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Department of English

**Code Switching Between Algerian Arabic and French Language**

**The Case of Third-Year Psychology Students at Tlemcen University**

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

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# Dedications

To my beloved parents, brothers, sisters and nieces. To my husband and to all my family members who have always been next to me and encouraging me to realize my dreams.

To my best friends Fatima, Nabila, Soria, Hayet, Aicha, Sanaa and Hadjer. To all of them i dedicate this dissertation.

Bakhta

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# Abstract

Code switching refers to the fact that speakers alternate between two or more languages or language varieties in the same conversation. Because Algeria is both a bilingual and multilingual country, the aim of this work is to analyse the use of Algerian Arabic and French code switching among third-year Psychology students at Tlemcen university, attempting to examine the reasons that lead students to use code switching during the lecture and whether it affects their culture and beliefs. For this purpose, one research instrument was used to collect data: a questionnaire designed to 20 students, and another one addressed to 10 teachers. In this vein, the qualitative data analysis reveals that students code switch between Algerian Arabic and French due to the lack of vocabulary and to convey  ideas in a specific situations, as they consider French as the language of prestige.

Key words : Code switching, Code mixing, Bilingualism, Borrowing.

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**List of Acronyms**

CS : Code Switching

CM : Code Mixing

AA : Algerian Arabic

**List of Arabic Phonetics Symbols**

| Arabic letter | Transcription |
| :---: | :---: |
| أ | [ʔ] |
| ب | [b] |
| ت | [t] |
| ث | [Ɵ] |
| ج | [Ʒ] |
| ح | [h] |
| خ | [x] |
| د | [d] |
| ذ | [dh] |
| ر | [r] |
| ز | [z] |
| س | [s] |
| ش | [ʃ] |
| 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

Language contact occurs when two or more languages or language varieties interact. Bilingualism has likely been common through much of human history, and today most people in the world are bilingual and even multilingual, may be because of the invention, globalization, colonialism…etc. In fact, Algeria is a bilingual  and multilingual country due to the use of several languages and language varities. The most spoken languages and language varieties in the Algerian society are Algerian Arabic and French.

Basically, a lot of phenomena exist in Algeria such as code switching, code mixing, borrowing, etc. As a matter of fact, this research paper attempts to seek  factors that lead students to code switch between Algerian Arabic and French and to know whether this switching affects their culture and beleifs or not, aims at analysing the use of these two codes among third-year Psychology students at Tlemcen university. For achieving the purpose of this study, the following research questions have been put:

1- Why do third-year Psychology university students code switch between Algerian Arabic and French during the lecture?

2- Does this switching affect third-year Psychology university students' culture and beliefs?

In order to answer these two questions the following hypotheses have been formulated:

1- Students switch from one code to the other when they want to express some ideas or to  convey an idea to the teachers during lectures, and that because of the lack of the vocabulary.

2- It is also believed that switching between Algerian Arabic and French affects students' culture and beliefs, i.e. students sometimes use code switching not because they do not know or find the right words, but because they find that French is more prestigious, being also the language of progress.

This work is divided into two chapters. The first one is devoted to literature review. More precisely, this chapter attempts to define some basic concepts including the definition of language and dialect. It also gives a brief explanation of other contact

phenomena such asbilingualism, code switching, code mixing, and borrowing. The last part of the first chapter speaks about the use of code switching in Algeria.

The second chapter is devoted to the practical part; it deals with the analysis of data collection. It includes two parts: the first one is related to the research purpose and objectives, the research methodology adopted in this study, the research instrument, as well as the informants' profile. The second part consists of data analysis and interpretation to confirm or infirm the hypotheses.

# CHAPTER ONE

**1.1 Introduction**

There are many kinds of language contact that appear in bilingual countries. Algeria is one of the bilingual countries that contains more than one language, either the results of colonialism, educational system or others. The current chapter deals with a number of phenomena such as: bilingualism, borrowing, code switching and code mixing, starting by defining each phenomenon, then, comparing between code swtching and borrowing, because sometimes, it seems like they are the same but there is a few distinction. Lastly, the rest of the first chapter focuses on the use of code switching in Algeria by using some examples to illustrate the research work .

**1.2 Language Defined**

Language definition differs from one dictionnary to another, and from one scholar to another. On the one hand, language is considered as: ''a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work'' (Cambrige, 2019). that is to say; language is a human system of communication that followed by rules, it contains symboles, words and grammar. On the other hand, the oxford dictionnary views language as: ''The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way''(2017), i.e. Language is a means of communication used by people in order to send messages. It has two forms : the spoken and the written form. Thus, it consists of a set of sentences that are gramatically correct and have a meaning.

In addition, linguists often define language as a means of communication, is specific to the human being. In fact linguists do not agree on one definition of language. According to Edward Sapir (1921 ,7): ''language is purely human activity and non-instinctive method of communicating ideas, emotions and desires by means of a system of valuntarily produced symbols.'' Sapir focuses on the idea that language exist in human being, and it's acquired. He mentioned the fact that language is a system relying on the use of symbols (sounds, gestures) and rules.

For his part, Ferdinand de Saussure (1915 : 19) argues that '' Language exists in the form of a sum of impressions deposited in the brain of each member of a community''. He explains that language is related to cognitive processes  and thought. More than that, language is a social phenomenon as it is a method of communication used by a group of individuals living in society.

Likewise, Noam Chomsky (1957: 13) says that ''Language is a set (finite or infinite) of sentences, each finite in length, and constructed out of a finite set of elements''. He claims that language is considered as a group of sentences composed of a set of elements.

Language makes the human communication  system totally different from the other types of communication, in reality language has certain  characteristics which make it specific, the most common are:

- **Displacement :** is the property of human language, allows to talk about thing and event hapening in different periods of time (past, present or future), it helps to speak about imaginary things and  describe futur plans.
- **Arbitrariness :**it is related to the fact that there is no natural connection between the form and its meaning since you can not see the shape state of the things described from the shape of the word which refers to it.
- **Productivity :** it refers to the producing  of new sentences, which have never been  heard before. In this way human being is able to produce new sentences. Also, it is called creactivity or open-endedness.
- **Discreteness :** it means that the sound of language are distinct (different) from each other, and when putting them together, they form words which are meaningful according to the sounds which occur in them. Each sound in the language is treated as discrete.
- **Duality :** it is linking to the idea that language is oraganized at two levels ; the sound and their meaning. Duality is also called double articulation.
- **Cultural transmission :** in reality language acquired from the society, it is not inherit; but, it is taken from specific culture belonging to specific community.

Hence, language is a complex system involving rules and symbols and it is specific to human being. However, it contains several dialects that vary from one speech community to another .These dialects are considered as a means of communication used in informal situation.

## 1.3 Dialect Defined

Dialect is a variety of language used by a specific group of people. It is characterized by differences in all levels of pronunciation, grammar, vocabulary from other dialects of the same language. Trudgill (1992: 23) states that "a dialect is a variety of language which differs grammatically, phonologically, and lexically from other varieties.",  i.e. each variety has it own characteristics whether at the level of grammar,phonology or lexical, adopted from Chouaou(2014).

Furthermore, according to Zouahri  Farhat (2015 :13) ''There are two kinds of the dialect; regional and social. The first one refers to the differences in pronunciation, vocabulary, and grammar  according to the geographical areas of the speakers. On the other hand, social dialects are concerned with social groups in the sense that people have different social backgrounds like the level of education, class, and occupation speak differently at the lexical, grammatical, and pronunciation level''. That is to say a regional dialect is a dialect spoken by  a speech community  having some differences in pronounciation, vocabulary and grammar in a specific geographical area. Yet, a social dialect, refers to  the dialect spoken by a specific community or a group in the same society and region, regarding the social background.

## 1.4 Bilingualism Defined

While monolingualism  is  the ability to use only one language to commuicate with each other, may be at the same community or different, bilingualism is viewed as the people's ability to communicate using more than one code because of being immigrants, or children of mixed mariages, as stated in Wardhaugh(1986).

Bilingualism has always been a matter of hot debate in terms of definitions. For Bloomfield (1933 :56) it is ''is a native-like control of two languages''. In this idea, everyone who is able to speak two language is considered as a bilingual person.

Others, however, believe that understanding and being able to produce complete sentences in the other language is enough for speakers to consider them as bilingual .

According to Crosjean (1985), bilingualism, is much more than just being able to communicate using two codes. Rather, it implies the precessing of two cultures, identities which lead to a split in identity. Being bilinguals, we obtain attitudes of a bilingual by becoming sensitive about both of the spoken languages.

### 1.4.1 Types of Bilingualism

There are two types of bilingualism : societal and individual bilingualism.

#### 1.4.1.1 Societal Bilingualism

It relies to the ability of a society to speak two different languages which means ; the society in general is capable of using two different languages for communicating. At societal level, there are two types of bilingualism:

i.  **De jure** :

The society is bilingual, in response to govermental decisions that impose two languages on the society, i.e, the decissions shall be by law, for example : in Canada, both French and English are official languages and used in the society. The same thing with Algeria and its Amazigh and Arabic, i.e. Amazigh has recently become as a language should be study at school.

ii.  **De facto** :

The society is being bilingual due to the matter of fact or history, as it in the case of Algeria, where French is spoken by the society because of the previous existence of the French colonialism. France is another example, in the sense that French is

recognized by the constitution, but other languages are spoken in France, such as Breton, Portuguese and Arabic …

### 1.4.1.2 Individual Bilingualism

In this type only some individuals are able to speak two languages depending on a number of variables such as level of education, occasion, place of residence…etc .

Furtheremore, Weinreich (1968:9–11) namely three types of bilingualism : Compound bilingual, Coordinate bilingual, Subordinate bilingual. According to Katja (2007 :5) ''Compound bilingualism stands for an individual who learns the two languages in the same context and situation''.i.e, Compound bilingualism, is someone whose two languages are learned at the same time and often in the same context. Thus, coordinate bilingual, according to Katja (2007 :5) says that,''The individual learns the two languages in different contexts, so that each word has its own specific meaning''. i.e, the two languages are learned in  separate contexts, so that ; one language is more dominant than the other while Subordinate Bilingual,  According to Yahi (2014, 17) ''the weaker language is interpreted through the stronger language''. That is to say; when people do not understand the second language, they translate this  words into their first language (mother tongue).

