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Code Switching in Algeria:

Case of Master One English Students at Tlemcen University

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Dedication

To my grandmother Habiba God bless her

To my dearest parents Ahmed and Djamila

To my lovely sisters Djahida and Ahlem

To my dear brother Mohamed El Amine

To the family KERTOUBI and AZZI

Abstract

Code switching is used by bilinguals . It is a phenomenon of great interest among sociolinguists . This research paper aims at finding out the reasons of switching and mixing languages within one sentence . It also sheds light on the phenomenon of code switching in the Algerian context . To reach this end , a questionnaire has been used as a research tool and addressed to fourty master one students of English at Tlemcen university . The analysis and interpretation of data have shown that master one students code switch according to the person they are talking with as well as the topic and the context. In sum , it was noticed that master one students switch according to the situation they were involved in. Also , they mixed languages because they had a lack of vocabulary in the language .

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List of Abbreviations

CS : Code Switching

CM : Code Mixing

MSA : Modern Standard Arabic

AA : Algerian Arabic

DA : Dialectal Arabic

SA : Standard Arabic

CA : Classical Arabic

AF : Absolute Frequency

RF : Relative Frequency

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General Introduction

General Introduction

Algeria is considered as multilingual country where more than one language is used for communication . The languages used are Standard Arabic , Algerian Arabic , Berber and French . The bilingual community is characterized by some phenomena like code switching, code mixing and borrowing . Code switching has attracted the attention of many sociolinguists.

In this study, the researcher tries to find out the different reasons behind bilinguals' switching and mixing of codes within the same sentence . The present research paper attempts to raise the following research questions:

- Why do bilingual people switch from one language to another?
- Why do they mix languages within one sentence?

Therefore, the following hypotheses have been formed:

- Bilinguals switch between languages according to the person they are speaking with, the topic , the context and the formality of the situation .
- Bilinguals mix languages within one sentence to express a word that does not have a direct equivalent in the other language , to include someone in the conversation or to exclude someone from the conversation .

The fundamental aim of the study is to shed light on the phenomenon of code switching . The study will also discover the various reasons of code switching . In this research work , the population chosen is university students . The sample is fourty English students . They have been selected because they are in contact with more than one language . A questionnaire has been selected as a research tool to collect data .

This research paper contains three chapters . The first one deals with the literature review of code switching including some definitions of the phenomenon , its different patterns and theories and a comparison with other sociolinguistic phenomena . The second one is concerned with the description of the Algerian language situation . The third one is a case study in which the questionnaire was used . It is devoted to the analysis and interpretation of data .

Chapter One

Literature Review of Code Switching

1.1 Introduction

This first chapter deals with the theoretical part of this research paper . It focuses on defining code switching and camparing it with other related phenomena namely code mixing and borrowing . It also aims at presenting the different types of code switching including its patterns (situational , metaphorical and conversational) as well as its theories (intrasentential , intersentential and tag switching) . In addition, it sheds light on the purposes of code switching . Finally , it presents the functions of code switching (the conversation analysis and the markedness model) .

1.2 Bilingualism

Commubicative competence is the knowledge of when to speak and what to talk about . Hymes defines communicative competence as " […] what a person needs to know in order to communicate effectively in culturally significant situations " (1974 : 75) . Hence , the person who is capable of using two languages or more in different situations is called a bilingual .

Bloomfield defines bilingualism as " native − like control of two or more languages" (1933 : 56) while Haugen argues that bilingualism is present " at the point where the speaker of one language can produce complete , meaningful utterances in the other language " (1956 : 10) . For Grosjean , this phenomenon involves " […] the regular use of two or more languages " (1982 : 1) .

From the above quotations, it is concluded that bilingualism is a universal phenomenon used by speakers of two languages or more in a speech community .

Bilinguals are individuals who are proficient in more than one language . Their proficiency in either language may vary (Wei , 2000) . Therefore , they may switch from one language to another . Bilinguals seem to code switch frequently . The

phenomenon of code switching has been the subject matter of many researchers (Fishman , 1971 ; Gumperz , 1982 and Jakobson , 1997) . Bilinguals and multilinguals tend to switch between languages ; speakers of certain bilingual communities switch from one language to another . Hence , the two language systems interact with each other in the production of these sentences . The phenomenon of switching between codes used by bilingual speakers is referred to as code switching (henceforth CS) .

