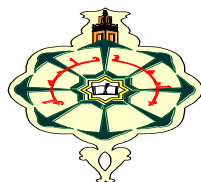


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University of Tlemcen
Faculty of letters and Languages
Department of English

Arabic-French-English Code Switching among Students of English
Department at Tlemcen University.

Dissertation submitted to the Department of English as a partial
Fulfillment of the requirements for the degree of Master in Language Studies

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DEDICATION

I would like to dedicate my work.....

To my father for earning an honest living for us, without him I'm nothing.

To my mother, who taught and encourage me to trust in ALLAH.

My parents, you are the reason of what I become today thanks for your strong support and continuous care.

To my beloved grandmother, thank for your prayers and advice.

To my sisters, Asma and Wafaa, who have been my inspiration and my soul mates, and my brothers Yacine and Abdelilleh

To my best friends, Asma, Ibtissam, Hanan, Souad, Sara, Fatima, Nawal and Khalida with whom I shared both good souvenirs and hard times.

To all my family without exception.

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ABSTRACT

Algeria is a multilingual country as it has various languages, the contact between those languages lead to the appearance of many types of Code Switching such as Arabic/French, Arabic/Berber,...However, in this research paper, our interest centered around the alternation between Arabic, French and English among students of English Department at Tlemcen University. This research work started by discussing the sociolinguistic situation of Algeria which is characterized by the existence of Arabic with its varieties, French, Berber and English. Adding to a description of different language phenomena related to Code Switching (Bilingualism, Diglossia, Borrowing, Code Mixing), it also sheds light on the phenomenon of Code Switching in details. This work aims at analyzing functions and reasons that lead EFL students to codeswitch during their daily speech communication inside the department. In order to find answers to our questions, a questionnaire which addressed for 60 students and some recordings were used as research tools to collect quantitative and qualitative data which were represented by figures and tables. The results showed that students code switch for specific reasons (unconsciously to clarify words and phrases) according to specific situations(to the persons they are speaking with and the topic being discussed).

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List of Abbreviations

- AA** Algerian Arabic.
- A.F** Absolute Frequency.
- AR** Arabic.
- BR** Berber.
- CA** Classical Arabic.
- CM** Code Mixing.
- CS** Code Switching.
- EFL** English as a Foreign Language.
- EGP** English for General Purposes.
- ENG** English.
- ESP** English for Specific Purposes.
- FR** French.
- H** high variety.
- L** low variety.
- MSA** Modern Standard Arabic.
- R.F** Relative Frequency.

List of Arabic Phonetic Symbols

<i>Arabic letters</i>	<i>Transcription</i>
ا	ʔ
ب	b
ت	t
ث	θ
ج	dʒ
ح	ħ
خ	x
د	d
ذ	ð
ر	r
ز	z
س	s
ش	ʃ
ص	ʂ
ض	ʒ
ط	t
ظ	z
ع	ʕ
غ	ɣ
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
ه	h
و	w
ي	j

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Code Switching is a linguistic behaviour that is widespread in bilingual and multilingual societies. It is the most common phenomenon that attracts the attention of many scholars and sociolinguists in the past and even in present studies.

Algeria is one of the multilingual communities which is widely known by its diversity and complexity, since different language varieties are used for communication; Modern Standard Arabic, Algerian Arabic, Berber, French, and English. The use of these varieties leads to different sociolinguistic phenomena like Bilingualism, Borrowing, Code switching and Code mixing...

This research work attempts to study Code Switching among EFL students from all levels at the English Departments for Tlemcen University. First, it aims at shedding light on the phenomenon of Code Switching and tries to investigate how students deal with the alternation between the three language varieties: Arabic, French, and English. It attempts to find out various reasons behind students' code switching inside the department. Therefore two research questions have been formulated, as structured below:

1-What are the reasons that lead students of English Departments at Tlemcen University to code switch?

2-Do students prefer to code switch from Arabic to French or from Arabic to English in their daily conversations inside the Department. Why?

In order to provide empirically convincing answers to these questions, the following hypotheses are raised:

1-Students code switch to attract attention and to prove mastery of languages.

2-Students prefer to code switch from Arabic to French unconsciously in their daily conversations inside the Department.

In order to prove and check the validity of the hypotheses, a questionnaire has been submitted and recordings have been given to students of the above mentioned department for collecting the required data.

The present research work consists of two chapters, the first one deals with literature review which includes the historical background of the existing languages in the Algerian community and its sociolinguistic profile. It comprises a description of the main language contact phenomena that exist in the Algerian society and includes a clear description and explanation of the phenomenon of Code Switching.

The second chapter is concerned with research methodology; it presents different research instruments used for collecting data, adding to analyzing and discussing the obtained results, from the aforementioned research tools. This chapter aims at check the validity of the research hypotheses.

CHAPTER ONE

LITERATURE REVIEW

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1.1 Introduction

Algeria is a multilingual society since different code are used by the Algerian community, as concerns; Modern Standard Arabic, Berber, Algerian Arabic, French and English. This chapter consists of two distinct parts: the first one deals with a brief historical background of Algeria in addition to its sociolinguistic profile. Besides, this section aims to introduce the most important linguistic phenomena that exist in the Algerian speech community in terms of language contact including Bilingualism, Diglossia, Code Switching, Code mixing, and Borrowing.

The second, on the other side strives to present the history of Code Switching, along with its different forms including [inter-sentential, intra-sentential and tag-switching], as well as its types [situational –metaphorical and conversational], in addition to its purposes. And as a concluding section, this chapter ends up with a brief explanation about attitudes towards Code Switching.

1.2 A Brief Historical Background of Algeria

The history of Algeria witnessed many invasions through time. Thus, Berbers were the first inhabitants of North Africa; “Tamazight” represented their language for 5000 years. It is regarded as an old language. Algeria was prevalent by different external communities. Phoenician were the first comers to the north of Africa who established Cartage (in the present day Tunisia) behind small settlements in that zone, were followed by the Romans. Romans took control over Algeria. So they annexed Berber region to the Roman Empire. Later on, Vandals invaders came from north Europe under a Germanic tribe which stayed in Algeria about one century and destroyed the Roman power. In 534 Byzantines attacked Vandals and remained in Algeria until the arrival of Arabs. (Benrabeh 2014:43).

The Arabs brought Islam as a new religion and Arabic as a new language that influenced Northern African countries, among which Algeria is a case in different domains including social, cultural, economic, politic domains. After the Spanish invasion settled in Algeria, Ottomans captured Algiers as capital and as a part of

Ottoman Empire because it put the nation under the Turkish protectorate, during more than 300 years.

In 1830, French invaded Algeria, and it became a French colony .Then, French colonialism divided the country into three French units (Algiers; Oran; Constantine) Thereafter, Algeria knows many massacres and many Algerians were killed by French forces. The population had resisted for a long period of time, till Algeria gained the independence in 1962. (Benrabeh 2014: 44)

1.3 The Sociolinguistic Profile of Algeria

Algeria has a very complex and rich sociolinguistic profile, due to the various invasions that settled in the country through history. Therefore, Algerian society was influenced in all fields of society mainly linguistically. The linguistic situation is characterized by the existence of many language varieties. Arabic is the national and the official language, with its varieties: Classical Arabic (CA); Modern Standard Arabic (MSA) and Algerian Arabic (AA) .French as the first foreign language, Tamazight is used in kabylie and some places in Algeria, considered as a official language in the country .English as the second foreign language.

1.3.1 Arabic

The Arabic language is classified as a Semitic language that is spoken by more than 300 million people around the world. In Algeria, the Arabic language is represented under two versions: Classical Arabic and Modern Standard Arabic, adding to its colloquial or vernacular variety which is named Algerian Arabic that is going to be explained in the coming lines.

1.3.1.1 Classical Arabic

Classical Arabic is the language of the Holy Qur'an and the Arabic heritage; it is used in the official transactions and the codification of poetry, prose and intellectual production and literature in general. CA is also known Fus'ha and it is a written language and no one's mother tongue (Mokhtar 2018, 134)

All over the world, more than one billion Muslims use CA necessary in oral reciting of the Qur'an in their prayers at homes and mosques, whatever their mother tongue is. In the same context, Houghton and Miftin says: "*Classical Arabic is used by approximately one billion Muslims for prayer and scholarly religious discourse*" (1994:412 cited in Mokhtar 134;2018)

1.3.1.2 Modern Standard Arabic

Modern Standard Arabic (MSA) is the most widely Arabic version that is used in Arab regions, and it is the modernized form of Classical Arabic. Moreover, it is used as the only means of communication when there is no mutual intelligibility between people of different dialect of Arabic. (Sayahi: 2014, 24).

MSA is the official and the national language of Algeria, since its independence in 1962. Then, the Algerian constitution introduced Arabization policy in the country, the implementation of this law consists in using Arabic language in all administrations and education institutions and it is applied also to all public meetings and debates.

Today, MSA is used in media, TV programs, movies, newspaper, radio, and work places; it also is utilized in government where some politicians speak in MSA in their speech. Furthermore, it is a tool used in different levels of instruction (school and universities for teaching and learning purposes).

1.3.1.3 Algerian Arabic

Algerian Arabic is a dialect of the standard Arabic language used in the region of Algeria. AA is the mother tongue of Algerian population; it is also called "Dardja". AA is the main variety of Algeria in which Algerians use it in their daily life and in informal conversation and informal online communication since after the development of the social media.

AA is the language of Algerian home and streets i.e., it is the vernacular variety and each of the Algerian regions has its own accent. Through history, Algerian

dialect has been characterized by different borrowed words from French, Spanish, Turkish and other languages.

1.3.2 Berber

Berber is a very old language which belongs to Hamito-Semitic (Afro-Asiatic) language family. It is called “Tamazight” which is spoken by Amazigh who are considered as the original inhabitants of Algeria. In this regard Benrabeu says: *“According to Ibn Khaldun (2003; 125) the great maghribi historian and sociologist of the 14th century, the oldest and original people living in the northern coast of North Africa are the berbers”*(32:2014)

Berber language has become an official and national language of Algeria after a decision of the constitution in 2002 and in 2005, statistics of population showed that berbers are valued around 6 to 7 million out of 32 million residents. (Benrabeu, 2014:32)

Tamazight language is divided into four main varieties spoken by the Amazigh population. First Kabyle situated in north Algeria exactly in Bouira, Tiziouzo, Bejaia, Setif, Jijel, Borj Bou Arrerdj , and it is the most spoken variety according to the other berber varieties . kabylian taught the Tamazight language in their schools and universities. Second, Chaouis speak “Shawia” and it is centered in the south of Constantine and Aures mountains. Third, Mzabi variety which is located in Mzab region, in Sahara, in Ghardaia. The last variety is called “Targui” which is spoken by Tuaregs who live in Hoggar mountain in the south of Algeria.(Benrabeu,2014:45)

1.3.3 French

During the French colonialism in Algeria, the French authorities neglected all what is related to Arabic and Berber by replacing French language in all communities, in education system and culture, But after the Algerian independence in 1962, the Algerian government announced that the Arabic is the official language, and they replaced French by Arabic in all domains, in schools,

administration, business..., this movement is known as arabization policy but it was not successful at the social level. Today French is used along with Modern Standard Arabic in administration; education and mass media, it can be used in street and shops names, ect... furthermore, it is present in the conversation at homes with family members, in streets for instance with friends and so forth. So the French language is a part of Algerian daily speech. The French language is taught in primary school till the secondary level and also in universities as a language of instruction in scientific fields such as biology, medicine, technology, mathematics and chemistry.

1.3.4 English

English is considered as a second foreign language in Algeria after French. It is taught in Algerian schools from the first year of the middle school till the last year of secondary school, and in universities also for general purposes for students who wish to specialize in English studies (EGP) and for specific purposes. It is taught in numerous departments as a separate module rather than a linguistic tool to study different specialties (ESP). In Algeria, speakers of the English are generally viewed as educated and intellectual persons because the English language is learned at school only.

1.4 Language Contact in Algeria

Algeria is considered as a multilingual society because there is more than one language in the country, Arabic is the language of Islam and Qur'an and the official language of Algeria. Algerian Arabic is the mother tongue of the majority of the community. Berber is an official language of the country with different varieties (Chaoui; Kabyle...). In addition to French which is considered as the first foreign language and English as the second foreign language in Algeria.

The contact between those languages and their varieties form a particular sociolinguistic situation, which is described by different language phenomena that include: diglossia, code switching, code mixing, and borrowing.

1.4.1 Bilingualism

Bilingualism is the capacity of a person to use two languages or more, therefore scholars and linguists define this sociolinguistic complex phenomenon differently along with the level of proficiency, According to Bloomfield bilingual is seen as “*native-like control of two languages* “(1933, 56) that is to say, the perfect use of both languages in all skills by a bilingual speaker in equal way, like a native speaker.

In the same line of thought, Weinreich considers bilingualism as “*the practice of alternately using two languages* “(1953, 1). Haugen states also that bilingualism began with the ability to produce meaningful utterances in the second language (1953, 7).

In contrast, Macnamara (1967) claims that a bilingual is the one speaker who has a minimal competence in one of the four language skills, listening comprehension, speaking, reading, and writing besides his/her mother tongue. Myers Scotton (2006, 3) says:”*it is not necessary to a person to have a complete mastery to being a bilingual*”.

Generally speaking, earlier definitions of this phenomenon are concerned with the mastery of the both languages and the later definitions refer to minimal competence in the second language.

1.4.1.1 Types of bilingualism

Bilingualism can be classified into categories which are discussed by weinreich (1953) namely; compound, coordinate, subordinate bilingualism.

Compound Bilingualism: means that bilinguals learn two languages in the same context and situation, so words of both languages have the same meaning.(Weinreich,1953)

Coordinate Bilingualism: learners are taught two languages in separate environments, so words of those languages are stored separately in their

mind and each word has different meanings. For example: French student learn English, to listen =écouter. (Weinreich, 1953)

Subordinate bilingualism: in this type, bilinguals assume that second language is interpreted through their first language. (Weinreich, 1953)

Bilingualism is also classified into two other categories: balanced and unbalanced bilinguals on one hand, active and passive bilinguals in the other hand.