'book'          'kniga'
  |                |                    Co-ordinate
/buk/          /kn'iga/


'book' = 'kniga'
                                       Compound
      /\
     /  \
  /buk/   /kn'iga/


'book'
  |                                    Subordinate
/buk/
  |
/kn'iga/
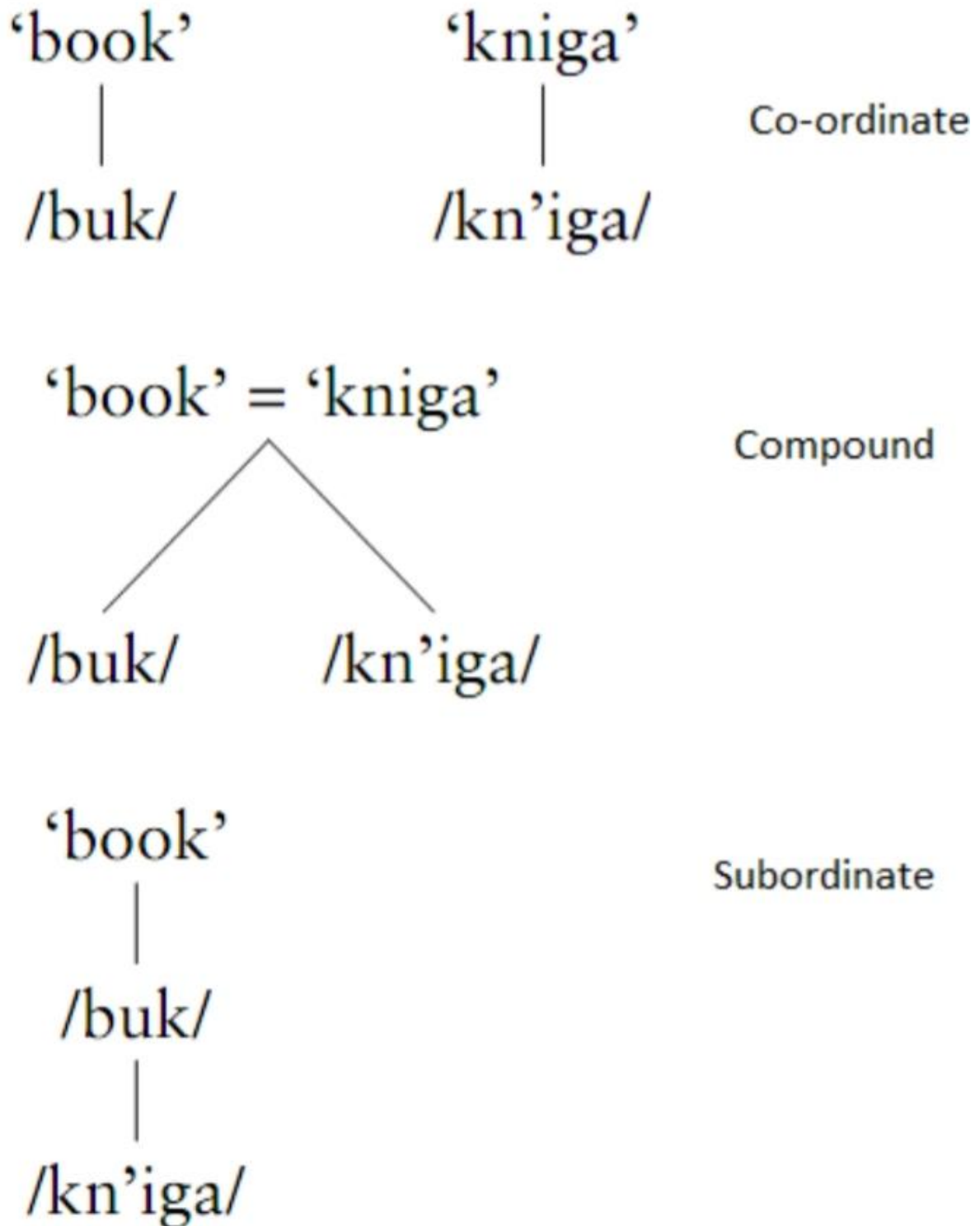

**Figure 1.1** :  A visual representation of Weinreich's kinds of bilingual (1953)

### 1.5  Code Defined

In sociolinguistics: code refers to a language or a variety of language. It is a system of rules that helps to facilitate communication between people. For Gumperz (1986:87) a code can be defined as: "a system used for communication between two or more parties used on any occasions.". When two or more people communicate with each other, they are certainly utilizing a code.

Thus, according to Wardhaugh (2006 : 88) code ''can actually be used for a system used by a single person, as when someone devises a private code to protect certain secrets.'', i.e. the term code can refer to any kind of system used by speakers. From the opinion of majority of many linguistics, code can be summarized as a system of communication used by people in different situations.

### 1.6  The Mixture of Varieties

Sociolinguistics studies the relationship between language and society, it deals with inter-relationship between language and social structure. Also, it transacts with different linguistics attitudes such as code switching,code mixing and borrowing. However, each one of this phenomena  is different from the other.

### 1.6.1  Code Switching Defined

Code switching is a common phenomenon found in many languages all over the world. It is a language contact situation that occurs when speaker alternate between two languages or more within the same conversation  or within  different   situations. Romain(1995), however, extends this description to hold even the alternate between language varieties and styles. CS  is  defined  in  various  ways  by  numerous researchers.

For Gumperz (1982 :59) code switching is '' the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems''. i.e: code-switching occurs not only between languages, but also between dialects of the same language. According to Myers-Scotton(2006 :239)

code switching is ''the use of two language varieties in the same conversation''.  In other words, code switching refers to the use of two or more languages within the same conversation.

From the previous defintion it is clearly observed that code switching does not have an exact definition, each scholar giving his own definition.

Sometimes because bilingual speakers get problems when they speak with another bilingual, they consequently  switch to another language to make the interlocutor understand their speech.

### 1.6.1.1  Type of Code Switching

There are various points of view about what code switching is and what its types are. The most famous ones are those of :

### A-  Poplack (1980)'s Model
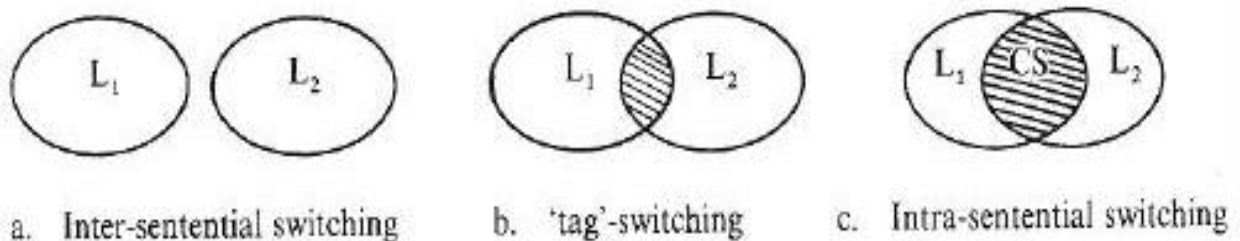


**Figure 1.2**. The types of codeswitching and the degree of codeswitching in them

(Poplack 180: 615)

i.    **Intersentential Code Switching**

In intersentential code switching, the switching occurs at the sentence boundaries. According to (Myers-Scotton 1993:3), it "involves switches form one language to other between sentences: a whole sentence (or more than one sentence) is produced entirely in one language before there is a switch to the other languages". In another way ; the switching happens in the first language that has been completed and the next sentence begins with another language. Myers Scotten (2006 :239),

also claims that : ''because inter-sentential switching could be between two clauses in the same sentence''.

eg :

\ mazel manrouhouʃ, cest l heure \.

 Meaning: It is time to leave.

/ʕlaʃ manro<u>h</u>ouʃ naqro,il y aura un examen la semaine prochaine/

Why donot we go to study, there will be an exam next week ?


### ii.    **Intrasentential Code Switching**

The intrasentential code switching characterized by a shift occuring at the level of the sentence itself, with no pauses to show a switching, it happens within single sentence. Myers scotten (1993:04) states that, ''intrasentential switches occur within the same sentence or sentence fragment''. i.e: it means the switching happens inside sentence.

Eg :

/Min ʃuftah pour la premiere foi ?raft balli jaqdar j?awanni/

Meaning :when i saw him for the first time i knew he could help me.

/ S'il te plait rodili lpoxtable li madithoulak labara<u>h</u>  /

Meaning : please, refund me my mobile that i gave you yesterday.

### iii.   **Tag Code Switching**

Tag code switching  involves  the  insertion of  a tag in one language into an utterance that is in the other language, eg : you  know, I mean. Romaine (1955:22) explains it as ''the insertion of a tag in one language into an utterance which  …  is in the other language''.

Eg :

/  xsek tzid taqra ʕla had suʤe, you know!/

meaning : You should read more about this subject.

/Galoli Daxlat ldar, əsKe se vrai ?/

Meaning :They told me that she had entered the house, is it true?

**B-  Gumperz (1976,1982)**

Gumperz classified code switching under situational and metaphorical CS. According to Katja (2007 :59) :

> In his study in 1976, Gumperz distinguishes between the situational code-switching, which concerns the situation the speakers are exposed to, and metaphorical code-switching, which implicates, language choice in order to attain special communicative effects. Focussing on discourse and function.

Situational CS occurs when the languages used change due to the linguistic reasons like changes in the situation, interlocutors...etc,  while metaphorical CS refers to the case when  speakers chose the language depending on the situation.

Then Gumperz introduced another term named "conversational codes witching'': this type is not guided by a change in context or situation, and it is so rapid and used for communicative purposes (adopted from Zouari Ferhat, 2014).

### 1.6.1.2  Functions of Code Switching

There are many reasons that lead people to code-switch from one language to another  presented by Crystal (1987). The first is when the speaker may not have the ability to express himself or herself in one language, the alternation between two languages may complete the insufficiently gaps. Second, code switching used to express the solidarity with a special social group, Auer (2002:221) mentions, **"Code-switching carries a hidden prestige which is made explicit by attitudes"**. Some people like to express themselves when they are switching between two or more languages considering the second language as a prestigious way of communicating or sometimes they are obliged to code switch in some critical conditions (adopted from Yahi, 2014)

Appel and Muysken (2006) listed six main functions of code-switching namely : referential, directive, expressive, phatic, metalinguistics, poetic.

i.    **Referential Function**

"lack of knowledge of one language or lack of facility in that language on a certain subject" (1987:118). Bilingual speakers switch when they do not know the word or when a certain concept is not available in that language.

ii.    **Directive function**:

It  aims to include or exclude a person from a part of a conversation.

iii.    **Expressive function**:

Speakers use more than one language to stress their feelings to others in the conversation.

iv.    **Phatic function:**

Code-switching is used to show a change in tone and emphasize parts of a conversation that are of importance.

v.    **Metalinguistic function:**

According  to  Jelena  Brezjanovic  (2011 :31) Metalinguistic  function : ''is usually employed when the speaker makes direct/indirect comments on the

languages used in conversation''. Speakers sometimes switch in order to comment on another language.

**vi.     Poetic function**:

Words, puns and jokes in one language are switched to another language for the purpose of amusement or entertainment.

To sum up, from all these functions (Crystal functions, Appel and Muysken functions) the speaker code switches to convey a specific meaning in a specific situation and for specific purposes.

## 1.6.2  Code Mixing

The other phenomenon related to code switching is  code mixing .Code mixing is the mixing of two or more languages or language varieties to CONVEY the message . According to Wardhaugh (1992:107-108), "conversational code-mixing involves the deliberate mixing of two languages without an associated topic change".  He wants to insist on the point that, code mixing is the mixture of two languages without changing the topic.

Nababan (1984)claims that : code mixing occurs when people mix two or more languages in the speech without any forces to do do mixing codes (adopted from Tira Nur Fitria : 2014)

Code mixing also known as intrasentential code switching means that code mixing is one type of code switching.

## 1.6.3  Borrowing

Using concepts or ideas that have no equivalent words in the mother tongue to your speech is also known as Borrowing. In general, borrowing refers to the use of foreign words in your conversation it can be either  a clause or just a word, in order to transmit the message.

According to Payne (2001 :323) borrowing refers to '' when speakers of a language treat a word, morpheme; or construction from another language as a lexical item in thier own language''. Borrowing is  to take a word from one language and use it directly in another language; for example, if we take the word 'Paris' it is a French word but we can found it in Arabic dictionnaries, English Dictionnaries…etc. So, the word 'Paris' is a borrowed word.

Homes(2001 :42) stated that ''people may also borrow words from another language to express a concept or describe an object from which there is no obvious word available in the language they are using''. To this idea, when people do not have obvious words or equivalent concepts to express an idea, they may use some borrow words.

