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**Arabic/French code switching in Tlemcen Speech Community, case of Students'
French Department.**

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requirement for the degree of Master in Language Studies

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Dedication

I would to dedicate my work to my lovely family particularly my parents; Mohammed and Nacèra, as well as my brothers; Taha and Yassine. I like to dedicate my cousines Asma, Fatima and Meriem and my best sincere friends Meftahi Hakima and Maidri Meriem.

A special feeling to my grandmothers for their Doaa.

Nassima

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Abstract

Code switching has long been studied in sociolinguistics. Some researches rely on psychological side of the bilinguals and the other researches rely on the impact of the society on bilingual's speech. Most of People code switch from one language to another especially if there are more than one language in one community. Our research was about aspect of code switching in Tlemcen speech community the case of students' French department. The methodological part showed the different patterns: code switching, code mixing and borrowing which they was introduced to explain the function of each one of them by examples and views of scholars and linguists. The mixture of varieties had a relationship with code switching and there were: diaglossia and bilingualism which they represented the situation of two or more language in the same environment and the differences among individuals in addition to social levels that distinguish high variety and low variety of one language which are related to the situations and circumstances that obliged the individuals to switch from one language to another or use a foreign language instead of mother tongue. Algerian society as best example of these features which there is a complex situation related to cultural context and thought of Algerian bilinguals, French language is the second language after the MSA but most of people speech not devoid from French words. The practical part dealt with studies and collecting data from students' French department, the data showed different answers and point of views by using two research tools: questionnaire and interview. The data collection and results was represented by figures and tables which showed different proportion of students' questions, in addition to this, teachers answers on questions of the interview helped us to gain more information.

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General introduction:

Sociolinguistics is related with language in social and cultural context, especially how people deal with the different social identities like: gender, ethnicity, and age low class, high classetc. Language is a way of communication, producing utterances and expressing feelings among human in different environments. Each speech community has its variety of language and can be named as; dialects, accents or registers etc. Languages may change in different situations and circumstances. Most of people do not rely on one language when they share subjects to be more flexible in their thinking, they alternate between two or languages, something related either personality or impact of environment. Algeria is a complex situation, contains: modern standard Arabic; Algerian dialect, Berber and French. Today, in Algerian society the Algerian dialect sometimes may prohibited in some cases like with educated people or jobs where the French must be spoken.

This study deals with the phenomenon of code switching which exists strongly among Algerian people, but the case is students' French department. The aim of this research is to attempt to know how students deal with the alternation between Algerian dialect and French especially French considering it as major status in many domains, and asking students and teachers some questions related to their attitudes towards code switching in outside department.

Fundamentally the main questions can be raised as follow:

- 1- What are the reasons that led students to code switch?
- 2- Why do students who learn French code switch more than the other students of other colleges?

The major hypotheses in our research work are:

- 1- Students code switch between Algerian dialect and French in which they see it as a habit in communication.

2- Students get used to speak French during courses and this has led to use French in their conversations.

This research work consists of three chapters:

Chapter one is the theoretical part. It consists of description of linguistic phenomena with different point of views like: code mixing, borrowing.... etc. In addition to this, there are clear description of bilingualism and diglossia which have relationship with code switching, these two features exist in different communities with specific rules, Algerian society has been affected by the colonization, which had an impact on society and individuals' personality and French controlled education, government, business and most the intellectual life.

The second chapter is the practical part which studies the case of students of French language department. This part of research deal with data collection which have been gathered from students and teachers and analysis them by representing them with tables and figures. The research work contains of two research tools; the questionnaire and interview, the questionnaire is planned for students and interview is planned for teachers. There are 24 students are chosen from all levels of study, from first year until master two and there are 10 questions are chosen for them. There are 10 teachers are picked up and 4 questions planned for the interview. This chapter presents and treats the quantitative and qualitative data that we have collected to come up with results that may answer of the research questions.

1-Introduction:

There is always a group of people in such societies share more than one language and this, is called in sociolinguistics: language varieties. Scholars, anthropologists and sociolinguists studied code switching as a means of structuring speech interaction and as a natural aspect may exist in all over world. So this chapter, studies theories and views of linguists about code switching and the notion of how people deal with this aspect, in addition to this, there are some features related to the code switching like: code mixing borrowing, bilingualism and diglossia and what is the relationship with code switching.

1.1-Code switching defined:

Wardhaugh (1986:102) says that a code is a specific dialect or language one chooses to use it on any situation, and a system for communication between two or more groups. Romaine (1995:121) says “I will use the term ‘code’ here in a general sense to refer not only to different language, but also to varieties of the same language as well as styles within a language». Code switching can be defined as a practice of shifting between two or more languages; people may use different utterances and words from other language and use them as a part of their daily speech. This phenomenon includes the mixing of phonologically elements into a single conversation. Poplack (1980:224) defines code switching as; “the alternation of two languages within a single discourse, sentence or constituent, which in balanced bilinguals is governed by both extra-linguistic and linguistic factors”. Quoted in Gluth (2008). Gumperz (1982a:68) states, “Code switching is not a uniform phenomenon; i.e., the norms vary from group to group, even within what might be regarded as a single community”. Cited in Wardaugh (1986).

Many scholars gave various definitions of code switching; each scholar has a personal experience and observation, in which the bilingual person can use more than one language rather than his native language as Gumperz (1982:59) says, “Code switching as juxtaposition during the same speech exchange of passage of conversation belonging to two different grammatical systems or subsystems”.

1.2 Types of code switching:

There are three types of code switching: inter-sentential, intra-sentential and tag switching, each type featuring of some manifestations.

1.2.1-Inter-sentential code switching:

Appel and Muysken (1987:118) define this type as the alternation in the same discourse between two languages where the switching occurs after a sentence in the first language that has been completed and the next one begins with a new language.

Myers Scotton (1997:03) says, “inter-sentential CS switches involve switches from one language to another between sentences: a whole sentence (or more than one sentence)”.

For example: 3lash maditouhch lbareh, il ètair très malade.

/ ʃlaʃ madituhʃ lbaraħ, ilite tʃe malad/

Why you did not take him yesterday, he was very sick.

1.2.2-Intra-sentential code switching:

The alternation in the same discourse between two languages, where the switching happens inside clause.

Myers (1997:04) states, “intra-sentential switches occur within the same sentence or sentence fragment”.

As best known example of the Algerian society the switching between Algerian Arabic and French:

S’il te plait rodli lpotable li selefthoulek.

/ Sil te ple rɔdli pɔxtabl li sɛlɔfthulɛk/.