1.3 Code Switching

Code switching has been dealt with by many scholars who have attempted to define this phenomenon . Bokamba defines code switching as " […] the mixing of words , phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event " (1989 : 278) . Thus , it occurs within the same single utterance by shifting from one code into another .

The bilingual speaker has a variety of lexical items that helps him to switch between codes for different reasons and in different situations . In this respect , Holmes (2000 :) says " […] speakers have genuine choice about which words or phrases they will use in which language " . Thus , bilinguals have different choices in selecting words and languages when switching from one code into another . However , Jakobson et al (1952 : 604) argue that " two styles of the same language may have divergent codes and be deliberately interlinked within one utterance or even one sentence " . This means that each language style has a code .

Alvarez – Càccamo (1990)   defines code switching as an alternation of languages ; it occurs during bilingual conversations in which participants have at least one language in common (Velàsquez , 2010 : 15) . Moreover , Hudson defines it as the " […] inevitable consequences of bilingualism , as anyone who speaks more than one language chooses between them according to circumstances " (1956 :53) . Thus ,

it is the result of language contact ; the bilingual speaker moves between the codes according to different situations .

Crystal (1995) states that code switching happens when a bilingual speaker shifts between two languages . However , Halliday explains CS as " code – shift actualized as a process within the individual : the speaker moves from one code to another and back , more or less rapidly , in course of a single sentence " (1978 : 65) . In fact, code switching refers to the use of many languages or dialects by bilingual speakers in the same conversation (Gardner , 2009) . Therefore , code switching is the use of more than one code (language or dialect) by bilingual people within the same speech.

1.4 Types of Code Switching

There are three patterns of code switching : situational code switching , metaphorical code switching and conversational code switching . Concerning the theories of code switching , three types are presented namely intrasentential code switching , intersentential code switching and tag switching (Yleyinen , 2004 : 14) .

1.4.1 Patterns of Code Switching

Blom and Gumperz (1972) introduced two patterns of CS namely situational CS and metaphorical CS ; later on , Gumperz (1982) developed the concept of metaphorical CS and introduced another term " conversational CS " .

1.4.1.1 Situational Code Switching

The model of " situatioal switching " versus " metaphorical switching " was used in the 1970s . Situational switching is viewed as the change of code that is influenced by the context and the interlocutor . It includes shift for topic ; it depends on the fact that a linguistic variety is allocated to a cluster of topics , persons or purposes (Myers – Scotton & Ury , 1977) . Thus , situational CS involves change of topic as well as the setting of the conversation .

1.4.1.2 Metaphorical Code Switching

Metaphorical switching relies on the decision that participants make to code switch at a specific time during conversation .Therefore , the speaker switches to achieve a special communicative effect . For Myers _ Scotton and Ury (1977 : 5) "[…] metaphorical switching also depends on societal agreements " . Thus , it includes the allocation of codes according to the societal consensus . In fact , metaphorical CS is used to emphasize or to draw attention .

1.4.1.3 Conversational Code Switching

Gumperz (1982) developed metaphorical code switching and introduced the term conversational code switching which is " the juxtaposition within the same speech exchange of messages belonging to two different grammatical systems or sub – systems " (Gumperz , 1982 : 57) .

According to Gumperz (1982 : 75- 84) , conversational CS has some features like : quotaions , addressee specification , interjections , reiteration , message qualification and personalization versus objectivization (Yleyinen , 2004 : 17) .

Quotations refer to the difference between direct speech and reported speech . They are used when someone wants to report something said by someone else . Gumperz says that " in many instances the code switched passages are clearly identifiable either as direct quotations or as reported speech " (1982 : 75 – 76) . Regarding addressee specification , CS is used to include the addressee in the conversation . Thus , " the switch serves to direct the message to one of possible addressees " (Gumperz , 1982 : 77) . It can also be used to exclude someone from the conversation by using a language that no one understands .

Concerning interjections , they occur when CS is employed as a sentence filler (Gumperz , 1982) . Thus , code switching is used to mark an interjection . However , reiteration means that CS is used for clarification (Yleyinen , 2004 : 17 – 18) . On the other hand , message qualification refers to a topic that is introduced in one language but discussed in another . It also means qualifying something that has been previously said .

Concerning personalization vs. objectivization , Gumperz (1982 : 80) claims that personalization vs. objectivization refers to the difference between talk about action and talk as action as well as the spaeker' s distance from a message (Yleyiren , 2004 : 18) .