### 1.6.3.1  Types of Borrowing

Borrowing is divided into two types : cultural borrowing and core borrowing.

#### i.    Cultural Borrowing

Basically, cultural borrowing is when words that fill lexical gaps in the receiving language. i.e, taking words that have no equivalent in the other language and put it directly without any change, eg : internet, facebook, email…etc. As it mentioned by Myer Scotton (2006: 212) : "cultural borrowings are words that fill gaps in the recipient languages store of words because they stand of objects or concepts new to the languages culture "

#### ii.    Core Borrowing

According to Haspelmath (2009: 48), "core borrowings are loanwords that duplicate or replace existing native words". It means  that core borrowing are words adopted from a foreign language with little change like 'la cuisine' it became 'couzina' or no modification such as 'Pizza'. However, these foreign words have already an equivalent in the native language, for example the word /qajlu:la /is not used in our society but it is replaced by the equivalent word 'la sièste'; so, it seems that speakers

adopt new words in order to be associated with the prestige (adopted from Chouaou: 2014).

### 1.6.4 Code Switching vs Borrowing

The distinction between code switching and borrowing as long as was a still problematic between many linguists. However, Grosjean (2013) show some differences between the two.

According to Grosjean (2013 :18) ''Code-switching is the alternate use of two languages, that is, the speaker makes a complete shift to the other language and then reverts back to the base language. Borrowing, on the other hand, is the integration of one language into another''. That is to say, code switching refers to the use of two languages within the same conversation, as well as moving completely to the other language; but, before ending the conversation, it is necessary to come back to the base language. But, borrowing is to adopt a foreign word and to put it directly inside the conversation.

Code Switching

Base language                                                                 Base language

Borrowing

Base language                                                                 Base language
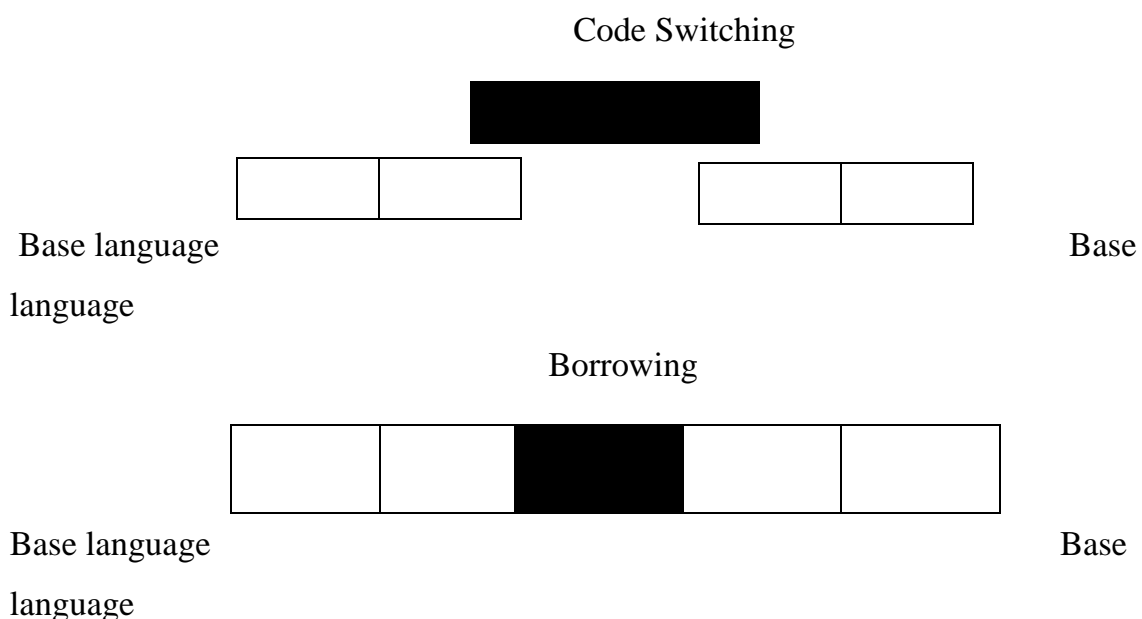
**Figure 1.3**: The difference between a code-switch (the alternate use of two languages) and a borrowing (the integration of one language into the other). Grosjean (2013 :18)

**1.6 .5  Code Switching in Algeria**

As taking the situation of Algeria, Algerian Arabic (AA) is one of the Arabic dialects that used in it. French takes place as a second foreign language, used in several domains, and that because of the existance of French colonialism for a long period of time  (more than 132years). Hence, this leads the mojority  of Algerian people to speak both languages  fluently in their daily life, and code switching phenomena frequently appear in their daily communication (adopted from Djegdjiga. A, Martine. AD, Lori. L : 2019).

Here some examples are provided from Algerian society :

    1.  Mchina chrina les accessoires ntaa dar

/m ʃina ʃrina les accessoires ntaʕ dar /

Meaning : we went to buy accessories from  the house .

    2.  Pourquoi pas matrouhch maaha lyoum?

/ Pourquoi pas matrouhʃ mʕaha lju: m  /

Meaning : why you do not like to go with her, today?

    3.  Est-ce que kayen qach ntae khadma ?

/est ce que kajen qaʃ ntaʕ l xadma/

Meaning : are there any  work clothes

    4.  Rani jaya aandkom ghada, you know?

/rani ʒaja ʕandkom ɣada, yo know/

Meaning : I m comming tomorrow, you know

    5.  Mazel makamalch swalhi, dommage c'est l heure.

/mazel makamaltʃ swalhi, dommage c'est l heure/

Meaning : i have not finished yet,but it is time.

6. Golha demain natlaqaw f la fac.

/ qulha demain natlaquaw f la fac/.

Meaining : Tell her that tomorrow we meet at the university.

7. Est-ce que c'est vrais que laam ljay dir loorss

/est-ce que c'est vrais que, lʕam ljay dir lʕrs /

Meaning : Is it true that your weeding is to be next year ?

From the above examples, it can be noticed that these are  most of the sentences produced by Algerians. They switch from one language to another  (from AA to French)  without changing the  meaning, which can be say that Algerian peopole make code switching a part of their habits. Therefore, all types of code switching are include: the first one is inter-sentential CS, the forth one is tag CS and the last one is intra-sentantial CS.

## 1.7 Conclusion :

Code switching is a widespread phenomenon used throughout the world. It refers to the use of two or more languages or language varieties during the conversation.  The first  goal of this chapter was to treat the phenomenon of code switching in bilingual communities in general, and in Algeria in particular. The theoretical part began with some definitions  about language and dialect in order to rich  the research goal. Then, we shed light on the other phenomena such as bilingualism, code mixing and borrowing which guided us to know more about the reasons for code switching and it is functions with different opinions of scholars. At the end of the first chapter,  we dealt with the phenomenon of code switching in Algeria as we found that Algeria is one of the  bilinguali societies  where code switching is used unconsciously. The second chapter will be concerned with the analysis of the main results brought by the research instrumenet either to reject or confirm the hypotheses.

# CHAPTER TWO

## 2.1 Introduction

This chapter is devoted to the impirical phase of the study. It is divided into two parts. On the one hand, the first part gives information about the methodological procedures followed for conducting the current study. Differently stated, it provides the reader with the general framework, the research instument used, the informants taking part in the study, their profiles, as well as the data collection methods.The second part, on the other hand, is devoted to the analysis, interpretation, and discussion of the obtained results. In so doing, the researcher addresses two questionnaires: one to third-year Psychology university students and another to Psychology university teachers and uses tables and graphs for result interpretation.

## 2.2 Research Purpose and Objectives

The main objective of this research is to identify the main reasons that push third-year Psychology university students to code switch between Algerian Arabic and French during the lecture. Furthermore, the researcher intends to know whether such code switching affects both learners' culture and beliefs. As a matter of fact, the following section tackles the research methodology adopted in the present study to reach such objectives.

## 2.3 Research Methodology

As previously mentioned, the researcher selects two different research instruments to under take the study: two questionnaires (one to third-year Psychology university students and another to Psychology university teachers) and classroom observation. Yet, because of the political crisis the coutry has under gone since February 2019, it proved impossible to use classroom observation as a research tool in this work as students have been on strike since the beginning of March 2019.

### 2.3.1 Research Instrument and Procedure

The study was supposed to rely on the classroom observation method. Nevertheless and due to some political problems in the country, students stopped attending classes by the beginning of March 2019, which made it impossible to

employ this method. Thus, this research was undertaken through two questionnaires: one addressed to third-year Psychology university students and another to their teachers.

The questionnaire is a research instruments that involves a series of written questions used for gathering information. In this context, Seliger and Shohamy (1989:172) define questionnaires as "printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously". It includes three types of questions: close-ended, open-ended, and multiple-choice questions, moving most of the time from general questions to specific one. The close-ended question requires yes/no answers, the multiple choice one contains a set of responses from which the respondents are required to select one answer or more. However, the open-ended question requires a long answer, providing qualitative data. The main advantages of the questionnaire are according to Wilkinson and Birmingham (2003:8) "…to collect vast quantities of data from a variety of respondents…They can be easily and quickly analysed once completed". It is a practical research tool since the results can usually be quickly and easily quantified as it can be carried out by the researcher. Thus, large information can be collected from large number of people in a short period of time.

Since the participants are from the psychology department the two questionnaires are written in Standard Arabic to facilitate the comprehension.

### 2.3.1.1 Students' Questionnaire

Students' questionnaire consists of ten questions, starting from close-ended questions and ending with multiple choice ones. It is designed to collect data about the factors that lead third year Psychology university students to code switch between Algerian Arabic and French inside the classroom and more particularly during lectures. These questions demand from students to respond with yes/no, comment when necessary, or justify their answers.

Questions one and two ask students whether they code switch between Algerian Arabic and French in their daily life and during their lectures, respectively. When

giving answers, learners are also asked to justify their choice. In addition, the aim of question two is to know whether learners code switch during the lecture to communicate with their teachers or classmates. The third question enquires about the most frequently used language (i.e. Algerian Arabic or French) during the lecture. In questions four and five, learners are asked to assess their level in both Arabic and French, respectively. While question six aims at knowing the frequency of such code switching, the aim of the seventh question is to identify learners' reasons for code switching. Through question number eight, the researcher intends to know the informants' opinion about students using code switching during the lecture. Questions nine and ten enquire about students' opinion concerning the benefits of using only one or two languages during the lecture.

### 2.3.1.2 Teachers' Questionnaire

Teacher's questionnaire is purposefully conducted to find out information about the reasons for which students code switch between Algerian Arabic and French during the lecture. Teachers' questionnaire includes seven questions. The first question asks teachers whether they code switch between Algerian Arabic and French during the lecture or not. The second question enquires about the way teachers use code switching during the lecture. The aim of question three is to confirm the fact that students use code switching during the lecture. Throughout question four the researcher aims to know whether teachers allow their students to use code switching during the lecture. The fifth question invites teachers to give their opinion concerning the benefits of using code switching during the lectures. While question six aims at discovering the reasons behind students' code switching during lectures, the last question enquires about teachers' point of view concerning the avoidance of code switching during the lecture.

### 2.3.2 Informant's Profile

Since any research requires selecting a sample population and as Prabhat and Mishra Pandey (2015: 41) state that ''Sampling means selecting a given number of subjects from a defined population as representative of that population'', the present

work requires the contribution of both Psychology students and teachers at Tlemcen University.