Please refund me my mobile that I gave you.

Golha demain tahbat la poste.

/ Gulha demə tahpat la pɔst/.

Tell her that tomorrow to go to the post office.

1.2.3- Tag switching:

Is the alternation in a tag phrase or word or both from language B to language A.

Here the bilingual one use a different language or some utterances to express an idea or tag questions, this type is considered a most useful, maybe the speaker express it unconsciously or try to make a variation among discussion.

Francesca (2007) indicates that, “the term tag switching refers to a mix involving an utterance and an interjection or (tag)”.

For example of Algerian dialect and French:

Galoli Dakhlat Idar, Est-ce que c'est vrai ?

/gælUli Dəχlæt ləddɑ:r, əsKe se vʏǝ/

They told me that she had entered into the house, is that true?

1.3-Code mixing:

Wardhaugh (1986:103) sees that, this code mixing is used when the conversant use both of languages to the space that they change from one language to another in the course of one discussion. Maschler (1998:125) defines code mixing or a mixed code as “Using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern”. Quoted in Ping Liu (2008). Many scholars give various definitions of code mixing, and always was an interested phenomenon cared by many pioneers and linguists, as a best synonym of code mixing can be called as: intra-sentential code switching so the bilingual speakers can mixes a different utterances within a same discussion. The bilingual one may give words and clauses from different language instead of his language. There is an attentive case given by Kashru (1978) who has made a study in India about code mixing in the multilingual and multicultural context. He has explained three language varieties: English, Sanskrit and Persian that are spoken by different social classes in India. English is the official language and

has a great prestige by Indian people. He observed that the resulting mixed code has been attributed to high social classes and membership of educated elite. Sanskrit (Sanskritisation) can be found in religious identity and philosophical discourse. Persian is the third kind of code mixing and related to the Muslim culture. It is the language of law and in some places this language related to Muslim religious identity.

1.4- Code switching vs. code mixing:

Several scholars and linguists tried to make a clear distinction between code switching and code mixing, but some of them see that both of code mixing and code switching are the same phenomenon that occur in the speech act and the others see that code switching and code mixing are separated features, each of these aspects have own simplification and rules.

Hymes (1974:103) defines code switching as: “a common term of alternative use of two or more language varieties of a language or even speech style”. Bokamba (1989:278) defines both of the concepts thus code switching is the mixing of words, phrases and sentences from different grammatical (sub) systems across sentence boundaries during the speech act also code mixing is the basic part of several linguistic units such as affixes, words, phrases and clauses from a mutual activity where the participants, and for this to conclude what is proposed, must reconcile what they listen with what they understand.

However, some linguists see that code switching and code mixing do not differ in rules. So Myers Scotton doesn't differentiate between code mixing and code switching and she consider this difference as creating ‘unnecessary confusion’.

Myers Scotton (1993:1) states:

A number of rearchers associated with Kachru[.....],but also some others ,prefer to label as ‘code mixing’ alternations which are Intrasentential, although it is not entirely clear whether this applies to all Intrasentential switching CS (code switching).while I grant that Intrasentential CS puts different psycholinguistic ‘stresses’ on the language -production from Intrasentential (code switching) CS (a valid reason to differentiate the two), the two types of

CS may have similar socio-psychological motivations. For this reason, I prefer 'CS' as a cover term; the two types can be differentiated by the labels 'intersentential' and 'intrasentential' when structural constraints are considered. Cited in Bassiouny (2009:30).

Spolky (1998:49) proposes that there are different kinds of code switching. Immigrants often use many words from their new language in their native language, because many of the people they speak to know both languages. In this case, bilinguals often develop a mixed code. He also shows the distinction between code switching of the two languages and the mixed variety.

Hamers and Blanc (2000:270) mention that there is a continuum between code switching and code mixing, so code switching like code mixing in which there is a language contact communication strategy and the speaker of L1 changes elements or rules of another language which is L2. They also mention, "it is of course possible to observe these two phenomena within a single utterance, in which case code mixing can be embedded in code switching, but not the reverse". It means these two phenomena have the same rules when occur in a sentence.

1.5- Borrowing defined:

Poplack (1989) states "Much of what had been called language mixing could more appropriately be called, borrowing" cited in Lyon (1996:59).

The bilingual speakers produce foreign words and mixed them in their speech, this phenomenon is: 'borrowing'. In addition to this, borrowing is regarded as problematic because the researchers use different terminology to mention to a number of different language phenomena. Grey and Kaufman (1988:37) define borrowing as follows: "Borrowing is the incorporation of foreign features into group's native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporated features."

In this point the bilingual one uses some foreign words all the time as his mother tongue in his discussion. According to Grey and Kaufman, structural features may be borrowed, also phonological, phonetic and syntactic elements and features of inflectional morphology too.

Mark (2009:243) says, “Borrowing’ is a technical term for the incorporation of an item from one language to another. These items could be (in terms of decreasing order of frequency) words, grammatical elements or sounds”.

Mark sees that borrowing is different from code switching, which assumes a skill of two or more languages and use much of rules of the languages being switched.

Hudson (1996:55) states that borrowing includes mixing the systems themselves, because an item is ‘borrowed’ from one language to turn into a part of the second language.

The anthropologists and sociolinguists care about borrowing process, the speaker can produce a various words of other language instead of his native language, but these words can make them as part of his discussion like a native language, he can modify some rules or sounds to these words morphologically or phonologically and borrowing can explain some creativity of some expressions.

1.6-Types of borrowing:

Edgar (1990:409) mentions that borrowing includes two processes: substitution and importation and these two processes are fundamental to a classification of the types of borrowing, there are three types of borrowing which Haugen (1956:59f) has called them: “loan words”, “loans shifts” and “loan blends”.

-The first type ‘loan words’ or called ‘lexical borrowing’ came as a result of morphemic importation adopted from other language for example: ‘Salsa’ is Latin word which means ‘sauce’, in English language and French language is spelled ‘sauce’ but in Arabic language is spelled as it is Salsa/صلصة./ ŞalŞa/.

Also the Latin word ‘agenda’ is used in English and French for instance. the Italian word ‘pizza’ has not other meaning in other language for example in restaurant when you are reading the menu, you want to choose pizza you find is as it is not in other word and you call the servant: please I want pizza. Many of loan words used in different areas between people as like their native language.

For example, in Algeria many speakers spell some French words like: les valises as ‘falizat’ / فليزات /as their native language.

-The second type ‘loan shifts’ is a change in meaning of a native morpheme in a foreign style without the importation of any foreign morpheme. The type of loan shift can be also called: semantic extension, an example explains this type which includes the word ‘coffee’ from the French word ‘café’.