Gumperz (1992) talks about conversational code switching as contextualization cues where the switching processes are implicit ways of conveying meaning as part of the interaction between the speakers . Furthermore , Romaine (1995) claims that all the three patterns of code switching (situational , metaphorical and conversational) may be found within one discourse .

As part of the types of code switching , there are different theories of CS (intrasentential , intersentential and tag switching) .

1.4.2   Theories of Code Switching

Some linguists differentiate code switching based on the level of mixing one language with another. When switching occurs within a sentence (the intrasentential level) , it is known as code mixing . When more than one sentence is involved (intersentential level) , it is referred to as code switching . Poplack (1980) distinguishes three types of switching : intrasentential CS , intersentential CS and tag switching .

1.4.2.1 Intrasentential Code Switching

Intrasentential switching refers to different types of switches at a sentence boundary. In this context, Lui (2010) explains that the sentence is in different languages .

1.4.2.2 Intersentential Code Switching

Intersentential CS involves switches within clause or sentence boundary (switching of phrase , noun or adjective) . Poplack (1980) classified CS in the following types : full sentence , between verb and adverb , noun and adjective , auxiliary and verb , a single noun and interjection (Velàsquez , 2010 : 24) .

- ❖ Full sentence : for example , " Ella canta canciones insultando a los hombres " . That's why you never heard of her .
- ❖ Single noun : La milk esta en la mesa .
- ❖ Interjection :" There should be a stop with these kids where there should be discipline ; Contra ! You know, open classrooms "(qtq in Velàsquez,2010 : 24)

1.4.2.3 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) . Poplack (1980) provides the example of the tag phrase : " I' m sorry , verdad , you know and I mean " (qtd in Becker , 1997 : 6) . Tag switching also involves discourse markers as : " well , ok , right " and interjections (Poplack , 1980) .

There are different purposes behind bilinguals' code switching ; these purposes differ from a bilingual speaker to another .

1.5 Purposes of Code Switching

The bilingual speaker may code switch for many purposes . In this regard , Holmes (2008) provides a list of purposes of code switching . He claims that bilinguals may shift codes to exclude someone from the conversation or to include someone in the conversation .They , sometimes , shift codes to show solidarity . Moreover , code switching reflects a high social class . Also , people may code switch according to the discussed topic . A speaker may shift between codes to discuss a topic ; this is referred to as switching for referential purposes . Regarding switching for affective functions , speakers may code switch to express their feelings and attitudes . Moreover , code switching reflects lexical borrowing when a language reflects a lack of vocabulary . Borrowing can occur when a speaker cannot find a word in the other language . In addition , code switching occurs to persuade the audience (Holmes , 2008) .

1.6 Functions of Code Switching

In the 1980s , Gumperz' model was critisized by Auer (1984) since it fails in defining the term " situation " . As a reaction , Auer (1995) relied on conversation analysis referred to as sequential analysis or Auer' s conversation analysis .

According to Auer (1995 : 116) " any theory of conversational code – alternation is bound to fail if it does not take into account that the meaning of code – alternation depends in essential ways on its sequential environment " (qtd in Ylelyinen, 2004 : 15) . Thus , speakers interpret the meaning of CS depending on the sentences .

Auer (1998) proposes two functions of code switching namely : discourse-related CS and participant - related CS .

Auer (1998) explains discourse – related CS as the contribution of code switching to the organization of the meaning of a sentence in conversation . Thus , CS is used in relation to the discourse . In discourse – related CS , there is a new language that all the speakers agree about and share for their interaction .

According to Auer (1998 : 8) participant – related CS means using phases of different language choices (qtd in Ylelyinen : 2004 , 20) . The speakers select a language for communication .Thus , there is a negociation concerning the language chosen as the language of communication .

1.6.1   The Markedness Model

The model of Gumperz was criticized because it was descriptive ; it was limited to a list of possible switches but did not explain what could happen in CS (Myers – Scotton , 1993) . In the mid 1990s , Myers – Scotton offered a theory to refer to the

markedness model which concerns the function of code switching . It seeks to explain the social motivation that leads speakers to code switch .

In fact , the markedness model is " […] an explanation accounting for speakers socio – psychological motivations when they engage in CS [code – switching] " (Myers – Scoyyon , 1993 : 75) , the choices of code are determined by the negotiation between interlocutors .