Balanced bilinguals “simultaneous”: bilinguals in this type, have the same degree of proficiency and mastery in both languages. And they are not considered as native speaker, in other words they are able to use and understand both languages.

Unbalanced bilinguals “dominant”: in this category, bilinguals are more competent in one language than the other language(s). usually the mother tongue is the dominant language.

Active bilinguals: are competent enough to use both languages in conversation properly. They possess performance in four language skills (listening, speaking, reading and writing) in both languages.

Passive bilinguals: in this case, bilingual has the ability to understand the second language but not to speak that language.

1.4.1.2 Bilingualism in the Algerian Context

Algeria is considered as a multilingual country where French appears side by side with the Algerian Arabic due to the long period of French colonialism (1830-1962), French was the official language during the French occupation, Algerians had the ability to understand and speak French language because they were always in touch contact with French settlers. In other words, they were proficient in the French. Thus, the Algerian speakers were competent as a “balanced bilinguals”. But After the Algerian independence, Algerians’ were not as competent speakers of

French as it is the case of Arabic because of the introduction of the Arabization process .So the new generation are “unbalanced bilinguals”

There is another classification of Algerian bilingualism which divides Algerian speakers into two groups; active and passive bilinguals.

Passive bilingual are those people who can only understand French that is to say they have receptive skills in French. On the other side, the active bilingual are those who can understand, read and write in both languages, the Algerian speakers in this case are those persons who speak French that means they have a perceptive and productive skills in both languages.

The existence of many linguistic varieties in the Algerian context has given birth to other linguistic phenomena beside bilingualism, like diglossia.

1.5 Diglossia

Diglossia is the use of two varieties of the same language .It was originated by the Greek philologist Loannis Psicharis (1854; 1929) who was the first person to introduce it in his study that concerned the existence of two varieties in the Greek which are the formal Katharevousa and the vernacular Demotik.(Sayahi:2014,2)

The scholar Marçais uses the term Diglossia in his research entitled as “La Diglossie Arabe” ‘Arabic Diglossia’ who studied the linguistic situation of Arabic. He defined diglossia in Arabic language with its two forms: the classical Arabic is the written form used in newspapers, articles scientific works and everything that is written and the second form which is the spoken variety that is used in daily life conversation, in all communities.(Sayahi: 2014,3)

Later on Ferguson.(1959; 336) studied the notion of Diglossia defining it as follows:

A relatively stable language situation in which, in addition to the primary dialects of the languages(which many include a standard or regional standards), there is a very divergent, highly codified(often grammatically more complex) superposed variety , the vehicle of a large and respected body of written literature ,

either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes, but it is used by any sector of the community for ordinary conversation.

According to Ferguson, the standard form represents the high variety and the vernacular variety is regarded as the low one. He distinguishes between these two forms of the same language by a number of characteristics that are as follow: function, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon, and phonology.

According to specific functions of the two varieties, Ferguson divided two forms to a high and low variety that means, each variety is used in different specific domains. For instance, in Algeria, the high variety Modern Standard Arabic is used in newspapers, government, schools and universities. While the low variety Algerian Dialect is used in daily life conversations with family members and friends. Second, the high variety is more prestigious than the low one. In this regard, Ferguson noticed that Arabic speakers believed that the high ‘standard Arabic’ is more beautiful, logical and better to express important thoughts than the Arabic dialect .(1959, 237).

Also the ‘H’ variety has a literary heritage while ‘L’ variety does not have written poetries and prose for instance.

Adding to this H variety is distinguished from L according to their acquisition. Therefore children acquire the L variety naturally at home as their mother tongue while the standard form is learnt at schools. Another characteristic is standardization in which the classical variety is codified with dictionaries and grammar books and with norms of vocabulary and pronunciation. In contrast, the colloquial variety is not standardized; it is only spoken without written form.

Ferguson noted that diglossia is stable and it persists and does not change over centuries. In addition there are many differences between the grammatical structures. Hence the grammatical strategies of high variety are complex and more

developed than that of L variety. There are some vocabulary words that exist in the high variety which are totally unavailable in the low variety and vice versa. And the phonological system of the both varieties is quite close and sometimes the same. (1959:235.244).

Then, Fishman (1972,92) extended the concept of Diglossia as:

Diglossia exists not only in multilingual societies which recognize several languages and not only in societies that utilize vernacular and classical varieties , but also in societies which employ several dialects , register or functionally differentiated varieties of whatever kind.

According to Fishman, the term extended Diglossia is the use of two distinct languages genetically unrelated in term of High and Low varieties.

1.5 Diglossia in the Algerian Context

Algeria is a Diglossic community due to the existence of two varieties of the same language, one is high and the other is low. The Arabic language is concerned with its varieties; standard Arabic is representing the high form which is used in government, formal speech, schools and universities. Whereas the Algerian (colloquial) Arabic is spoken in daily life conversation at home and outside it. In addition Extended Diglossia is present in the Algerian society, in which French language is the high variety generally it is found in administrations and some work places behind the Algerian dialect.

1.6 Borrowing

Speakers use words from different languages in order to explain and describe a particular idea or an object, which has no equivalent words in the mother tongue .This phenomenon is known as “Borrowing”. Many linguists define it as follow:

Hornby defines as ”*a word, a phrase or an idea that sb [somebody] has taken from another person’s work or from another language and is used their own*” (2005:69)

Hudson states that “...*borrowing involves mixing the systems themselves, because an item is ‘borrowed’ from one language to become a part of the other language*”. (1996:55)

Spolsky states that “*the switching of words is the beginning of borrowing which occurs when the new word becomes more or less integrated into the second language*“.(1998:49)

1.6 Borrowing in the Algerian context

Algerian population use many borrowed words in their daily conversation, it is the result of the contact with the different invasions that settled the country through history. Algerian Arabic includes some Turkish, Spanish, French, and some Italian words too, and this table strives to show some loanwords that are borrowed from foreign languages, and also stating their origins.

Algerian Arabic	Origin words	Translation	Origin language
[<i>tablah</i>]	Table	Table	French
[<i>boli:si:</i>]	Policier	police man	French
[<i>blu:zah</i>]	Blusa	Blouse	Spanish
[<i>siymanah</i>]	Semana	Week	Spanish
[<i>qoti:</i>]	Kutu	A can	Turkish
[<i>qahwadzi:</i>]	Kahveci	Waiter	Turkish
[<i>fi:fta</i>]	Festa	Party	Italian

Table 1.1: Foreign Borrowed Words.

1.7 Code Mixing

In the field of language contact, several linguists and scholars have attempted to define the concept of Code Switching and Code Mixing. Many of them argue that there is a difference between these two phenomena while others argues that these two terms are the same. Bokamba says (1989:278):

Code-Switching is the mixing of words, phrases and sentences from two distinct grammatical systems or subsystems across sentence

boundaries within the same speech event...Code Mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants infer what is intended, or when they reconcile what they hear with what they understand.

In other word, CM is referred to switching of languages which occurs within the same sentence.

1.8 Code Switching

In bilingual or multilingual communities, speakers use two or more languages or varieties in their daily life conversation. This alternative use of languages is called "Code Switching ". The phenomenon of Code Switching (hereafter CS) has been studied by many scholars and linguists, and it has been given various definitions and explanations to this term. According to Milroy and Muysken CS is defines as" *The alternative use by bilinguals of two or more languages in the same conversation*" (1995:7).

Gumpers (1982) states that CS is "*The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.*" (59) , In other terms, Gumpers the use of CS occurs not only between languages but also with varieties of the same language, in the same line of thought, Romaine(1994,62) says that:

...many linguists use the term 'code switching'; the term 'code', like 'variety', is a neutral one and does not commit us to taking a decision as to whether the varieties or codes concerned constitute languages or dialects.

Myers Scotton (1993,1) refers to the term of CS as "*the use of two or more languages within the same conversation*".

1.8.1 Code Switching in Algeria

Code switching is related to the Algerian context, Algerians codeswitch between Algerian Arabic or Berber and other languages including Modern standard Arabic, Berber, English and most of the time French due to the existence of French colonialism in the country for a long period that strongly influenced the Algerian speakers, for example:

A conversation between two students:

A: bonjour Ibtissem ,kiraki?

[bonjour,Ibtisem ,kirakī ?]

Good morning Ibtissem, how are you?

B: labass hamdoulleh, mais je n'ai pas bien dormi hier.

[labas hamdūleh, mais j'ai pas bien dormi hier]

Fine, but i did not sleep well last night.

A: w ʕlech ?

[W ʕleʃ?]

And why?

B :parce que tfarajet film felil .

[parce que tfaradzet film felil]

Because I watched a movie at night.

A : c'est quoi le genre de ce film ?

What is the gener of this movie?

B :un film d'horreur ,il faut tatferjilah.

[un film d'horreur, il faut tatferdžilah .]

A horror movie, you should watch it.

A :oui pourquoi pas ,siftihli manbaʕd.

[oui pourquoi pas,siftihli manbaʕd]

Why not, send it to me later on.

1.8.2 The History of Code Switching

The study of Code Switching goes back to the 1940s and the early 1950s where there was a lack of interest in language contact phenomena, and studies were based on monolingual ideology. Weinreich and Haugen are the first linguists that focus on the study of Code Switching, Weinreich considers CS as «*deviant behaviour pattern*» (1953,1) and Haugen states that CS appears when speakers: *”may switch rapidly from one [language] to the other, but at any given moment ,they are speaking only one, even when they resort to the other for assistance “(1950, 211)*

In addition to this Vogt (1954) mentioned in his article (inspired by weinreich) that code switching is a psychological phenomenon i.e.: *”Code Switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one, and its causes are obviously extra-linguistic” (1954, 368).*

Gumperz (1957-1964) who brought a new vision of the study of CS, was inspired by Jacobson’s presentation of Code Switching as a conversational phenomenon. His concern was on studying CS from a social perspective, in which each code has a precise social function. This work was carried out in India.

Furthermore, MyresScotton(1993) introduces a theory named “Markdness Model”. She tried to explain motivation and function that lead speakers to code switch according to her “Markdness Model” is *:[...] an explanation accounting for speakers , socio-psychological motivations when they engage in code switching” (1993;75)* , therefore, the speaker makes the choice of code by the negotiation of social rules in the conversation .in her model, she said that there norms and rules of communication , these norms are called Rights and Obligations sets (hereafter RO), she argues that *“RO is an abstract construct derived from situational factors standing for the attitudes and expectations of the participants towards one another”(1993;83)*, in other word, the speakers choose the appropriate linguistic code according to the situation.

Myres-Scotton differentiates marked from unmarked code switching “*Code choices fall along a continuum as more or less marked*”(1993;82) ,for her CS depends on both the speaker and the audience also she claims that speakers are aware of the effect of their switch and this is what make the distinction between marked and unmarked choice. In contast to Gumperz (1982) who claims that bilingual speakers are not aware when they use code switching. Adding to that, Myres-Scotton proposed three maxim of choice; marked, unmarked and explatory choice maxim.

1.8.2 Forms of Code Switching

There are three forms of Code Switching: inter-sentential, intra-sentential and tag-switching, were defined by Poplack (1980)

1.8.2.1 Inter-sentential code switching

The alternation takes place between sentences or clauses where each clause or sentence is in different language. Myers says that: “*inter-sentential code switching swiches involves swiches from one language to another between sentences: a whole sentence (or more than one sentence)*” (1997; 03)

For example :

Majitch lbarah par ce que j’étais malade.

[*madžitf lbarah parce que j’étais malade*].

I did not come yesterday because I was ill.

1.8.2.2 Intra-sentential code switching

Intra-sentential occurs within a sentence boundary between two languages in the same discourse. Myers states (1994, 04): “intra-sentential swiches occur within the same sentence or sentence fragment “, for some scholars it is known as code mixing.

As far the Algerian society is concerned switching between Algerian Arabic and French, for example:

S'il vous plait; golili la poste jdida fayen jaya?

[*s'il vous plait ;golili la poste zdida fajan dzaja*]

Please; tell me where the post office is situated?

1.8.2.3 Tag-switching

Tag-switching means the insertion of a tag in one language into an utterance which is in the other language (Romaine 1995,22). According to Mugsken (1987) it is "the use of tag, a discourse marker, or a conversation marker in a language that is entirely different from the language of the sentence into which it is inverted."(118).

This type of code switching is very simple and does not need a great command of both languages. For example:

Walat haja s3iba beh talkay khedma had yamat,you know.

Meaning: It is difficult to find a work in this period, you know.

1.8.3 Types of Code Switching

Bloom and Gumperz(1972) introduces two types of Code Switching : Situational and Metaphorical codes. Later on, Gumperz (1982) developed the type of metaphorical code switching and introduced the term Conversational Code switching.

1.8.3.1 Situational Code Switching

Bloom and Gumperz (1972, 425) states that "*the notion of situational switching assumes a direct relationship between language and social situation* "It is driven by a particular situation where speakers use one language in one situation and another in a different one ,depending on the context or on his interlocutor. For example :the Algerian speakers use the mixture between Algerian Arabic and

Modern Standard Arabic religions-based topics and they use the Algerian Arabic at home with family and friends.

1.8.3.2 Metaphorical Code Switching

Metaphorical Code Switching occurs when individuals chose the language depending on the situation to achieve a certain communication effect, in which the speakers code switch at a specific period of time in the conversation for a specific reason. For example: at home (where it would expect to Algerian Arabic), members of family might switch from AA to MSA when discussing about politics. As Myers Scotton and Ury(1977;05) argues :*"metaphorical switching also depends on societal agreements"*

1.8.3.3 Conversational Code Switching

Gumperz (1982) uses the term Conversational code switching rather than metaphorical code switching in which he defines it as :*"the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems"*(1982 ;59) . In other word, the alternation occurs when the speakers use the second language restate their messages or statement.

Conversational code switching is used for communicative purposes as Gumperz says (1982; 75_84) that Conversational code switching has some features like quotations, reiteration, message qualification and personalization versus objectification.