There are two kinds of loan shifts:

A. Loan translations: is a word or phrase borrowed from another language, word for word or root for root translation. For instance the English word ‘skyscraper’ becomes ‘gratte -ciel’ in French language.

B. Semantic loans: are substitutions motivated by a similarity of shape between the foreign pattern and the native exchange. For example in Portuguese language the word ‘carro’ means in English language ‘car’ or automobile.

- The third type ‘loan blends’ is hybrid form and words that are composed of two sections from different languages .This kind mostly used in announcements, business and names of products for instance the word ‘free dent’ is a name of Gum contain of two different languages, French (dent)-(tooth) and English (free). David (2004:1329) mentions that, “the world’s language system is undergoing rapid change because of demographic trends; new technology and international communication. These changes will affect both written and spoken communication”.

Also Sapir mentions, “The simplest kind of influence that one language may exert on another is the borrowing of words. When there is cultural borrowing there is always the likelihood that the associated words may be borrowed too” (1921: 206).

Borrowing help people to facilitate communicating with other people from different societies especially in culture and business people can understand each other from sharing different ideas with different languages and for this the most businessmen see this idea as a main cause of the success of global brands and products like foods, perfumesetc.

1.7 Code switching vs. Borrowing:

The distinction and similarities between code switching and borrowing as long as was and still a problematic between linguists, the reviews and suggestion distinct among linguists. In years ago, there has developments and agreement between some linguists like: Myers Scotton (1992), Treffers-Daller (1994), Backus (1996) and Mahootian (1996); Boyd (1997) that there is no clear distinction between the two phenomena, code switching and borrowing that they are form a continuum.

Scotton (1993a:180) argues, “Borrowing as well as ‘code-switching’ show both complete and incomplete integration but that there may be a quantitative difference”. Cited in Clyne (2003:71). She also argued that other contact phenomena fulfil on the same rules as code switching in the way forms and constituents from one language are embedded in other language .On the other hand, borrowings are part of the lexicon of matrix language and code switches belong to the embedded language lexicon. Poplack (2000) cited in Wie. Poplack (1988:28) proposes that loans fill ‘a lexical gap’ in the borrowing language whereas code switching does not. Elena (2008:7) states that borrowing can occur in the speech of those with only monolingual competence whereas code switching and code mixing reveal some degree of competence in the two languages, although the accurate relation between competence and types of code-switching is disputed. According to Jacobson (1998:56) who says, “have attempted to show that borrowing and code switching are expression of the same process, albeit divergent points on the same continuum”. Quoted in granger and Tyson (2003). So some linguists suggest that both borrowing and code switching have the same rules and the others see the two phenomena distinct from each other. Other linguists’ views borrowing and code switching as shaping a continuum, in code switching new words can be introduced into the recipient language (Heath 1989; Romaine 1989; Myers Scotton 1999). It is totally for linguists to differentiate between cases of borrowing and cases of code switching, MacSwan (2014:56) proposes that borrowed words predominantly to be marked by morphological nativisation, for examples: suffixes, transitives.

Like in Algeria, most Algerian people words from French for instance: the French word: ‘ajouter’ most people spell it as part of their native language as:

Ajoutitah or ajoutitha (he added her or him).

1.8. History of code switching:

The history of code switching in sociocultural linguistics is mainly emerged by Blom and Gumperz's (1972) "social meaning in linguistics structures". By 1972 the term of code switching was well notarized in the literature, and various studies in linguistic anthropology and sociolinguistics prefigured later code switching research in sociocultural linguistics. Baker (1947) who was the one earliest American studies about the issues of language choice and code switching 'the description of language use among Mexicans Americans in Tucson, Arizona. He suggested that the interactions between family members or other intimates were most likely conducting in Spanish, while the formal speech with Anglo Americans was most probably to use the medium of English because all of two groups in interaction have the ability to understand Spanish. Also, Baker noted that the younger people who have the strong ability to use numerous languages in a single interaction than the elders, then, the use of various varieties were constitutive of Tucson region identity.

In 1977, Meyers Scotton and Ury state, "the use of two or more linguistic varieties in the same conversation or interaction".

1.9. Causes of code switching:

There are a potential reasons for code switching, the moving from one language to another presented by Crystal (1987). The first idea is the speaker may not have the ability to express him or herself with just one language and the alternation between two languages may complete the insufficiently gaps. Second idea, code switching occurs when the individual hopes to express the solidarity with a special social group, generally code switching occurs when speakers hope to transmit his or her attitudes to the hearer. Auer (2002:221) mentions, "Code-switching carries a hidden prestige which is made explicit by attitudes". Some people like to express themselves when they are moving between two or more languages considering the second language as a prestigious way of communicating or sometimes they are obliged to code switch in some critical conditions, for instance as Martinez (2006:107) in his book of "Mexican Americans and language: Del Dicho Al Hecho states, "[they] use code switching in order

to fulfill certain linguistic functions that are part and parcel of the reality of being bilingual. Code switching is used to fill gaps, to preserve the force of linguistic routines and in triggered response to other code switches”. Also code switching between women and men can be improved by Mexican American dichotomies of Martinez in which women use code switching so as to success in communication with men. Then Martinez sees their bilingualism can be attributed of English speech that is gendered .i.e. forms of colloquial English are separated which can be symbolized inherently masculine or inherently feminine and their code switching from feminine to masculine discussion is to fill the lexical gaps ingrained during these distinct forms of communication.

Holms (2000:38) states in his book “introduction to sociolinguistics” that the speaker has the ability to switch to another language as a sign of group of membership and shared ethnicity within the recipients .i.e. the speaker shared the opinions in his environment with other people. Code switching may be used to express different emotions related to happiness, anger ...etc. Holmes (2000:42) introduced code switching in other words as ‘code switching for rhetoric reasons’. Therefore, code switching is often used in discussion and rhetoric intentionally for either attract attention and to convince the listeners. Also, Holmes suggests when speakers code switch in situation of persuasion and rhetoric they will reach their goals and in convincing their audience and reflect whatever a socioeconomic identity that can give the speaker the truthfulness and accuracy.

1.10. Theories of code switching:

Code switching a basic phenomenon for easily communication, but there are reviews about its functions and roles that made the speakers how convey the messages to the audience. There various theories explained how the bilinguals deal with code switching and how the monolinguals speakers respond with them.