> for the speaker , switching is a tool , a means of doing something (by
>
> affecting the rights and obligations balance) . For the listener , switching
>
> is an index , a symbol of the speaker' s intentions . Therefore , switching
>
> is both a means and a message (Wei , 2000 : 141 – 142) .

Hence, there is always more than one way of speaking in every community. Also, languages are associated with social groups . Myers – Scotton (1983 : 115) says that " speakers recognize choices as either marked or unmarked in reference to the norms of their speech community " . Thus , the choices are either marked or unmarked.

1.7 Code – Switching , Code Mixing and Borrowing

Code mixing (CM) has been defined by many scholars ; CS and CM are considered as the bi – products of bilingualism (Eastman , 1992) . Kachru defines CM as:

> the use of one or more languages for consistent transfer of linguistic units
>
> from one language into another and by such language mixture developing
>
> a new restricted and not restricted code of language interaction (1978 :28).

Thus , CM is the use of more than one language and a shift from one code into another. In this respect , Bokamba (1989 : 278) adds that :

> code – mixing is the embedding of various linguistic units such as affixes
>
> (bound morphemes) , words (unbound morphemes) , phrases and
>
> clauses from two distinct grammatical (sub) systems within the same
>
> sentence and speech event (qtd in Walwadkar , 2013 : 45) .

In other words , CM is the transfer of linguistic elements from two different languages by bilingual speakers within the same conversation or speech event .

Crystal (1997 : 66) views that code – mixing " involves the transfer of linguistic elements from one language into another " (qtd in Walwadkar , 2013 : 45) . Therefore, CM is the change from one code to another by using one language or more in the same conversation.

There are two different views of code mixing . In fact , some linguists are in favour of making a distinction between code – switching and code mixing ; they view them as distinct phenomena . However , some other scholars consider that there is no distinction between code – switching and code mixing (Walwadkar , 2013 : 42) .

Regarding the distinction between code – switching and code mixing , CS is the shift from one language to another for different reasons such as the situation and the speakers while CM is the transfer of linguistic elements from a language to another (Walwadkar , 2013 : 42) .

In the same line of thought , Bokamba (1989) points out three ideas concerning why code mixing and code – switching should be differentiated . First, the two phenomena are different because each phenomenon involves a different linguistic aspect . For instance , CS does not involve rules of the languages used in speech whereas CM does . Second , CM shows an advanced degree of bilingualism as

it needs competence in the two languages . Moreover , it involves the use of two languages .

Some scholars are against maintaining a distinction ; they consider that there is no difference between code mixing and code - switching since the two phenomena result from language contact . Thus , the two terms can be used interchangeably. Some state that there is no distinction between CM and CS . Moreover , others view that CM and CS are two terms that are used interchangeably (Walwadkar , 2013 : 43) .

From the definitions presented and the two different views of CM , it can be concluded that it is difficult to maintain the distinction between the two phenomena because one definition covers only one aspect of CM and CS .

Borrowing is viewed as related to code mixing and code switching , but it is also different from them . CM and CS are used by bilinguals or multilinguals only borrowing may exist in the speech of monolinguals (Walwadkar , 2013 : 48) . Thus , there is a difference between CM , CS and borrowing . Each phenomenon has distinctive features ; sometimes two phenomena share the same features and it is possible to find a common feature between the three phenomena .

1.8 Conclusion

This first chapter covered the definitions of the main concepts related to code switching. It can be concluded that in a bilingual community, there is a tendency among speakers to mix phrases, clauses and sentences during conversations. Bilnguals tend to have the ability to switch between codes. It can also be said that CS may be defined in relation to other phenomena such as code mixing and borrowing. These phenomena have been defined by many scholars and the question concerning why people code switch has not yet got a precise answer .Thus , the reasons for code switching are different from one speaker to another . The next chapter will be devoted to the linguistic and sociolinguistic situations in Algeria.

Chapter Two

Language Situation in Algeria

2.1 Introduction

The second chapter of this research work deals with the language situation in Algeria. First , it states the main languages spoken in the country namely Berber , Arabic and French . In addition , it describes the sociolinguistic situation in Algeria including different phenomena: diglossia , bilingualism and code switching .

2.2 The Spoken Languages

The linguistic situation in Algeria is complex since it is characterized by the existence of more than one language of communication . Algeria is considered as a multilingual country as it has various languages .They are : Modern Standard Arabic (MSA) or Standard Arabic (SA) , Berber , French and Dialectal or Algerian Arabic (AA) .

