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Arabic, French, English Code Switching among Students in
English Department of Tlemcen University

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Language Studies

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The background of the page features a bouquet of orange flowers. A large, prominent orange ribbon bow is tied around the stems of the flowers, which are positioned in the upper left quadrant. Below the bow, several orange daisy-like flowers with dark brown centers are visible, extending towards the bottom right corner. The overall lighting is soft and warm, creating a gentle glow around the flowers.

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DEDICATIONS

I dedicate this modest work to my parents.



ABSTRACT

This present work intends to analyze the Arabic, French, English code switching among students of the English department at Tlemcen university. This work seeks to find the factors and raisons that push master English students to switch during their daily conversations inside the department, between Arabic, French, and English. It also aims at examining the sociolinguistic situation in Algeria, which is a heterogeneous society in which classical Arabic is the official language of the country, but the reality is totally different. Since different languages co-exist in the Algerian society such as: Berber, French, and English which gives birth to many linguistic phenomena: Bilingualism, Code switching, Borrowing, Diglossia. In order to examine the factors that make Master English students switch between Arabic, French, English, A questionnaire encompasses 10 questions, and some recordings of their daily conversations. The general findings of this sociolinguistic investigation reveal that master students switch between Arabic, French and English, due to frequent interactions between students from the Spanish and French departments, as well as when they come into contact with students from inferior levels, and when they try to emphasis on precise ideas.

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List of Arabic Phonetic Symbols

➤ Vowels

Long vowels	Short vowels
<i>ā</i>	<i>a</i>
<i>á</i>	<i>u</i>
<i>ū</i>	<i>i</i>
<i>ī</i>	

➤ Consonants

Consonants	symbols
أ	ʔ
ب	b
ت	t
ث	θ
ج	dʒ
ح	ħ
خ	x
د	d
ذ	ð
ر	r
ز	z
س	s
ش	ʃ
ص	ʂ
ض	ʒ
ط	t̤
ظ	ʒ̤
ع	ʕ
غ	ɣ
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
هـ	h
و	w
ي	j

LIST OF ABBREVIATIONS

CS : Code-Switching.

CM : Code-Mixing.

ML: Matrix language.

EL: Embedded language.

L1: Language one.

L2: Language two.

CA: Classical Arabic.

AA: Algerian Arabic.

B: Berber.

FR: French.

MSA: Modern Standard Arabic.



General Introduction

GENERAL INTRODUCTION

Man has always used language as a means to communicate and express thoughts, beliefs, and feelings. This language differs from one speech community to another. The branch which is concerned with the study of these difference and variations of language is socio-linguistics. Contact linguistics is a sub-field of sociolinguistics that aimed at studying the different reasons that led people from different speech community to interact with each others. such as colonization, economic and business exchange, immigration, and mixed marriages etc.

The reasons that lead people to get into contact have consequences since they help to create various language contact phenomena, namely: Code switching, Code-Mixing, Bilingualism, Diglossia and Borrowing.

Algeria is known for its sociolinguistics diversity, as a result of the coexisting of Arabic, French, Berber, and recently in some domains English. The work represented in this study is a sociolinguistic investigation about Code-switching within the social context of the English department in Tlemcen University. Code-switching is a linguistic phenomenon which is widespread among Algerian society and even English department. Thus, Master English students have a great tendency to use Arabic, French, and English, when they are interacting with each other inside the department, , they are speaking Arabic suddenly they shift to English then to French. So, the presented investigation is carried out from sociolinguist's points of view, which will shed light on factors that lead master English students to switch from Arabic to French and English. Our research attempts to answer the following questions:

- 1-Do students prefer to use English, Arabic, and French in their daily conversations inside department?
- 2-When students talk to their classmates; do they switch from Arabic to French or to English?
- 3-Why do most students switch from Arabic to English?

In order to answer these questions the following hypotheses are proposed:

- 1-most of the students switch from English to Arabic and French to be more understood.
- 2- Students switch from Arabic to English may be in context where they want to exclude others from the conversations.
- 3-Students switch from Arabic to English and French due to the lack of vocabulary.

This research work is divided into three chapters.

The first chapter is devoted to literature review which provides a macro view about language in contact and its outcomes, with an emphasis on Code-switching. The second gives a brief description of the sociolinguistic situation of Algeria, starts by a brief historical background, then languages used in the society, next, language contact dynamic; in which we talk about the sociolinguistics notions which is Bilingualism, and Diglossia. Within this scope, it may be necessary to try to explore the consequent sociolinguistic phenomena: Borrowing, Code-switching in the case of Algeria. The third chapter is devoted to the analysis of data gathered about the raisons or the factors that lead master English students to switch from Arabic to French and English, in their daily conversations inside department. Results are presented and analysed in the general conclusion.



Chapter I:
Review of literature

CHAPTER ONE: REVIEW OF LITERATURE

1.1. Introduction

As a consequence of centuries of colonization, many national languages have spread far beyond their original territories, then, they become second or auxiliary languages for larger numbers of countries. From the 60's, developments of educational domains touch many levels of society. Massive populations shifts through migration and technological advances in mass communication have served to accentuate our sense of a visibly and audibly multilingual modern world.

In addition to that, other social changes lead to a considerable increase in bi-multi-lingualism as a world-wide phenomenon. Algeria is one of the Diglossic and Multilingual societies, where there is the coexistence of three genetically unrelated languages, which are: Arabic, French, and Tamazight. This chapter aims at exploring some of the sociolinguistic phenomena of language that occur in Bilingual and Multilingual societies, such as: Bilingualism, Code-switching, Code-mixing, Borrowing.

1.2. Language Definition

Many definitions of languages have been proposed , as well as, the main common concept can be taken from these various definitions is that language can be said to be the basic medium of communication and expression of human thoughts, feelings, and emotions. and to establish rules and maintain their culture, thus, it can be said to be an ideal means in shaping identity of individuals.

In this respect, Edward Sapir (, 1939) states:

Speech is so familiar a feature of daily life that we rarely pause to define it. It seems as natural to man as walking, and only less, so as breathing. Yet, it needs but a moment's reflection to convince us that this naturalness of speech is but an illusory feeling.

On the other hand, Behaviorists often define language as a learned behavior involving a stimulus and a response (Ormrod, 1995). They often refer to language as verbal behavior, which is language that includes gestures and body movements, as well as spoken word (Pierce and Eplin, 1999).

In addition to that, the English phonetician and language scholar, Henry Sweet, defines language as the expression of ideas by means of speech sounds combined into words, words are combined into sentences. According to him, this combination explains the expression of ideas belonging to the thoughts.

Any act of verbal communication has a number of purposes for which it is used, Jacobson (1960), proposed nine elements or factors which are necessary for communication, which are:

- ✓ ***Descriptive***: to describe factual information.
- ✓ ***Evaluative***: to make a value judgment, the theory of evaluation provides the best account of the origin of biological species.
- ✓ ***Emotive***: to express emotion.
- ✓ ***Evocative***: to evoke an emotional response in an audience.
- ✓ ***Persuasive***: to persuade someone to accept something, as in an argument, or to act in a certain way.
- ✓ ***Interrogative***: to elicit information.
- ✓ ***Directive***: to tell someone to do something.
- ✓ ***Performative***: an utterance that constitutes an action.

- ✓ **Recreational:** when language is used for fun or enjoyment, such as in telling of a joke.

Language varies to different dialects from one speech community to another, these dialects are considered as low varieties of language and are not used in official, formal or academic speech situations.

1.3. Dialect

Linguists view Dialect as a variety of language that is distinguished from other varieties of the same language, at the level of pronunciation, grammar, (morphology, syntax), and vocabulary, discourse conventions. Also, it is a variety of language that refers to from where a person comes. It is usually interpreted geographically, but in some way, it is related to a person's social class or background. Since the sociolinguistics situation of Algeria is diverse and complex, a range variety of dialects can be found, such as the eastern dialects, western and the north dialects. For instance the English department can be seen as a good illustration for this language varieties, students from different regions, speaking different dialects, such as those from Ghazaouet say: *mankrawchgheda* \mankrāwʃyɛdda\. Rather than, those from Aintemouchent say: *manqraouchghedwa* \manqrwʃgɛdwa\, and those from Tlemcen say: \manaarwchgheda \

Meaning: we won't study tomorrow.

The word Dialect came from the Ancient Greek; *Dialektos*: "discourse, language, dialect." This is derived from *Dialegesthain* "to discourse, talk." According to Crystal (1997), dialects are rule-governed systems, with systematic deviations from other dialects of the same language. For example:

Furthermore, Preston (1993) viewed dialect as the language used by people from a particular geographic or social group, or to mean a substandard variety of a language. In fact, everyone speaks a dialect. Although some linguists include phonological

features such as vowels, consonants, and intonation among the characteristics of dialect, the standard practice is to deal with such features as aspects of accent. Often, the concept of dialect is related to substandard speech, language usage that deviates from the accepted norms. On the other hand, the standard speech can also be regarded as one of the dialects of a given language. Sometimes, sociopolitical factors play a role in drawing the distinction between dialect and language.

Wolfram, Adger, and Christian (1999) claimed that the contact with other languages, can be regarded as the origin of the differentiation of dialects, especially when certain features of a language shared by its speakers improve among a number of communities, but are kept among others. “The notion of Language and Dialect are fundamentally social and not linguistic constructs.” Romain (2001). In addition to that, among the synonyms for dialects, the word *idiom* refers to any kind of dialect, or even language. Whereas, *patois*, a term from French, denotes rural or provincial dialects. A similar term is *vernacular*, which refers to the common everyday speech of the ordinary people of a region. An *idiolect* is the dialect of an individual person at one time. These terms imply awareness that no two persons speak exactly in the same way and that each person’s dialect is constantly undergoing change. In addition to dialect and language, there are other language phenomena that should be explored such as bilingualism, code-switching, code-mixing, borrowing.

1.4. Bilingualism

Across the world, the majority of the population is bilingual or multilingual. Bilingualism is defined as the ability to use two or more languages. Hence, it seems to be no clear agreement among sociolinguists about fixed characteristics for being a bilingual person or to classify a community as a bilingual one. In the popular view, being bilingual equals being able to speak two languages perfectly, Bloomfield claims that “The native –like control of two languages”.(1935:56).

In contradistinction to this definition which includes only “perfect bilingual”, Macnamara (1967) proposes that a bilingual is the person who possesses a minimal competence in only one of the four language skills, listening comprehension, speaking, reading, and writing, in a language other than his mother tongue.

Furthermore, there are communities which are officially bilingual; they speak two official languages. For example, Canada, which is a good illustration of the case of bilingualism. On the other hand, there are other countries or communities which are not officially bilingual, but they usually use two languages in their daily lives. (Lyons, 1984) says that when a bilingual person is mastering both languages, thus, it is possible to find a perfect bilingualism. But, It may not be possible to find individuals that are competent in two languages. Hence, in the case of bilingualism, there is one language which is dominant and the other is subordinate. It should be noted that the distinctiveness at the level of the functions of both languages is important in a bilingual community. In this sense, each language has different functions. (ibid, 1984)

According to Weinreich (1953), certainly there are a number of factors that set the dominance of one language on the other one as order of acquisition, usefulness, age, social function, and cultural value. Furthermore, bilingualism or multilingualism occurs when individuals need to interact with others in order to cope with social situations, thus, they use two languages to show intimacy or distance of solidarity, prestige or power (Crystal, 1985).

Bilingualism can be the result of acquiring two distinct languages. for example when a child has two parents who speak different languages. A child may acquire the Spanish language by his mother and French by his father. Then, the child cannot make the distinction between two languages. However, in such situation, one language will be dominant and the other is subordinate. (Yule, 2006).

Furthermore, Weinreich (1968) distinguishes three types of bilingualism according to the way languages are stored in the brain

- *Coordinate bilingualism* occurs when the person acquires each language into different contexts and the words are stored separately.
 - *Compoundbilingualism* occurs when the person learns both languages in the same context.
 - *Subordinate bilingualism* occurs when the person has acquired the first language, then the other one is acquired by interpretation by dominant language.
- A language phenomenon that characterizes bilingual speech is Code-switching.

1.5 CODE-SWITCHING

In multilingual societies, the use of languages depends on the situation in which the speaker interacts with his interlocutor, i.e. each language is reserved for a given situation. In some situations, there is a language used at home, another is used at school, and another is used with friends. This situational change is known in sociolinguistics as Code-Switching. On the other hand, Gumperz (1982), Sanchez (1983), and Romaine (1989) view code switching as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems. According to them, whenever there is an exchange of passages of speech that belong to different languages which used in an alternative way, there is a case of Code-Switching.

Certainly, code-switching is the result of bilingualism. There is no doubt that when a speaker switches from one language to another, depending on a given situation, the speaker will choose the language his interlocutor understands. This is what Hudson (1999) called “situational code-switching”. Holmes (2001) affirmed that code-switching can occur within speech events or social situations. Whereas, Hymes (1974) defines code-switching as a term which is used to indicate exchange of two or more languages, varieties of languages, and can be also an exchange in style.

(Cited in Aymeomni (2006: 91)

Spolsky (1998) considers code switching as the beginning of borrowing, where there is interference of words or phrases from a second language into sentences. For example, immigrants usually infer new words of the foreign language into their native language and vice versa. Eg: *za3mail va pas accepte lokan ngouleh la vérité*

\ zaʃma il va pa aksəpte lukan ngolah la verite\

Meaning: May be he will not accept if i tell him the truth.

Moreover, according to Crystal (2003), in code-switching, people need to communicate by using two or more languages with each other. For him, loan words are considered as a minimalist sign of code-switching.

DIFFERENT TYPES OF CODE SWITCHING

Poplack (1980) states three types of code switching:

A-Inter-sentential code-switching: requires switching between sentences in the sense that each sentence is in different languages. i.e. the first sentence being in L1, and the second in L2.

Eg: I don't think so, *essay de nouveau*.

b- *Intra-sentential code-switching*: is a kind of switching which happens within sentences, i.e. it can be viewed as a kind of mixing two languages without a change in a topic, interlocutor or setting. For instance, English students during their daily conversations inside department, they provide a good example about the intra-sentential code-switching; for example they say: *ma3ndich a precise topic, but I'm thinking fhaja scientific \ maçndiş epriseiztöpikbat ə m θmkiŋ f hağasjōtifik*.

Meaning: I don't have a precise topic, but I m thinking about something scientific.

C-Tag-switching: arises by inferring a tag of different languages into a sentence or an utterance, this type of code switch is said to be common in *intra-sentential switches*. For instance, a master English student may comment on an essay written by 2nd year student as follows: khsek tzid taqra ala had sujet, you know! \ xaşak tzīd taqra çlâ hâd su:dze\

Meaning: You should read more about this subject.