1.8.4 Reasons for Code Switching

Bilinguals code-shift from one language to another for various reasons. According to Trudgill (2000:81): *"the same speaker uses different linguistic varieties in different situations and for different purposes"*.

In everyday speech communities, speakers switch between codes to convey both social and linguistic meaning during conversation. Gumperz (1982; 144) give examples of situation to convey the meaning above:

- To appeal to the literate.
- To appeal to the illiterate.
- To convey precise meaning.
- To ease communication, i.e, utilizing the shortest and the easiest route.
- To capture attention, i.e., stylistic, emphatic, emotional.
- To emphasize a point.
- To communicate more effectively.
- To identify with a particular group.
- To close the status gap.
- To establish goodwill and support.

Furthermore, Crystal(1987) gives potential reasons for code switching: first, the speaker may not have the ability to express himself or herself with just one language and the alternation between two languages may fulfill the insufficient gaps. Second, code switching happens when the individual hopes to cross the solidarity with a special social group.

In the same line of thought, Grosjean (1982) proposes some reasons for code switching, for instance, some bilinguals mix between languages when they do not find suitable words or expressions or when there is no convenient translation for the language being used. Likewise Spolsky (1998, 49) has provided some causes that lead bilinguals to use code switching:

For a bilingual,shifting for convenience [choosing the available word or phrase on the basis of easy availability]is commonly related to topics,Showing the effect of domain differences,a speaker's vocabulary will develop differentially for different topics in the two languages.Thus,speakers of a language who have

received advanced education in a professional field in a second language will usually not be able to use the terms in their native language.

1.8.5 Attitudes towards Code Switching

Attitudes of speakers towards Code Switching could be either positive or negative. Therefore people who have positive attitudes believe that is a beneficial phenomenon or a good habit. However, from a negative point of view, others think it makes language lose its purity; it is either a sign of lack of identity or a bad habit.

Individuals can have attitudes towards speakers that shift between codes; for instance, they consider them as intellectuals, sophisticated, having a weak personality or they master more than one language.

1.9 Conclusion

This chapter has summarized in the first part, the historical background that influences Algerian's current sociolinguistic situation which is characterized by the existence of many languages and language varieties, also this part also strives to explain the results of linguistic phenomena when those varieties come into contact.

On the other hand, the second part of this chapter, has presented the theoretical background of the phenomenon of Code Switching dealing with its different types and forms of Code Switching. In addition, this section focuses on its reasons and its concluding section sheds light on attitudes towards this phenomenon.

CHAPTER TWO

***Research Methodology, Data Analysis
and Discussion the results***

CHAPTER TWO: Research Methodology, Data Analysis and Discussion of the Results

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2.1 Introduction

The second chapter is concerned with the practical part. It attempts to give an overview about research design, instruments and sample population. In addition, it deals with the analysis of collected data obtained from the chosen research instruments, and discussing their results afterwards.

2.2 The context of the study

Algeria is a multilingual society due to the existence of many codes namely; Arabic with its varieties; Berber and French, those are spoken by the Algerian population, and recently English language is also used by the young generation. The contact between those languages leads to different sociolinguistic phenomena such as Bilingualism, Diglossia, and Code Switching. This last is one of the chances for Algerian bilinguals to alternate between those codes, and even university students. This research work examines how first, second, third and even master students of English departments in Tlemcen University deal with this alternation.

2.3 Problem statement

Code Switching is a wild world linguistic phenomenon that attracts the attention and it has the interest of various scholars and sociolinguists, where it has been studied from several points of view. Code Switching occurs and exists strongly among Algerian community. Though, bilinguals have many reasons behind their alternation between codes in their daily conversations. This research work tries to know those reasons that lead Algerian bilinguals and specially students of English department to code switch, It also attempts to find out if those reasons and factors are changing according to the given situation or not.

2.4 Research questions

The present study aims at raising the following research questions:

-What are the reasons that lead students of English Department to code switch?

-Do students prefer to code switch, from Arabic to French or from Arabic to English in their daily conversations inside departments. Why?

2.5 Research hypotheses

The research paper examines the following research hypotheses:

- Students code switch to attract attention and to prove mastery of languages.
- Students prefer to code switch from Arabic to French unconsciously in their daily life conversations inside the departments.

2.6 Sample population

The informants were students of English Department at Tlemcen University. However from this larger population, 60 students were randomly selected from license and master levels of university education. The participants include both males and females, from all of ages.

2.7 Research Instruments and Methodology

The research tools used in this case study for collecting data are: questionnaire and recordings with students.

2.7.1 Questionnaire

A questionnaire is defined as a research instrument that is composed of a number of questions aiming to collect information from respondents, as it is stated by Brown:

“ any written instruments that present respondents with a series of questions or statements to which they are to react by writing out their answers or selecting them among existing answers” (2001:6).

It consists of three types of questions, close, open and multiple choice questions , which are used for both quantitative and qualitative purposes.

In our research work, a questionnaire has been used as a research instrument for collecting data concerned with both quantitative and qualitative data. Therefore, the informants were requested to answer multiple choice questions by putting a tick in the appropriate answers from a series of possibilities .and at times giving comments when necessary. The questionnaire was written in English version, as all the informants are from the English department.

2.7.2 Recordings

Recording is another important and useful instrument for collecting data. For Myers Scotton (2006): *“Recording talk has been an essential method of data collection in the study of Bilingualism”*. In our study, a number of students’ daily conversations have been recorded in the English Department in order to get examples of Code Switching.

2.8 Data Analysis

All research studies take different approaches to gather and analyze data quantitatively or qualitatively or both analyses. DÖRNEY states:

“Quantitative research involves data collection procedures that results primarily in numerical data which is then analyzed primarily by statistical methods...Qualitative research involves data collection procedures that results primarily in open-ended, non numerical data which is then analyzed primarily by non-statistical methods.”(2007:24)

In order to achieve research aims and objectives, the main data were obtained, collected and gathered from research tools. Then, data are going to be analyzed and described both quantitatively and qualitatively.

In our research study, a questionnaire was used to obtain both quantitative and qualitative data. For instance the questions 4, 5, 6 were asked to know the language preference in reading, writing and watching TV. Hence, from those

questions, quantitative data are gained. However, from the question (13) both quantitative and qualitative data are obtained.

The results of both questionnaire and recording are explained as follows:

2.8.1 Questionnaire

The questionnaire was given to 60 students from the English department of Tlemcen University. It consisted of a set of thirteen questions which are discussed as follows:

Question 1: Gender

The questionnaire was distributed equally to both male and female to have more reliable data. So the number of the informants was 30 male and 30 female.

Question 2: Age

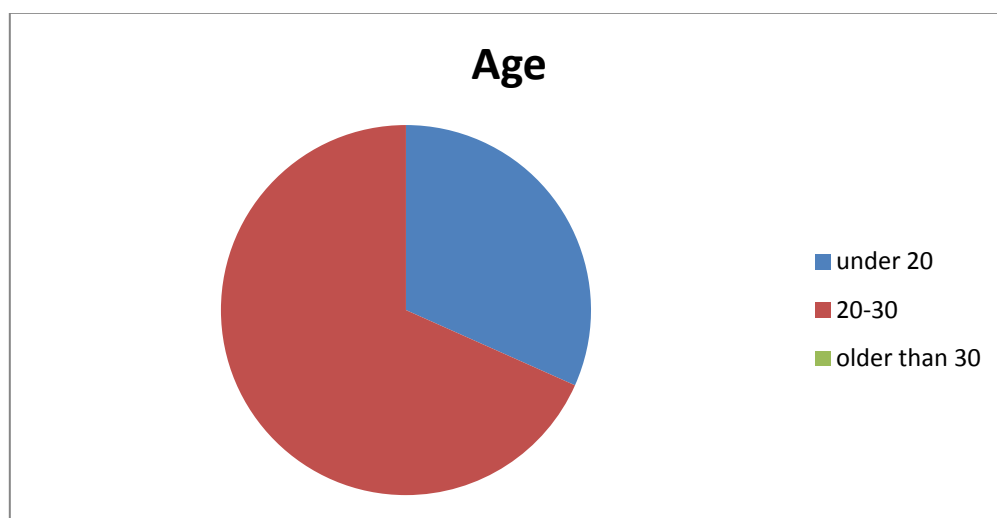


Figure 2.1. Age

Concerning the students' age, (68,33%) are between the age 20 and 30 years old . The rest of the informants (31,66%) are under 20 years old.

Question 3: level of education

The questionnaire was given equally to students from all levels in English departments (first, second, third years and master level) .Thus, 15 (25%) of students from each level.

Question 4: Which language do you use with teachers, colleagues, friends, administration of university?

In the question (4) the students are asked about the language that they use when they are talking with teachers, colleagues, friends, and with the administration staff. The aim of this question was to know if students change their language “one language or code switch between languages” with the person they are speaking with.

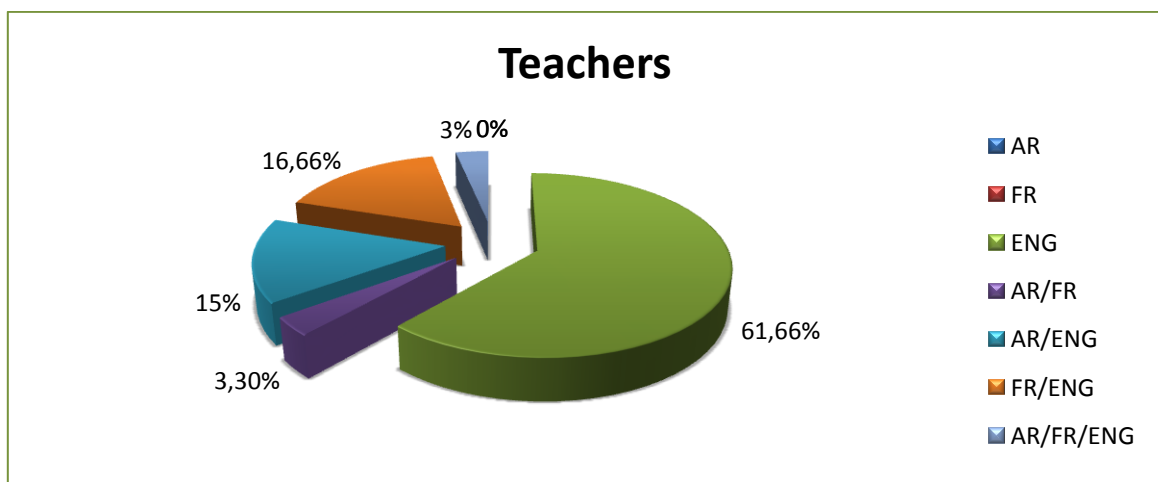


Figure 2.2. Student’s language use with teachers.

The figure graphically shows that more than the half of the students (61,66%) use only the English language, since they are in formal conversations with teachers and they want to show respect. The rest of the informants shift from one code to another in their speech, whereas (3,3%) of them alternate between Arabic and French when they are speaking with teachers.

Besides 9 students out of 60 shift between Arabic and English, and (16,66%) of them switch between English and French in their conversations with teachers. Adding to (3,3%) of them code switch between the three languages (Arabic,

French, English). But students do not use only one language “Arabic or French” in their conversation with teachers.

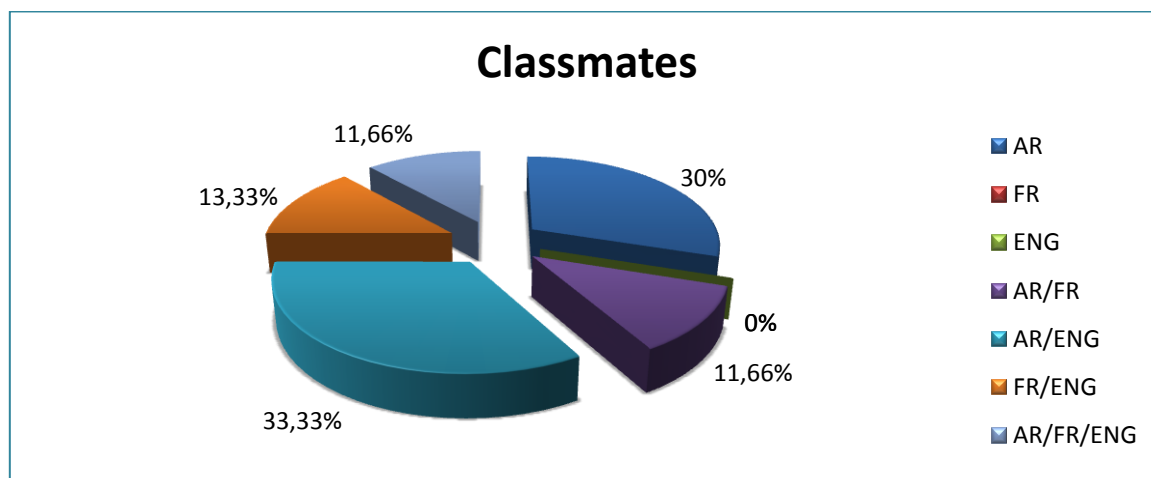


Figure 2.3. Student’s language use with classmates.

The above graph tells that (30%) of the students use only Arabic with classmates while none of them uses only French or only English. However, the rest of the respondents alternate between languages in their conversations with colleagues, for instance; to develop their speaking skills or when discussing about courses. (11,66%) of them shift from Arabic to French. 20 respondents (33,33%) code switch between Arabic and English. In addition to (13,33%) switch between French and English and (11,66%) of the informants alternate between Arabic and French and English.