The spoken languages are Arabic , French and Berber whereas the spoken and written ones are Arabic and French which are used in education and administrations .

2.2.1 Berber

The early inhabitants of Algeria were the Berber tribes . Berber is the mother tongue of many Algerians . It has been recognized as a national language after the constitutional amendment of May 8th , 2002 . It is also spoken in many

African counturies like Mali , Mauritania and Morocco . It has got four major dialects : Kabyle which is spoken in Kabylia especially in Algiers , Béjaia , Tizi Ouazou , Bouira , Sétif and Boumerdes ; Shawia in the Aures especially in Batna , Khenchla , Souk Ahras , Oum El Bouagui and Tebessa ; Mozabite in Mzab and Tamashekt in the Sahara Desert (Fezzioui , 2013) .

2.2.2 Arabic

In the seventh century , with the arrival of the Muslim Arabs , the Arabic language became the official language of Algeria . Arabic descended from a proto − semitic family . It becomes used in the Maghreb because of different factors ; one of them is that Arabic is the language of Islam . Also , it was the language of knowledge and science . It is the first and native language of the Arab countries . The modern form of Arabic is called MSA ; it is spoken in 22 Arab countries (Fezzioui , 2013) .

Arabic is classified into two forms : Modern Standard Arabic (MSA) and Dialectal Arabic (DA) . The Algerian Arabic has different accents . An accent refers to phonological variation from region to region like in the pronunciation of / q / which is realized / q / in Algiers , / g / in Oran, / / in Tlemcen , / k / in Jijel and / ts / in Ghazaouet . Algerian Arabic differs from region to region . It is characterized by borrowing from other languages mainly French (Fezzioui , 2013) . Examples are the words : / tilifu :n /telephone, / tili/television , /sombra / room and / faliza / bag .

2.2.3 French

In 1830 , France colonized Algeria ; the colonization lasted one hundred and thirty two years until 1962 when Algeria got independence . French is the first foreign language in Algeria . It is part of the school curriculum . Many Algerian people master the language because of the colonization . It is a sign of high social class (Fezzioui , 2013) .

2.3. The Sociolinguistic Situation in Algeria

Since different languages are spoken in Algeria , it is characterized by the existence of different sociolinguistic phenomena ; diglossia , bilingualism and code switching .

2.3.1 Diglossia

Diglossia is a language situation in which two varieties of the same language are used . According to Ferguson (1959 : 435) :

in addition to the the primary dialects of the language(which may

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

which is learned by formal education and is used for most written and

formal spoken purposes .

Moreover , Ferguson adds that the highly codified variety " … is not used by any sector of the community for ordinary conversation " (1959 : 435).

Thus , diglossia is the existence of two language varieties in a speech community . Each variety has its own function . The high variety is the codified one which is used in formal purposes . The low variety is used in informal settings (Fezzioui , 2013) .

 In Algeria , the Arabic language has different varieties used for specific functions . Classical Arabic is the language of the Quran . MSA represents the high variety and it is the standard language . In addition to this , Arabic is " … codified to the extent that it can be understood by different Arabic speakers " (Ennaji , 1991 : 19) . On the other hand , Algerian Arabic represents the low variety since it is not standardized (Fezzioui , 2013) . " It refers to the colloquial language known as amma ,darija or lahja " (Kaye , 1970 : 67) . There are many varieties " being spoken and not written , they are distinguishable from Classical Arabic as a result of a general grammatical simplification in structure " (Kaye , 1970 : 67)

Therefore , Algeria is a diglossic community . In 1959 , Ferguson listed criteria of diglossia . They are : function , prestige , literary heritage , acquisition , standardization , stability , grammar and phonology (Hudson , 2002).

In fact , the high (H) and low (L) varieties are used for different purposes and in a specific domain . Also , the H variety is more prestigeous than L variety since it is used in formal settings and administrations . Moreover , the literature is written in H variety . In addition to this , the high variety is learned

at school whereas L variety is the first language that is acquired at home. Moreover, high variety is standardized by the government and it is stable . Also, the grammar of the two varieties is different . Finally , the vocabulary and phonemes of H and L varieties are different (Shiffman , 1999) .

2.3.2 Bilingualism

Bilingualism refers to the existence of two languages . According to Bloomfield (1933) bilingualism is the result of learning a language in addition to the native language . In Algeria , different languages are used for communication . Arabic is the native language . French is the first foreign language and English is a second foreign language (Fezzioui , 2013) .