In addition to that, Bloom and Gumperz state two patterns of code-switching: *Situational* code-switching and *Metaphorical* code-switching. In the former, the speaker shifts from one language to another according to the situation; whereas, in the latter, the speaker shifts in order to convey a message or to create a communicative effect by repeating the same utterance in the other language. (Cited in Numba, (2000: 67). An Algerian, for instance, may say “salemçava” to greet the addressee. So, the emphasis is on the message. The speaker may also shift between languages to clarify the message. For instance, the teacher of French in the middle school may switch from French to Arabic as follows: *les substituts grammaticaux* homa el badail el loughawiya \ huma al badâil al lûgawiyah\ ,to explain his utterance to his or her students. Students may not understand the utterance because it contains difficult or new words which are “*substituts, grammaticaux.*” Furthermore, The study of the alternate use of two or more languages in conversation has developed in two distinct, but related directions: *structural* and *sociolinguistic*. The structural approach to code-switching is mainly concerned with its grammatical aspects. I.e. it focuses on the identification of the syntactic and morph-syntactic constraints on code-switching, rather than, the sociolinguistic approach which sees code-switching primarily as a discourse phenomenon, focusing its attention on questions such as how social meaning is created in code-switching? And what specific discourse functions it serves? It should be noted that these approaches are not in contradiction, but complementary to each other. The structural approach tries to identify the structural features of code-switching,

whereas, the sociolinguistic approach builds on this in its attempts to explain why bilingual speakers talk the way they do.

Also, there is a sort of terminology confusion concerning the investigation on code-switching; not all researchers use the same term in the same way. They do not agree on the meaning provided by terms such as: Code-switching, Code-mixing, Borrowing, or Code-alternation.

1.5.2.1. **THE PREVIOUS STUDIES ABOUT CODE-SWITCHING**

The study of code-switching goes back to the 1940s and the early 1950s. Code-switching did not receive much interest from researchers since it was regarded as a random procedure by the monolingual view of language. Weinreich (1953) says that code-switching is a “deviant behavior pattern”. (1953:1) , He also affirmed that overall language switching is imperfect and writes: “The ideal bilingual switches from one language to the other according to appropriate changes in the speech situation (interlocutors, topics, etc) but not in an unchanged speech situation and not within a single sentence.” (1953:7).

Braun (1937) studied code switching between Russian and German. A decade later, in 1947 a descriptive study made about the language used among the Mexican Americans in Tucson, Arizona, By the linguist Barker. In this study, Barker tried to find an answer to the question of “how does it happen, for example that the ancestral language will be used on one occasion and English on another, and that on certain occasions, bilinguals will alternate, without apparent cause from one language to another” (1947:185). He worked out that, interactions between family members and friends were done in Spanish while the English was the only medium of conversation in formal situations. The choice of language was less fixed and speakers use elements from both languages. Moreover, Freis and Rike (1949), Fanos (1950) then Jakobson (1952) refer to the process of code-switching as “two or more phonemic systems may coexist in the speech of a monolingual”. They argue that some foreign morphemes may

exist in the speaker's system, and they also suggest the existence of four types of "Coexistent phonological systems" in vernacular languages.

Furthermore, in 1961, Jakobson integrates the foundational block of information theory that refers to the notion of "code" as mechanism for the unambiguous transduction of signals between systems. According to him, the notion of code-switching is the change that the speaker makes to "decode" another person's "code". Jakobson, Faut and Hall (1952:603) write: "Obviously such a task of deciphering becomes more difficult in the frequent cases called "switching-code" by communication engineers or coexistent phonemic system by linguists."

Haugen (1950) claimed that it is very difficult to say which language the speaker is using at a given moment, because the latter is supposed to use only one language. The same idea was shared by Weinreich (1953) and Makey (1962). Furthermore, in 1953, Uriel Weinreich, through his book "Languages in contact", he criticized the alternation which was examined by Barker (1947) in Amazon; he regarded it as a product of poor parenting.

Following the same light of thought, Hans Vogt (1954) wrote "Language in Contact" in which he considers code-switching as a psychological phenomenon, not only a linguistic one, as he gives the following definition:

"Code-switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one and its causes are obviously extra-linguistic. But bilingualism is of great interest to the linguist because it is the condition of what has been called interference between languages."

Vogt (1954:368)

Moreover, Haugen (1956) describes the sociolinguistic phenomenon of code-switching as a process "which occurs when a bilingual introduces completely unassimilated words from another language into his speech". (1956:40) Then,

Gumperz (1957, 1964) brought a new vision to the study of code-switching. He sheds light on Jacobson's presentation of code-switching as a conversational phenomenon. Hence, he focuses on studying code-switching from a social perspective; he attempts to relate each code to a precise social function.

Moreover, in 1982, Gumperz introduced the notions of "WE" and "THEY" codes; the latter refers to the majority group, it is used in "the more formal, stiffer and less personal out-group relations." (1982:66). Whereas, the former which is the "WE", code refers to the minority group and it is used in informal and personalized activities. This can be clearly observed in the daily conversation between English students inside and even outside the department; for instance when they are interacting with each other inside the department, they switch from English to Arabic, in this case; the switch may represent the English students as a minority, as well as, when they are interacting at home, they switch between French and Arabic and this switch may represent the English student and other interlocutors as the majority.

1.5.1.3 GRAMMATICAL ASPECTS OF CODE SWITCHING:

Code-switching has long been viewed from a sociolinguistic angle Since the mid 1970s, and the beginning of the 1980s, the interest of investigators shifted to characterize the structural side of the mixed utterances. In other word, they attempt to prove that the phenomenon of code-switching is not just two varieties or two languages are mixed, but it is controlled by grammatical rules. Many researchers were attracted by this new trend such as Pffaf(1979), Poplack (1980-1981), Joshin (1985), MyresScotton (1993).most of them have focused on intra-sentential code-switching , and their interest was to find and show where in the sentence switches may be allowed and where there are disallowed?

Timm (1974) was the first researcher to identify syntactic constraints when he studied Spanish/English code-switching, he explains the syntactic constraints as the integration of the units of another code into the systems of the receiving code, and organizing the

units from two codes into a semantic relationship. For him, code-switching is not allowed in given cases within NP containing nouns and modifying adjectives, between negation and the verb, between a verb and its auxiliary, between finite verb and their infinitival complements and between pronominal subjects and their verbs.

Moreover, Wentz and McClure (1976), and Pffaf (1979) followed the same trend, but tried to refine Timm's proposed constraints. However, they concentrated on pronoun-switching. While, Poplack and Sankoff (1981), studied Spanish/English code switching of Puerto-Rican speakers in New York and proposed the two syntactic constraints called Equivalence constraint and the free morpheme constraint. According to them, the Equivalence constraint means that the switching point must be possible in both languages involved, if not it will not be formed.

Poplack defines this constraints as follows: "Code-switches will tend to occur at point in discourse where Juxtaposition of L1 and L2 elements does not violate a syntactic rules of either language, i.e. at point around which the surface structures of the two languages map onto each other" (1980:127). According to this simple constraint, a switch is inhibited from occurring within a constituent generated by a rule from one language which is not shared by the other." I.e. the switching point is possible in both languages. The Equivalence constraint was criticized, because it predicts switches only between languages which have the same surface structure.

In the other hand, concerning the free morpheme constraint (FMC), Poplack (1980) saysthat: "Code may be switched after any constituent in discourse provided that constituent is not a bound morpheme. This constraint holds true for all linguistic levels but the phonological." (1980:216). It means that switches will be possible if the word is adapted phonologically to a host language. This type was rejected by many scholars like Myers scotton (1993). Then, in 1983, the Poplack's equivalence constraint was reformulated by Woolford. According to her, code-switching is possible only if the phrase structure rules are similar in both languages. Later researchers rejected the

Woolford's predictions; they revealed that they were incorrect and they gave many counter-examples.

Furthermore, Myers scotton (1993) proposed the Matrix language frame (MLF). This model is based on two main distinctions: the first one is between languages involved in utterances, and the second distinction is between system morphemes and content morphemes. Concerning the distinction between languages which are mixed in the utterance, the first one is called the Matrix language (ML), and the second one is called the Embedded language.

A matrix language can be seen as the first language of the speaker, i.e. the language in which the morphemes or words are more frequently used in speech, so the Matrix language is the dominant language, and the other is the embedded language, which is the dominated language.

In addition to that, the Matrix language, frame instituted two principles labeled the Morpheme order principle and the System morpheme principle.

Firstly, the Morpheme order principle, is defined by Myer scotton as the following:

“In ML+EL constituents consisting of singly-occurring EL lexemes and any number of MLmorphemes, surface morpheme order (reflectingsurface syntactic relations) will be that of the ML.”

Myers-Scotton (1993:83).

In other words, where there ML and EL constituents, the surface morpheme order is going to be the one of the ML.

Secondly, the system morpheme principle, which is formulated in the following way: “In ML+EL constituents, all system morphemeswhich have grammatical relations external totheir head constituent (i.e. which participatein the sentence's thematic role grid) will come from the ML.”

Myers-Scotton (1993: 83).

From this quotation, we work out that the system morphemes will belong to the ML. In order to define the Matrix language, Myers scotton suggests a” Frequency-based criterion “in which the ML will be the form that provides a great number of morpheme in the code-switching utterance. This does not prevent that it is difficult to apply this criterion in a long conversation between two bilinguals.

1.5.2 CODE-MIXING:

In the domain of language contact, Code-switching has always been confused with code-mixing; the confusion which is made between these phenomena rises from the disagreement between the researchers o the definition of each phenomenon. while, many researchers agree that both Code-switching and Code-mixing are communication strategies which still receive many definitions.

Ritchie and Bhatia (2004) define code-switching as

We use the term code-switching (cs) to refer the use of various linguistic units (words, phrases, clauses, sentences.) primarily from two participating grammatical systems across sentence boundaries within a speech event.

In other word, code-switching is Inter-sentential and may be subject to discourse principles. It is motivated by social and psychological factors. (2004:337)

While, they define code-mixing as the following:

we use the term code-mixing (CM) to refer to the mixing of various Linguistic units (morphemes, words, modifiers, phrases, clauses, sentences) Primarily from two participating grammatical Systems within a sentence. In other word, CM is

Inter-sentential and is constrained by grammatical principles and may also be motivated by social psychological factors.

From the above definitions, it can be said that a clear distinction between inter-sentential code switching which occurs between sentences and intra-sentential code-mixing that occurs within sentence boundaries, in addition, there is a common features between them which is that both of them are motivated by social and psychological circumstances.

1.5.3 CODE-SWITCHING VS. CODE-MIXING:

William C and Tej K. Bhatia have concentrated on making a clear distinction between inter-sentential code-switching that occurs between sentences and intra-sentential code switching that occurs within sentence boundaries. As well as, both of them are motivated by social and psychological factors. Whereas, this distinction between code-switching and code-mixing does not seem to be accepted by all researchers, some researchers refuse it because they consider both code-switching and code-mixing as “Situational shifting”. While, Hatch (1976), claims that there is not a serve distinction between inter-sentential code-switching and intra-sentential code-mixing. When communicating with people who know the same languages, speakers(bilinguals) have to make a choice of which language to use. It seems to be natural sometimes that they may use two or more languages to communicate. Thus, Code-switchingrefers to the situation where people switch between different languages within the same communication activity. This can be done by using a different language in a different sentence. It can also be done by using two languages within the same sentence. The latter is sometimes referred to as code-mixing. Other scholars shed light on the distinction between code-switching and code-mixing, among them, Pffaf (1979), uses the term “mixing” as an umbrella term for code-mixing and Borrowing.

1.6 BORROWING:

Borrowing is one of the most important outcomes of sociolinguistic studies, which can be defined as the act of integrating an item from a given language , and using it as a part of the native language. Haugen (1956) classifies three types of borrowing. One is ‘loan words’ which are adopted phonologically and morphologically. In other words, they are pronounced and used grammatically as if they were part of the native language. In Algerian Arabic, for example, the words: ‘les machines’

/meʃin:t/ and ‘le tablier’ /tabliya/ are considered as ordinary Arabic words. The second type is « loan blends » , in the Algerian dialectal Arabic the same noun phrase contains two parts: one is in Arabic and the other in French , for example: car door \beb lɔtɔ:\. The third type is “loan shift” it refers to the process of taking a word from the native language and extending its meaning into the other; in this case, Romaine claims that loan shift occurs when there is greater similarities between languages at the levels of semantic and phonetics.

Many scholars have tried to make a clear distinction between Borrowing and code-switching. Thus, the borrowed words are totally assimilated to the language and be part of its repertoire.

