

-Sometimes

-Always

-Never

4- How many codes do you often switch between during your lectures?.....

5- To what extent do you believe that switching among university teachers is a useful method to facilitate the process of communication?.....

6- How do you evaluate students using more than one code to express their ideas?.....

7- Does cs help in the process of teaching and learning the English

language?.....

8- How does cs affect FLL and teaching?

Thank you for your collaboration

الملخص:

الهدف الرئيسي للدراسة الحالية هو تحديد الأسباب و التي بموجبها يقوم طلبة ماستر 1 لغة انجليزية في جامعة تلمسان بالتنقل من لغة إلى أخرى داخل القسم. وكيف يمكن لهذا التنقل اللغوي المستمر والعفوي أن يؤثر على تعلم وتعليم اللغة الانجليزية. أجريت دراسة حالة، تم الاعتماد فيها على الملاحظة بالإضافة إلى استبيان تم توجيهه إلى الطلبة و أساتذة اللغة الانجليزية ذوي اختصاصات مختلفة. تبين أن السبب الرئيسي وراء هذا التنقل يكمن في انعدام الاكتفاء اللغوي لدى الطلبة أو التباهي بالمهارات اللغوية ، والذي يؤثر سلبا على تعلم و تعليم اللغة الانجليزية في حال ما كان استعماله مبالغ فيه .

الكلمات المفتاحية: التنقل اللغوي , انعدام الاكتفاء اللغوي, التباهي بالمهارات اللغوية , الملاحظة , استبيان .

Résumé :

L'objectif de cette étude est de déterminer les facteurs pour lesquels un nombre universitaire de master de l'université de Tlemcen se change d'une langue à l'autre dans le cadre de la classe et savoir comment cette alternation de code persistante et spontanée peut affecter l'apprentissage et l'enseignement de la langue anglaise. Une étude de cas a été réalisée qui répondait sur l'utilisation de l'observation en plus d'un questionnaire qui était administré à la fois aux étudiants et aux enseignants qui avait différents domaines de spécialité, selon les résultats obtenus de la collecte et de l'analyse des données, il a été relevé que les facteurs principaux qui se cache derrière le changement de code des étudiants est due à une déficience de langue ou à des compétences linguistiques, il partagent une opinion connue que la communication de code affecte négativement l'apprentissage et l'enseignement de la langue seulement si elle est sur utilisée.

Mots clés: alternation de code, déficience de la langue, l'affichage de compétences linguistiques , observation, questionnaire.

Summary :

The objective of the present study is to determine the factors for which Master one English students at Tlemcen University switch from one language to the other in classroom setting and know how this persistent and spontaneous code switching may affect English language learning and teaching. A case study was conducted which relied on the use of observation in addition to a questionnaire which was administered both to students and teachers who have different fields of specialism. According to the results obtained from gathering and analyzing data, it has been revealed that the main factors which lie behind students code switching is due to language deficiency or language skills showing. They share a common view that code switching affects negatively English language learning and teaching only if it is overused.

Keywords: code-switching, language deficiency, language skills showing, observation, questionnaire.