In fact , Arabic is the official language . It is used in education and administrations . French is also used in education . Most Algerians speak and understand it because of the French colonization (Fezzioui , 2013) . In this context , Miliani (2001 : 17) claims that French " is a tool (linguistic , cultural, social , economic and technical) " (qtd in Fezzioui , 2013 : 41) . After the independence , the French language became part of the linguistic repertoire of Algerian people . English as a second foreign language is also part of education . It is taught from the first year of middle school . However , it is not used in everyday communication (Fezzioui , 2013) .

Thus , it can be concluded that Algeria is a bilingual / multilingual community since more than one language is used for daily communication namely Arabic , Berber and French .

2.3.3 Code Switching

Code switching is a wideworld phenomenon. It resuls from language contact . It refers to the use of many languages or dialects by bilingual speakers in the same conversation (Gardner , 2009) .

In Algeria , code switching is used in daily life of communication . People move from one language to another in their speech . The most common switching in Algeria is Arabic – French since the latter is spoken by the majority of Algerians . Some examples of code switching in Algeria are as follows :

1* / not retar lju :m /

I woke up late today .

2* / rani rajha la fak /

I am going to the faculty .

3* / wes demondawlek tji :b /

What did they ask you to bring ?

4* / rani rajha f taksi /

I am going by taxi .

5* / bsahtek du : s /

Healthy path .

6* wes gelek pxof /

What did the teacher tell you ?

7* / ku :nt f la post /

I was in the poste – office .

8* / nkemel lxadma ala senke :r du swar /

I finished work at five in the afternoon .

9* / atini parapli /

Give me the ambrella .

10* / rani nahdar f portabl /

I am speaking on the phone .

11* / mazel majes bus /

The bus has not come yet .

12* / metejo marahas mliha lju :m /

The weather is not good today .

From the examples , it is observed that most of the sentences produced by Algerians contain switching . The latter may be found in all positions : at the beginning , middle and the end of sentences . In the first example , switching occured in the middle of the sentence ; in the third and last examples , switching occured at the beginning of the sentence and in the remaining examples , switching happened at the end of the sentence . Thus , it can be concluded that the three types of switching (intersentential , intrasentential and tag switching) are part of the Algerian speech .

2.4 Conclusion

The sociolinguistic situation of Algeria is complex. Algeria has many languages . It is considered a bilingual and a diglossic community since different varieties of Arabic are used .This chapter has summarized the main languages spoken in Algeria (Berber , Arabic and French) . It has also spoken about the sociolinguistic situation in Algeria which is characterized by different phenomena (diglossia , bilingualism and code switching) .

The next chapter will be devoted to the analysis and interpretation of data. Furthermore , the chapter will seek to answer the research questions by confirming or disconfirming the research hypotheses .

Chapter Three

Case Study

3.1 Introduction

The third chapter is concerned with the practical part of this research paper . First , it states the problematics . Then , it identifies the research questions and hypotheses . After , it presents the sample population chosen to undertake research . After that , it presents the research instrument used to collect data . Furthermore , it seeks to confirm or disconfirm the research hypotheses by analysing and interpreting the obtained data . To reach this end , a case study research was conducted in Tlemcen University using a questionnaire as a research instrument . The data collected were analyzed both qualitatively and quantitatively.

3.2 Research Objectives

This research paper aims at finding out some reasons behind people' s switching from one code to another . It is also noticed that people often mix different languages in one sentence . In fact , it is observed that master one English students switch languages in their speech and conversations ; it also happens that they use more than one language in one sentence or speech exchange .

The following research questions have been asked:

1. Why do bilinguals switch from one code to another?
2. Why do they also mix languages?

Therefore , the following hypotheses were formed:

1. Bilinguals switch from one code to another according to the context, the person they are speaking with, the topic and the formality of the situation.

2. Bilinguals , sometimes , mix languages to express a concept that deos not have a direct equivalent in the other language , to include or to exclude someone from the conversation .

3.3 Informants' Profile

The informants to whom the questionnaire has been addressed were master one English students at Tlemcen University . Their age varied between twenty two and twenty five years old . These students dealt with Arabic and French from the primary school to the secondary school ; they also dealt with English from their first year in the middle school until now . The majority of them were from the literature stream in the secondary school which means that they also dealt with Spanish for two years.