1.6.1 CODE-SWITCHING VS. BORROWING:

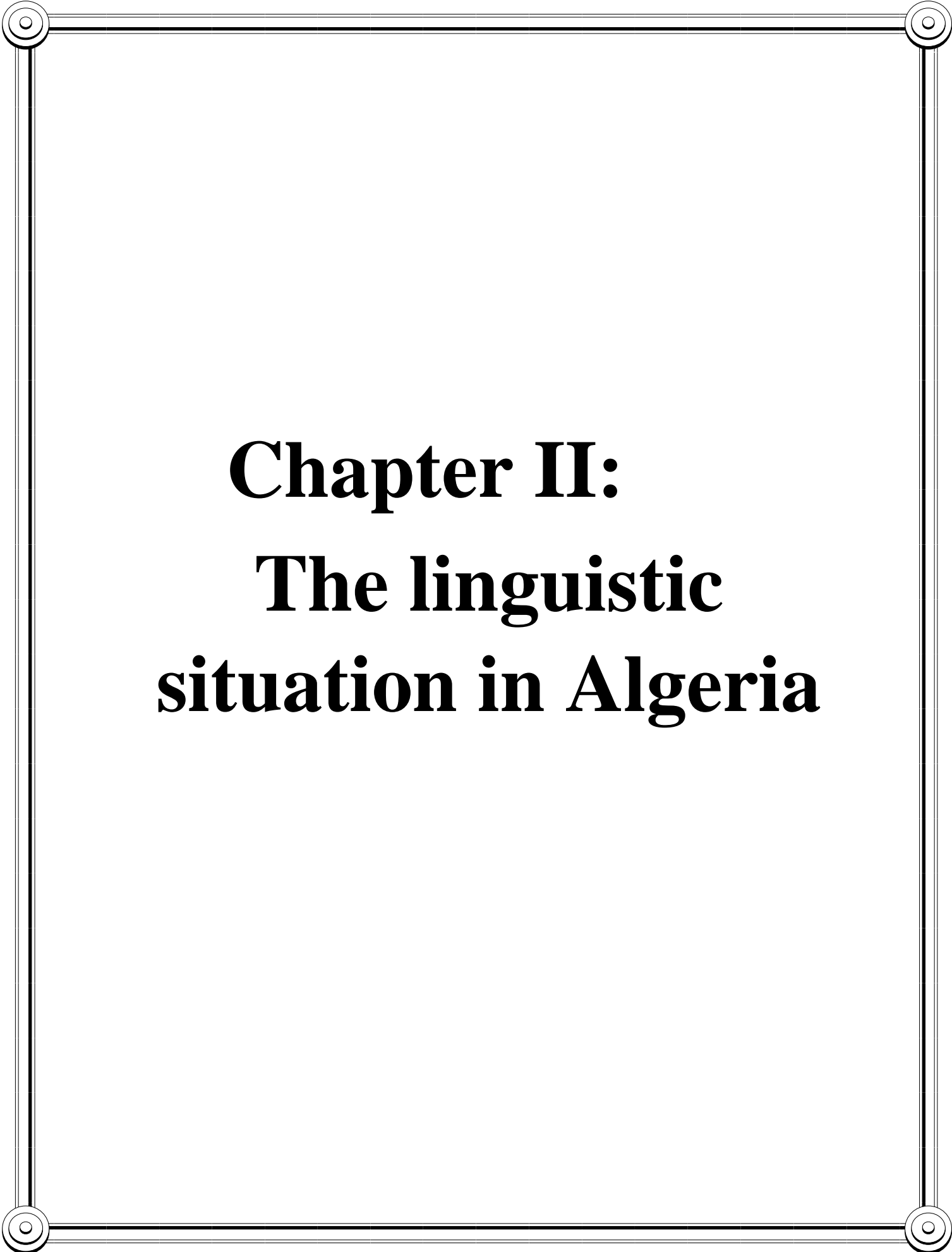
In order to clarify the ambiguity of the distinction between code-switching and borrowing, Some researchers proposed some features; the first feature that serves to differentiate these languages contact phenomena is the consideration of the use single words from another languages borrowing, and the use of more than a word as a switch. But according to Bouamrane (1986), this feature may excludes the use of idiomatic expressions and proverbs, another feature that has been used to distinct these phenomenon is the phonological adaptation of the Borrowed items, to the host language. It is the case of Algerian situation, in which a number of French words are adapted phonologically to the Algerian Arabic, as a result of the long contact with the French language during the colonization, example like:[farchita], [table] come from the French words “fourchette”, “table” which mean (fork, table). In their daily life, the Algerian speakers do not use their Arabic equivalentents at all, so these words and many other words like them were adapted to the AA phonological system and become part of their language.

In addition to that, Gumperz (1982) proposed five main functions of code-switching to distinguish it from borrowing:

“The incorporation of single words, or short frozen, idiomatic phrases from one variety into another with morpho-syntactic adaptation”.

CONCLUSION:

As a conclusion of what has been written before, it can be said that the investigation on code switching can be divided into two parts, during the first period, this phenomenon was neglected by a number of linguists, who considered it as a random procedure which does not necessitate a big importance. Then, the second period was marked by the huge interest given to this phenomenon, because most of the researchers recognized the importance of code switching. Some of them worked on the linguistic side of code-switching, rather than others define it as a social behavior, while others worked on its grammar in order to show where in sentence the occurrence of code-switching is possible, and they proposed models for its analysis. It is important to mention the confusion in the study of this phenomenon as compared to other language contact phenomena such as Borrowing, Code-mixing. This confusion is the result of the disagreement between linguists about the exact definition of each language contact phenomena separately. Because they use a various terminology.



Chapter II:
**The linguistic
situation in Algeria**

CHAPTER TWO: THE LINGUISTIC SITUATION IN ALGERIA.

2.1 INTRODUCTION

this chapter, discuss briefly the sociolinguistic situation in Algeria passing through the different periods of times which marked the history of the country, and point out the great influence of the various invading people such as the Phoenicians, the Romans, the Vandals, the Byzantines, and finally the Arabs, in the enrichment of the sociolinguistic profile in Algeria.

At the same time, it shed light on the languages that occur in Algeria, rather than their statuses given by the Algerian authorities. For instance, Classical Arabic has been given the status of national and official language of the country after the independence from the French colonies, whereas Algerian Arabic and Berber have been neglected during that period. In addition to that, we shall also shed light on the most important linguistic phenomena which characterize the linguistic situation in Algeria which are: Bilingualism and Diglossia by providing examples from the case of English Department.

2.2 ALGERIA: A BRIEF HISTORICAL BACKGROUND

North Africa including Algeria was originally inhabited by the Berbers who are considered to be the indigenous people in North Africa. Berbers were made of different tribes. Furthermore, North Africa has been the centre of interest for many invaders, so it knows several successive invasions. But, they succeeded to preserve their cultural heritage, their language and their power. The Romans give the name “Berber”, to North African people, which came from the Latin “barbarian” that means an *Alien*

landor people. So, Algeria has been the centre of interest for many invaders such as the Numidia, which were situated on the eastern part of modern Algeria.

It was divided in two major tribes which lived in Numidia, the Massylii in the east and the Masaesyli in the west, then, the Phoenicians, the traders who had debarked on the North African coasts. Over 1000B.C, they founded the city of Carthage in 822 (present Tunisia), they build some important trading post in Hippo (modern Annaba), Rusicad (modern Skikda), Algiers and Tangiest.

The Phoenicians used Punic which is a Hamito-Semitic language linked to Hebrew and Arabic. At that time, Carthage and Rome were the greatest powers. Even they lived in a continuous struggle to dominate each other; the war between the rivals witnessed three phases called Punic wars.

Moreover, the vandals, who belonged to Germanic tribes, came originally from the Baltic. They succeeded to destroy the Roman Empire, but the Vandals have all disappeared after their collapse.

During the Byzantine rule, the Nomad tribesmen became more powerful and they increased their attacks on the cities, also the Justin's rule did not resist for longer, because of many problems such as corruption, incompetence and military weakness which made of them an easy target for their enemies. So, the Nomad succeeded to bring the Byzantine rule to its end.

At that time, the Arabs were the new conquerors of North Africa. The Arab invasion of North Africa started from Egypt in 639, then Libya in 642 A.D. In 670, OkkbaibnNafii and his army defeated the Byzantines and capture Carthage. Furthermore, the Islamisation and Arabisation of North Africa, and especially in Algeria were not easy tasks because the local inhabitants, i.e. the Berber resisted the new invader.

In 750, the Muslim rule became under the Abbasids then, between 761 and 909, the Rustoms under their leader Abderrahmen IbnRustom governed the most of the

central Maghreb. Furthermore, other famous Berber dynasties have emerged in North Africa by the Fatimid dynasty (909-1171), which was established by Ubaydu Allah who succeeded to conquer Al Kairawan in 909, then in 911, the Fatimids destroyed the rest of the Rostomid dynasty in Tihert. Else, the Almoravid dynasty (1062); Almoravids started conquering the surrounding lands under the rule of Yocef Ibn Abi Tashfin. The Almoravid dynasty extended to include Ghana, Morocco and Spain. The Almohad dynasty (1147-1248); the Almohad dynasty under the rule of Mohamed Ibn Abdulah Ibn Tumurt; started rebellion in 1125 with attacks on Moroccan cities, after the death of Ibn Tamurt in 1130, Abdel Mumin became the Caliph, then in 1147, the Almohads captured Marrakch. Furthermore, they Spain, and Algeriers and Tunisia in 1151.

Moreover, the defeat of its army in the battle of LAS NAVAS DE TOLOSA by the combined armies of Castile, Aragon, Navarre and Portugal in 1212 brought the Almohads rule to its end.

In 1516, the King of Algiers demanded help from the Turkish brothers Aruj and Kheireddine who were practising piracy along the North African coasts, so Aruj conquered Algiers and sought the protection of the Ottoman Empire. After the death of Aruj during his invasion of Tlemcen in 1518, Kheir Eddin succeeded him as military leader. For more than 300 years, Algeria was considered as an Ottoman province and Algiers was its capital. As well as, the Turkish language became the official language of the country. The Ottoman rule in Algeria more than three centuries. It was brought an end by the French occupation of Algeria in 1830.

To sum up this historical background about Algeria, we can say that all the successive invaders who ruled the country during different periods of time have participated in the sociolinguistic diversity of Algeria in its present day;

2.3. LANGUAGES USED IN ALGERIA

The sociolinguistic situation in Algeria is characterized by the presence of three languages: Arabic with its different varieties: Classical Arabic (CA), Algerian Arabic (A.A), modern standard Arabic (M.S.A), then Berber (B), and French (FR).

2.3.1 ARABIC

2.3.1.1 CLASSICAL ARABIC

After Algeria got its independence in 1962, Arabic was aimed to replace French which was the official language for many years. The Algerian Nationalists tried to point out the Arabisation process among various domains, starting from Education, Administration, Media and Economics. However, this process created two opposing camps; the first camp was included people who wanted to get rid of any kind of the colonial heritage as well as, they aimed at preserving the Algerian nationality. In the other hand, the second camp which included those who were against the Arabisation process because they thought that the choice of Arabic means a backward step, and they claimed that the Arabic language can prevent or it is not suitable to the development of the country.

Classical Arabic has a prestigious place since it is the language of the Holy Quran. It lacks vitality and no one in the Arab world is brought up speaking Standard Arabic as his mother tongue, an Arab child's mother tongue will be the regional or social variety of Arabic of its home region, while Standard Arabic, if it is mastered at all, is learnt formally at school or at home as part of the child's education. In addition to that, we can say that the Arabisation process aimed at eliminating the French language which has pervaded all domains in the country. Belarbi Khaled (2012)

2.3.1.2 ALGERIAN ARABIC

AA is a vernacular form derived from CA. It represents the mother tongue of the majority of the Algerians who use it in their daily life interactions. It is also called “Daridja”, which is a mixture of various languages which have existed on the Algerian community through its history, such as Spanish, Berber, French. Nowadays, AA is pervaded by the French language from which it has taken large amounts of borrowed words and expressions.

2.3.1.3 Modern Standard Arabic

Classical Arabic differs from Modern Standard Arabic in style and vocabulary, since each one represents the written form traditions of different historical and cultural eras.

Modern Standard Arabic is the official language in Algeria, as specified in its constitution since 1963. and this was retained in the 1976 constitution in article 3 “Arabic is the national and official language”. In addition to that the Modern Standard Literacy Arabic (MSLA), is used in the press and other media such as television and radio channels, conferences, socio-economic or political meetings. Modern Standard Arabic does not occur only in Algeria, but also through the Maghreb communities.

2.3.2 FRENCH

French language exists in Algeria as a result of the colonization which lasted more than 130 years. During this period, the invaders imposed their language on the Algerian inhabitants, and made it the official language of the country. It may seem that the French intended to assimilate the Algerians by bringing them to their culture and language. However, French language in Algeria still plays an important role in the community in various domains, and it is still regarded as the language of modernity and development.

2.3.3 BERBER

Berber existed before Arabic, ancient Berbers used Tefinagh as a writing system for their language, but that system was limited in use because of the presence of other foreign alphabets, such as Punic , Latin. Berber languages are spoken in many parts of Algeria, but mainly in Kabylie, in the Aures, and in the Sahara (by Tuaregs). Furthermore, Berber has been recognized as a "national language" by constitutional amendment since 8 May 2002.

2.3.4 ENGLISH

Nowadays, English is taught from the first year of the middle school, however, only a small number of Algerian speaks English, especially the younger generation.

2.4. LANGUAGE CONTACT AND DYNAMICS

2.4.1. BILINGUALISM IN ALGERIA

Algerian Bilingualism can take three different forms which are: CA\FR bilingualism, AA\F and B\F bilingualism. In such situations, the varieties are in parallel distribution which means that they are used for the same purposes. We notice that French is part of all these bilingual situations. Therefore, there is dominant bilingualism; those speakers, who learned only French during the colonization era, are dominant bilinguals because their mastery of the French language is better than the other languages whereas the generations who came after the independence, their dominance is CA.

Moreover, the process of Arabisation that came after the independence created a new type of bilingualism, since CA was intended to replace the French language in all domains. Furthermore, we can also find another type of bilingualism which is represented by active and passive bilinguals. Active bilingual refers to the speaker who

has an ability in productive and receptive skills even if he does not read or write, this is the case of the pre-independence uneducated speakers who could understand and speak French. While, passive bilingual refers to the speaker who has a passive ability i.e. He understands French but he does not speak it. For instance, Algerian immigrants in France, they master the French language, but they have not the ability to neither speak nor write their parent's mother tongue.

On the other hand, there are other speakers who have the ability to in both receptive and productive skills which allow them to use the four skills. This is the case of the English department in Tlemcen University; Master English students are the best example of the case of bilingualism so that they alternatively use Arabic, English and French.

Algerian bilingualism takes different forms and it is practised at different degrees of proficiency.

2.4.2. DIGLOSSIA

Algeria is concerned with another sociolinguistic phenomenon, which is diglossia, since there are four forms in use, CA, AA, Berber, and French.

CA is considered as the high variety because it is the official language and the language of the Holy Quran. AA and Berber represent the low varieties because they are the forms that are of daily use in informal situations. This is the case of Ferguson's diglossia presented in (1959) in terms of separation between the high and the low varieties of a language. In addition, the French is also considered as a high variety in Algeria since it is also used for formal purposes. so in some situation the French is used as high variety, and the Algerian Arabic as the low variety, this is the case of Fishman's diglossia, which includes situation in where two genetically unrelated varieties are in different functions and purposes. Moreover, Diglossia is well illustrated in the English department, even the Master students are using English, French, and Arabic when they are discussing about religious subjects, they may use the

CA to recite passages from the Holy Quran, as the high variety, and the AA to explain it or to debate and convince their interlocutors.

In the case of Algeria, there are a new tendency to use AA in the written form, for instance in newspapers caricatures, plays, and literary prose.

2.4.3. CONSEQUENT SOCIOLINGUISTIC PHENOMENA

2.4.3.1. BORROWING

In Algeria, due to historical reasons, a great number of loanwords from different languages are introduced in AA.

The long period of French colonization has made French deeply rooted in the daily life of Algerian and a large number of French words are used as if they are part of Algerian dialect. However, AA often contains French words which are adapted phonologically and morphologically.

2.4.3.2 CODE SWITCHING

To apply such situation in the Algerian context, we may find that the existence of French in Algeria for a long period lead its people to switch between AA and French or Berber and French. The conversation may sometimes start with the native language either AA or Berber and finishes with French or the visa versa. For example, \ mazel manrouhouc'est l heure \.

Meaning: It is time to leave.

In addition to Arabic-French code switching, students who are specialized in Arabic literature tend to switch between AA and Modern Standard Arabic.