Reem (2006:159) mentions that there are three theories that explain the phenomenon of code switching, and these three theories are named as follow: the accommodation theory proposed by Howard Giles (1987), the social arena theory of Scotton and Ury (1977) and the latter one the markedness theory of Myers Scotton

(1993) .Reem confirms on the third theory because she finds the third theory the most compatible one with her point of view. Then, the theory of ‘accommodation’ clarifies the social motivation of code switching as Howard et al (1987) see that the demand that speakers wish the agreement of their listeners in the social interactions in which they regulate their speech in way of the listeners to understand what they want to express the speakers using the code that the listeners use it to make a clear contact and this is called ‘convergence’ or ‘accommodation’. Howard et al propose that the speaker in some circumstances distinguishes himself from the hearer through choice of code and this is called ‘speech divergence’ means not all people use two codes for speaking such as Heller (1982:108-118) who gives an example of divergence of bilingual city of Montreal (Quebec, Southereatern Canada) find difficulties to communicate with other citizens because they reject the alternation from one language to another .i.e. alternation between English and French, but they do this for reasons as political, national or cultural. So the rejected of code switching may help the individual in some objectives as much as switching and may carries a negative feelings towards contender group and this is a strategy of reinforcing the borders between groups.

According to Scotton and Ury (1977) there are three overall arenas that impact code choice .i.e. identity, power and transaction, the speaker may switch to distinct codes to introduce the interaction taking place in terms of such social arena or not introduce it absolutely. The first global social arena is identity; the speakers switches according to their identity .They speak to as well as their own identity.

The second social arena is power, so code switching depends on the power that each one has more than the others, or the power that the others have over one speaker

The third social arena is: transaction (dealing), code switching depends on the status and the target of speech act. A speaker may not be sure about the social arena; he may not be sure about the situation of the other individual. So in this situation the person uses a code that will help him hold the interaction undefined, as Scotton (1986:408) gives an example of a brother and sister in western Kenya who they speaking. So, he used Swahili to show his sister that she is a just customer in his store,

she uses code choice to do this, she used their mother tongue and she want to emphasis her identity as a sister not a customer .Furthermore, the brother does not accept this identity and in this example each one of them try to prove himself or each one has power over the other. Moreover the brother and sister did not agree on the kind of transaction taking place, the brother wanted the status of the customer and a shop owner whereas the sister did not want that. Finally, the brother refused to act during social arena but the sister assigns to him and chose other one instead.

The third theory of Myers Scotton (1993) which shows that the code switching as a global controlled phenomenon. She believes that the reality of individuals who switch from one code to another or from one language to another not necessarily means this switching has a social motivation, code switching can used as unmarked variety in particular communities. It can be used with no specific social motivation behind it. Myers illustrates what does means by markedness model by suggesting that “what community norms would predict is unmarked, what is not predicted is marked” (1998b:6). Scotton suggests the ability to switch underlies in the communicative competence which all individuals be in possession (1998b:6). Reem (2009:66) sees that Scotton in the first distinguishes between the use of code switching and with no motivation in brain as the unmarked choice, and use it with a particular motivation in brain as the marked choice, then the phenomenon of code switching is unmarked, present switches are more recurrent, and the phenomenon more expected .i.e. an individual can expect that a code choice will happen but not how many times or when or where. (Predictably unpredictable).

Myers Scotton (1998:144) sees that when the unmarked choice is not clear the individuals code switch in an exploratory way to organize the favored social balance.

For example when a person goes to the bank and enters, he observes the customers and employees use French widely instead of Arabic, so in this situation forces him to speak just French or if he sees them switch from Arabic to French he switches also from Arabic to French. According to Myers Scotton (1998:26) in any communicative

situation there are three maxims: unmarked, marked and expected RO set that distinctive one.

-The unmarked choice maxim: the speakers chose the expected variety as medium of talk substitution, given the rules of society concerning the noticeable situational factors present.

Eg: A : yadra chafti hadik rounya talya fel youtube ?

/jadra fefti hadik lʏunja talja fel jutu:b?/

A: By the way, did you see the latest song on youtube?

B: Mazal machaft, par ce que j'ai etè occupé la plupart de temp à corriger les erreurs dans le projet.

/ mazal mafaft paske jè tè okupi la plupaʏ de ʒə a kuʏigi lizeruʏ don le pɣojě/.

The above example has taken from a conversation between two friends. So the two were talking about a song but immediately the conversation changed in other subject; the first was about songs and the second about studies, the speaker A used Algerian dialect but the speaker B shifted from Algerian dialect to French because related to his subject and her studies.

-Marked code choice maxim: as noted, makes a statement with respect to the expected RO set, consciously pushing addressees into recognizing newly negotiated RO sets which the marked choice represents. Speakers make a marked choice when they wish to establish a different rights and Obligations(RO) set as the unmarked one, Scotton (1993:131) states “put aside any presumptions you have based on societal norms for these circumstances. I want your view of me, or of our relationship, to be otherwise”. In this view Scotton explained the marked choice may be used to increase the social distance among individuals when they share emotions like anger or expressing authority and share solidarity. For example, a conversation between a teacher of French and a student:

Student: je m'excuse monsieur,hadi deux jour sratli un accident f dar iya ma9aditch nji.

I'm sorry sir i didn't come because i had an accident at home in two days ago

Teacher: Oh, derwak rak mlih?

Oh, are you okay now?

Student: labas khir meli kont.

Yes, i feel better.

Teacher : Mais vous avez manqué beaucoup de leçons dans ce derniers jours.

But you missed many lessons in those days.

1.11. Bilingualism:

Bilingualism is the ability of speaker to use two or more than one language instead of his native language. It specifies language development i.e. children acquisition of language, the children can acquire two different languages in home simultaneously from his parents like the immigrants also school; it has big effect on children language acquisition. From this point scholars give various descriptions of bilingualism.

Who is a bilingual? Lie Wie (2000:5). In fact, not all people of the world can use two languages in their discussion but some of them use two or more language in their work, with their families or in foreign countries where they study or excursions.

Mohanty (1994a:13) proposes, 'bilingual persons or communities are those with an ability to meet the communicative demands of the self and the society in their normal functioning in two or more languages in their interaction with the other speakers of any or all of these languages'. Cited in Hamers, Blanc (2000:7).

From this point of view the bilingual person or multilingual one has a prime fact today in which facilitates his life and contact and gives the opportunity to comprehend other languages instead of his native language to get what are things that surrounds him.Grosjean (1985a) sees the bilingual one like more than the total of two

monolinguals which means the monolingual has the opportunity to develop some individual language behavior. The same thing with Lüdi (1986) who states that bilinguality is more than an addition of two monolinguals i.e. the person who is competent of two languages.