### 2.3.2.1 Students' Profile

The researcher selects twenty third-year Psychology students at Tlemcen university. It should be born in mind that these participants have been selected randomly and that they enroll into five different groups. They are thirteen girls and seven boys and their age varies between 22 to 35.

### 2.3.2.2 Teachers' Profile

The researcher selects ten teachers working in the department of Psychology at Tlemcen university whose teaching experience ranges between five to twelve years. It should be noticed that the informants have been selected purposefully since all of them specialized in Psychology and even teach third-year Psychology university students to gain insights into the way these learners code switch during lectures and the reasons pushing them to do so.

### 2.3.3 Data Analysis

This section is devoted to data analysis using both quantitative and qualitative methods.

### 2.3.3.1 Qualitative Analysis

Qualitative data analysis is based on description. It also relies on the use of coding which means summarizing the contents of responses and classifying the answers together according to their content. According to Cohen et al (2007: 461), "… qualitative data analysis involves organising, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities''. In fact, qualitative data analyses help confirm or reject the expected hypotheses.

### 2.3.3.2 Quantitative Analysis

Quantitative analysis (finance) is the convert of the data collected to numerical forms and analysing it using statistics. In this respect, Dornyei (2007: 32) argues that ''the single most important feature of quantitative research is, naturally, that is centered around numbers''. The Quantitative analysis is used to quantify attitudes, opinions, behaviors, etc.

### 2.3.4 Analysis of Students' Questionnaire

The analysis of the students' questionnaire gives a clear picture of the way students code switch between Algerian Arabic and French in and out of classroom settings. It also helps the reseacher identify the main reasons behind such a phenomenon and whether it affects students' culture and beliefs.

### 2.3.4.1 Results

**Question 1:** Do you code switch between Algerian Arabic and French in your daily life?

| Using CS in daily life | A.F | R.F |
|---|---|---|
| **Yes** | 16 | 80% |
| **No** | 4 | 20% |
| **Total number** | 20 | 100% |

**Table1.1: Use of code switching in students' daily life.**

When asked about whether they code switch (between French and Algerian Arabic) in their daily life or not, 80% of the informants give positive answers, explaining that it is a habit and that it helps them convey messages and then facilitate communication. Yet, the rest, that is 20% state the opposite. They argue that they do not use code switching in their daily life simply because they master just one language, considering French as the language of prestige.

**Question 2:** Do you code switch between Algerian Arabic and French during the

lecture?

| UsingCS during the lecture | A.F | R.F |
|---|---|---|
| Yes | 20 | 100% |
| No | 0 | 0% |
| Total number | 20 | 100% |

**Table 1.2: Use of code switching during the lecture.**
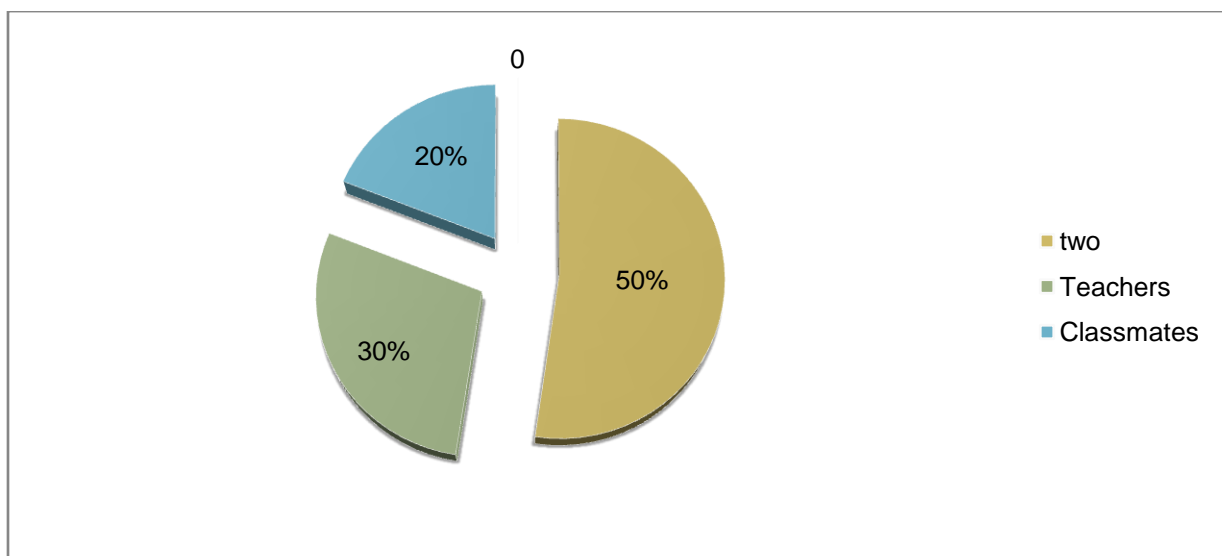


**Figure 1.1: Use of code switching during the lecture with teachers and classmates.**

When asked about using code switching during the lecture, all the informants (100%) give positive answers. It can be noticed that using code switching during the lecture varies considerably since 50% of the informants claim using it with both teachers and classmates. While 30% argue that they use it with their teachers, only 20% use code switching with their classmates.

**Question 3:** Which language is more used than the other during the lecture?

| Language used | A.F | R.F |
|---|---|---|
| Algerian Arabic | 17 | 85% |
| French | 3 | 15% |
| Total number | 20 | 100% |

**Table 1.3: The most language used during the lecture.**
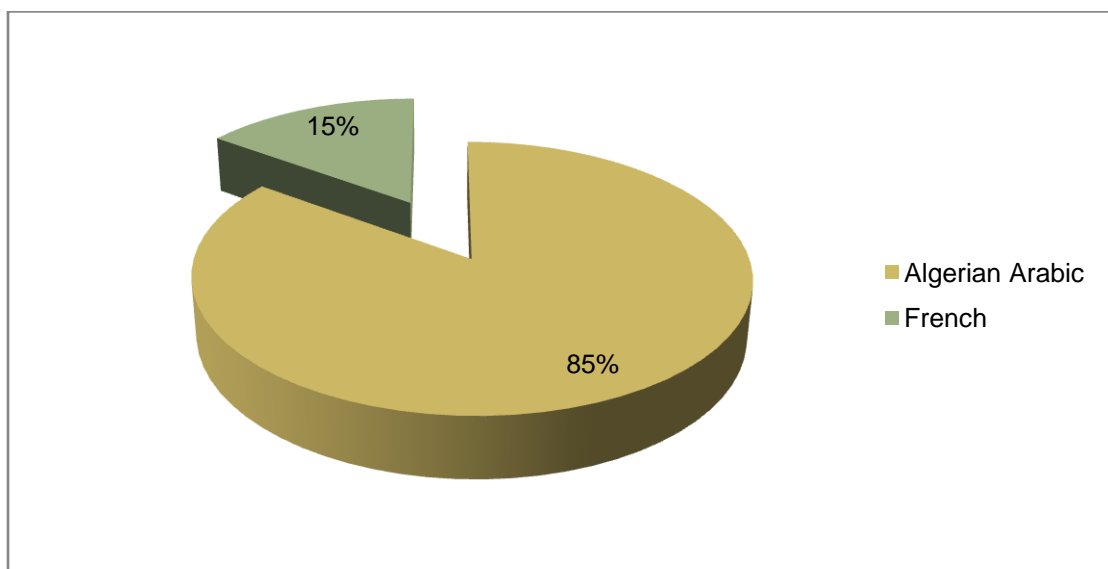


**Pie-chart 1.2: The most language used during the lecture.**

As far as the most frequently used language during the lecture is concerned, the obtained results clearly show that the majority of the informants (85%) use Algerian Arabic. They explain that this language variety is easy to learn, to pronounce and to understand as they (students) learn it from infancy. In reality, it is the mother tongue of a huge number of the Algerian people. Only15% of the informants tend to use more

French than Algerian Arabic during the lecture, considering it as an attractive way of speaking, also being the language of progress.

**Question 4:** How would you assess your level in Arabic?

| Level in Arabic | A.F | R.F |
|---|---|---|
| Good | 18 | 90% |
| Average | 2 | 10% |
| Weak | 0 | 0% |
| Total number | 20 | 100% |

**Table 1.4:  Students' level in Arabic.**
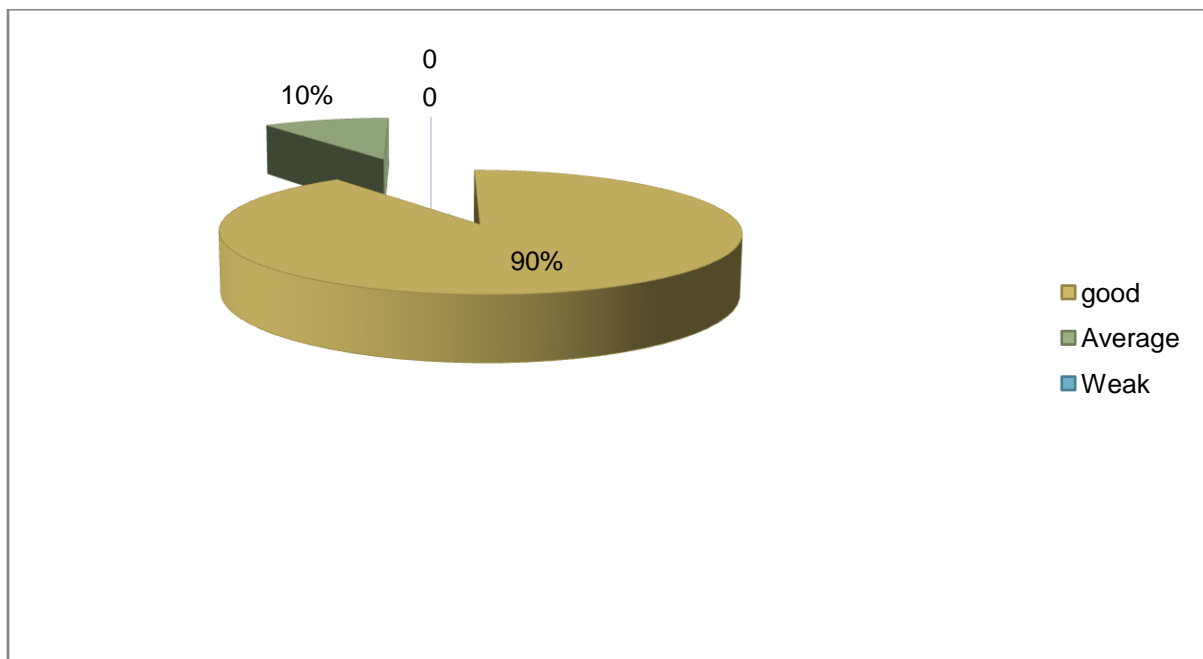


**Pie-chart 1.3: Students' level in Arabic.**

When given the opportunity to assess their level in Arabic, most (90%) of the informants state that it is good. Yet, the rest (10%)believe it to be but average.