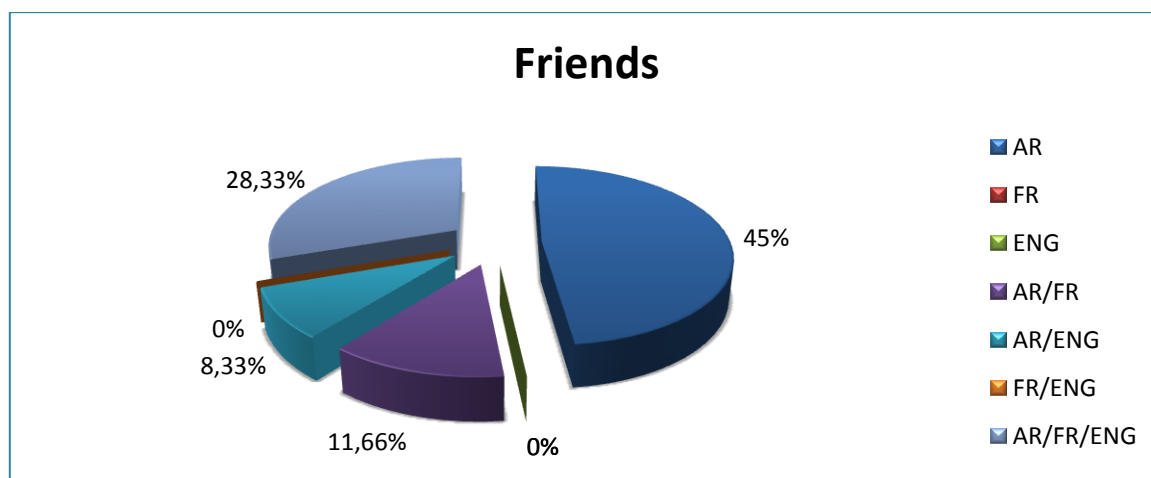


Figure 2.4. Student’s language use with friends.

The above graph shows that (45%) of the informants speak only Arabic with their friends. While the rest use Code Switching in their conversations with their friends because they feel at ease. (11,66%) of the respondents code switch between Arabic and French and very few of them (8,33%) alternate between Arabic and English. In addition to (28,33%) of students who tend to shift from Arabic to both French and English.

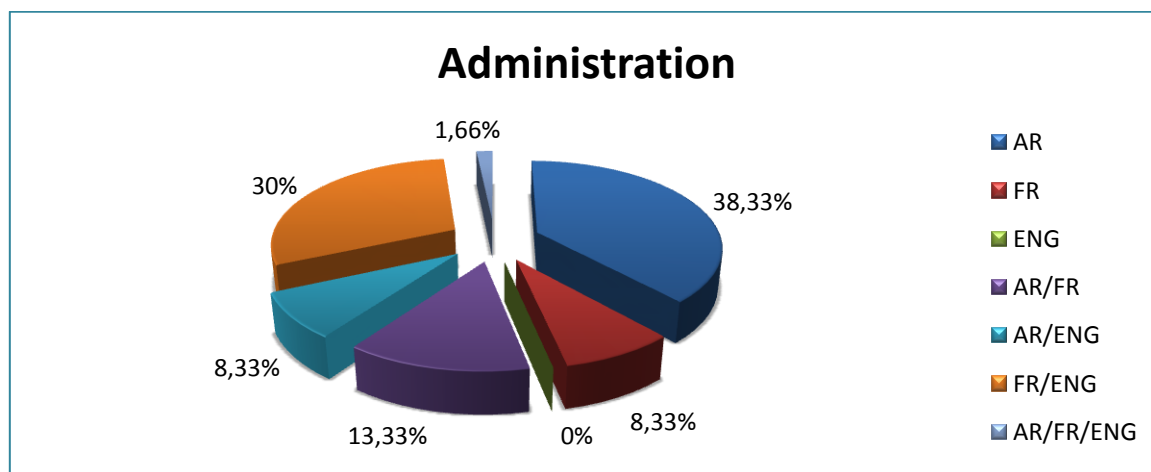


Figure 2.5. Student's language use in the administration.

From the above mentioned graph, the results show that (38,33%) use only Arabic. Whereas, (8,33%) use only French in their speech with the administration staff. However, 8 students (13,33%) alternate between Arabic and French, and only (8,33%) code switch from Arabic and English. Also (30%) of the informants shift from French to English, and only (1,66%) switch between Arabic, French and English.

Question 4: Which language do you often read?

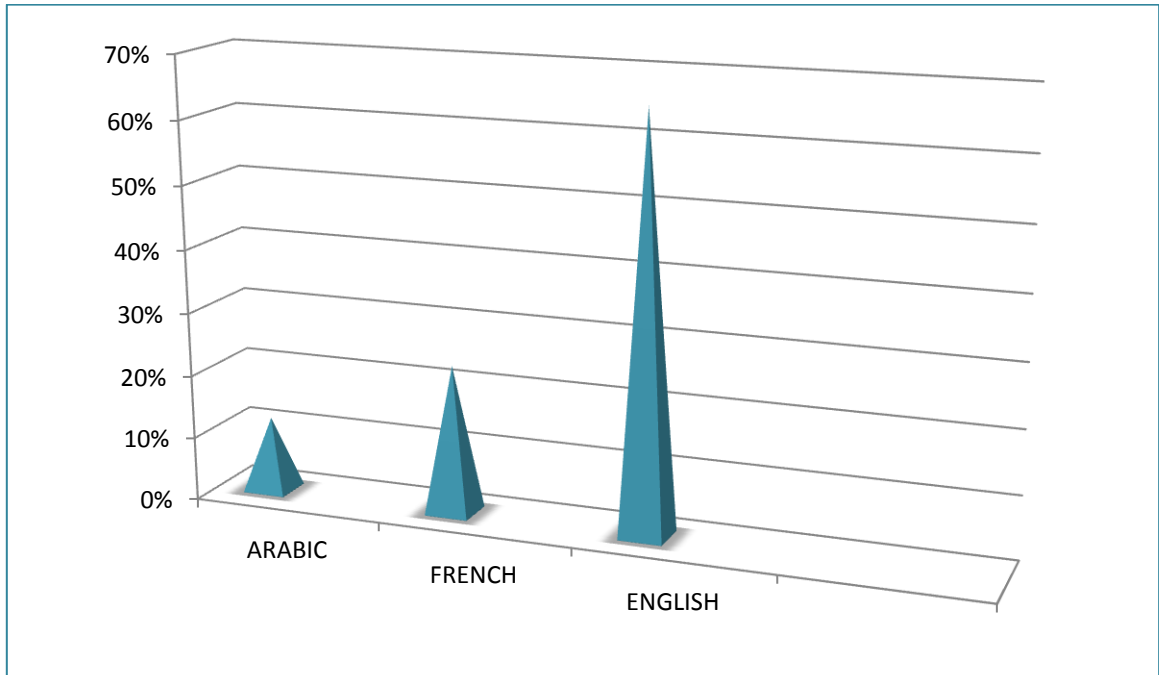


Figure2.6. The most preferred language use in reading.

The figure indicates that the majority of the respondents (65%) often read in the English language and 14 respondents (23,33%) preferred reading in the French language. Whereas (11,66%) of students read in Arabic.

Question 5: Which language do you use in writing?

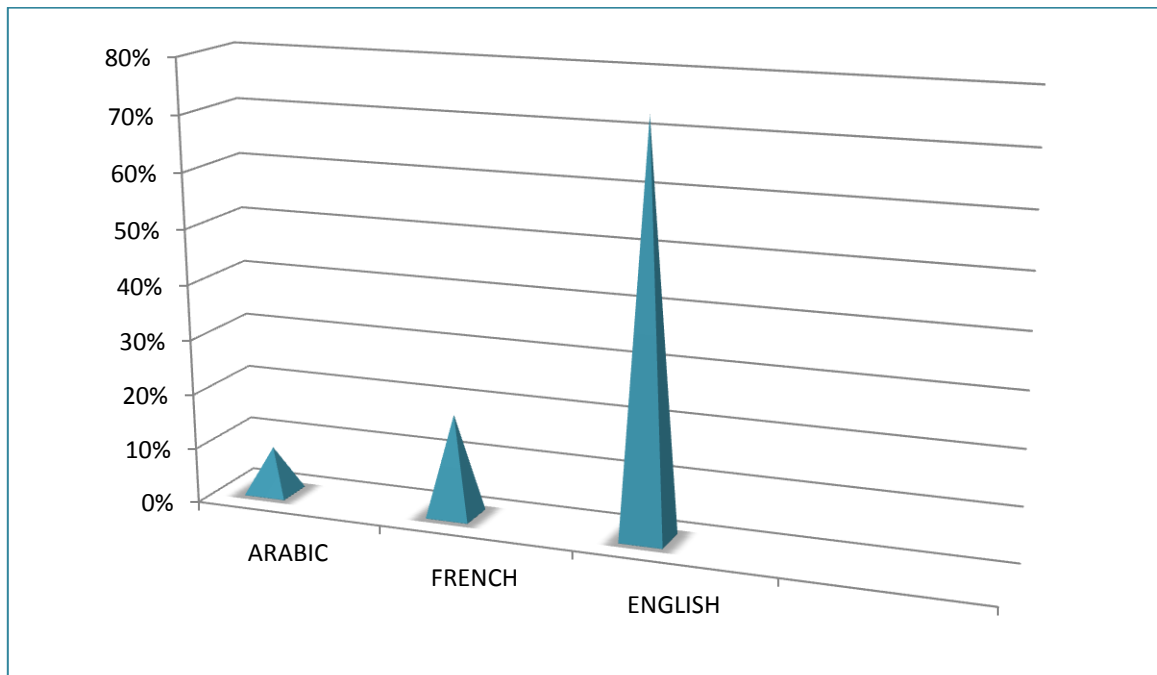


Figure 2.7. The language preferences for writing.

The above figure shows that the majority of students (73,33%) use English in their writings. On the other hand, (18,33%) of them use French language. Also the graph shows that 5 students (8,33%) write in Arabic language.

Question 6: Which language do you like better for watching television programs?

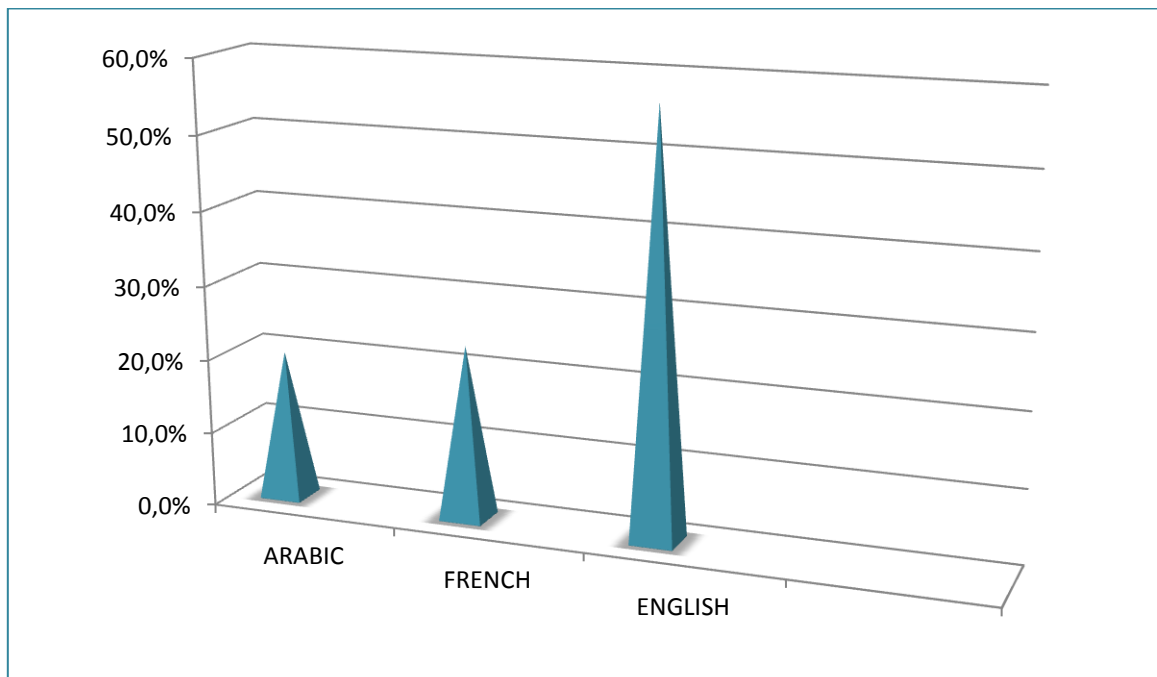


Figure 2.8. The most preferred language for TV programs.

As for the analysis obtained from the 6th question, results showed that the majority of students (56,66%) like better English language for watching television programs. Whereas 14 students (23,33%) prefer watching in French .While few of them (20%) like watching Arabic TV programs.

Question 8: How often do you code switch in your everyday life speaking inside the department from Arabic to French or from Arabic to English or from Arabic to both languages?

Question eight was asked to know whether students prefer to code switch from Arabic to French, from Arabic to English or from Arabic to both languages.

	Always	%	Sometimes	%	Rarely	%	Never	%
AR/FR	38	63,3%	12	20%	7	11,6%	3	6%
AR/ENG	20	33,3%	30	50%	10	16,6%	0	0%
AR/FR/ ENG	06	10%	26	43,3%	22	36,6%	6	10%

Table 2.1. Students' uses Code switching inside the department.