1.12. Types of bilingualism:

Bilingualism can be divided into categories and these categories discussed by Weinreich (1968:9-11) which there are three types of bilingualism: the coordinate bilingualism and compound bilingualism.

A- Coordinate bilingualism: the person learns the languages in separate environments and the utterances of two languages are kept separate because each word has own meaning for instance a French student learns English as in: écrire= to write.

B- Compound bilingualism: so, the person learns two languages in the same context (home-school) where they are used at the same time so this is the case of the child when he acquires two languages from his parents but different linguistic context for example a Spanish father and French mother.

The second type shows the inundation programs of permitting native speakers to receive all of their initial education in a second language.

C- Subordinate bilingualism: is expressing to the learner that the weaker language is interpreted through the stronger language.

The linguistic elements of one of the speaker's languages are able to use the stronger one.i.e people who have study a second language but cannot understand it without help of the first language (the mother tongue).

Here are some examples of the three types of bilingualism that represent a visual representation of Weinreich's kinds of bilinguals (1953:1), so an example of two words from Arabic and English

| Co-ordinate | English | Arabic |
|-------------|---|---------------------------------------|
| Compound | <div style="text-align: center;"> Book = كتاب /buk/ /kita:b/ </div> | 'book' 'buk' 'كتاب' 'kitʒ:b' |
| Subordinate | Book — /buk/ — /kita:b/ | |

Table 01: weinriech's notion of types of bilingualism. (1953)

However there are more than one language in society, but the researcher still attempting to reach to the result of how human can store two or more one language on his brain, however, this question related to the psychological side of human being and the factors that help him to acquired two language as point of view if the person grown up with just one language but never learns other can named him as: a monolingual person, this is the case of Algerian society before colonization.

The only concern of the psychologists and the sociolinguists is to account the situations of language groups towards themselves and toward other groups. (Grosjean).

The phenomenon of bilingualism is multidimensional one or more dimension depending on the specific attention and competence like the competence of using two languages and for this Hamers and Blanc (1987) mention six dimensions related to the social dimensions of bilinguality and the psychological side and these are: relative competence, cognitive organization, age of acquisition, exogeneity, socio-cultural status and cultural identity.

So the table below shows the summary of psychological dimensions of bilinguality (Hamers and Blanc, 1989)

| Dimension | Type of bilinguality |
|--|---|
| 1. according to competence both languages | a. balanced bilinguality. b. dominant bilinguality. |
| 2. According to cognitive organization | a. Compound bilinguality. B. coordinate bilinguality. |
| 3. according to age acquisition | a. Childhood bilinguality. i. simultaneous. ii. consecutive. b. adolescent bilinguality. c. adult bilinguality. |
| 4. according to presence of L2 in community in environment | a. endogenous bilinguality. b. exogenous bilinguality. |
| 5. according to the relative status of the two languages | a. Additive bilinguality. B. subtractive bilinguality. |

| | |
|---|---|
| 6. according to group membership and cultural identity. | a. Bicultural bilinguality. B.11 monocultural bilinguality. C.12 acculturated bilinguality. D.deculturated bilinguality. |
|---|---|

Table02: Hamers and Blanc dimensions of bilinguality. (1989)

The bilinguals persons have the ability to blend their languages in their speech, sometimes they switch between languages unconsciously and sometimes related to their situation, and this is the case of Algerian society with Algerian dialect and French.

1.13. Diglossia:

The term diglossia used by Ferguson to refer to two or more language varieties are used differentially by the same speakers within the same area. Before Ferguson, diglossia in the first time was described by Marçais (1930) who found in Algeria two varieties of same language, a written literary variety and spoken dialects which didn't written, at that time French became increase to make an influence on people but the strange thing he didn't mention the barber language absolutely.

According to Marçais diglossia notices the duality of spoken language vs. written language, the spoken language had never been written and vice versa.

Later on Ferguson (1959) tried to give a broader sense of the term diglossia. He states: Diglossia is relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional dialects), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes, but is not used by any sector of the community for ordinary conversation. (Ferguson 1959: 435). So the notion of Ferguson's diglossia adjusts, the high variety (H) and this is the case of all languages used in particular situations such as literature and literary tradition as a written language and also orally on formal scopes, the schools where (H) should be spoken by learners or the standard

language can be considered as a prestigious way for communicating, like: MSA vs. the colloquial forms of Arab countries which they differ from each other such as Algeria ,Egypt...etc. also like Haitian Creole (the standard French vs. French based Haitian Creole). (L) variety or vernacular language variety is specified the communities daily speech, it used in informal situations.

Ferguson (1959:235) mentions the description of (L) and (H) variety with such criteria and they are followed: acquisition, which related to the mother tongue. Standardization: related to the (H) variety ,grammar and dictionaries are considered a huge literature. The standards language is a prestigious way to communicate in certain situations for instance in mosque: imam should speak with MSA because his speech often contains correct words and formal taken from Quran and prophetic speech. Prestige, (H) variety always the mostly desirable among people like in religious book Quran ,politic conferences.... etc.Grammar, lexicon and phonology: the syntactic system of (H) variety more complex than (L) variety in grammatical features such as tenses. Literary heritage: the literature always written in (H) variety except for dialect poetry and Shakespeare's theatre pieces when some (L) words should be used for some characters like the humors. Stability: diglossia always fixed since years, it still stable especially in Arabic countries where many dialects spoken such in Algerian society there are various dialects like Saharan dialect, Algerian dialect for people' Algiers...etc.Phonology: (H) and (L) variety share the same phonological elements but (H) more complex than (L) in morphophonemics. Different scholars have suggest various terminologies of diglossia, the term 'classical' indicates (Ferguson 1959) diglossia and 'extended' to (Fishman1967) diglossia and for this Scotton (1986) describes Ferguson's diglossia as 'narrow' and 'broad' or Fishman's extended diglossia.Fishman (1967) mentions the notion that diglossia could be outspread to situations found in many communities where forms of two *genetically unrelated* (or at least historically distant) languages occupy the H and L niches, such that one of the languages (e.g. Latin in medieval Europe), is used for religious, educational, literacy and other such prestigious domains, while another language (in the case of

medieval Europe, the vernacular languages of that time) is rarely used for such purposes, being only employed for more informal, primarily spoken domains.