**Question 5:** How would you assess your level in French?

| Level in French | A.F | R.F |
|---|---|---|
| **Good** | 10 | 50% |
| **Average** | 6 | 30% |
| **Weak** | 4 | 20% |
| **Total number** | 20 | 100% |

**Table1 .5: Students' level in French.**
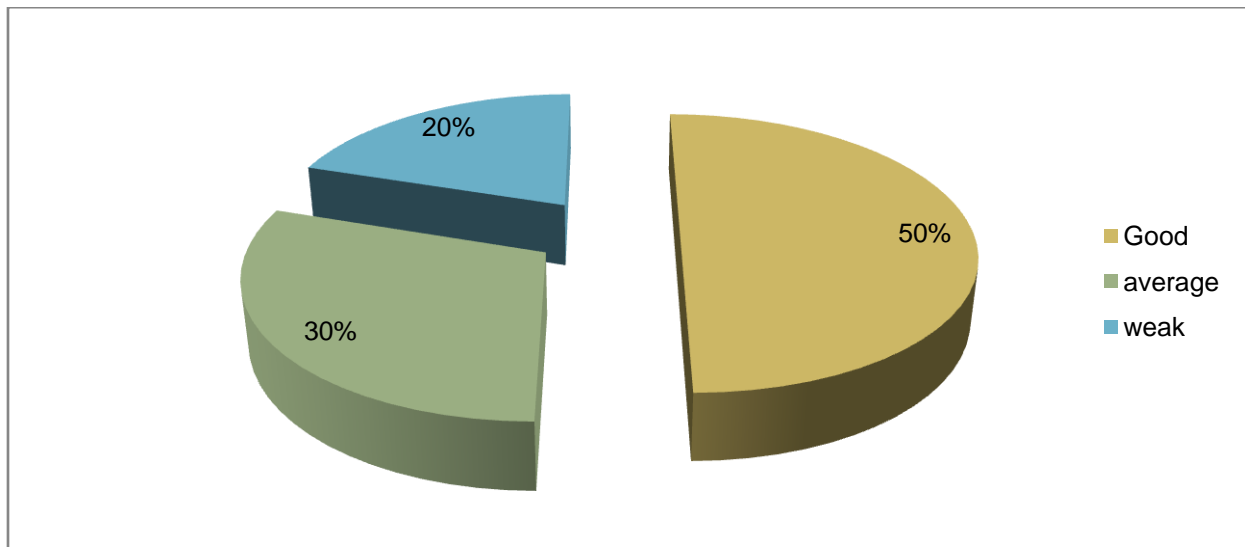


**Pie-chart 1.4:  Students' level in French.**

As far as learners' level in French is concerned, it appears that 50% of the informants assess it as being good. While 30% of the informants believe their level to be average, 20% estimate it as being weak.

**Question 6:**    How often do you code switch between Algerian Arabic and French?

| Frequency of CS | A.F | R.F |
|-----------------|-----|-----|
| **Always** | 13 | 65% |
| **Often** | 0 | 0% |
| **Sometimes** | 7 | 35% |
| **Rarely** | 0 | 0% |
| **Never** | 0 | 0% |
| **Total number** | 20 | 100% |

**Table 1.6: The frequency in using code switching.**
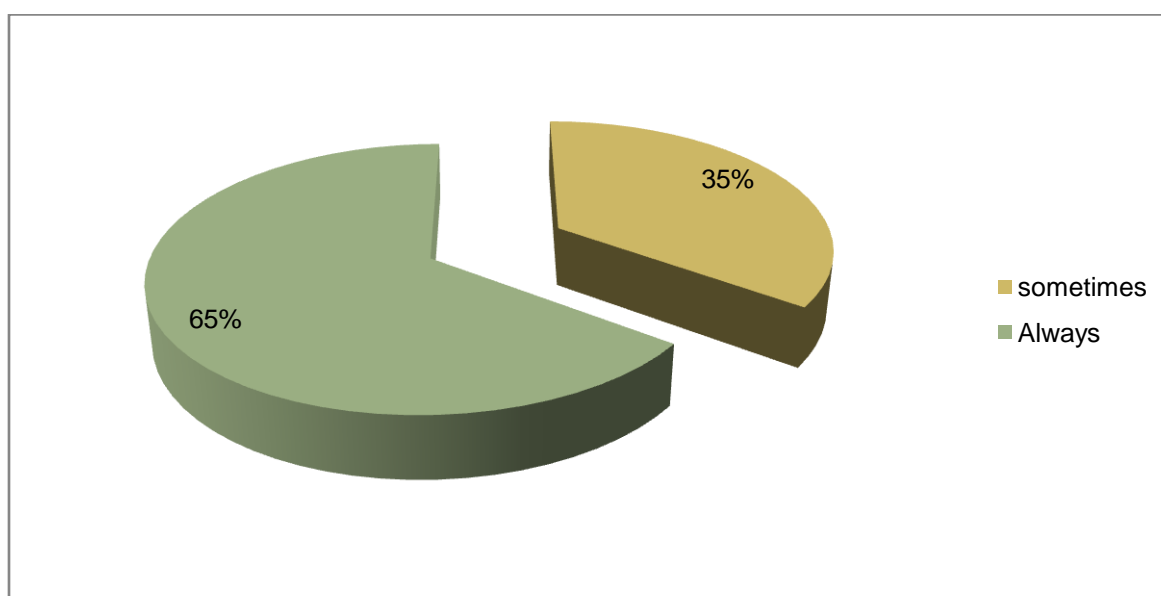


**Pie-chart 1.5:  The frequency in using code switching.**

The obtained results demonstrate that while 65% of the informants state that they constantly code switch between Algerian Arabic and French, 35% of the informants explain that they occasionally do it.

**Question 7:** Do you code switch between Algerian Arabic and French?

| Reasons for CS | A.F | R.F |
|---|---|---|
| To explain difficult or specific words | 6 | 30% |
| To express some thoughts and ideas | 3 | 15% |
| To reformulate unclear points | 0 | 0% |
| To make yourself understood | 0 | 0% |
| To express yourself freely | 0 | 0% |
| To compensate for your lack of vocabulary | 7 | 35% |
| To express some points (concepts, ideas …etc) that you think are better conveyed in the other language | 4 | 20% |
| Total number | 20 | 100% |

**Table 1.7: Students' reasons for code switching.**
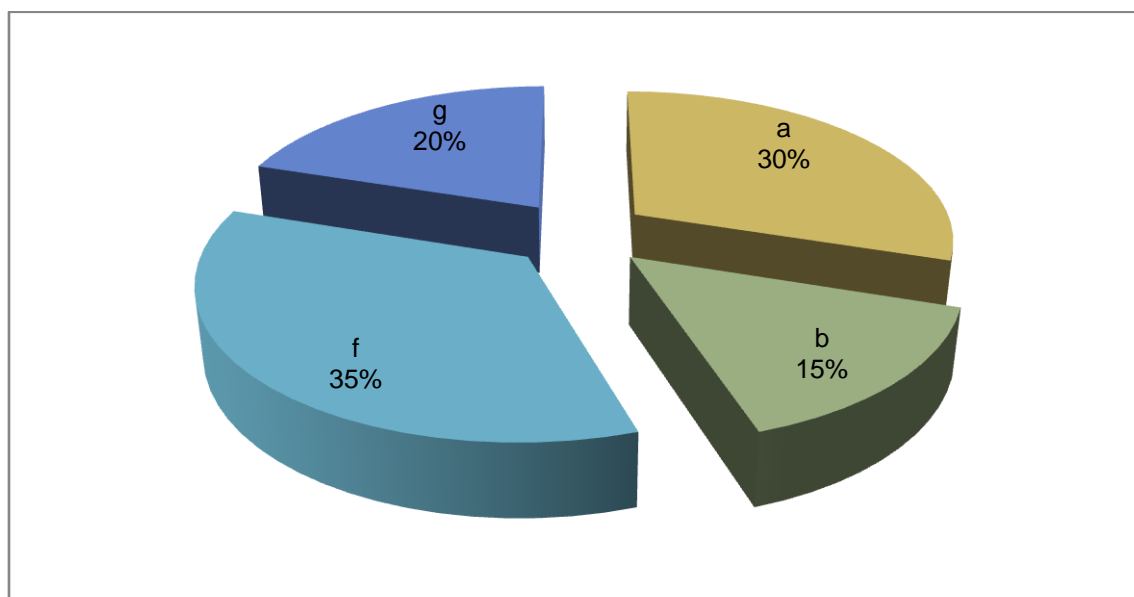
**Pie-chart 1.6: Students' reasons for code switching.**

The obtained results reveal that learners' reasons for code switching are numerous. With a ratio of 35%, compensating for their lack of vocabulary comes in the first position. While 30% state that they use code switching to explain difficult or specific words, 20% of the informants use it to express some points (concepts, ideas, etc.) that they think are better conveyed in the other language. Only 15% state that they code switch between Algerian Arabic and French to express some particular thoughts and ideas. They add that code switching helps them fill in lexical gaps as they always need words in order to express themselves or even borrow words or equivalent words.

**Question 8:** How do you consider students who code switch between Algerian Arabic and French during the lecture?

| Opinion on using CS | A.F | R.F |
|---|---|---|
| **Intelligent** | 16 | 80% |
| **Modern person** | 4 | 20% |
| **conservative** | 0 | 0% |
| **Intellectual** | 0 | 0% |
| **Total number** | 20 | 100% |

**Table 1.8: Students' opinions on using code switching during the lecture.**
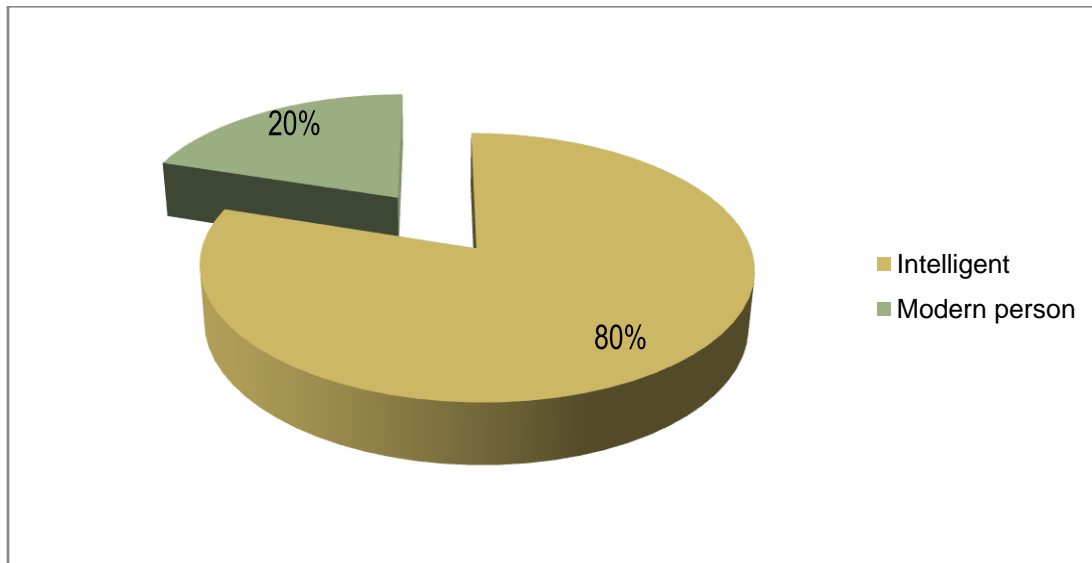
**Pie-chart 1.7: Students'opinion on using code switching during the lecture.**

When asked to give their opinion concerning students using code switching, 80% of the informants view these students as being intelligent as they are able to participate during the lecture. Other informants (20%) consider such students as modern persons.