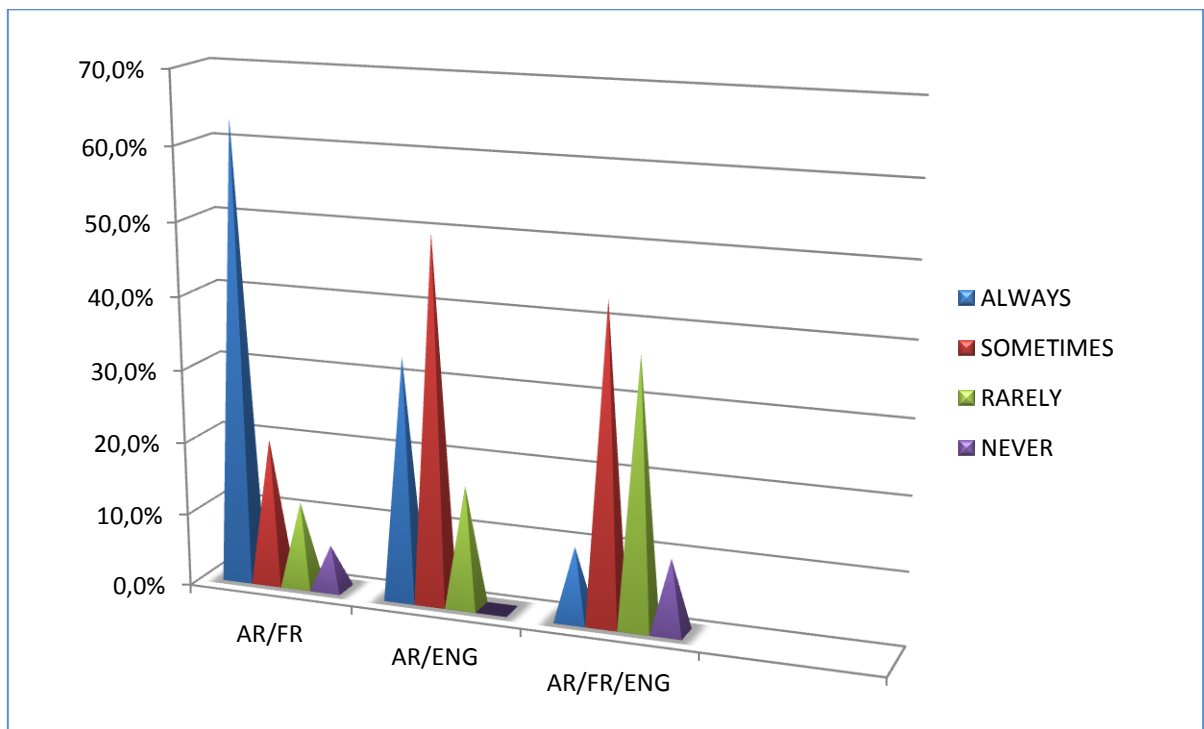


Figure 2.9. Students' uses Code Switching inside the department

The above table and the graph of the percentages show that a great number of respondents (63, 3%) always code switch between Arabic and French. About 12 students (20%) sometimes switch between those two languages while others (11,6%) rarely use French besides Arabic. Not more than 3 respondents (6%) never shift from Arabic to French.

From the above mentioned table and figure, it is observed that half (50%) of the informants sometimes use both Arabic and English in their conversations. However, (33,3%) of them always shift from Arabic to English in their everyday life speaking. In addition, the minority of the students (16,6%) rarely code switch between those two languages.

The results tell that 26 students (43,3%) sometimes code switch from Arabic to both French and English in their daily communication inside the department. While 22 respondents (36,6%) rarely use Arabic with French and English. However, only (10%) of them always switch between the three languages. Equally, (10%) of the informants never switch from Arabic to French and English.

Question 9: What are the aspects that encourage you to code switch?

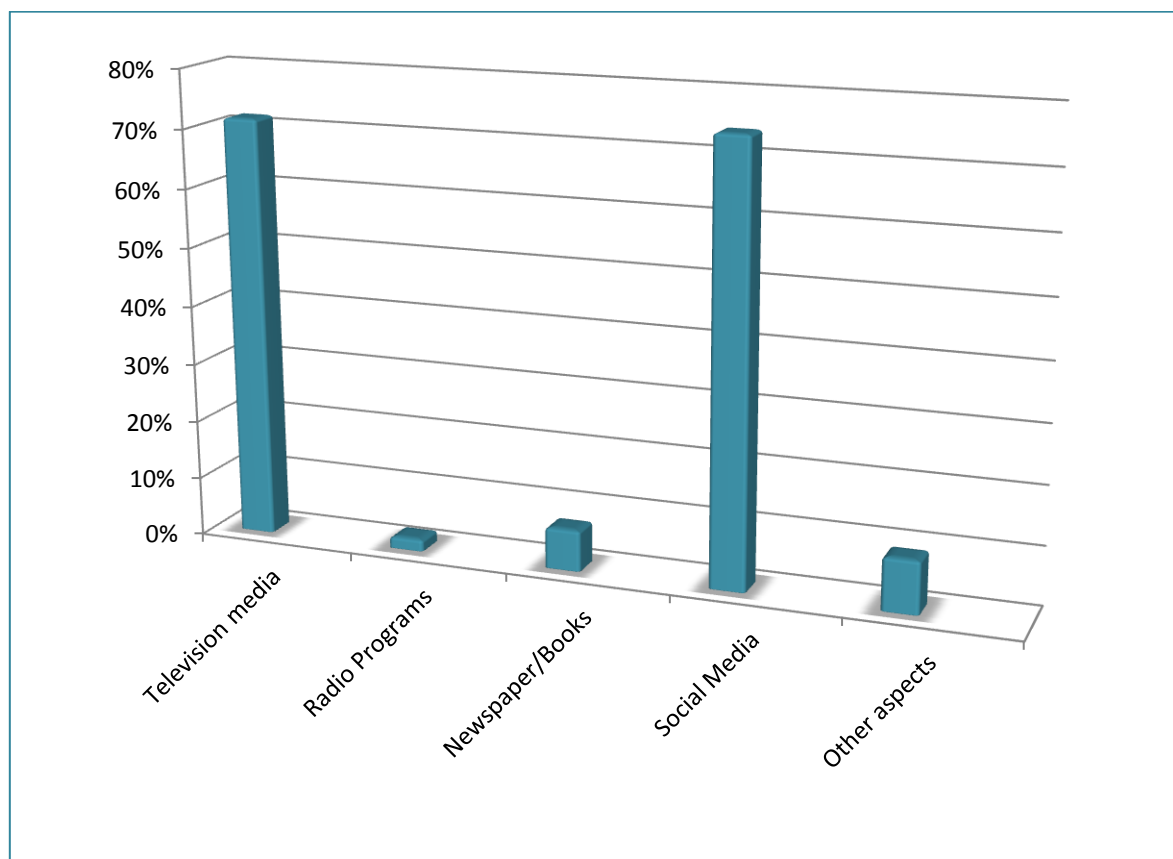


Figure 2.10. Aspects encouraging students' code switching.

The results show that the most aspects that encourage the respondents to code switch are Social media (73,3%) and Television (71.3%) .While (6.6%) of the students choose the newspaper and books and only (1,6%) choose Radio programs. In addition, (8,3%) of the informants give other aspects. For instance, some of them strongly believe that listening music encourage them to code switch. Others claim that recent scientific topics require code switching to English .Adding to other aspect which is their studies.

Question 10: Why do you code switch?

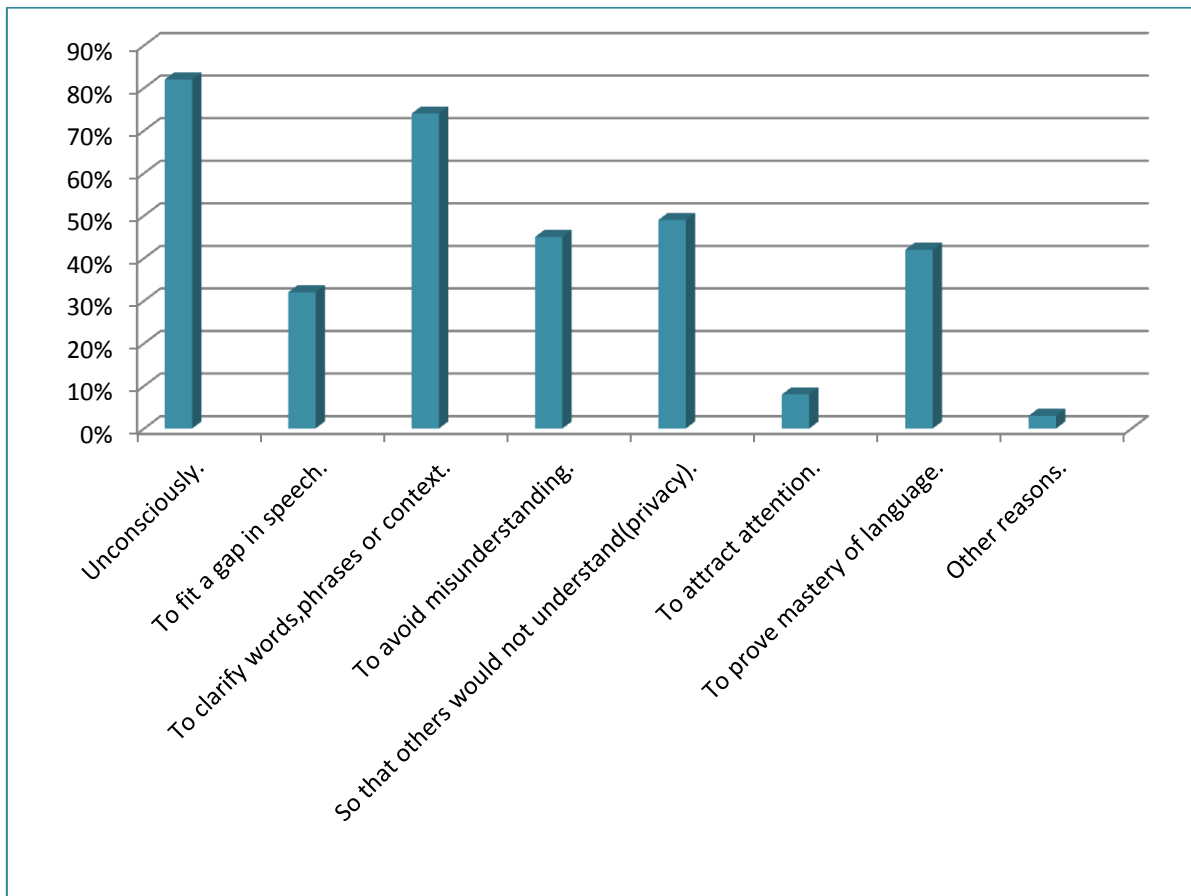


Figure 2.11. Reasons for Code Switching.

From the above mentioned figure, it is observed that the majority think that the reason that lead the informants to code switch unconsciously (81,6%) .And to clarify words, phrases or contexts (73,3%) .About (48,3%) of students report that they shift between languages to keep privacy ”So that others would not understand”. (45%) of the informants code switch to avoid misunderstanding from others. While (41,6%) use code switching to prove mastery of languages. In addition to a number of students (31,6%) code switch between languages to fit a gap in speech. While not more than (8,3%) alternate codes in order to attract attention. A few of the informants (3,3%) give other reasons of their switching, claiming that they code switch to practice and use the language, while some others said that they feel comfortable when using other languages.

Question 11: Students' attitudes towards persons who code switch.

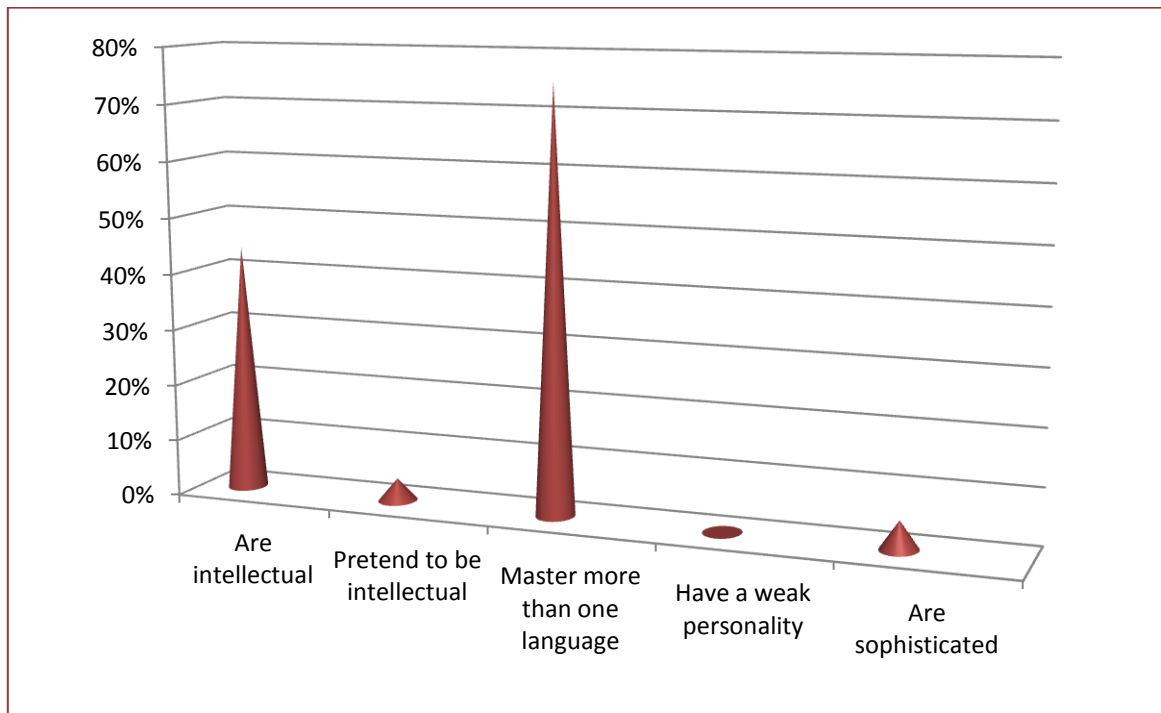


Figure 2.12. Students' Attitudes towards persons who code switch.

The above figure displays students' attitudes and opinions towards Code Switchers themselves. So, it is observed that the majority of the informants (75%) claimed that those who switch codes, master more than one language. (43.3%) of students considered them as intellectuals. On the other hand, the minority of the informants (5%) believe that those who alternate between codes are sophisticated. (3.3%) of the informants think that they pretend to be intellectual. From these results it is noticed that the majority of the students have positive attitudes towards persons who code switch.

Question 12: How do you see Code Switching?

The question was asked to know students' attitudes towards the phenomenon of Code Switching.