The table below shows Fishman's reformulation of diglossia:

| | + diglossia | -diglossia |
|----------------|--|--|
| + bilingualism | Each one in a community knows H and L, which are differentiated. Haiti | An unstable, transitional situation in which everyone in community knows both H and L, but are shifting to high. |
| -bilingualism | Speakers of high rule over speakers of L variety(colonial Paraguay) | A completely egalitarian speech community, where there is no language variation |

Table03: Fishman reformulation of diglossia

According to Fishman (1967) diglossia was linked at most with work in sociology and bilingualism with developments in psychology. So Fishman considered diglossia as distribution of more than one language variety to serve distinct communicative functions in society whereas bilingualism related to the ability of an individual to use more than one language variety. He gives four situations of relationship between diglossia and bilingualism as:

A-The both diglossia and bilingualism .The stable diglossia and widespread bilingualism. he describes the two phenomena (stable and widespread) where the two exists in Paraguay, the most people are bilingual in Spanish and Guarani, Spanish in the high language which is used in religion, education and government, unlike Guarani is a low variety, is retained for issues of intimacy and group of solidarity. (Fishman 1967).

B-Diglossia without bilingualism: means two languages used among a specific geographical area, a group of people speak a language and the other group speak other language but there is a few people who speak the two like in Switzerland a group of Romanch and Jura area.

C-Bilingualism without diglossia: in other way, where the most bilingual gains in situation of quickly changing in society like in industrialized nations and dislocated immigrants and their children (Fishman, 1972:35). He adds that this type of bilingual situation tends to be transitional as without the means preserving the functional separation of the two languages and the link between two languages can lead to language mixing and later to language shift.

D-neither bilingualism nor diglossia: can occur in societies where there is a few contact with some speech communities i.e. the monolingual speakers who they communicate with one language such as: Portugal, Norway and Japan.

American dichotomies of Martinez in which women use code switching so as to success in communication with men. Then Martinez sees their bilingualism can be attributed of English speech that is gendered .i.e. forms of colloquial English are separated which can be symbolized inherently masculine or inherently feminine and their code switching from feminine to masculine discussion is to fill the lexical gaps ingrained during these distinct forms of communication. Holms (2000:38) states in his book “introduction to sociolinguistics” that the speaker has the ability to switch to another language as a sign of group of membership and shared ethnicity within the recipients .i.e. the speaker shared the opinions in his environment with other people.

Code switching may used to express different emotions related to happiness, anger ...etc. Holmes (2000:42) introduced code switching in other words as ‘code switching for rhetoric reasons’.Therefore, code switching is often used in discussion and rhetoric intentionally for either attract attention and to convince the listeners. Also Holmes suggests when speakers code switch in situation of persuasion and rhetoric they will reach their goals and in convincing their audience and reflect whatever a socioeconomic identity that can give the speaker the truthfulness and accuracy.

1.14. Algerian attitudes towards code switching

The phenomenon of code switching is established on North African countries, where some scholars made many researches and exploration of languages that are spoken on these countries, also the languages varieties that distinguished from the

other countries and causes of code switching. Algeria is one of these countries which the phenomenon of code switching back to the main cause was colonization. the French invasion, tried to French Algeria and trying to omit Arabic language (Algerie Française) in which the French colonizers tried to teach Algerian kids just French and After the independence, Algeria faced most difficulties in such domains: political, economy and society, and all this about what is the language that can be an official one and appropriate to unify Algeria state. Therefore, Algerian people until now is considered bilinguals individuals. Today the official language of Algeria is modern standard Arabic, the Algerian dialect and Berber are the native languages of over 99%of Algerians. French is considered as a second language used in government, culture, news and other domains. Other reasons that led to code switch, not only colonization but the time of technologies up to rise more day after day and teaching French in schools and universities also give the opportunity to students to open on French culture. French fully considered a linguafranca of Algeria,. In this society the French found in every work place and departments, most transactions and agreements and for this people resort to use French language because this situation obliged him to speak French like in banks where the most language used is French. Some people speak French instead of Arabic language to improve the cultural side specially women are know with their prestige , Algerian dialect can be a vernacular way of communicating so the individuals tends to use some French words but the MSA can used just in mosques and clerics or in schools. In 2009, Malika Rebai Maamri is an author of “The Syndrome of the French Language in Algeria” that French in Algeria within this year and she expresses, “classical Arabic is still not mastered even at higher educational levels" and that "dialectical Arabic cannot express things in writing”.

Arabic language is the symbol of Islam and Arabism of Algerian people but unfortunately few people who speak very well this language and teach it to the next generation being have correct morphology and phonology and reach with clear grammatical forms and literary context. Not only French language is mixed with Algerian dialect there are also some English words and Spanish words is used by people, English words like saying: I love you, this utterances used so much from persons who want to try to express their feeling ,also Spanish words like : ‘bola’

means :the ball . Today in Algeria in each place we find French words, English may also Spanish especially in stores and announcements of shopping centers for example a store of shoes called : “top shoes” or a store of clothes called: “elegance” ,so that, people they find this words appropriate to their services but this weaken the use of Arabic language.

2. Conclusion:

This chapter treated the phenomenon of code switching with it causes and history, some scholars give arguments views about the causes of code switching and so this back to some aspects and aims. Bilingualism and diglossia two cases distinct varieties in which related to the ability of human to move from one language to other, diglossia deals with dialects or languages in society and bilingualism deals with two different languages from separated environment. Algerian society involved this three phenomenon of code switching, bilingualism and diglossia each feature have main objectives about to the alternation between French and Algerian dialects and the reasons to led this.

Introduction:

In Algeria people everywhere and every situation especially in culture, considers French language as a prestigious way of communication or as a superior one. But Algerian society is divided into two cultures; switching from Algerian dialect to French and from Berber to French. French impact on Algerian civilization from the colonization until today, most of them use French utterances all the time like mother tongue or other cases for high value when they express of some subjects. So chapter three is a methodology part includes set of qualitative and quantitative data of research procedure. The collecting data and analysis depends on point views of student French department and how they deal with the situation of code switching among them, we use two tools: questionnaire and interview, we have tried to make questionnaire for students, and for this different views have been collected to analyze data and results ,the interview for teachers of French department, some questions have been asked to them about their attitudes towards code switching inside classrooms and outside. There is a list of figures which helps for treating results and analyzes them by using charts and schedules.

Case study of students' French language situation:

The first step in case study is the chosen a subject that the participant want to treat then preparing questions and pick up the number of sample population for study. So in this research work the case is the students of French language from all levels and different sex (male and female), in addition to this, teachers of French language, each sample has specific tools and they are: questionnaire and interview.