2.5. CONCLUSION

As a conclusion to this chapter, the sociolinguistic situation of Algeria has been influenced by the successive invaders who brought to it a linguistic heritage that remained in today's Algerian languages.

It should be noticed that the French influence on the Algerian linguistic profile is still present since the French language is used in various domains such education, administrations, media and it is well rooted in the Algerian's minds. Finally, we can conclude that the sociolinguistic situation in Algeria is characterized by its complexity and diversity due to the coexistence of different languages throughout its territory.



Chapter III:

Data analysis

CHAPTER THREE: DATA ANALYSIS

INTRODUCTION

This chapter attempts to describe the research design, speaker 'profile and data collection instruments. Then an overview of the qualitative and quantitative methods used in this chapter, to analyse the data which were collected from different sources, through the use of questionnaire and recording.

1\SAMPLING AND RESEARCH INFORMANTS

A group of participants was chosen from a larger population by using a set of sampling techniques.

1.2 / SAMPLING TECHNIQUES

Informants were students at Tlemcen University, who were addressed to respond the research instruments. However, from this larger population, 50 students were chosen as a sample from the department of foreign languages. In fact, the informants were selected randomly; there were no specific features from which the 50 students have been selected.

1.3 / LEARNERS 'PROFILE

Participants in this study were Master English students (male/ female).

2/ DATA COLLECTION INSTRUMENTS

As it is mentioned, the objective is to determine the factors leading master English students switch between Arabic, French and English. The data of this study is taken from the questionnaire answered by 50 students from Tlemcen University. Besides, both qualitative and quantitative methods were adopted in this work, to confirm the validity of the findings.

2.1/ STUDENTS' QUESTIONNAIRE

The 50 students were chosen randomly, aged between 24 and 28 years old. Students were given version of questionnaire consisting ten questions. And the result will be explained in data analysis.

2.2/ RECORDING:

For the sake of setting pure data for the present work a number of conversations have been recorded by the use of the mobile in the English department.

3/ ANALYSIS AND INTERPRETATION OF THE RESULTS

3.1 QUESTIONNAIRE ANALYSIS

The questionnaire was designed for Master English students. The objective of this questionnaire is to determine why they switch between Arabic French and English. It consisted of 10 questions.

1. In which language do you prefer watching TV programs and using internet?

	movies	%	news	%	programs	%	docs	%	internet	%
Arabic	10	20%	42	84%	12	24%	13	26%	0	0%
French	15	30%	7	14%	13	26%	10	20%	36	72%
English	25	50%	1	2%	25	50%	27	54%	14	28%

Table01: The language preferences for watching TV and internet use



Figure 1.1: The language preferences for watching movies.

The results show that 50% of the students prefer to watch movies in English, while 30% in French, and 20% in Arabic.

Students say that watching movies in English may help them develop their competence.

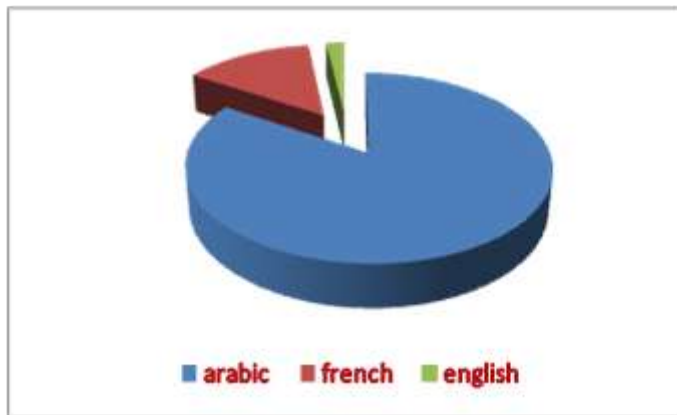


Figure1.2: The language preferences for watching news

From the graph we notice that 80% of the students prefer to watch news in Arabic, then 14% in French, and 2% in English, they justify their preference of Arabic in watching news saying it is a habit.

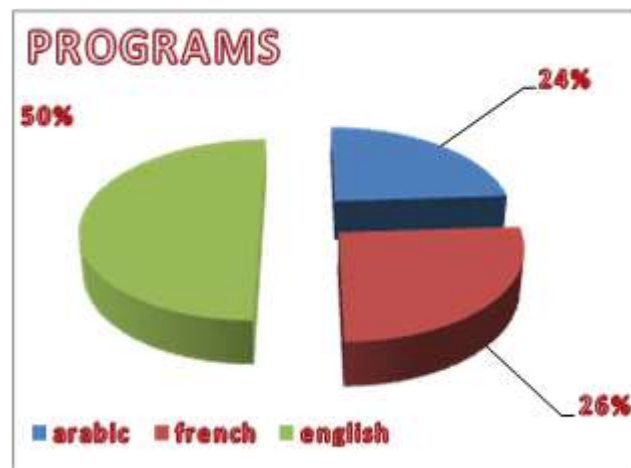


Figure1.3: The language preferences for watching programs

From pie chart we work out that the majority of them prefer to watch programs in English 50%, rather than 26% in French, and 24% in Arabic.

According to them watching programs in English is due to positive attitudes toward the English language, even that they claimed that their preference to watch programs in French could help them to improve their second language (French).

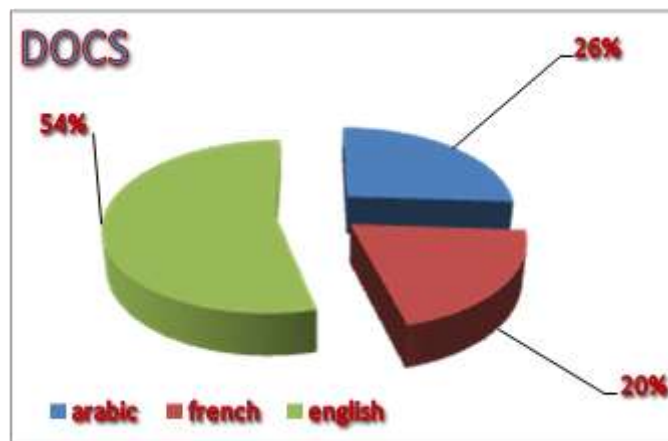


Figure1.4: The language preferences for watching document

The pie chart shows that the majority of the students 54% prefer to watch document in English, then 26% in Arabic, and 20% in French.

They explain that they prefer to watch document mostly in English to improve their language, and they regarded as a positive attitudes towards that language since it is considered as the language of science..

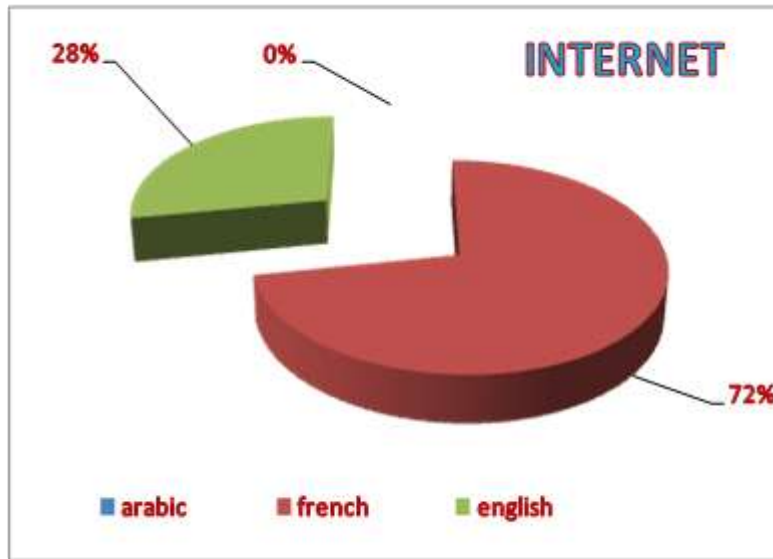


Figure1. 5: The language preferences for using internet

The results show that 72% of the students use French while they surf the internet, then 28% use English, and 0% use Arabic.

According to them to surf the internet in French and English is easier than in Arabic. In addition to that, they prefer French and English when chatting with their friends.

2. In which language do you prefer reading (newspapers, books, etc.)?

Arabic	%	French	%	English	%	All of them	%
13	26%	12	24%	19	38%	6	12%

Table02: the language preferences for reading newspapers, books

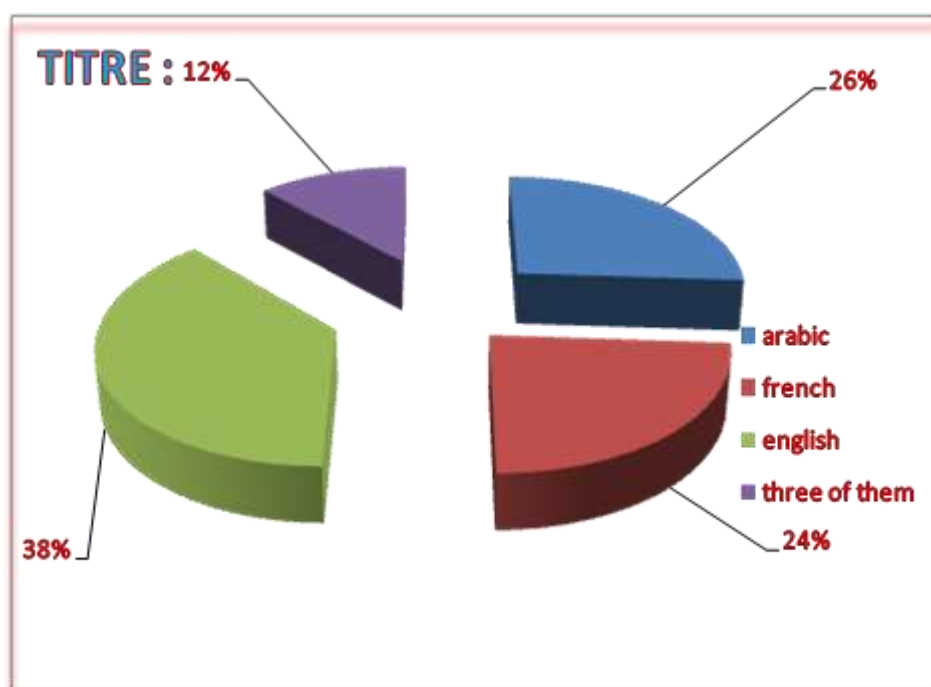


Figure02: The language preferences for reading newspapers, books

From the pie chart we work out that 38% of the students prefer to read in English, while 26% in Arabic, and 24% in French. Students said that they prefer to read newspapers and books in English to develop their reading skill, and to enrich their vocabulary.

3. How do you consider your competence in Arabic, French and English?

	Very good	%	good	%	Average	%	Poor		Very poor	
Arabic	17	34%	23	46%	10	20%	0	0%	0	0%
French	6	12%	14	28%	19	38%	11	22%	0	0%
English	28	56%	18	36%	4	8%	0	0%	0	0%

Table03: Language competence

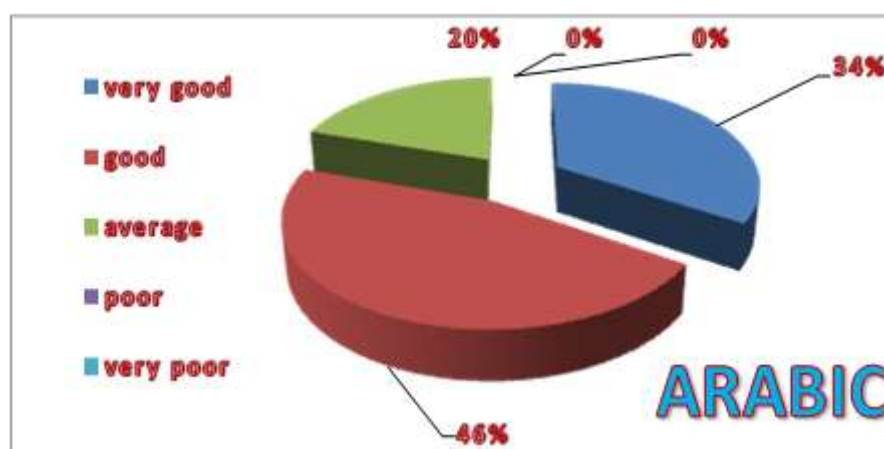


Figure03.1: competence in Arabic language

The results show that 46% of the students claimed that their competence in Arabic is good, while 34% said that their competence are very good, while, 20% average, 0% poor and very poor. Since Arabic is their Mother tongue and official language, we find most of them having a very and good competence in it. And declared, having poor or very poor competences in his mother tongue.

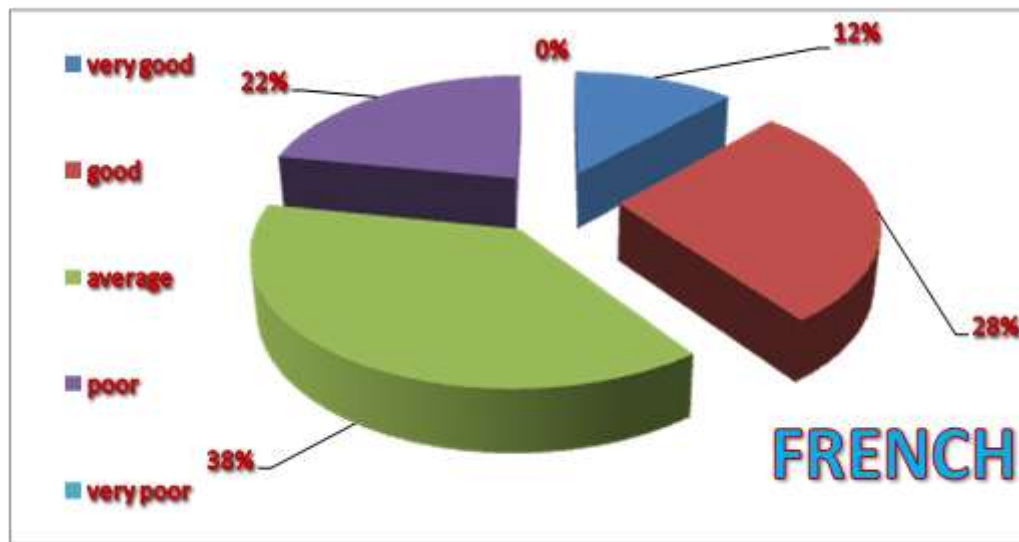


Figure3.2: competence in French language

From the pie chart we notice that 38% of the students claimed that their competences in French language are average, ten, 28% good, 22% poor, 12% very good, and 0% very poor. Even the French language is their second official language, it seems that the majority has a very poor competence in the French language; they justify this lack of competency by their interest in the English language as their study's domain. And since they don't use French all the time, their level decreased in it.