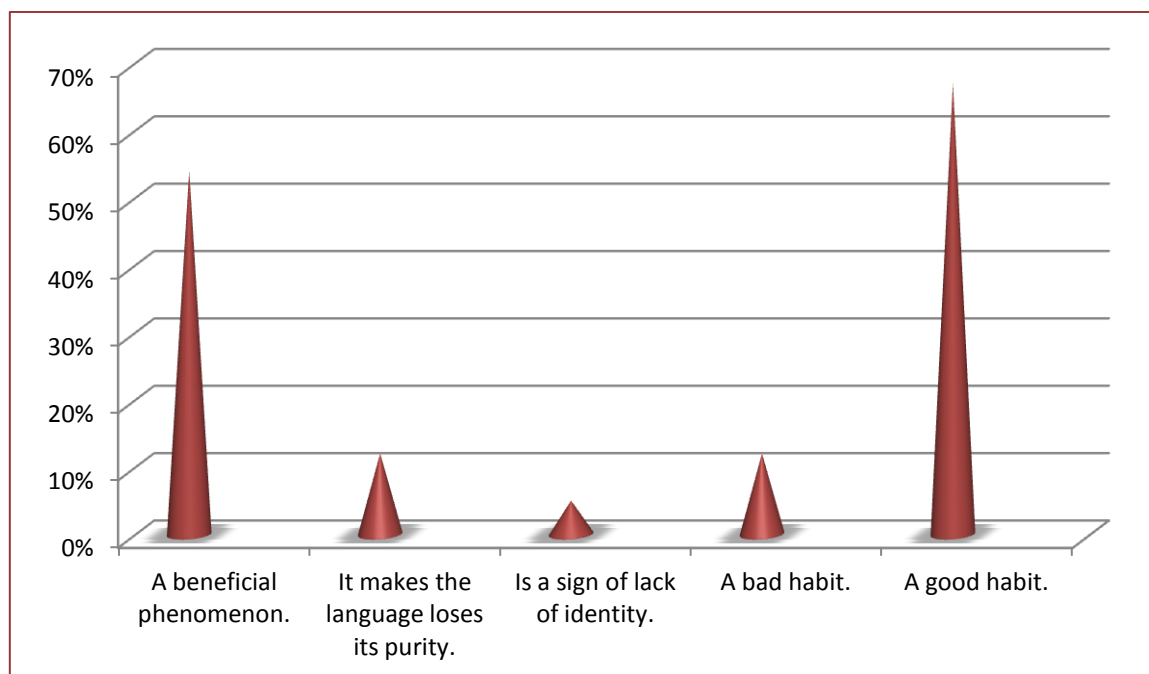


Figure 2.13. Students attitudes towards the phenomenon of Code Switching.

The results show that most students have positive attitudes towards Code Switching. (68,33%) of the informants report that Code Switching is a good habit, and (53,33%) of them consider it as a beneficial phenomenon. However, group of respondents seem to have negative attitudes towards Code Switching. As (11,6%) think that Code Switching makes the language loses its purity. Likewise (11,6%) of them see Code Switching as a bad habit .Whereas not more than (5%) of the informants consider Code Switching as a sign of lack of identity.

Question 13: In which subjects do you switch from one language to another language in your speech inside the department?

In the question (13) the students are asked to know if the informants change their way of speaking when they change the topic which they are talking about.

		AR	FR	ENG	AR/FR	AR/ENG	FR/ENG	AR/FR/ENG
Culture	A.F	32	3	8	3	11	0	5
	R.F	53,3%	5%	13,3%	5%	18,3%	0%	8,3%
Education	A.F	2	0	33	0	4	14	7
	R.F	3,3%	0%	55%	0%	6,6%	23,3%	11,6%
Religion	A.F	53	0	0	1	6	0	0
	R.F	88,3%	0%	0%	1,6%	10%	0%	0%
Politic	A.F	39	0	0	15	6	0	0
	R.F	65%	0%	0%	25%	10%	0%	0%
sports	A.F	16	6	7	6	0	25	0
	R.F	26,6%	10%	11,6%	10%	0%	41,6%	0%

Table 2.2. students' language use according to the topic.

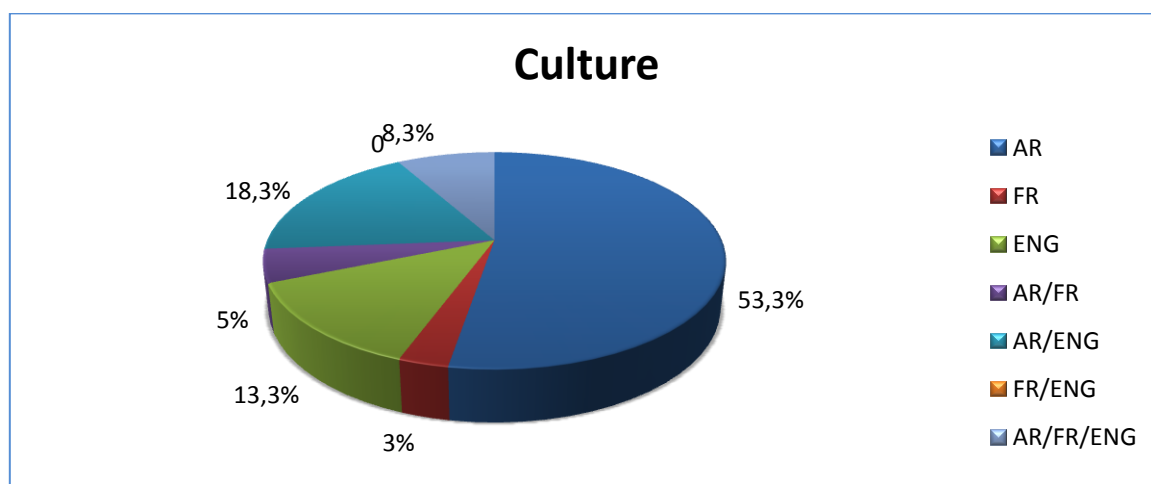


Figure 2.14. Student's language use when talking about culture

The above pie-chart shows that (53,33%) of students use Arabic when discussing about culture,(5%) of them use French and (13,33%) use English. Whereas, (5%) alternate between Arabic and French when talking about culture. However (18,33%) switch between Arabic and English. Adding to (8,33%) of students who tend to code switch between Arabic, French and English.

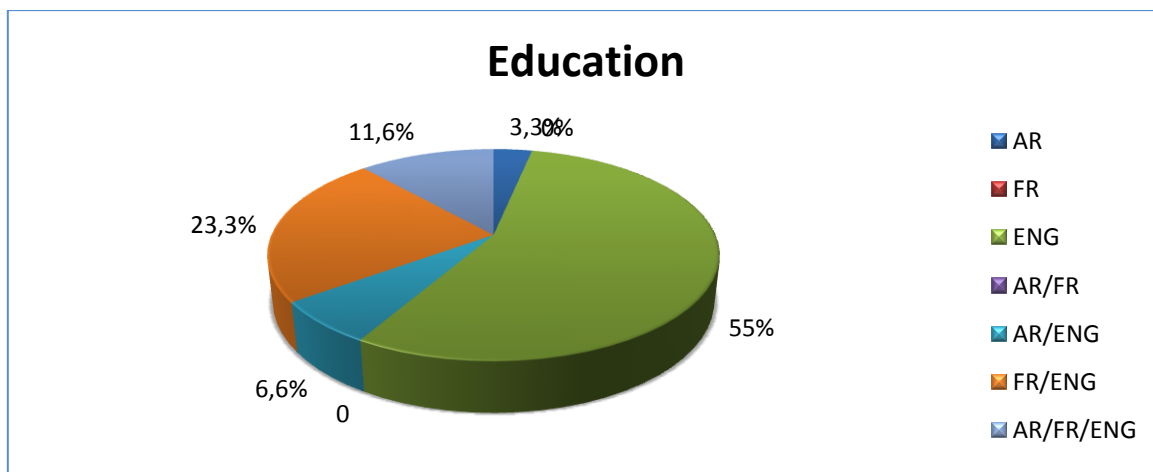


Figure 2.15. Student’s language use when talking about education

The figure shows that a great number of the informants (55%) use English when discussing about education. Not more than 2 informants (3,33%) use only Arabic. Whereas 4 of them (6,66%) shift from Arabic to English in their conversation about education. Also 14 students (23,3%) alternate between French and English. While 7 of them (11,6%) code switch between Arabic ,French and English.

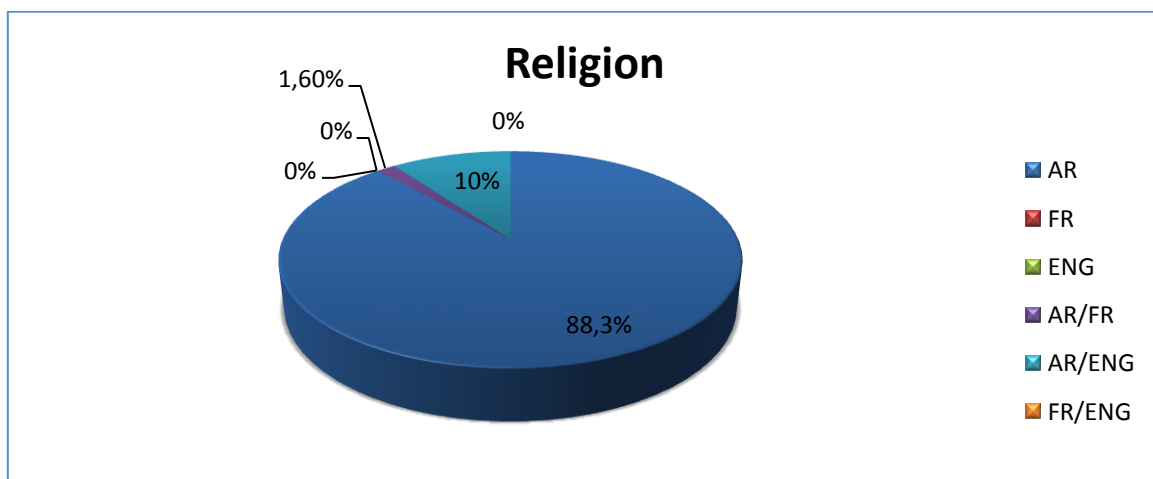


Figure2.16. Student’s language use when talking about religion

From the above figure, the results show that the majority “53 the students” (88,3%) use Arabic when discussing about religious topics. Whereas only one students (1,6%) shift from Arabic to French. While 6 of them (10%) alternate between Arabic and English in their religious-based topics.

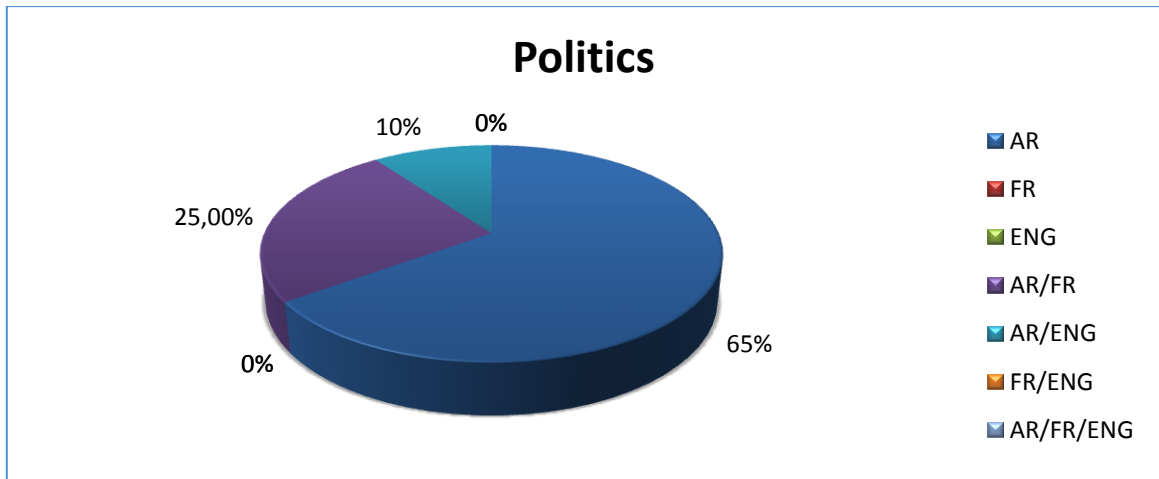


Figure 2.17. Student’s language use when talking about politics

The above pie-chart shows that great number of students (65%) use Arabic when they are talking about politics. On the other hand, 15 students (25%) use Arabic-French alternatively. Besides 6 of them (10%) code switch between Arabic and English when discussing about political topics.

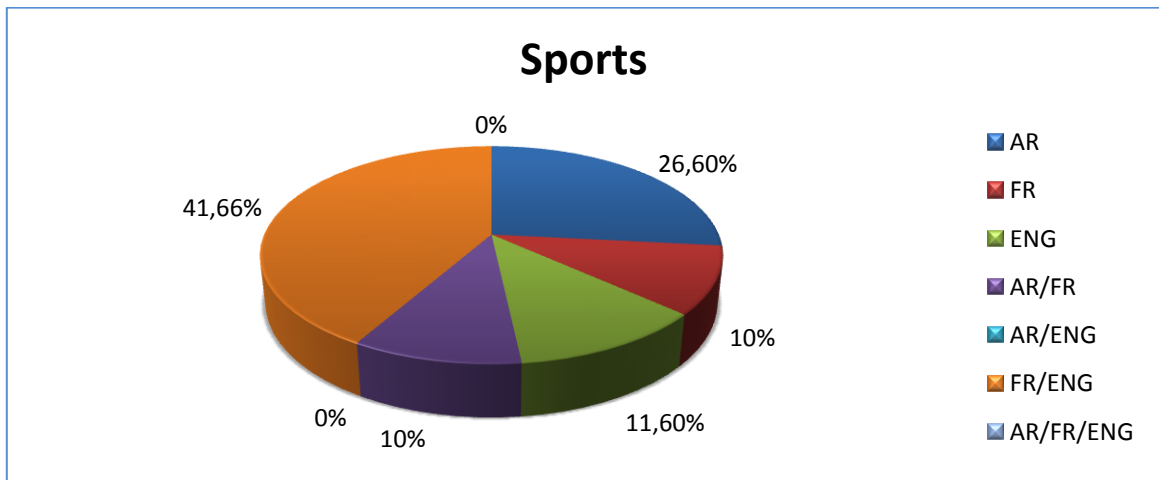


Figure 2.18. Student’s language use when talking about sports

The pie-chart shows that 16 students (26,6%) use Arabic when talking about sports, (10%) of them use only French and (11,66%) use only English. However, 6 informants (10%) alternate between Arabic and French and 25 of them (41,66%) code switch between French and English.