**Question 9:** According to you, is it better to use only one language during the lecture?

| Preference of using one language | A.F | R.F |
|---|---|---|
| Yes | 1 | 5% |
| No | 19 | 95% |
| Total number | 20 | 100% |

**Table1.9: Students' preference of using one language during the lecture.**
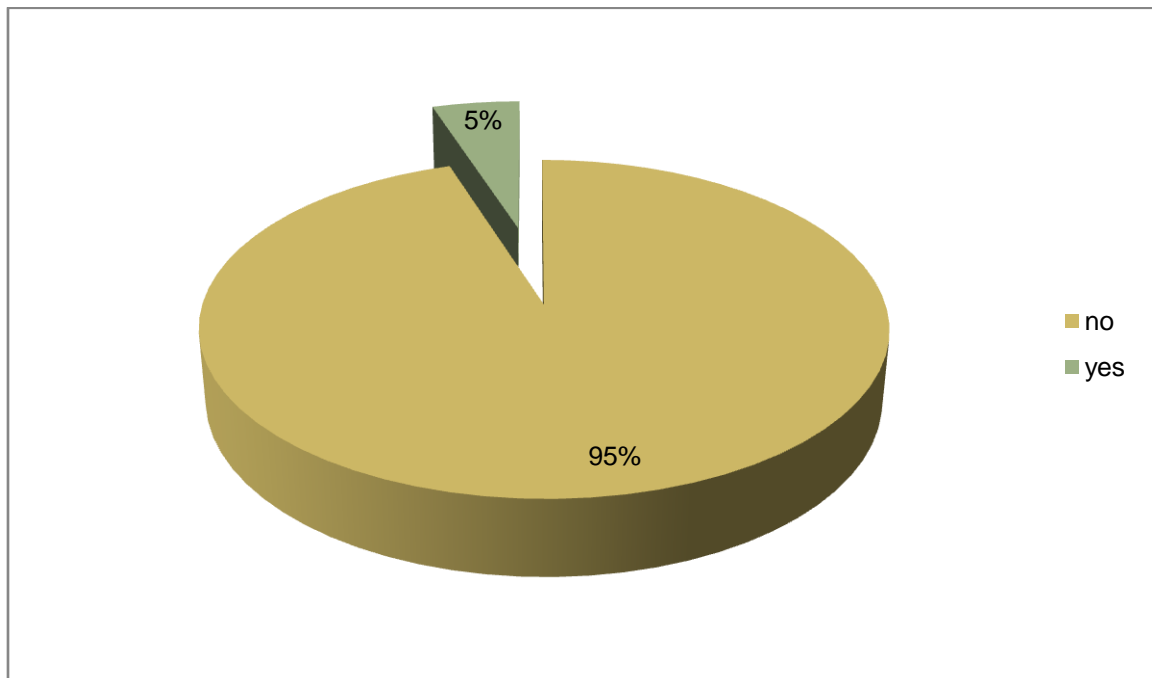
**Pie-chart 1.8: Students' preference of using one language during the lecture.**

The obtained results reveal that 95% of the informants give negative answers. They argue that using more than one language proves necessary, explaining that such a fact helps learners participate during the lecture. The rest, that is 5%, answer positively. They believe that using only one language during the lecture is sufficient for learners to express their thoughts and ideas when conveying messages.

**Question 10:** Is code switching beneficial for students?

| Benefits of CS | A.F | R.F |
|---|---|---|
| Yes | 17 | 85% |
| No | 3 | 15% |
| Total number | 20 | 100% |

**Table1.10: Benefits of using code switching.**
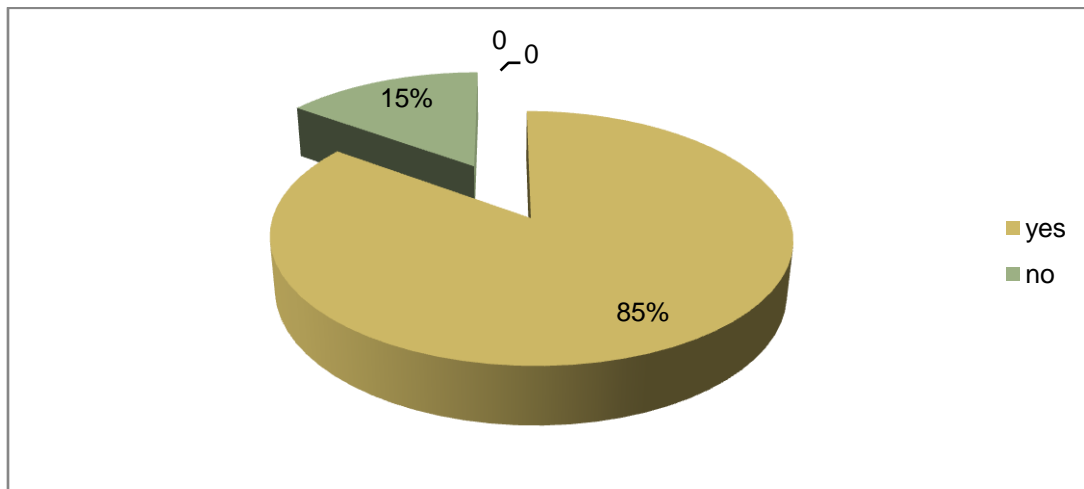
**Pie-chart 1.9: Benefits of using code switching**.

The obtained results reveal that 85% of the informants state that code switching proves beneficial for students both in classroom settings (helping them in participating during the lecture) and out of classroom settings (helping them in their daily life).Those who give negative answers (15%) believe that code switching has a negative impact, explaining that they feel afraid of making mistakes.

**2.3.4.2 Discussion**

From the previous findings concerning the students questionnaire, it is worth mentioning that the majority of students master and use both Algerian Arabic and French, acquired either from infancy or the society, this push them to use code switching unintentionally inside (with teachers and classmates) or outside the classroom.

The obtained results confirm that most of the students are likely to switch between these two languages to compensate for the lack of vocabulary, to convince the teachers and to show that they are more intelligent and civilized. To conclude, all what has been said reveals that almost all students code switch between Algerian Arabic and French during the lecture to establish a particular social relationship between their teachers and even classmates.

### 2.3.5 Analysis of Teachers' Questionnaire

The analysis of the teachers' questionnaire sheds light on the way students code switch between Algerian Arabic and French in and out of classroom settings. It also reveals the main reasons pushing students to code switch during lectures and the consequences of such a phenomenon on both students' culture and beliefs.

### 2.3.5.1 Results

**Question 1:** Do you code switch between Algerian Arabic and French during the lecture?

| Using CS during the lecture | A.F | R.F |
|---|---|---|
| **Yes** | 8 | 80% |
| **No** | 2 | 20% |
| **Total number** | 10 | 100% |

**Table 2.1: Teachers' use of code switching during lectures.**
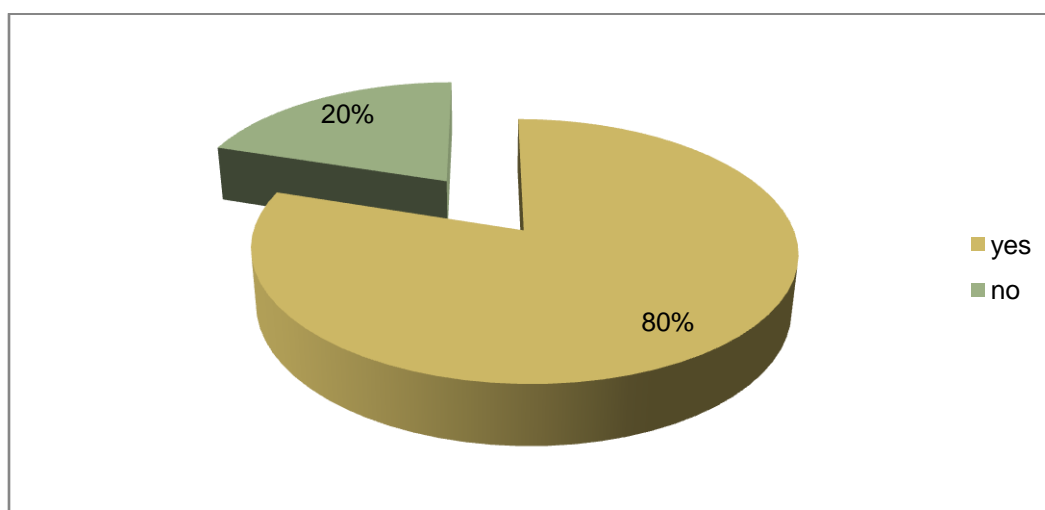


**Pie-chart 2.1: Teachers' use of code switching during lectures.**

When asked about whether they code switch (between French and Algerian Arabic) during lectures or not, 80% of the informants give positive answers, explaining that it has become has become a part and parcel of their way of communicating with students, also using it unintentionally within the process of instruction. Yet, the rest, that is 20% state the opposite. They argue that they do not use code switching and claim that those who do it are incompetent and unskilled.

**Question 2:** Is code switching used for?

| Examples of using CS | A.F | R.F |
|---|---|---|
| Whole sentence | 2 | 20% |
| Clause | 2 | 20% |
| Phrase | 1 | 10% |
| Few words | 5 | 50% |
| Total number | 10 | 100% |

**Table 2.2: Teachers' examples of using code switching during lectures.**



**Pie-chart 2.2: Teachers' examples of using code switching during lectures.**

When asked about the way they use code switching, the informants give different answers. While 50% utilize just few words when alternating between the two concerned languages, 20% state using it for clauses. Other informants (20%) claim using it for whole sentences. Only 10% of the informants code switch between Algerian Arabic and French using phrases.

**Question 3:** Do your students code switch between Algerian Arabic and French during the lecture ?

| Students using CS | A.F | R.F |
|---|---|---|
| Yes | 8 | 80% |
| No | 2 | 20% |
| Total number | 10 | 100% |