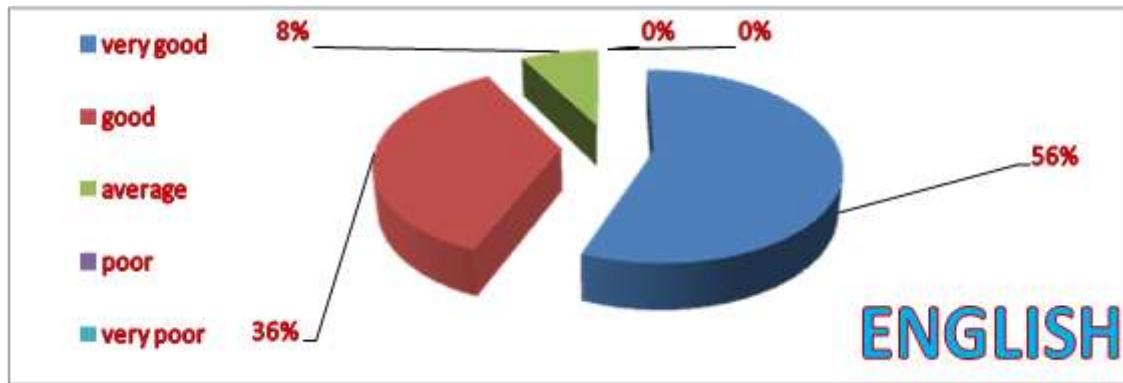


Figure3.3: competence in English language

The represented pie chart shows that 56% of the students claimed that their competences in English are very good, while,36% good, 8% average, and 0% poor and very poor.

Since it is their field of study, most of them thing that they have very and good competence.

4.Which language do you speak better?

Arabic	%	French	%	English	%
26	52%	5	10%	19	38%

Table04: best language spoken by students

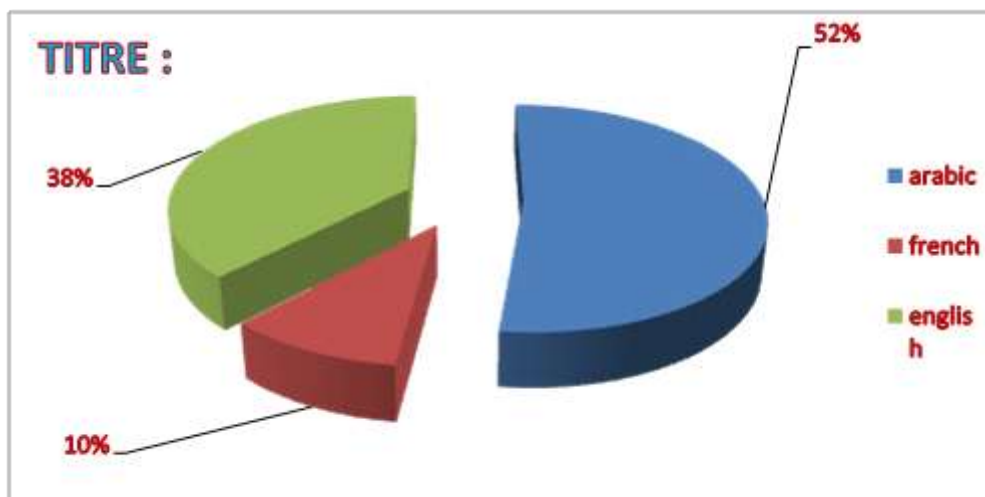


Figure4: best language spoken by students

From the graph we notice that the best spoken language is Arabic 52%, the second best spoken language is English 38%, and French 10% is the last one. Even the student's interest is focused on English as a field of study, and they achieved a good level in it, Arabic is better spoken than English since it is their mother tongue.

5.Which language do you find more useful?

Arabic	%	French	%	English	%
7	14%	26	52%	17	34%

Table05: best language understood

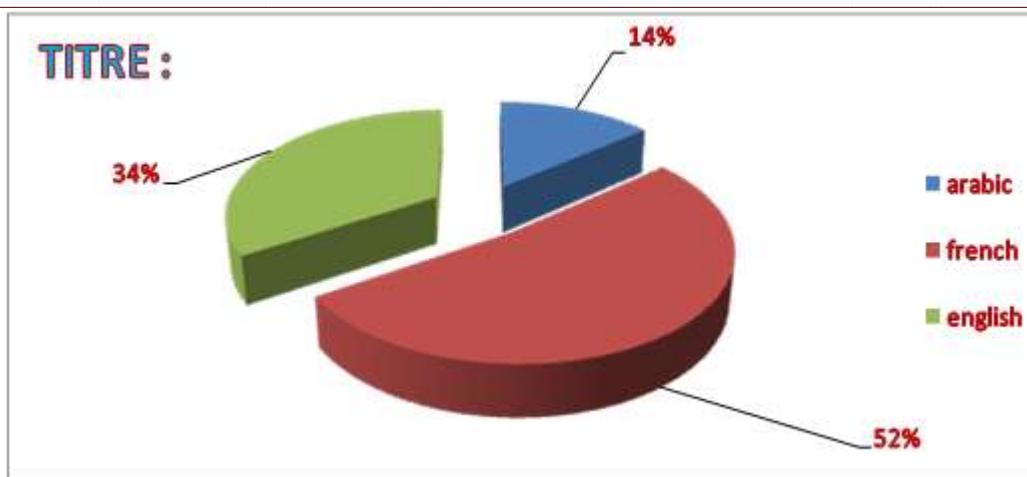


Figure 05: best language understood

From the graph we notice that students consider the French language as the most useful one 52%, then English 34%, and the last one is Arabic 14%. It seems that they feel embarrassed from this point.

6. How often do you use words or expressions from Arabic/French/English in your everyday speech?

	always	%	often	%	Sometimes	%	rarely	%	Never	%
arabic	29	58%	12	24%	7	14%	2	4%	0	0%
rench	13	26%	15	30%	12	24%	10	20%	0	0%
nglish	32	64%	18	36%	0	0%	0	0%	0	0%

Table06: words and expression usage in everyday speech

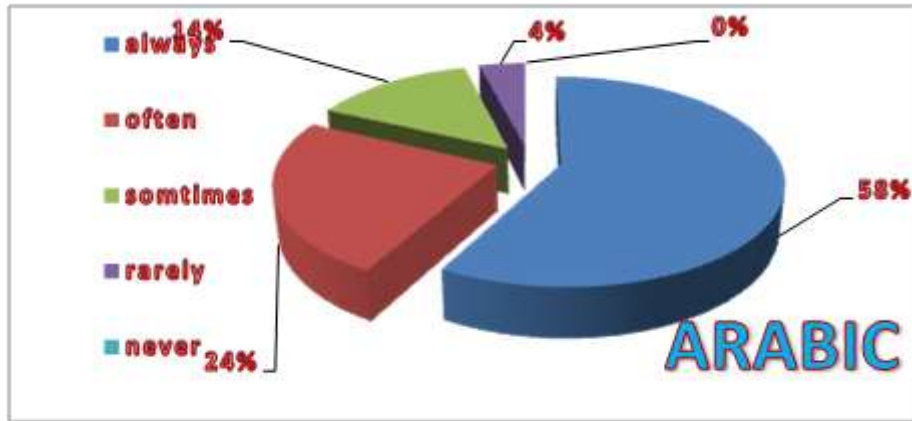


Figure 6.1 Arabic words and expression usage in everyday speech

The results shows that 58% the Arabic language is always used, 24% is often used, 14% is sometimes used, 4% is rarely used, and 0% is never used. Master English student use the Arabic language in their daily conversations since it is their mother tongue.

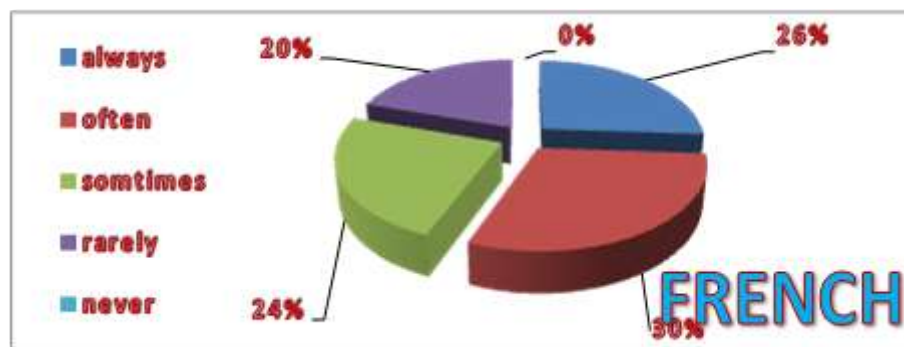


Figure6.2: French words and expression usage in everyday speech

The results show that 30% the French language often used, 26% always used, while, 24% sometimes used, 20% is rarely used, and 0%is never used.The French language is always used in their daily interactions since it is their second language.

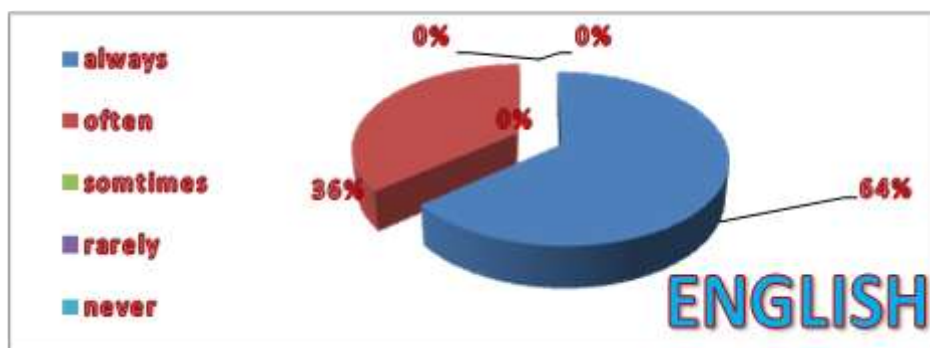


Figure6.3: English words and expression usage in everyday speech

From the pie chart, we notice that participants declare always using English 64%, 36% is often used, 0% sometimes, rarely, never used. The English language is always and the mostly used language in their daily conversations about studies inside department, since it is their field of studies, and they provide to each other the possibility to speak English.

7. Which language is used for interaction inside the department?

Arabic	%	French	%	English	%
15	30%	18	36%	17	34%

Table07: useful language for interaction inside the department

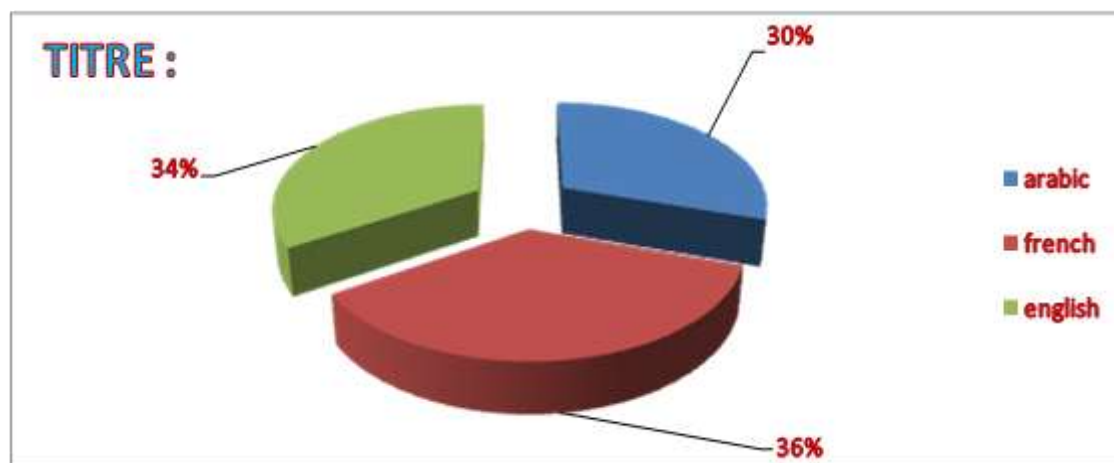


Figure07: useful language for interaction inside the department

The pie chart shows that 36% French is the most used language used by students inside department, then English 34% and Arabic 30%. Students use French language the most in their interactions inside the department, due to the pressure of students of Spanish and French department, in addition to contact with students from inferior levels.

8. Why do you switch between Arabic, French and English?

students said that they should switch between Arabic, French and English due to the mixture with other students from Spanish and French departments, where there is a direct influence on the language chosen to interact. Others said that when they speak with students with inferior level (1st & 2nd) years, they find themselves obliged to shift from English to French or Arabic to be understood. Few of them said that switching comes depending to different speech situation where they need to shift from one language to another, in order to convince the interlocutors, to explain a point of view.

9.How do you consider the student who speaks Arabic, French or English very well?

	Modern		Intellectual		Intelligent		Old fashion		Conservative		Religious
Arabic	0	0%	0	0%	0	0%	0	0%	36	72%	14
French	16	32%	25	50%	9	18%	0	0%	0	0%	0
English	20	40%	23	46%	7	14%	0	0%	0	0%	0

Table08:consideration of the student speaks Arabic, French, and English

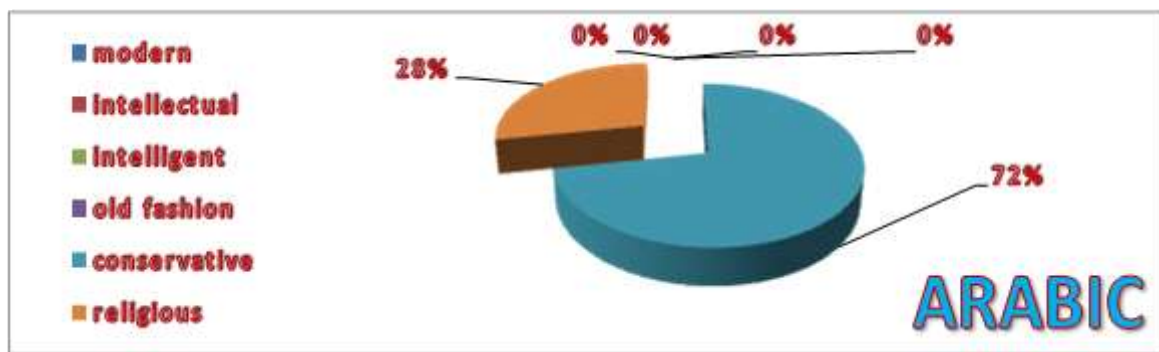


Figure8.1:consideration of the student speaks Arabic

The represented graph shows that 72% students consider who speak Arabic as conservative, while 28% of them as religious, and 0% students as intellectual, old fashion, intelligent, modern. Students say that our society is multilingual society so there are various foreign languages that influence our speech, except the religious and conservative people who are speaking Arabic.