2.3.2 Recordings Analysis

A number of daily conversations were recorded from EFL students, in English Departments. So, the data that were collected are analyzed as follow:

Conversation 1:

A: c'est quoi ton programme ce weekend?

Meaning: what is your program this weekend?

B: had weekend, nroh ʃand dʒadati w nʃof la famille et toi?

Meaning: this weekend I'm going to visit my grandmother and see my family and you?

A: ana maʃandi hata xardʒa, juste dar comme tu vois.

Meaning: nothing to do, just home as you know.

B: amala profit reyhi ʃwiya.

Meaning: so enjoy and have a rest.

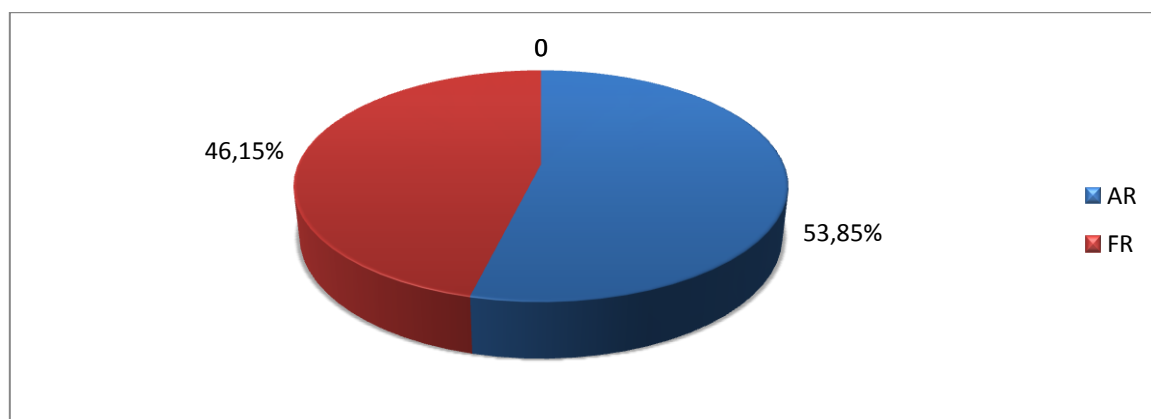


Figure 2.19. First recorded conversation

The recorded conversation was between two LMD 3 students. The above pie-chart shows that students use Arabic (53,85%) and French (46,15%). And when they were asking about the reasons behind their alternation between those codes, they said that they alternate unconsciously.

Conversation 2:

A: Kays, participit bareh fel manifestation?

Meaning: Kays, were you in the demonstration yesterday?

B: oui bien sur, hadi hadza bayna.

Meaning: yes of course.

A: j'espere y'acceptiw nos demandes.

Meaning: I hope they will accept our requests.

B: Infalahyarabi, bessah les manifestations rahoum toujours naydin sans doute.

Meaning: Insha'Allah, but the demonstrations are always done with no doubt.

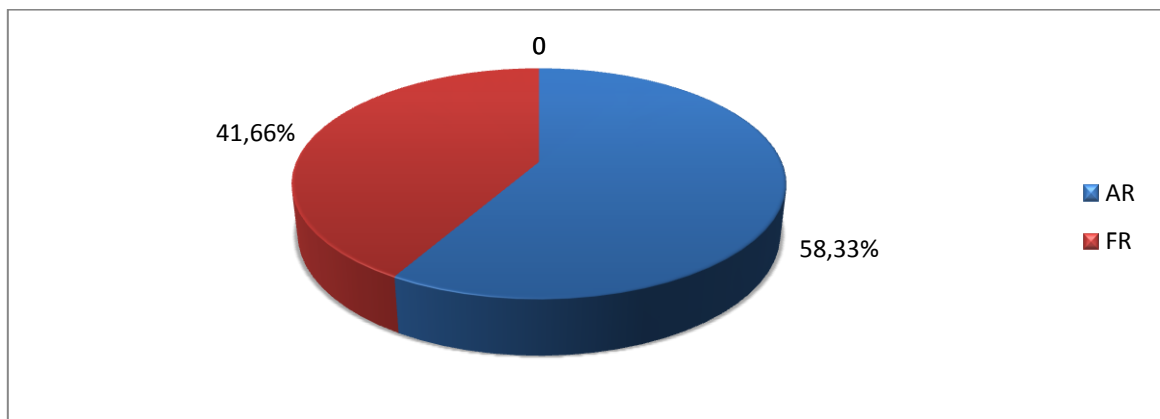


Figure 2.20. Second recorded conversation

The recorded conversation was between two LMD2 students. From the above pie-chart, it is observed that students code switch between Arabic and French, in which they were using Arabic (58,33%) more than French (41,66%). For them, they shift between codes because they did not find words in Arabic so they had used French words and also unconsciously.

Conversation 3:

A: f hal rana f la date lyoum?

Meaning: what is today's date?

B: c'est le 29 avril.

Meaning : it is april 29

A: Ah amala après demain makan fraya .

Meaning : so there will be no courses after tomorrow

B: It's good, because I will have a lot of things to do.

A: me too, fandi exposé obligé nkamleh.

Meaning : me too, I have to finish my research paper.

B: Thank you so much sister for having remind me.

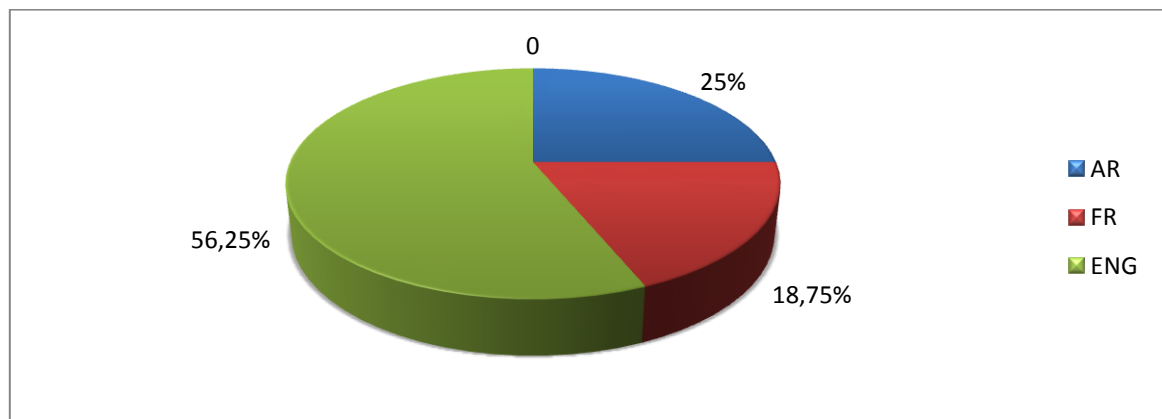


Figure 2.21. Third recorded conversation

The recorded conversation was between two master students, the students alternate between Arabic, French and English. Whereas English was used (56,25%), Arabic (25%) and French (18,75%). According to them they use code switching unconsciously, to clarify their phrases. They said that they use English language because their conversation was about education.

Conversation 4:

A: rak libre had lqfiya?

Meaning: are you free in this evening?

B: oui, flaf?

Meaning: yes, why?

A: match ntq Real Madrid wala nsit?

Meaning: Real Madrid match, don't tell me that you've forgotten!

B: kifaf hadi nansa, lyoum yalaqbo fla lfinal.

Meaning: are you kidding me, today is the final.

A: infalah yarabho, parce que hata l'Ajax équipe maqi sahla.

Meaning: I really hope from God they will win, because the Ajax team is good one.

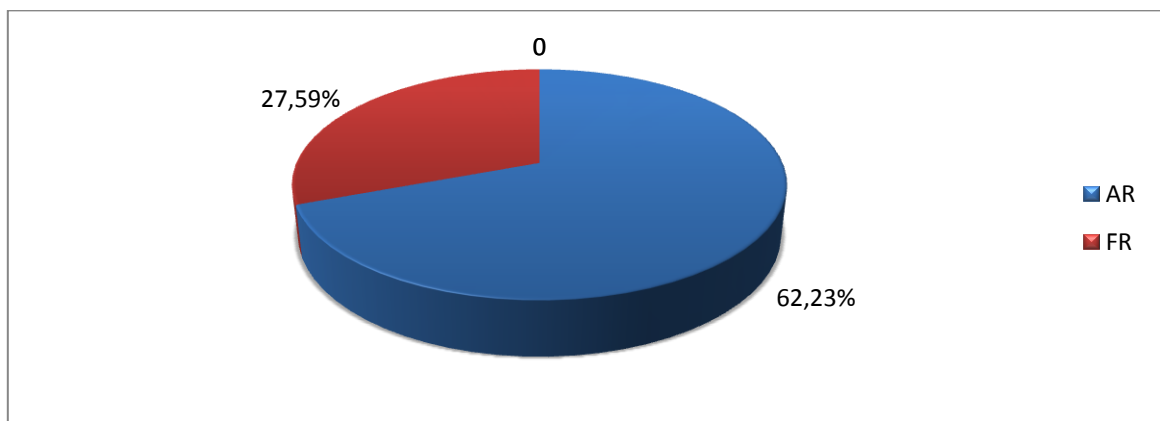


Figure 2.22. Fourth recorded conversation

The recorded conversation was between two LMD 1 students. Well the pie-chart shows that students use one language “Arabic” in their conversation and sometimes switch to “French”. i.e., Arabic was used (62,23%) and French (27,59%). They shift between Arabic and French unconsciously. They said that they use French because they were talking about sport.

Conversation 5:

A:foftihadekvideo que je t'ai envoyé hier.

Meaning: did you see video I sent you yesterday?

B: yes of course, it was about friendship.

A: vraiment l'amities hadza faba srat fi hyatna.

Meaning: friendship is the best thing that happens in our life

B: oui la vérité, manaxderf nasteyna flik ma soeur.

Meaning: sincerelyI cannot live without you my sister

A: So happy to know you sister.

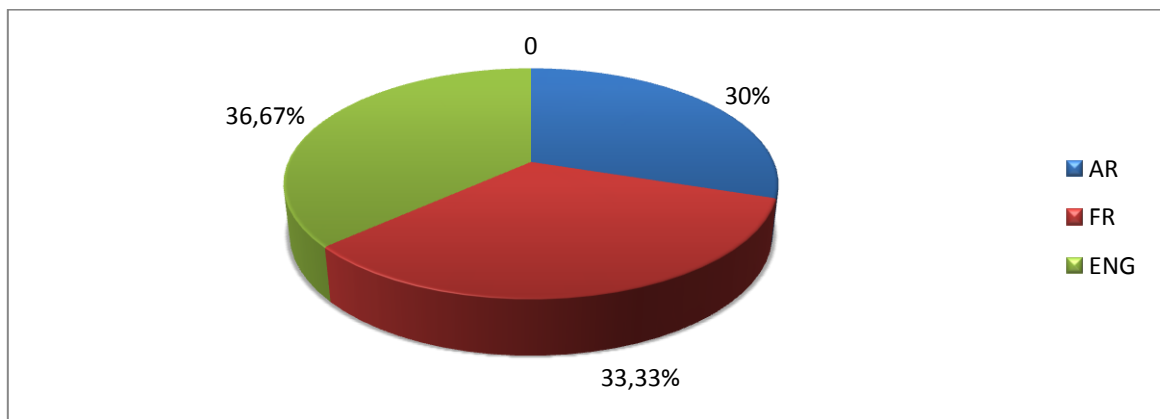


Figure 2.23: fifth recorded conversation

The recorded conversation was between two master students. The figure shows that students shift from Arabic to both French and English. In which English was used (36,67%), French (33,33%) and Arabic (30%). They code switch unconsciously because they are accustomed to speak the three languages.

Conversation 6:

A: c'est quoi ton theme de memoire?

Meaning: what is your thesis topic?

B: Sociolinguistic variation and its effects on Algerian Arabic.

A: Ah good, it is interesting. Moi j'ai pas encore decidé ,est ce que sociolinguistique ou psycholinguistique.

Meaning: ah good, it is interesting, I have not decided yet, whereas to choose sociolinguistics or psycholinguistics.

B: Ana nhab bazzaf sociolinguistique c'est pour sa xayart had sujet.

Meaning: For my case, I prefer sociolinguistics, the reason why I have chosen this topic.

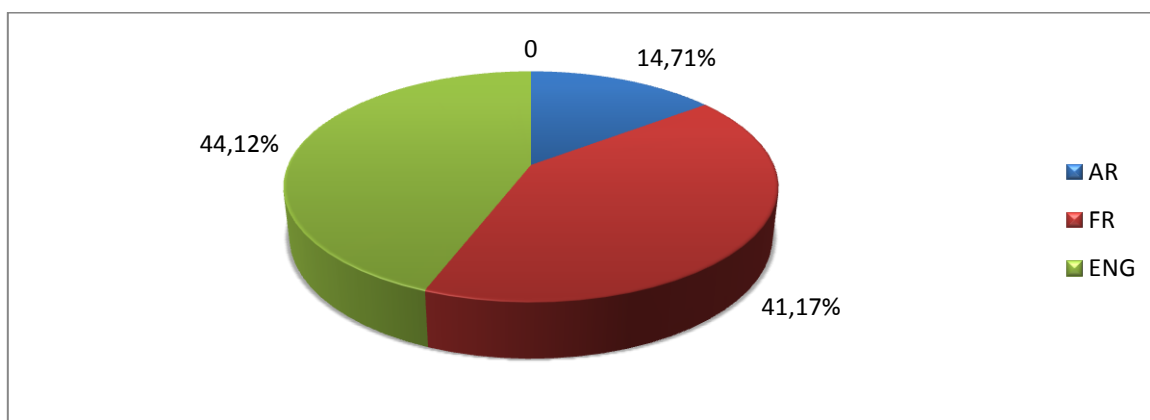


Figure 2.24.Sixth recorded conversation

The recorded conversation was between student from master one level and student from master two level. The students use code switching between the languages. As clearly seen in the pie chart, English is used (44,12%) ,French (41,17%) and Arabic (14,71%). They alternated between these language varieties to clarify their ideas to be understood. And they use both English and French because they were talking about is education and their studies.