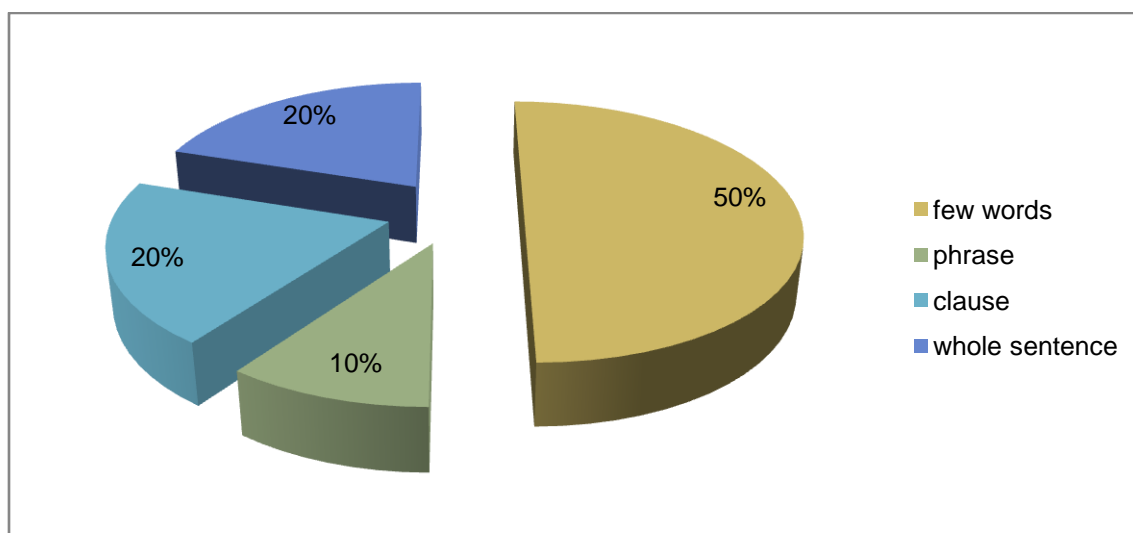**Table 2.3: Students'use of code switching during lectures.**
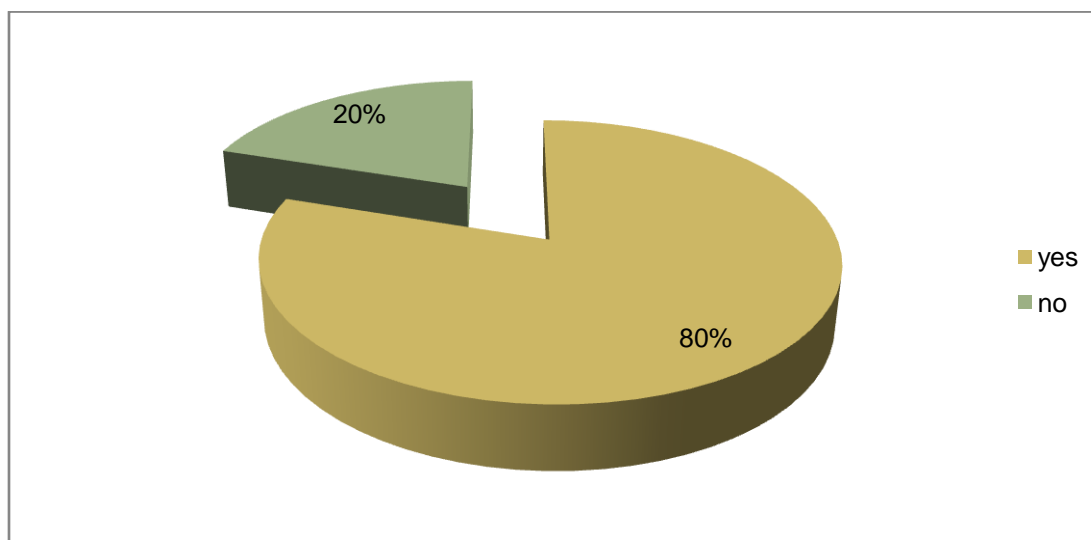


**Pie-chart 2.3: Students' use of code switching during lectures.**

When asked about whether students code switch (between French and Algerian Arabic) during the lecture or not, 80% of the informants answer positively. Yet, the rest, that is 20% state the opposite.

**Question 4:** Do you allow your students to use code switching during the lecture?

| Permission of using CS | A.F | R.F |
|---|---|---|
| **Yes** | 9 | 90% |
| **No** | 1 | 10% |
| **Total number** | 10 | 100% |

**Table 2.4: Teachers' allowing students to code switching during lectures.**
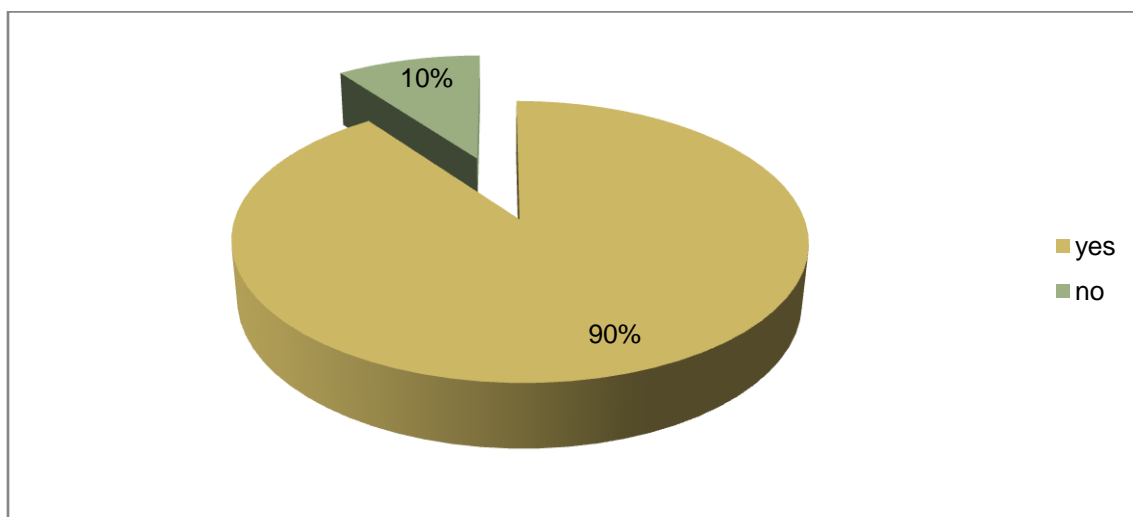


**Pie-chart2.4: Teachers' allowing students to code switching during lectures.**

The aim of this question is to know whether teachers permit to their students to use code switching during the lecture or not. The above results reveal that 90% of the

informants allow their students to use code switching during the lecture in order to express themselves freely and then participate more. However, 10% reject the idea of using code switching during the lecture, arguing that the more students use code switching the more their level in education goes down.

**Question 5:** Is code switching beneficial for students during the lecture?

| Benefits of CS | A.F | R.F |
|---|---|---|
| Yes | 9 | 90% |
| No | 1 | 10% |
| Total number | 10 | 100% |

**Table 2.5: The benefits of using code switching during the lecture.**
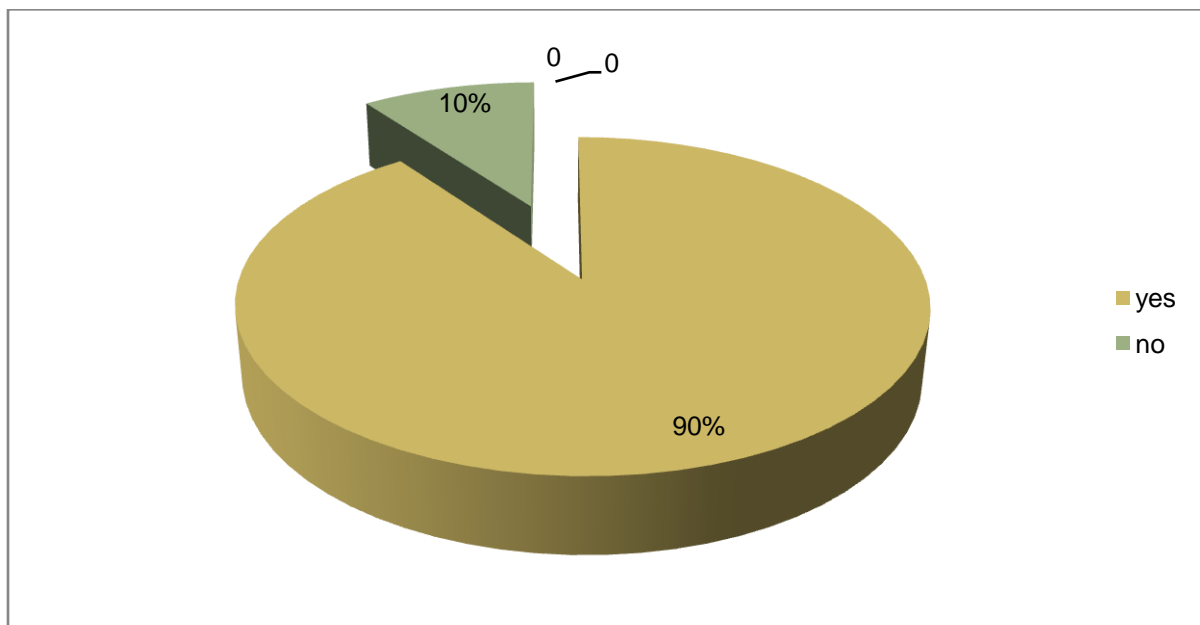


**Pie-chart 2.5: The benefits of using code switching during the lecture.**

From these results, we can notice that 90% of the informants give positive answers because they believe that students use code switching to express themselves freely. Yet, 10% answer negatively, explaining that code switching is just used for prestige

**Question 6:** Do your students code switch between Algerian Arabic and French during the lecture?

| Reasons for CS | A.F | R.F |
|---|---|---|
| Lack of vocabulary | 3 | 30% |
| Prestige | 3 | 30% |
| Jokes | 0 | 0% |
| Expressing themselves freely | 2 | 20% |
| Make themselves understood | 2 | 20% |
| To explain specific terms, ideas, etc. | 0 | 0% |
| Difficult words and unclear points | 0 | 0% |
| Total number | 10 | 100% |

**Table 2.6: Reasons for using code switching.**
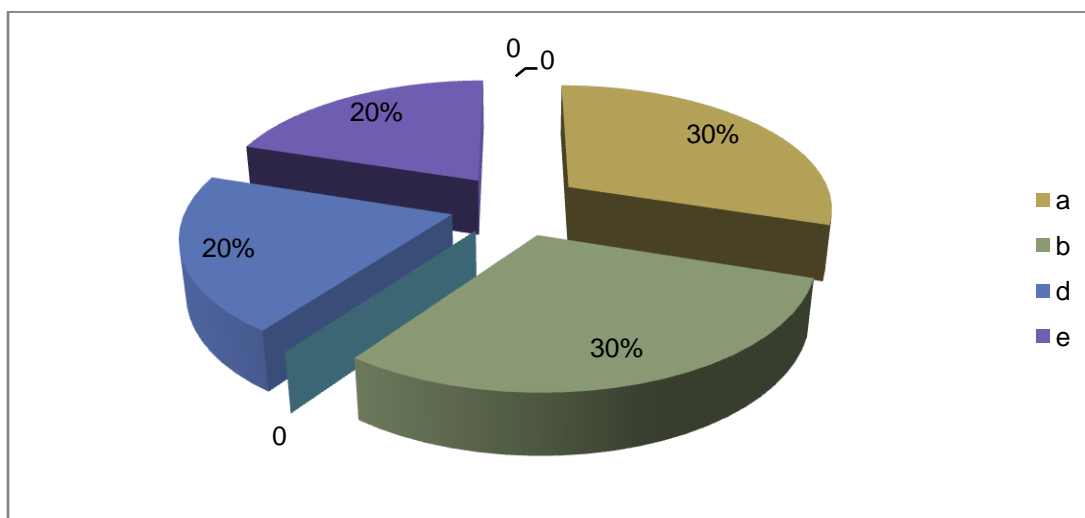


**Pie-chart 2.6: Reasons for using code switching.**

The aim of the present question is to uncover the reasons leading students to use code switching during the lecture. The results reveal that 30% of the informants

believe that students use code switching because of lack of vocabulary. While 30% argue that students alternate between these two languages just for prestige, 20% use code switching during the lecture to express themselves freely, also 20% explain that students do that to make themselves understood.