3.4 The Research Instrument

In this research paper , a questionnaire has been used as a research instrument for collecting data . A questionnaire is a research instrument which consists of a number of questions . It includes three types of questions : close , open and multiple choice questions . It is a tool of gathering information from the informants . In comparison with other research instruments , it is the easiest one since it does not take a lot of time to be answered and it does not require to be recorded .

For this case study , a questionnaire has been selected . This questionnaire aimed at answering the research questions . It contained ten questions ; four close , four open and two multiple choice questions .

The first question was about the students' sex . The second one was about the spoken languages . The third one asked the students about their first learned language . The fourth and fifth questions were about the learned languages in the primary and secondary schools . Question number 06 asked the students about their language of communication with their family . Question number 07 required from the students to mention their language of communication with friends. Question number 08 was about the languages students switch in between. Question number 09 asked about the students' reasons behind their switching. The last question was about the reasons of mixing languages.

3.5 Data Analysis and Data Interpretation

The questionnaire was answered by fourty students . The results of the gathered data are as follows :

Question 01: Are you male or female ?

The informants were thirty two female , representing 80% of the total population and eight male , representing 20% .

Question 02: What language (s) do you often speak ?

The informants' answers are summarized in the table below :

The spoken languages	AF	RF
Arabic and French	32	80%
English	08	20%

Table 3.1 the spoken languages.

The majority of learners (80 %) speak both Arabic and French ; the remaining (20%) speak English .

Question 03 : What language did you first learn to speak before school age ?

When asked about their first language , learners' answers were the same except for two students . The following table summarizes their answers :

The first learned language	AF	RF
Arabic	38	95%
French	02	5%

Table 3.2 the first learned language.

The majority of the learners (95%) stated that Arabic was their first language while (5%) said that French was their first language .

Question 04: What did you eventually learn at the primary school?

All the students (100%) said that they learned Arabic and French at the primary school.

Question 05: What did you eventually learn at the secondary school?

Most of the students (28) representing (70%) stated that they learned the three languages (Arabic , French and English) at the secondary school . The remaining students (30%) stated that they learned Spanish in addition to the mentioned languages.

Question 06: What language do you use to communicate with your family?

When asked about the language used for communication with their family, learners' answers were different. The table below shows their answers:

The language (s) of communication with the family	AF	RF
Arabic	26	65%
Arabic and French	14	35%

Table 3.3The language of communication with the family

Most of the informants (65%) said that they used Arabic for communication stating that Arabic was the common code that was shared by all

the members of their family adding that their parents understood only Arabic. (35%) of the students claimed that they used both Arabic and French to communicate with their family justifying that they lived in an intellectual family in which all the members were educated .

Question 07: In what language do you speak with your friends ?

The following table summarizes the informants' answers:

The language (s) of communication with friends	AF	RF
Arabic	14	35%
Arabic and French	26	65%

Table 3.4 The language of communication with friends.

Thus ,(35%) of the informants use Arabic to communicate with their friends justifying that they feel at ease when speaking in Arabic ; (65%) of the informants use both Arabic and French claiming that they are educated and they are bilingual people.

Question 08: What are the languages you switch in between ?

All the informants (100%) stated that they switched between Arabic and French .

Question 09: Why do you switch between languages ?

The informants' answers are summarized in the table below:

The reasons of switching between languages	AF	RF
The person	26	65%
The topic and the context	12	30%
The formality of the situation	02	05%

Table 3.5 The reasons of switching between codes.

The majority of the informants (65 %) claimed that they switched according to the person they were speaking with while (30%) stated that they switched according to the topic and the context . However, (5 %) switch languages according to the formality of the situation.

Question 10: Why do you mix languages?

The following table represents the informants' answers :

The reasons of mixing languages	AF	RF
To express a word	32	80%
To include or exclude someone	08	20%

Table 3.6 The reasons of mixing languages .

Therefore , 32 learners , representing (80%) ,claimed that they mixed languages to express a word that does not have a direct equivalent in the other language ; (20 %) claimed that they mixed languages within one sentence to include and exclude someone from the conversation .

When asked to give examples , students illustrations were : "connexion , partager , commenter , publier , clavier , internet " ; they said that when speaking by the internet the only language used is French . They also gave the examples of " maladie , médicament , la tension , le diabète , le serum " saying that when speaking about medecine , the French language is used .

The obtained data were analysed and interpreted .Then , the researcher will present and discuss the main results .