Conversation 7:

A: Good morning guys, how are you?

B: Fine.

C: bien.

Meaning: good.

A: les examens lyoum, rani vraiment stressé.

Meaning: I have exams today, I'm so nervous.

B: take it easy.

C: normal sahbi, iya nroho bibliothèque nriviziw.

Meaning: it is okay so let's go to the library to revise.

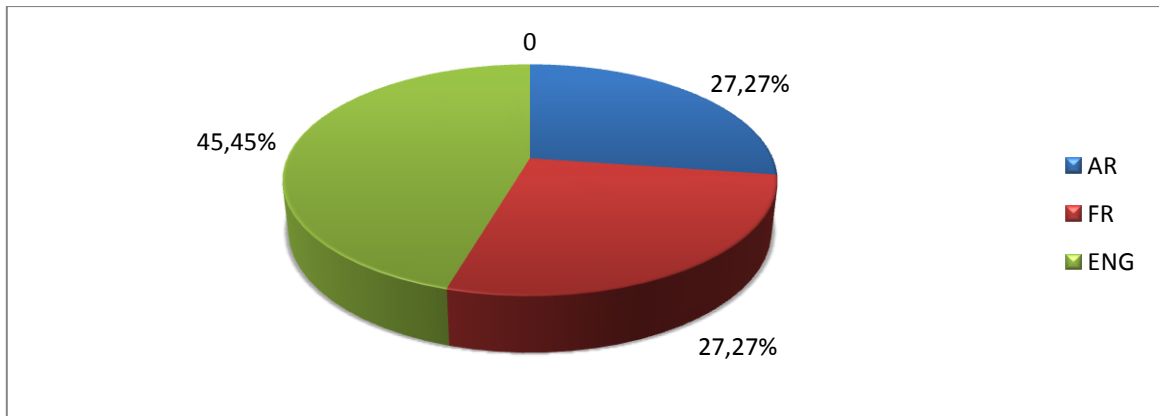


Figure 2.25. Seventh recorded conversation

The recorded conversation was between three students of third year level. Those participants alternate between the three languages in which Arabic is used (27,27%) equally with French (27,27%) and English (45,45%). They use code switching unconsciously.

Conversation 8:

A:šlabalek l'Algerie hiya lifiha long duration ntaš syam f les pays arab.

Meaning: you know, Algeria has the longest duration of fasting per day compared remaining the Arab countries.

B:šhal la durée exact?

Meaning: how long exactly?

A: 16 hours and 24 minutes.

B: hamdouleh, nišma mšand rabi mawllana.

A:infalah rabi yatquabel mana.

Meaning: Insha'Allah, God accepts from us.

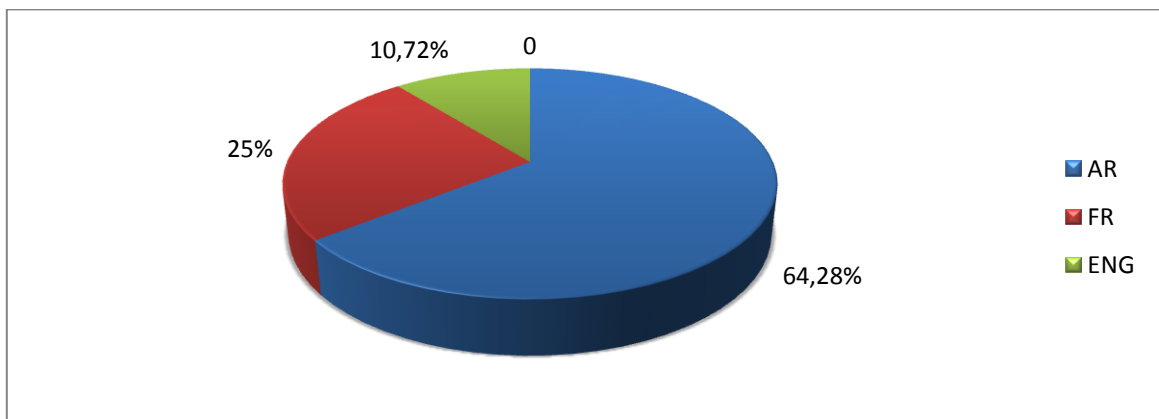


Figure 2.26.Eighth recorded conversation

The recorded conversation was between two LMD1 students. In which Arabic is used (64,28%) and sometimes French (25%) and English (10,72%). They use most of time Arabic because their conversation was about religion.

2.9 Discussion of the results

Through the analysis of the results, it is noticed from the fourth question that students use English with teachers most of time in their speech since they are in formal conversations. On the other hand, with colleagues, students most of time

use Arabic and alternate between Arabic and English. Whereas, with friends, they use Arabic and switch from Arabic to both French and English. In administration staff, most of students use Arabic but others code switch between French and English. So students use Code switching according to the persons they are speaking with.

The results reveal from question 5, 6, 7 that students prefer the English language most of time for reading books, newspapers etc..., and writing and watching TV programs. Students try to develop their writing, reading, listening skills; as a consequence, this is considered as one reason that lead students to code switch between the three languages.

Question 8 revealed that students always code switch between Arabic and French (63,3%) and sometimes shift between Arabic and English (50%). Besides, 43% they sometimes alternate between Arabic/French/English. In other words, students prefer code switching between Arabic and French, then they use Arabic /English codes, finally, they alternate between Arabic/French/English. Therefore, the results confirm the second hypothesis; that students prefer to code switch between Arabic and French.

The results revealed from question 9 which concerns basically that the main aspects that encourage the students to code switch are TV and social media.

The results of question 10 indicate that most of time students use Code Switching unconsciously; also they alternate between languages because they want to clarify words, phrases or context. Therefore, the first hypothesis which predicts some reasons that lead students to code switch; it indicates that students code switch unconsciously to obtain clarified words and phrases.

The results from question 11 and 12 reveal that students have positive attitudes towards those who code switch as they think they master more than one language. In addition, students have positive attitudes also towards the phenomenon of Code Switching.

Question 13 revealed that students use Arabic mostly besides Arabic/English code switching when they are talking about culture. They speak in English and sometimes alternate between French and English when they talk about education. In addition, they use Arabic (88,33%) in their conversation based about religious. Students use Arabic and shift from Arabic to French when they are speaking about politics. They also alternate between French and English when they are talking about sport. Thus, students use languages according to the topic they are talking about, that means that they use Code Switching according to the given situation.

On the other side, the results revealed from the analysis of recordings, prove that students alternate between codes “Arabic, French, English” adding to the use of borrowed words from French or English in their conversation. Therefore, code switching happen unconsciously within their conversations. They also shift from one code to another to clarify words or phrases. They alternate between languages according to the situation and the topic that is discussed. For example: students in the fourth conversation used French besides Arabic because they were talking about sports, also students in the eighth recorded conversation were speaking about fasting which is a religious topic, so they most of time use Arabic. So the results show that language change according to the topic which is discussed. In the other side, in all conversations where Arabic and French are used side by side, students justify their switching that it was unconsciously. Thus, the second hypothesis is confirmed about the reason of their preference to code switch from Arabic to French.

2.10 Conclusion

The second chapter tackles the practical part of the research work. It was started by presenting some background information about the present study that took place in the English department of Tlemcen University. Then the questionnaire and recordings were used as research tools for collecting data from students. Thereafter, the results which gained from data were analyzed and discussed. Finally, research questions were examined either by prove the research hypotheses or by disconfirming it.

GENERALCONCLUSION

GENERAL CONCLUSION

The Algerian community is an excellent case for sociolinguistic studies since it is regarded as a multilingual country and it has a very complex linguistic situation, where more than one language are used for communication. So the co-existence of these language varieties leads to create different language contact phenomena.

This research paper has investigated, Code Switching among students of English Department of Tlemcen University. It aimed at finding out answers to two research questions; the first one sought to unveil the main reasons that lead English students to code switch while the second one strived to know whether students prefer to code switch from Arabic to French or from Arabic to English inside the Department. Therefore two hypotheses have been raised; first, students alternate between codes to attract attention and to prove mastery of language. Second, students prefer to alternate from Arabic to French in their daily speech unconsciously.

The present study was divided into two chapters, the first one was theoretical, it has dealt with the explanation of the sociolinguistic situation of Algeria, in which some different elements related with the concept of Code Switching (bilingualism, diglossia, borrowing, code mixing) have been tackled. It also includes a clear explanation about the phenomenon of Code Switching. The second chapter was the practical part, concerned basically the experiment its self done with the case of English students from all levels with whom two research tools have been used; questionnaire and recordings so that to collect the necessary data from students. The researcher is striving to find out and check at the same time the validity of the hypotheses set prior to the experiment. Then, the obtained data were analyzed and the main results were discussed.

The final results have revealed that students of English department of Tlemcen University code switch unconsciously; adding to another reason behind their alternation of codes is to clarify words, phrases, or context. The students also shift between languages according to the persons they are speaking with and the topic

being discussed. Furthermore, the findings have shown that they prefer to code switch from Arabic to French unconsciously in their daily life conversations inside the department.

During the preparation of this research work, some difficulties have been confronted. The first limitation is time constraints that lead to put aside some important points about Code Switching. The second limitation is that some participants did not answer all the questions of the questionnaire. The third limitation is that some students did not want to be recorded and they did not act naturally.

The research work attempts to examine and discuss the use of Code Switching by English University students. For further research it would be interesting to investigate the phenomenon of Code Switching in other universities and in other places of Algeria.

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Appendix

Questionnaire

Dear students,

This questionnaire is a part of sociolinguistic research for master degree which tackles the phenomenon of Code Switching among students of English Department of Tlemcen University. Therefore, you are kindly requested to answer the following questions by putting a tick in the most appropriate box and make comments when necessary. Thank you very much indeed for your collaboration.

1. Gender:

Male

Female

2. Age :

Under 20

20-30

Older than 30

3. Level of education :

First year

second year

third year

master

4. Which language do you use with :

	Arabic	French	English
Teachers			
Colleagues			
Friends			
Administration of university			

5. In which language do you often read?

Arabic

French

English

6. Which language do you use in writing?

Arabic

French

English

7. Which language do you like better for watching TV programs?

Arabic

French

English

8. How often do you code switch in your everyday life speaking inside the department, from Arabic to French or from Arabic to English or from Arabic to both languages?

	Always	Sometimes	Rarely	Never
From Arabic to French				
From Arabic to English				
From Arabic to both French and English				

9. What are the aspects that encourage you to code switch?

• Television media

• Radio programs

• Newspaper / books

• Social media

• Others,specify.....
.....
.....
.....

10. Why do you code switch?

- To fit a gap in speech.
- Unconsciously.
- To clarify words, phrases or context.
- To avoid misunderstanding.
- So that others would not understand (privacy).
- To attract attention.
- To prove mastery of language(s)
- Others:.....
.....
.....
.....
.....

11. Persons who code switch , you think they :

- Are intellectual.
- Pretend to be intellectual.
- Master more than one language.
- Have a weak personality.
- Are sophisticated.

12. How do you see Code Switching?

- A beneficial phenomenon.
- It makes the language loses its purity.
- Is a sign of lack of identity.
- A bad habit.
- A good habit.

13. In which subjects do you switch from one language to another language in your speech inside the department?

	Arabic	French	English
Culture			
Education			
Religion			
Politics			
Sports			

Thank you for your cooperation.

Summary:

The present study attempts to examine Arabic-French-English Code Switching among students of English Department in Tlemcen University. This research paper sheds light on the sociolinguistic situation of Algeria, adding to a description of different language phenomena related to Code Switching (Bilingualism, Diglossia, Borrowing, Code Mixing). The main purpose is to analyze functions and reasons that lead English students to code switch during their daily speech communications inside department. A questionnaire and recordings were used as research tools. The results showed that students code switch for specific reasons according to specific situation.

Key words: Code Switching, Bilingualism, Diglossia, Borrowing, Code Mixing.

Résumé :

La présente étude tente d'examiner le phénomène de l'alternation codique Arabe/Français/Anglais dans la faculté des langues étrangères de Tlemcen. Ce document de recherche jette la lumière sur la situation sociolinguistique en Algérie ainsi que la description de différents phénomènes de la langue liés à l'alternation codique (Bilinguisme, Diglossie, Emprunts, Mélange de code). Le but de cette recherche est d'analyser les causes qui poussent les étudiants d'Anglais à alterner les langues lors des conversation quotidiennes dans le département, un questionnaire et des enregistrements sont utilisés comme des outils de recherche. Les résultats montrent que les étudiants alternent entre les langues pour des raisons spécifiques selon la situation.

Mots clé : Alternation Codique, Bilinguisme, Diglossie, Emprunts, Mélange de Code)

ملخص :

تهدف الدراسة الحالية إلى درس ظاهرة الإبدال اللغوي من اللغة العربية إلى الفرنسية و الانجليزية لطلبة اللغة الانجليزية بجامعة تلمسان للغات الأجنبية . من خلال هذا البحث لقد سلط الضوء على الوضع اللغوي الاجتماعي في الجزائر إلى جانب معالجة لمختلف ظواهر اللغة المتعلقة بظاهرة الإبدال اللغوي(ثنائية اللغة, ازدواج اللغة, خلط اللغات, الاقتباس اللغوي). الغرض الرئيسي من هذه الدراسة و البحث عن الأسباب و العوامل التي تدفع طلاب اللغة الانجليزية لتبديل اللغة أثناء حديثهم داخل الكلية. من خلال استخدام استبيان وخطابات كأدوات بحث. أظهرت النتائج أن الطلاب يتناوبون بين اللغات لأسباب و مواقف معينة.

الكلمات المفتاحية : الإبدال اللغوي, ثنائية اللغة, ازدواج اللغة, الاقتباس اللغوي, خلط اللغات.