Questionnaire and interview:

Questionnaire and interview are the supreme instruments in this research work that involved string of questions planned to gather information about certain topic. questionnaire it can be as on paper which the participants answer on questions orally then he writes, the questionnaire may have closed –open ended question such multiple

choice as 'yes' 'no' items or open ended questions like asking about thought or point of views, but the interview go on face to face the interviewer ask question and taking note while the participants just answers. And this research work involves these two main instruments which help us gathering various opinions and examples from different students and teachers. There 10 questions for student in questionnaire tool and 4 questions for teachers in interview.

Questionnaire and interview target situation:

The main objective in this study is to know how students deal with the phenomenon of code switching in their department and what their attitudes towards French when they communicate with their classmates outside classrooms and if they use French as something normal like the mother tongue or just use it in the situation that oblige them to alternate between Algerian dialect and French. the questionnaire have been chosen for students to help to collect data easy and facilitate to gain time for analyzing data, and making the questions engaging and varied lead to obtain more views and examples. Choosing the interview for teachers often used to explore more methods and approaches and for these teachers always have suggestions and debates help students to learning a foreign language especially practices in classrooms among them in oral expression.

Data collection:

In this work the data have been collected from the answers of students on each question, there are 24 students are chosen from the French language department and 10 teachers. For the questions there are 10 questions for students' French and 4 questions for teachers' French, for the level of study we have chosen students from the first year until master two and for the gender we have chosen both sexes male and female to gain more views and differences between them. It is important to know what is the most language that is spoken between student if Algerian dialect or French and which is the most that they are mastery. So French department presents a mixture of languages French and Algerian dialect, of course this case not just only French language department it's the case of all Algerian society but we have tried to know if

they are like studying French of there are other reasons. The answers present students' opinions ,each student has own taught some students they are agree with some answers and the others no. all students answer on our questions but some teachers we find with them some difficulties to make with them the interview cause always busy.

Analysis data collection and results:

This part of study is the analysis the information that we have gathered from students, as we have seen the number of students is 24 and the questions are 10 questions, so there are 6 males students and 18 females students who have answered all questions.

| Sex | male | female |
|-----|------|--------|
| | 6 | 18 |

Table 01: This table shows number of students' answers.

24 students have been chosen randomly in the department and 10 questions have been given to them, the result has been 8 males and 16. All of them have answered on all questions, the number of females more than males, so they have been represented in figure; the proportion of males is 33% and females 67%.

The tables below will show the proportion of answers of each question:

| Open-ended question | yes | Sometimes | no |
|----------------------------|------------|------------------|-----------|
| Question one | 10 | 13 | 01 |
| Question two | 09 | 15 | 01 |

Table 02: shows the proportion of open –ended questions.

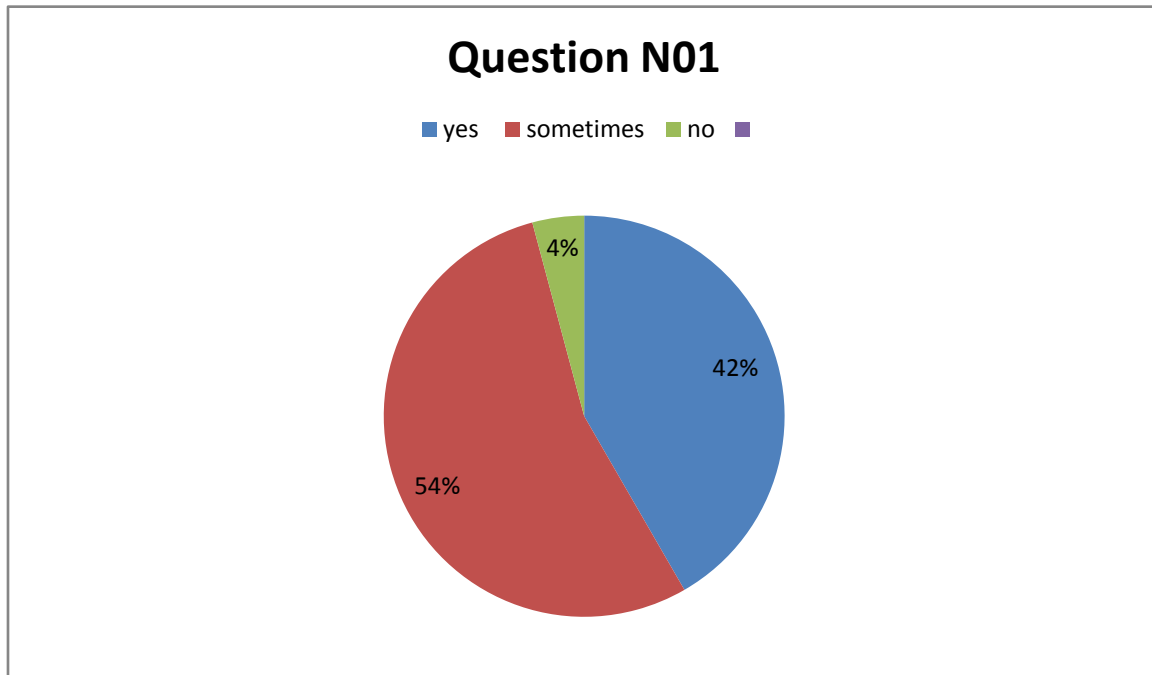


Figure 01: this figure represents student's proportion of answers.

In question N01 most of students sometimes prefer to use French instead Algerian Arabic and the others said 'yes' because they see using French better than Algerian Arabic but the third choice the results have showed that there is one students who said 'no', he uses Algerian dialect instead of French in his conversation despite he is a student of French, however, he likes to use Algerian dialect. The proportion of the first choice is 36%, the second choice is rose to 60 % the third choice is 4% because the answer was from one student.