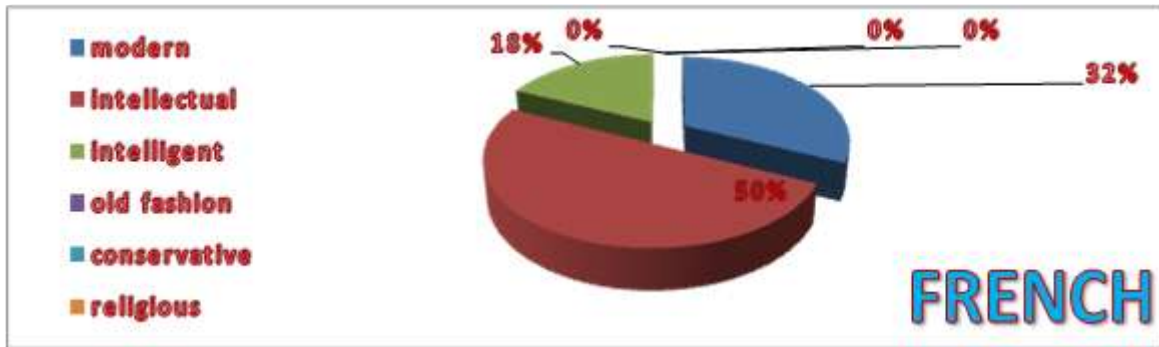


Figure8.2: consideration of students speaks French

From the graph we notice that 50% students consider who speak French, as intellectual, 32% as modern, 28% as intelligent, 0% as conservative, old fashion, religious. Most of them consider who speak French as an intellectual person, then as modern since the French language is socially valued and it is regarded as the language of modernity and social advancement.

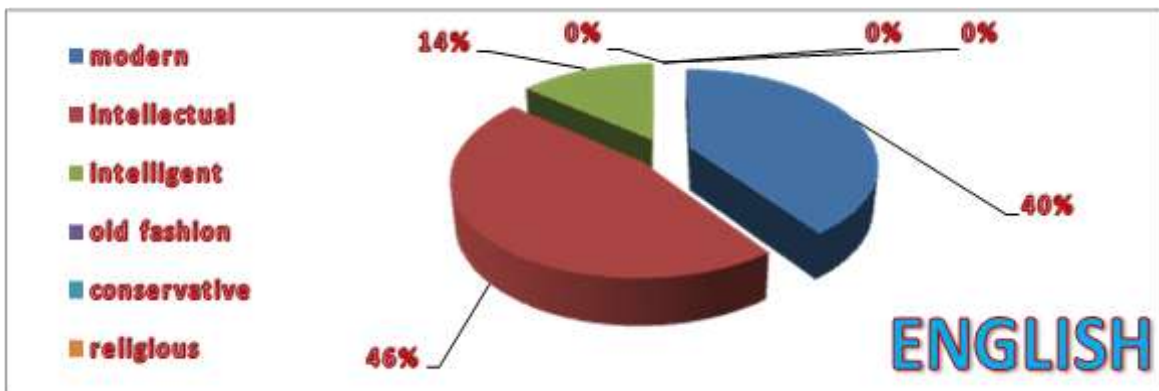


Figure8.3: consideration of student speaks English

From the graph we notice that 46% students consider who speak English as intellectual, 40% as modern person, 14% as intelligent, and 0% as old fashion, conservative, religious. According to them the English language is the language of world and globalization, they considered as the language of intelligence, technology, and business.

10. How do you consider the student who switches between Arabic, French and English?

Most of them consider switching between Arabic, French and English as a linguistic intelligence, while the rest take it for a lack of proficiency.

Rec1: recorded conversation between English master English students (two boys, and girl)

Amin: Kolechwela belm3rifa had lwakt

/ kʊlɫɛɓɛlmaʃrifa had lwakt /

Meaning: everything relies on nepotisme.

Khadidja: This is the reality

/'ðɪsɪzðəri:'æləti/

Mohamed: You know, recent studies revealed that Algeria is among the first countries that

/'ju: 'noʊ, 'ri:sənt 'stədi:zɪ'vi:ld 'ðætæl'dʒɪri:əɪzə'məŋðə 'fɜrst 'kəntri:z 'ðæt/

work with el ma3rifa

/'wɜrk 'wɪðɛlmaʃrifa /

Khadidja: This is true, hasbounallah wni3ma el wakil

/'ðɪsɪz 'tru: hasbʊnallawaniʃmalwaki:l/

Meaning: Allah suffices me, for He is the best disposer of affairs.

Amine: nonkolwahed wraza9ah , rabi rah 3alem wm9ssem larZa9

/ nɔ̃ kʊlwahedwrazahqah , rabbi rahʃalemwɪmqassemlerzaq/

Meaning: Everyone has his Livelihood, God knows and divides the Livelihood.

Khadija: 3yinawlh men had lhala

/ʃji:nawallah men had lhala/

Meaning: we got tired from this situation.

Arabic	French	English
24,51%	21,45%	2,4%

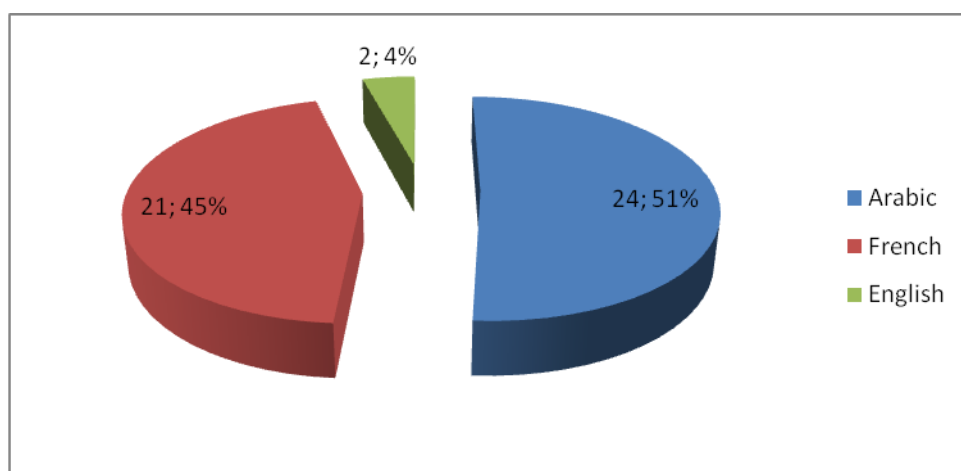


Figure 09: first recorded conversation

Rec2: recorded conversation between master English students' (two girls, and boy)

Selma: Well, guys the Turkish contest has just revealed the second list of winners

/ˈwel , ˈgaɪzðə ˈtɜːkɪʃkən ˈtest ˈhæz ˈdʒɛstrɪ ˈvi:lððə ˈsekənd ˈlɪstəv ˈwɪnərz/

Ahmed: really , so congratulations to all of them

/ˈri:li: , ˈsoʊkən ɡrætʃə ˈleɪfənztə ˈɔləv ð əm /

Selma: suis super happy

sʊɪsypɛr ˈhæpi:

Meanig: i'm so happy.

Amina:bsahtektestahel ,

/ bsahtek, testahel /

Meaning: congratulation, you deserve it.

Amina :*Mais c'était quand tout ça?* et ou

/ mæsetəkã tu sa? e u? /

Meaning: But that was when it all?and where?

Ahmed:remarkithadawelap**problem**, makanchl *information*

/ kəmaŋki: hadawelapɔblɛmmakənʃlɛfɔkmasjɔ̃ /

Meaning: i have remark that this becomes a problem.

Amina :*ilfallaitaffiché, informé* machihaka, dommage on as raté

/ilfalɛafɪʃe, ɛ̃fɔkme, mɛʃihakka, dɔmaʒɔ̃n- a kate /

Meaning : It should be displayed, informed, not like that, unfortunately we have missed.

Arabic	French	English
16,33%	7,15%	25,52%

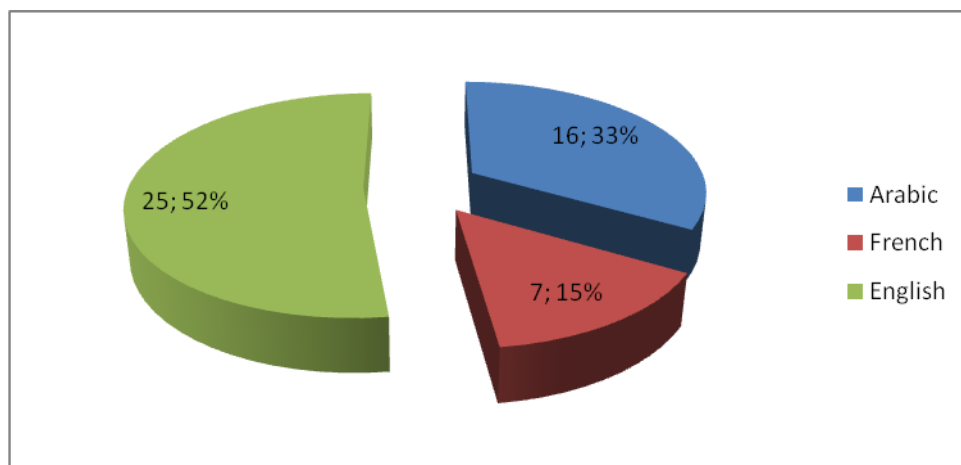


Figure 10: second recorded conversation

The two previous recorded conversations were between master two English students. The students have used Arabic, English and French during their interactions in order to point out their opinions, and convince the interlocutors.

From the two graphs we notice that students used English 25.52% and 2%; then French 7.15% and 21.45%, while, Arabic 16.33% and 24.51.

Inter-sentential code-switching occur clearly among these recorded conversations, sometimes they used one language, in other times they switch to another, and so on with varying degrees of fluency from one utterance to another.

Rec3: recorded conversation between first year English students and master students (three girls, and boy).

Zakaria : I need a help, *je sai pas comment vont-ils les questions*, kifachnrivisi ?

/ 'aɪ 'ni:d ə 'helpzə _sɛ_ pakɔmã vɔ̃-til le kɛstjɔ̃, kɪfɛʃɪ nrɪ vɪzɪ /

Meaning : I need a help, i dont know how i twill be the questions, and how should i revise ?

Soumia: Ok take it easy, the important thing you should do is to read

/ oʊ'keɪ 'teɪk 'ɪt 'i:zi:, ði: ɪm'pɔrtənt 'θɪŋ 'ju: ʃəd 'du: ɪztə 'ri:d /

Meriem: you should do researches, to bring extra information

/ 'ju: ʃəd 'du: ɪ 'sɜrtʃɪz, tə 'brɪŋ 'ɛkstrə ,ɪnfər'meɪʃən /

Imen:nhawesktouba f bibliotheque ?

/nhawesktoba f biblijɔtɛk ? /

Meaning: I look for books in the library ?

Soumia : \oui si non pdf ,tu peux trouver n importe quel livre sous formpdf l internet\

\wi si nɔ̃ pe de ɛf, tyɔtʁuveɛnɛ̃pɔtkɛllivɛ su pe de ɛff lɛ̃tɛkɛt\

Meaning : yes, if not you find pdf , you can find any book in pdf form on the internet.

Arabic	French	English
22,39%	24,42%	11,19%

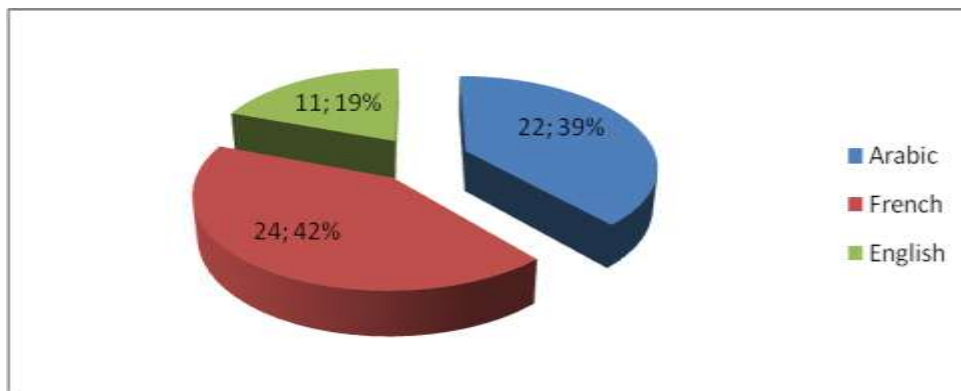


Figure11: third recorded conversation

Rec4: recorded conversation between first English students and master English students (one girl, one boy)

Ibrahim: I think if they add some quotations

/ 'aɪ 'θɪŋk 'ɪf 'ðeɪ 'æd 'səmkwɒt'eɪʃənz 'ɪt/

Imen: mafhamtch?

/mafhemtʃ/

Meaning: i don't understand.

Ibrahim: In linguistics you have what is language? You will find

bezaftoubayadrou

/ 'mlɪŋ'gwɪstɪks 'ju: 'hæv 'wɒtɪz 'læŋgwɪdʒ? ju: wəl 'faɪndbezzefktu:bajahadrɔ /

Meaning: you will find a lot of books talking.

Ibrahim: ala language, di menhom ma3loumatwmentioné

ʃlalæŋwidʒ, dimenhommaʃlomat w mäsʒone

Meaning: about language, you take informations from them and mention.

ibrahim : références w nom taelektab, haka daʒmou l essaytaakom

/ ʁefeʁãs w nõ taflekteb, hakkaddaʃmole'sertaʃkom /

Meaning : References and book's titles, by this way you support your essay.

Arabic	French	English
27	12	11

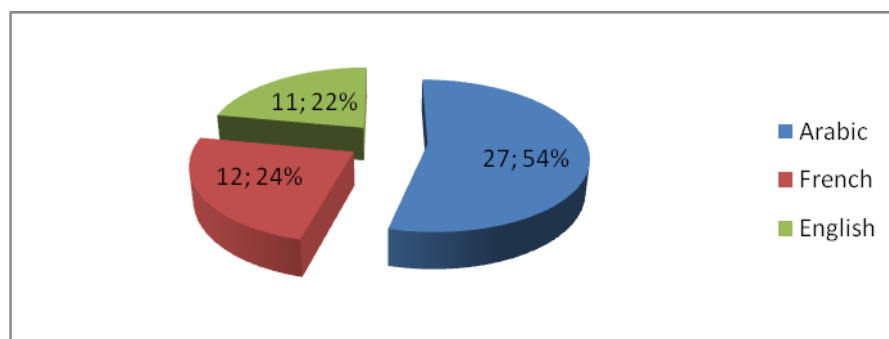


Figure12: fourth recorded conversations

The two previous recorded conversations were between 3 master two students (two girls and boy) and 2 1st year English student. (One girl and boy) in which the master students find themselves obliged to switch from English to Arabic and French to be understood since the interlocutors here are from inferior level.

from the two graphs we notice that , they used Arabic 27.54%,22.39%,then French 12.24% 24.42%, and English 11.22%, 11.19%.