3.6 Discussion of the Results

It can be revealed from the analysis of the learners' questionnaire that the majority of them speak both Arabic and french . It is also noticed that all of them learned both Arabic and French at the primary school . Concerning their communication , the majority of the informants communicate in Arabic with their family while they use both Arabic and French with their friends .

Most of the informants switch between codes according to the person they are talking with . The majority of them mix codes within one sentence to express a word that does not have a direct equivalent in the other language .

Regarding the first hypothesis which assumes that people code switch according to the context, the topic , the person and the fomality of the situation . Question n° 09 revealed that 65 % of the informants switch between languages

according to the person they are speaking with .Therefore , such results confirm the first hypothesis.

Regarding the second hypothesis which assumes that people mix languages to express a word that does not have a direct equivalent in the other language , to include someone in the conversation or to exclude someone from the conversation , question n° 10 revealed that 80% of the informants mix languages to express a word that does not have a direct equivalent in the other language . Thus , the results confirm the second hypothesis .

It can be concluded that code – switching is commonly used in the Algerian context . The speakers move from one code to another (in our case from Arabic to French) to express different purposes ; most of the time , they switch according to the discussed topic and the interlocutor . Within the same conversation , they mix languages because they have a lack of vocabulary in the language . This is why , sometimes , they do not find a word in the language spoken .

It is also concluded that the most common pattern used by master 1 English students is situational code – switching .

3.7 Conclusion

The chapter was based on a case study in which the questionnaire was selected as a research tool to collect and analyse data . The questionnaire helped the researcher to shed some light on code - switching. Also , it enabled the researcher to discover the reasons that lead the informants to code switch .

The findings of the data show that the informants' switch between codes according to the person they are speaking with . In addition to this , the

main reason behind their mixing of codes within one sentence is to express a word that does not have a direct equivalent in the other language .

General Conclusion

General Conclusion

In this research work , the major concern was to explain the phenomenon of code switching within master one English students . It was noticed that such students switch between languages in their communication as they mix languages within one sentence . The research work aimed at finding out answers to two main research questions . The first one was to know the reasons behind switching from one code to another . The second one was asked because of students' mixing of codes within the same utterance . Therefore , two hypotheses have been formed . In fact , bilingual people switch from one code to another according to the person they are talking with , the topic , the context and the formality of the situation . They mix codes within one utterance to express a word that does not have a direct equivalent in the other language , to include someone in the conversation , to exclude someone from the conversation and to express solidarity .

The research work was composed of three chapters . The first one was theoretical and dealt with defining the key concepts related to code switching . The second chapter dealt with explaining the language situation in Algeria . The last one was practical ; it was devoted to a case study . The questionnaire was selected as a research tool to collect data .Then , the obtained data were analyzed and interpreted .

The analysis of the data have shown that bilingual people switch between languages according to the person they are speaking with . They shift from one code to another according to the interlocutor . Also , bilinguals mix codes within one sentence to express a word that does not have a direct equivalent in the other language. Thus , code switching is part of the Algerian society.

The researcher has encountered many difficulties . The first and major difficulty was time constraints which prevented the researcher to use another research instrument . Also , the participants did not give relevant answers to some questions of the questionnaire especially when they asked to comment on the answer . In addition to this , the small number of participants was not enough to make general conclusions about the phenomenon of code switching . Finally , the short period of time given to complete the research paper led the researcher to put aside some important points of code switching .

It would be interesting to make further research on the constraints of code switching as well as the attitudes towards the studied phenomenon .

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Appendices

Students' Questionnaire

You are kindly requested to fill in this questionnaire by putting a cross (x) in the appropriate box and commenting when necessary .

1*Are you male or female ?   Male ☐   Female ☐

2*What language (s) do you often speak ?

3*What language did you first leatn to speak before school age ?

4*What did you eventually learn at the primary school ?

5*What did you eventually learn at the secondary school ?

6*What language do you use to communicate with your family ?

Arabic ☐

French ☐

Both ☐

Justify your answer ………………………………………………..

7*In what language do you speak with your friends ?

Arabic ☐

 French ☐

Both   ☐

Justify your answer ………………………………………………..

8*What are the languages you switch in between ?

9*Why do you switch between languages ?

According to :

The person you are talking with ☐

The topic   ☐

The context ☐

The formality of the situation   ☐

10*Why do you mix languages ?

To express a word that does not have a direct equivalent in the other language ☐

To include someone in the conversation   ☐

To exclude someone from the conversation   ☐

Illustrate with examples