**Question 7:** Do you think that code switching should be avoide during the lecture?

| Teachers opinion about CS | A.F | R.F |
|---|---|---|
| Yes | 0 | 0% |
| No | 10 | 100% |
| Total number | 10 | 100% |

**Table 2.7: Teachers' opinion about the use of code switching**.
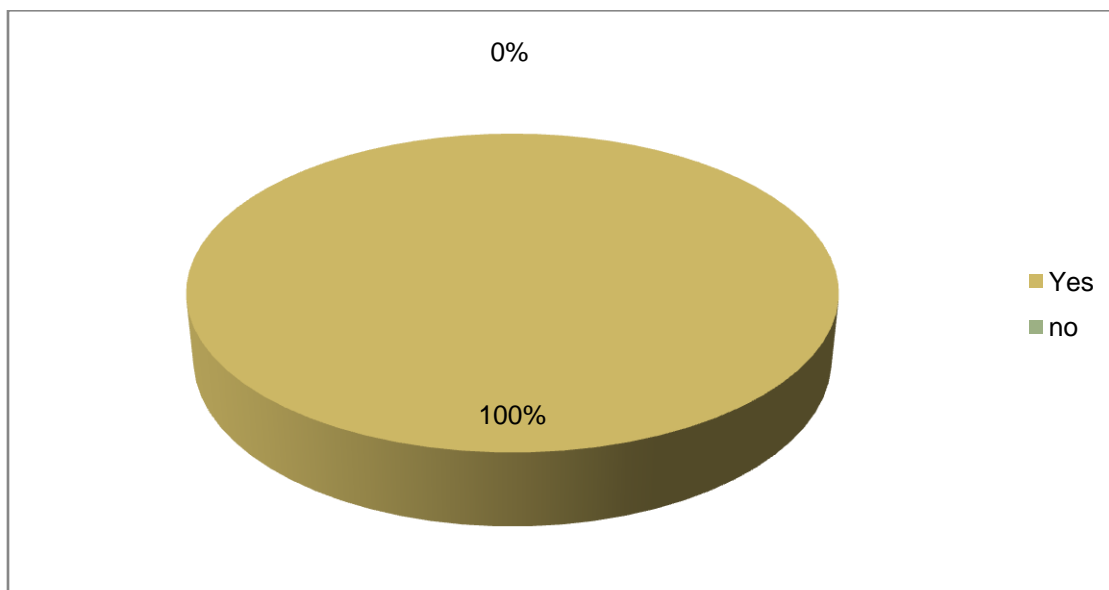


**Pie-chart 2.7: Teachers opinion about the use of code switching.**

From these results, we observe that 100% of teachers assure that code switching should be used during the lecture. They declare that; they use it to keep students concentrated during the lecture.

**2.3.5.2 Discussion**

To sum up, the obtained results from the analysis of teachers' questionnaire reveal that teachers have positive view about code switching since most of them use it during the lecture either for explanation or to facilitate comprehension by using just few words, phrases, clauses or even whole sentences.

Besides, the results come up with the notion that code switching is beneficial for their students during the lecture since they use it to express their thoughts, to convey their ideas, also for prestige and when they have no equivalent items or when they fail to carry out their conversations. Consequently, they believe that code switching should be used during the lecture because it helps students overcome their communication obstacles.

**2.4 Discussion of the Main Results**

The overall objective of the present research is to find out the reasons that lead third year psychology university students to code switch between Algerian Arabic and French during the lecture. Students as well as teachers use code switching for different reasons. They alternate between Algerian Arabic and French due to the lack of vocabulary and to express some concepts and unclear points in order to transmit and convey their messages. From that the first hypothesis is confirmed. In addition, both the obtained results reveal that both teachers and students consider Algerian Arabic as their mother tongue while they view French as the language of progress and prestige. These results also confirm the second hypothesis.

**2.5 Conclusion**

This chapter tackles the empirical phase of the present research. It endeavors to provide a clear picture of the research methodology adopted in the study, dealing with the research purpose and objectives, research tools, the sample population, and the data collection methods. The researcher devotes the last section to discuss the main results in order to confirm or reject the proposed hypotheses.

# GENERAL

# CONCLUSION

The current research paper aimed at examining the phenomenon of code switching among third-year Psychology students at Tlemcen university. More precisely, the main purpose of this work wasto investigate the reasons that make students code switch between Algerian Arabic and French during lectures, also to know whether this code switching afftects students' culture and beliefs. In fact,this research work was mainly conducted to answer the following questions:

1. Why do third-year Psychology university students code switch between Algerian Arabic and French during the lectures?
2. Does this switching affect third-year Psychology university students' culture and beliefs?

The following hypotheses were put forward:

1. Third-year Psychology university students code switch between Algerian Arabic and French during the lecture to compensate for thelack of vocabulary, and to express some ideas and concepts in order to convey their messages.
2. It is also believed that switching between Algerian Arabic and French affects their culture and beliefs, i.e. they sometimes use it not because they do not know or find the right words, but because they find that French is more prestigious and is the language of progress.

This work contains two chapters. The first one is devoted to the theoretical part which includes definitions, quotations given by differents scholars and linguists about different language contact phenomena, namely bilingualism, code mixing, code switching and borrowing. And then, it deals with the use of code switching in Algeria in general by giving some illustrations and examples.

The second chapter deals with data collection and data analysis. The data were analysed both quantitatively and qualitatively through one research instrument: a questionnaire addressed to third-year Psychology university students and another to their teachers. The qualitative analysis of data showed that students code switch between Algerian Arabic and French during the lecture unintentionally as they use it due to their lack of vocabulary or when they can not find the appropriate expression.

Thus, most of students use this phenomenon to communicate more effectively in order to convey their messages. Therefore, such results confirm the first hypothesis. In addition, if students tend to switch between Algerian Arabic and French it is just because they want to attract their interlocutor's attention as they consider French as the language of progress and presitige. Consequently, the finding confirm the second hypothesis.

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# APPENDICES

**Students' Questionnaire**

The purpose of this questionnaire is to find out why third-year Psychology university students code switch between Algerian Arabic and French during lectures and whether such code swtiching affects their culture and beliefs or not.You are kindly requested to answer the following questions by putting a tick when necessary. You may also be required, from time to time, to comment or justify your choice.

Thank you for your collaboration

Gender : Male ☐ Female ☐

Age : ………………..

1. Do you code switch between Algerian Arabic and French in your daily life?

Yes ☐ No ☐

Why ?

……………………………………………………………………………………………

………………………………………………………………………………..

2. Do you code switch between Algerian Arabic and French during the lecture ?

YesNo ☐ ☐

If yes, do you do it to communicate with the teacher or your classmates ?

……………………………………………………………………………………

………………………………………………………………………………..

3. Which language is more used than the other during the lecture ?

Algerian Arabic ☐ French ☐

Why ?

……………………………………………………………………………………………

…………………………………………………………………

4. How would you asses your level in Arabic ?

Good ☐        Average ☐        Weak        ☐

5. How would you asses your level in French ?

Good ☐        Average ☐        Weak        ☐

6. How often do you code switch between Algerian Arabic and French ?

Never ☐        Rarely ☐        Sometimes ☐        Often ☐        Always ☐

7. Do you code switch  between Algerian Arabic and French ?
   a) To explain difficult or specific words. ☐
   b) To express some thought and ideas . ☐
   c) To reformulateunclear points. ☐
   d) To makeyourselfunderstood. ☐
   e) To express yourselffreely. ☐
   f) To compensate for your lack of vocabulary. ☐
   g) To express some points (concepts, ideas, …ect) that   you think are better conveyed in the other language. ☐

   Other, please specify.

   …………………………………………………………………………
   …………………………………………………………

8. How do you consider students who  code switch between Algerian Arabic and French during the lecture ?

Intelligent        ☐

Modern person        ☐

Conservative        ☐

 Intellectual        ☐

Other, please specify.

………………………………………………………………………….

……………………………………………………

9. According to you, is it better to use only one language during the lecture ?

Yes ☐                              No ☐

Why ?

…………………………………………………………………………………………

………………………………………………………

10. Is code switching beneficial for students ?

YesNo        ☐                              ☐

Explain :

…………………………………………………………………………………………

………………………………………………………………………………..

**Thank you for your contribution**

**Teachers' Questionnaire**

**Dear teachers,**

This questionnaire is part of a research work in sociolinguistics, it is about why third year psychology university students code switch between Algerian Arabic and French in the classroom setting. It's aim at tapping into your experiences and ideas. I would be gretefull if you could answer the following questions by ticking (X) in the appropriate box. Thank you for your collaboration.

Gender :   male ☐        female ☐

Teaching experience: ………

1. Do you code switch between Algerian Arabic and French during the lecture ?

Yes ☐                        No ☐

Why ?

…………………………………………………………………………………………

……………………………………………………………………..

2. Is code switching used for ?

A just few words ☐    A phrase ☐    A clause ☐    A whole sentence ☐

Other, please specify.

…………………………………………………………………………………

………………………………………………………………..

3. Do your students code switching between Algeria Arabic and French during the lecture :

   Yes ☐          No ☐

   Why ?

   …………………………………………………………………………….....

4. Do you allow your students to code switch between Algerian Arabic and French during the lecture?

Yes ☐　　　　　　　　No ☐

Why ?

…………………………………………………………………………………………………

……………………………………………………………………

5. Is code switching benificial for the students during the lecture?

Yes ☐　　　　　　　　No ☐　　　　　　　　　　　　　　　　　☐

Why ?

…………………………………………………………………………………………………

…………………………………………………………………………..

6. Do your students code switching between Algeria Arabic and French during the lecture becuase of :
   a. Lack of vocabulary. ☐
   b. Prestige. ☐
   c. Jokes. ☐
   d. Expressing themselves freely. ☐
   e. Make themselves understood. ☐
   f. To explain specific terms, ideas, …etc ☐
   g. Difficult words and unclear points. ☐

7. Do you think that code switching should be forbidden during the lecture ?

Yes ☐　　　　　　　　No ☐

Why ?

…………………………………………………………………………………………………

……………………………………………………………………..

**Thank you very much**

**Summary :**

The main aim of this research paper is to show the reasons that lead third year psychology students at Tlemcen university to code switch between Algerian Arabic and French during the lecture ; and, to know how this phenomenon affect their culture and beleif. As far as the case study consists of one research instrument; one for teachers and another for their students. The results obtain from gathering and analysing data has been revealed that, students code switch consciously and unconsciouly for the purpose of conveying their messages and to compensate for the lack of vocabulary, they considered French as language of progress and it used for prestige.

**Key words:** Code switching, Algerian Arabic, French.

التلخيص :

الغرض الأساسي من هذه الدراسة هو توضيح الأسباب التي تجعل طلاب علم النفس بجامعة تلمسان لاستخدام التناوب اللغوي بين اللهجة الجزائرية واللغة الفرنسية داخل القسم, وكذلك معرفة كيفية تأثير هذه الظاهرة على ثقافتهم و معتقداتهم. تحتوي دراسة حالة على أداة بحث واحدة وهي الاستبيان تم توجيهه إلى الطلاب وكذا     أساتذتهم , بينت النتائج المحصل عليها من خلال جمع البيانات و تحليلها إلى أن : يستخدم الطلاب التناوب اللغوي بوعي ودون وعي بغرض توصيل رسائلهم وتغطية الفجوات اللغوية, حيث اعتبروا أن الفرنسية هي لغة التقدم و الحضارة .

الكلمات المفتاحية: الابدال اللغوي, اللهجة الجزائرية, الفرنسية .

**Résumé :**

L'objectif principal de cette recherche est de montrer les raisons qui poussent les étudiants de troisième année en psychologie de l'université de Tlemcen à utilisé des Alternance codique entre l'arabe algérienne et le français durant la lesson; et, savoir comment ce phénomène affecte leur culture et leur croyance. Dans la mesure où l'étude de ce cas consiste en un seul instrument de recherche; un pour les enseignants et un autre pour leurs étudiants. Les résultats obtenus grâce à la collecte et à l'analyse des données ont révélé que les élèves codaient de manière consciente et inconsciemment dans le but de transmettre leurs messages et de compenser le manque de vocabulaire, ils considéraient le Français comme une langue de progrès et de prestige.

**Mots clé** : Alternance Codique, l'arabe algérienne, Français.