Itra-sentential code-switching in this case is clearly occurred, where the recorded students switch within utterances, they used French, Arabic words among English sentences.

Rec5: fifth recorded conversation between master English students and master Spanish, French students. (Two boys, two girls)

Fouzi: *Ils ont affichés, le dernier délai le quatorze mai*

/ ilz- ð afiʃe ,lədɛʁnjedelelə quatorze mɛ /

Meaning :They displayed the last time on May 14.

Amina: maykfinachlwakt, rana f chapitrezawej

/majekfineʃlwaqt, ranafəʃapitɛzzawedʒ/

Meaning: time is not sufficient we are in the chapter two.

Sara: same thing for us, hope we will finish before

/'seɪm 'θɪŋfɔː 'əs, 'hoʊp 'wi: wəl 'fɪnɪʃɪ'fɔː

Mohamed: I don't think so, we are too late, fifteen days left

/'aɪdʊntθɪŋk 'soʊ, 'wi: ɑ: 'tu: 'leɪt, fɪf'ti:n 'deɪz 'left /

Fouzi : *Non, tout ira bien, juste essayez de ne perdre du temps*

/ nɔ̃, tut- ɪʁabjɛ̃, ʒystesejedənəpɛʁdɛdytɑ̃ /

Meaning : No, everything will be fine, just try not to waste time.

Arabic	French	English
11,58%	7,37%	1,5%

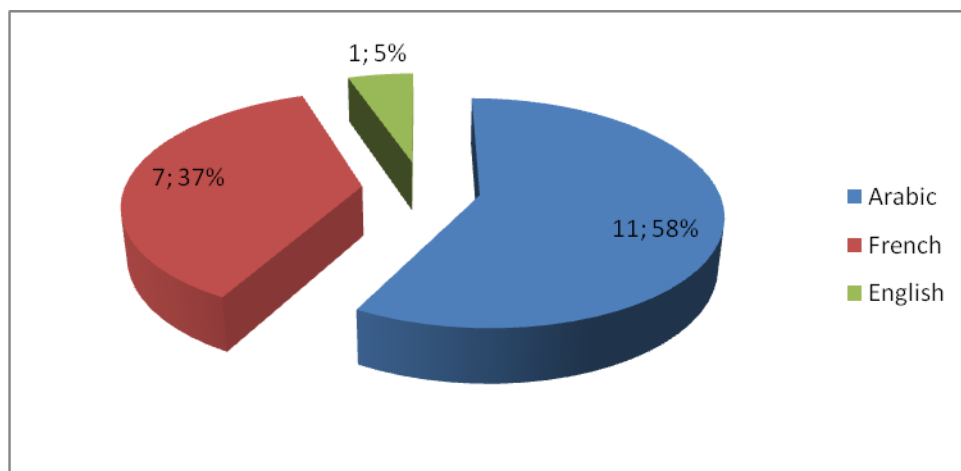


Figure13: fifth recorded conversation

Rec6: sixth recorded conversation between master English students and master Spanish, French students.

Salim: *On va terminer nos études le mois prochain*

inchaallah,ntmnawnsiboukhedma

/ ð vatεminenuz- etydləmwapɔʃɛ̃ ɲfallah, netmennewsibɔxɛdma /

Meaning: We will finish our studies next month, hope we will find a job.

, **Halima:** hope so, i mean just keep hope and do not give up

/ 'həʊp 'səʊ, 'aɪ 'mi:n 'dʒʌst 'ki:p 'həʊpænd'du: 'nɑt 'gɪv 'əp /

Merieme: ntouma 3andkom *la chance* 3lina, *le francais est trop demandé*

ntomaʃendkum la ʃɑ̃sɫina, lə _fʁɑ̃kε_ ε tʁɔdɛmɑ̃de

Meaning : compared to us, you have the chance, the French is required .

merieme: machighir f *domaine d'enseignement*

/meʃiγirfedɔmɛndɑ̃sɛɲmɑ̃ /

Meaning : not only in the domain of education.

Halima: wah , anglais tanimaintenant, *est demandé*, ok less than french, but

wah, ʔgletanimētnā, ε dōmāde, ou'kei 'les ðən 'frentʃ, 'bət

Meaning : yes, alsoenglishisrequired, ok lessthan french, but

merieme: nowadays, it is well spread over the whole country

/ 'næʊ,deiz, 'itɪz 'wel 'spred 'oʊvərðə 'hoʊl 'kəntri:/'

Salim: malgré j ai pas compris la dernière phrase mais je pense y a pas mieux que l enseignement

malɔʁezi e pakðrvi la dɛʁnjɛʁfʁazmɛzɔʁās j- a ʁamjɔkəmɛzɔʁās j- a ʁamjɔkə
elāseɲmā

Meaning : although i don'tunderstand the last sentence, i thinkeducationis the better

salim : hajamadmouna wta3 *domaine* ta3na

ħadʒamadʕmɔnawtaʕdɔmentafna

Meaning : a Guaranteed thing and it belong to our domain.

Arabic	French	English
24,57%	12,29%	6,14%

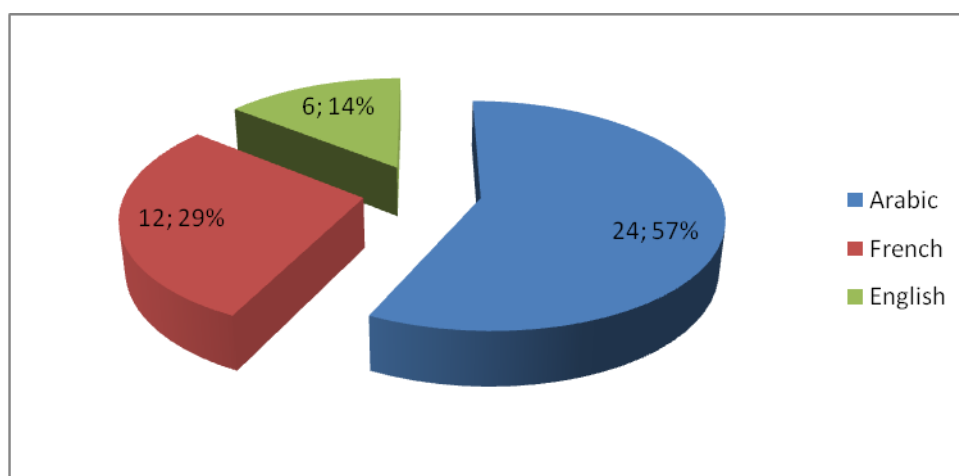


Figure14: sixth recorded conversation

The two previous recorded conversations were between master students from different departments, English, French, and Spanish. . During the conversations, master English students found themselves obliged to switch to Arabic and French due to the other foreign languages students, who couldn't understand English.

From the two graphs we notice that the Arabic language was used 24.57%, 11.58% in their interactions, then, the English language, 6.14%, 1.5%, and the French language 12.28 %, 7.37%. In this case both inter-sentential and intra-sentential code-switching are clearly occurred .

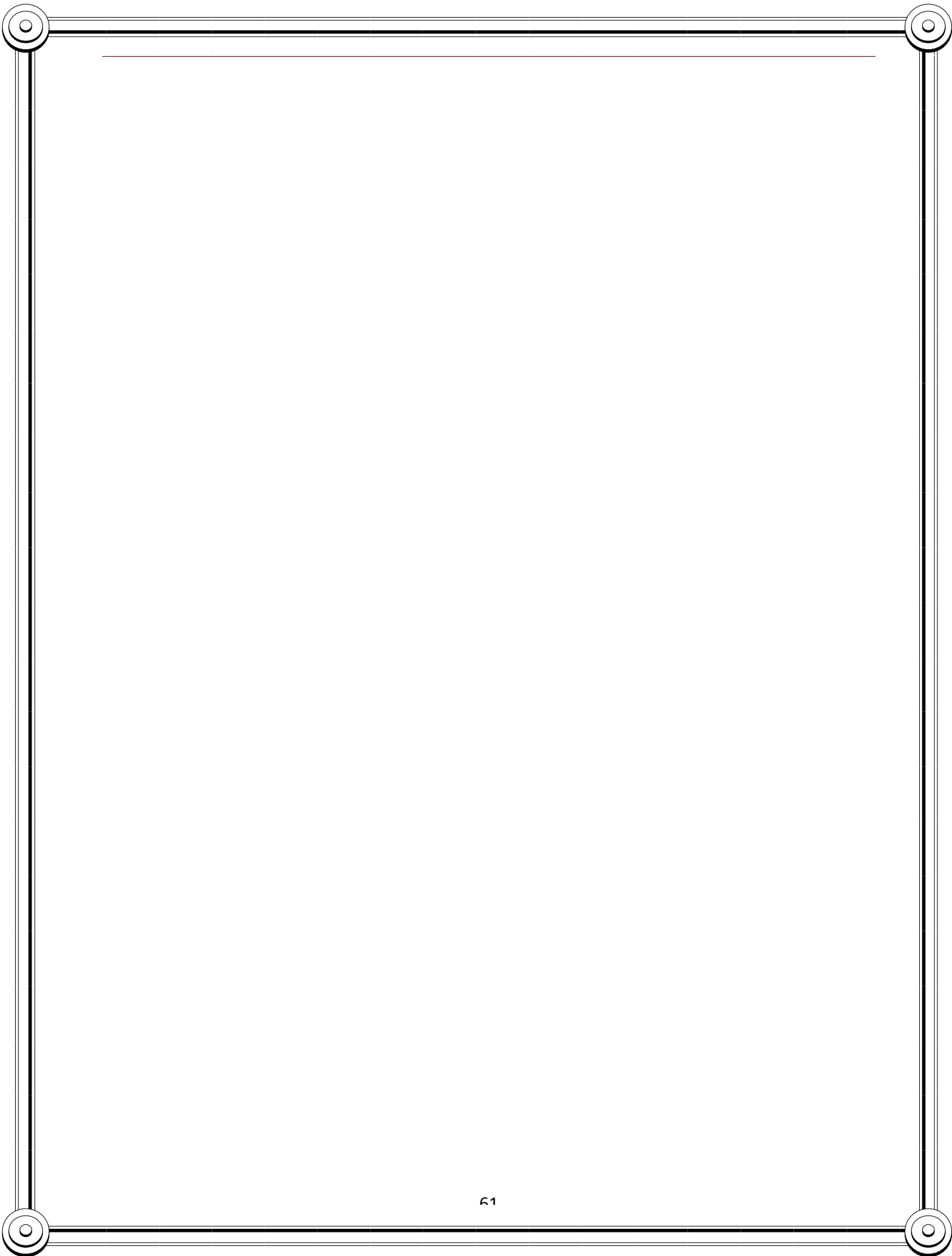
Almost students of English department have in their speech repertoire at different degrees three codes Which are: Algerian Arabic, French, and English. However, students tend to mix the three codes in their daily interactions. Especially, Algerian Arabic and English. It seems to be, switch between Algerian Arabic and French, which sometimes represent a kind of borrowing as a result to the use of some French words with an Algerian pronunciation. Then, the second one is characterized by the use of English with Algerian Arabic; in this case Algerian words enter from time to time. Moreover, the switch between the three codes, i.e. Algerian Arabic, French, and English. . However, the proposed hypothesises are not confirm, the results revealed that the factors that led master English students switch between Arabic, French, and English due to the emphasis on an idea to convincing the interlocutors, and it is due to the interacting with students from an inferior level, in addition to, the influence of students from other foreign languages students, (Spanish and french).

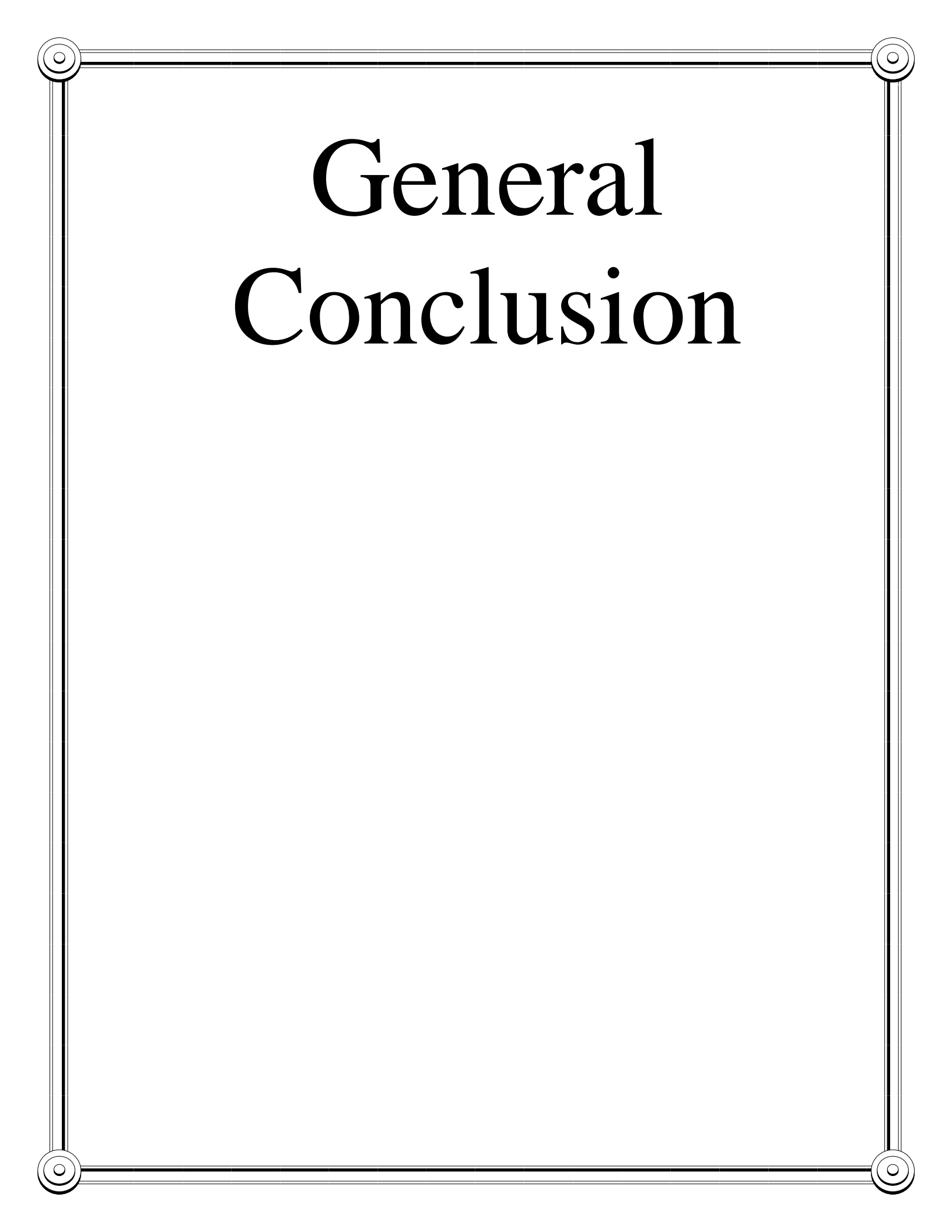
Furthermore, code-switching occurred suddenly and unconsciously within the recorded conversations, also, it varied between inter-sentential code-switching and intra-sentential code-switching. That helps students to express freely. In addition to that, it is observed that the different models of code mixing and borrowing were discriminated.

The situations change leads to language change, else, the results show that all the previous languages came in contact helped us to determine code-switching in all the recorded conversations.

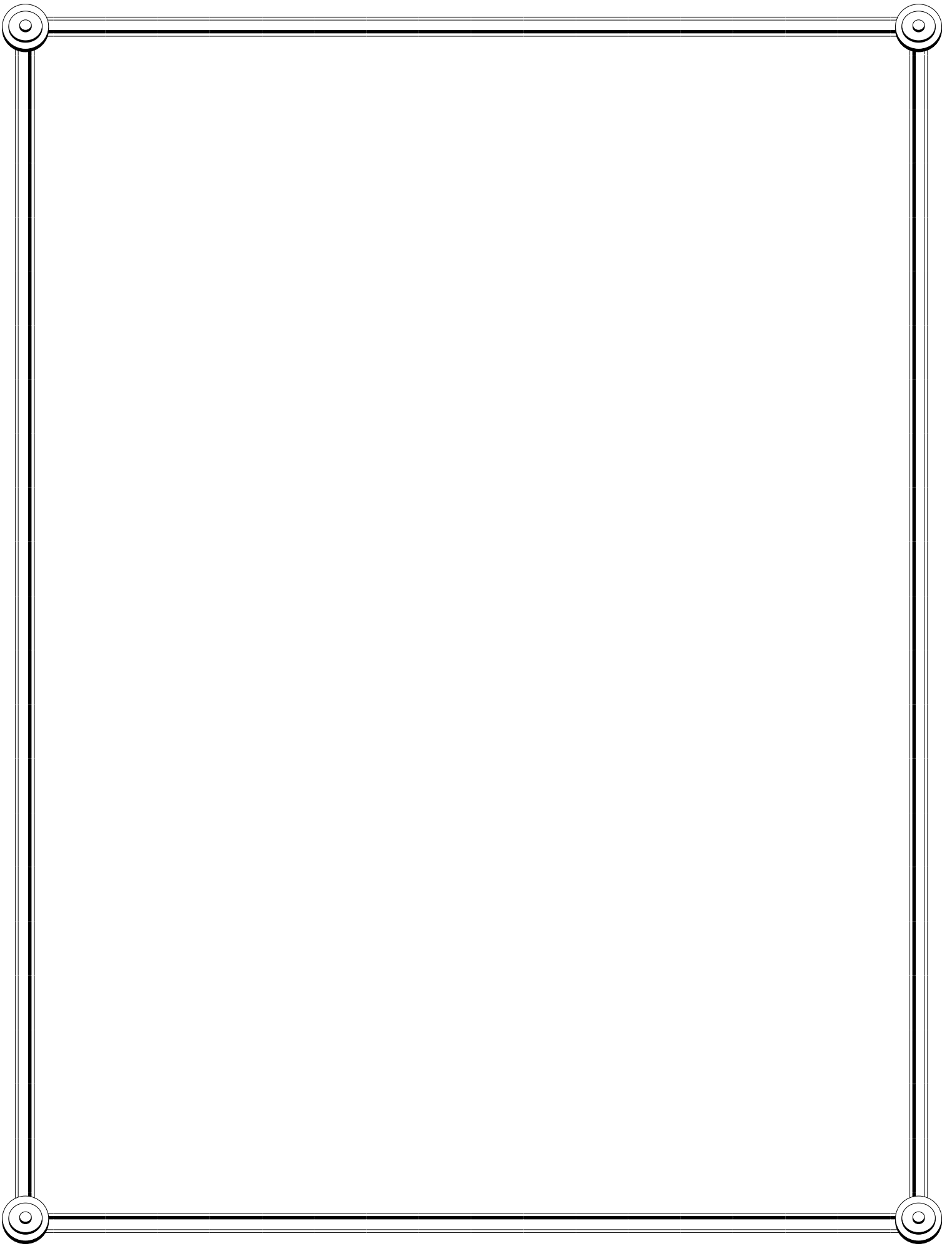
CONCLUSION:

The third chapter was devoted to the research methodology, which was based mainly on the student's questionnaire. The analysis of the results revealed that the switching comes as a result of interaction with students of other foreign languages departments. It also occurs in speech situations as a strategy to be more understood. From this stand point, it can be said that code switching cannot be considered as a lack of competence in one of the languages.





General Conclusion



GENERAL CONCLUSION

Algerian socio-linguistic situation is considered to be one of the most complex subjects in sociolinguistics, psycholinguistics and many other different disciplines. Algeria is regarded as a multilingual country, since it has witnessed several invasions from many different civilisations over centuries.

The proposal has tried to shed light on code switching among master English students. Its principal aim is to investigate the attitudes that make students switch between Arabic, French, and English. Master students have in their speech repertoire at least three codes, Algerian Arabic, French, and English. As a consequence, they tend to mix the three codes in their daily conversations inside department. From this respect, it seems to be important to understand the reasons that lead to switching between Arabic, French, and English.

The Results obtained from this sociolinguistic investigation, reveal that the master English students switch between Arabic, French, and English, due to their daily interactions with students from other departments (Spanish, French departments). This has a direct influence on the language selected by the English students who find themselves obliged to switch from English to French or Arabic, since the Spanish and French students cannot understand the English languages. Results show that of English department code switch when they come into contact with students from an inferior level (2nd year students, 1st year students). Students, when they are interacting with each other, sometimes they switch to Arabic and French in order to emphasize on an idea or point of view, and to convince the interlocutors.

Hoping to pave the way to further studies on this topic, it might say that the main reason that led master students to switch between Arabic, French, and English inside department is due to the mixture with Spanish and French students.

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APPENDICES

Questionnaire to students

This work is in sociolinguistics, and it aims to find out why do students of the English department, switch between Arabic, French and English. You are kindly required to fill in this questionnaire. Thank you.

Gender: Male Female

4. In which language do you prefer watching TV programmes and using internet?

	movies	news	programs	docs	internet
Arabic					
French					
English					

5. In which language do you prefer reading (newspapers, books, etc.)?

- Arabic -French -English -The three of them

6. How do you consider your competence in Arabic, French and English?

	Very good	good	average	Poor	Very poor
Arabic					
French					
English					

7. Which language do you speak better? -Arabic -French English

8. Which language do you find more useful? -Arabic -French -English

9. How often do you use words or expressions from Arabic/French/English in your everyday speech?

	always	often	sometimes	rarely	Never
Arabic					
French					
English					

10. Which language is used for interaction inside the department?

-Arabic -French -English

11. Why do you switch between Arabic, French and English?

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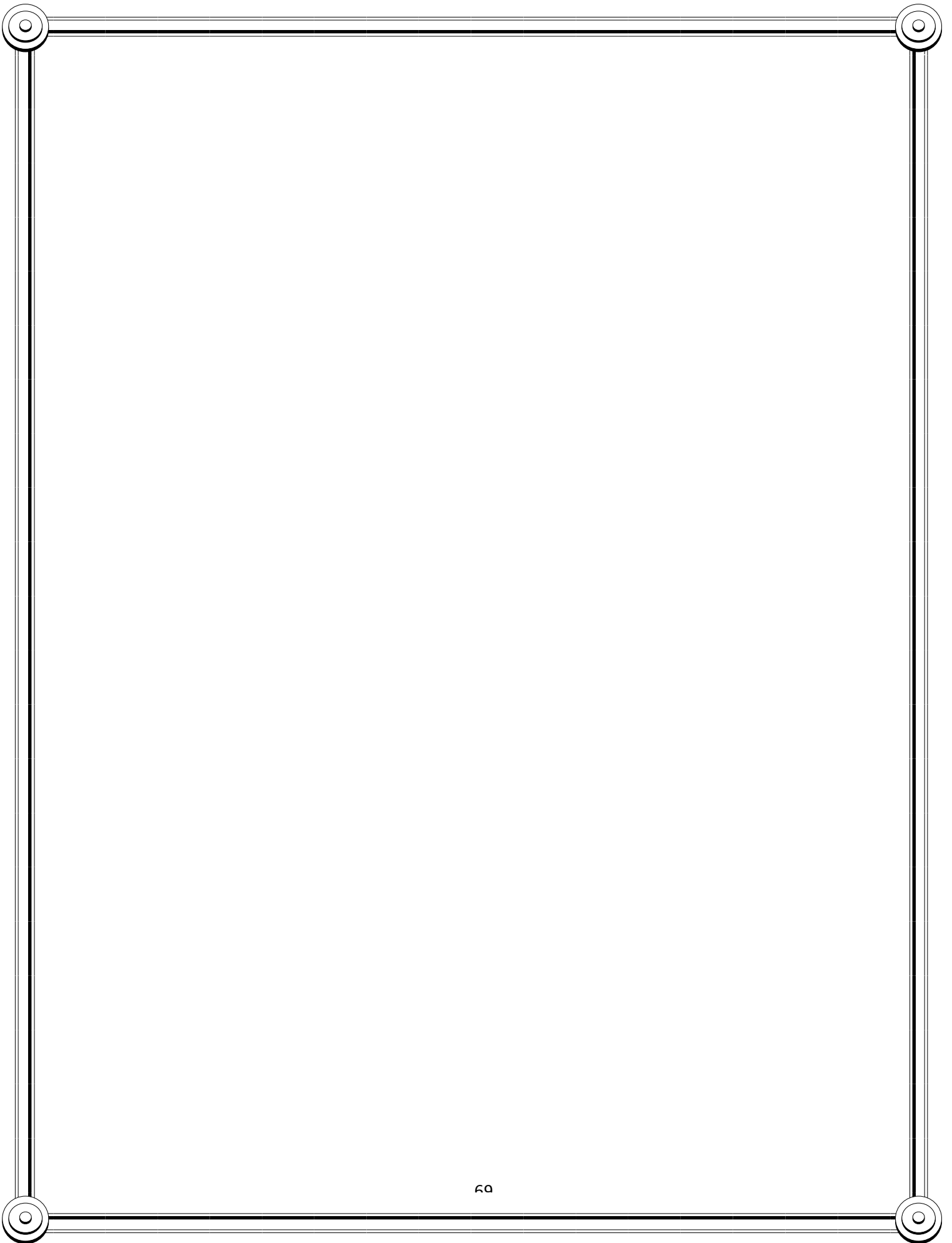
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12. How do you consider the student who speaks Arabic, French or English very well?

	Modern	Intellectual	Intelligent	Old fashion	Conservative	Religious
Arabic						
French						
English						

13. How do you consider the student who switches between Arabic, French and English?

-Modern -Intellectual -Intelligent -Incompetent



SUMMARY:

This present work is intended to analysis the Arabic, French, English a code switching situation, in the case of the English department in Tlemcen university. This scope, aims to seek factors or raisons that push master two English students to switch during their daily conversations inside department, between Arabic, French and English, and to explore some of the sociolinguistics phenomena of language, such as Dialect, Bilingualism, code-mixing, Borrowing, and espacially Code-switching. This modest work aimes to examine the sociolinguistics situation in Algeria, which is well known by its sociolinguistics diversity. Which gives birth to many linguistic outcomes: Bilingualism, Diglossia, Borrowing, Code-switching. All these notions will be examined briefly in this work. In order to examine the factors that make master two English students switch between Arabic, French, English, we will use a questionnaire which encompass 10 questions. The general findings of this sociolinguistic investigation will be given in the general conclusion.

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

ملخص:

هذا البحث يهدف الى تحليل ظاهرة الابدال اللغوي من اللغة العربية الى الفرنسية، والانجليزية الاجنبية اللغات بجماعة تلمسان. هذا المجال يهدف الى البحث عن العوامل و الاسباب التي تدفع طلاب اللغة الانجليزية ماستر، لتبديل اللغة اثناء محادثاتهم اليومية داخل الكلية، بين العربية، الفرنسية والانجليزية و استكشاف بعض الظواهر السوسiolسانية الخاصة باللغة، كاللهجات، ثنائية اللغة، مزج اللغة، و الاقتباس اللغوي. هذا البحث المتواضع يهدف الى اختبار الوضعية السوسiolسانية في الجزائر، التي بحد ذاتها تعتبر مجتمعا متعدد اللغات نتيجة لاستعمال عدت لغات، المجتمع الجزائري معروف بتنوعه اللسانية، الذي يولد عدة ظواهر لسانية، منها، ثنائية اللغة، ازدواج اللسان، الاقتباس اللغوي، و الابدال اللغوي، كل هذه الظواهر سيتم معالجتها باختصار في هذا البحث. و لتحديد العوامل وراء الابدال اللغوي لطلاب السنة الثانية، ماستر لغة انجليزية، بين العربية، الفرنسية و الانجليزية ارتأينا استبيانهم بعشرة اسئلة، و اخذ عينات مسجلة من احاديثهم اليومية لتحليلها. النتائج العامة المتوصل اليها من خلال هذا البحث السوسiolساني، موجودة في الخاتمة العامة.

الكلمات المفتاح: الابدال اللغوي، ثنائية اللغة، ازدواج اللسان، الاقتباس اللغوي.

Résumé

Cette recherche tente d'explorer certains phénomènes sociolinguistiques qui résultent du contact de langues dans le contexte algérien. Elle vise aussi à analyser le phénomène de l'alternance codique arabe/français/anglais, au sein de la Faculté des langues étrangères, à l'Université de Tlemcen. Elle essaye, aussi, d'identifier les causes qui poussent les étudiants inscrit en master anglais à alterner les langues lors des conversations quotidiennes au sein du département. Le travail de terrain se base sur un questionnaire et des enregistrements de conversations.

Mots clé : Alternance Codique, Contact de langues, Bilinguisme, Emprunts.