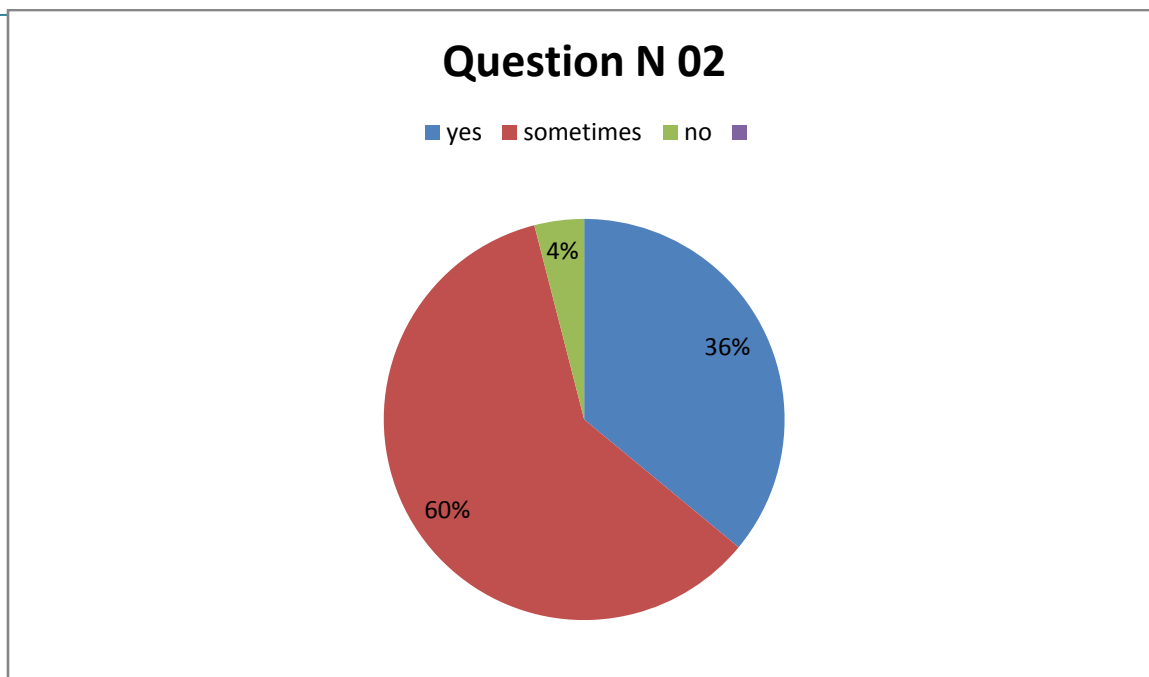


Figure 02: The participant's perception of yes- no questions.

In the second question most of students like to alternate both French and Algerian dialect, 60 % of them who say sometimes, 36% yes and 4% they don't like to alternate between the two languages the most language that they like to use it is Algerian dialect but French is used only in classrooms .

The next table will show students' choices of what language that they are master:

| | Algerian | French | Both |
|-----------------------|----------|--------|------|
| Question three | 05 | 05 | 14 |

Table 03: these are students' views of mastery language.

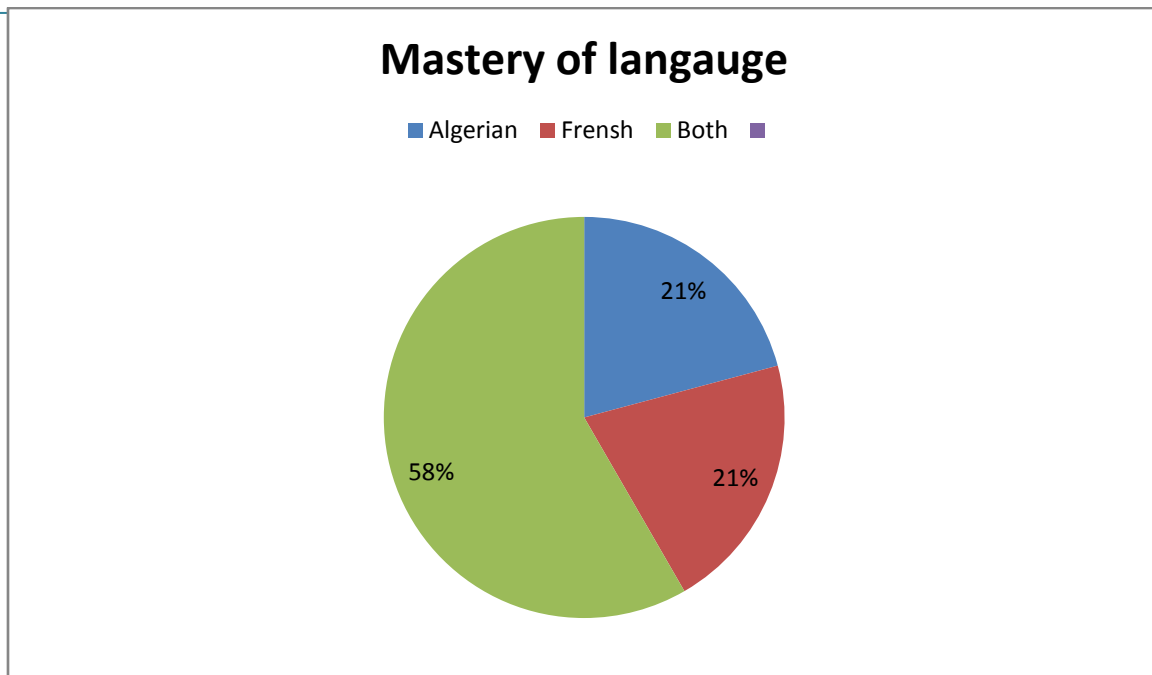


Figure 03: this figure represents the proportion of students which language they are master.

For the remaining questions we can treat them by giving their point of views; so the fourth question: -Is the alternation between Algerian Arabic and French a habit? If no explain. All students said yes as habit. One of them said that it related to the situation, if a person speaks Algerian dialect she speaks with him Algerian dialect if he speaks French she speaks French so related to the situation.

-The fifth question: what are the reasons behind Algerian dialect –French code switch? .a student said :

(Notre arabe est pleine des mots Francaise, aussi de 08 .30 jusqu'a 16.00 on écoute la language Francaise donc c'est normal je parle Francais dehors).

Our Arabic full with French words, also from 08.30 to 16.00 we listen to French, thus I speak French language outside classrooms.

Another student said that we are sometimes obliged to speak the both under a situation or in a work place.

-the sixth question: do you think speaking French as a prestigious way of communication? Most of students didn't agree with this idea of French as prestigious way, some of them they said no and the others found French a prestigious way for communication, student said:

(je trouve quelque chose de class en plus dans la mentalité algérienne si tu parle français tu es cultivé, moderne, civilisé).

If find something that are related to mentality of Algerian people if you speak French means you are cultivated modern and civilized.

Another student he said:

(je pense qu'elle utilisé les deux sens pour les filles pour la frime et d'autre pour communiquer).

I think that the two are used for girls for attract and the others use French for communication.

-The seventh question: when you speak with your teachers outside classrooms do you code switch or use just French? Explain.

Most of students use French with their teachers some of them they see that as something respect and show the level of their capacity, for instance a student said :

(lorsque je parle en Algérienne dialecte je trouve ça c'est pas de niveau avec les prof au temp que nous étudiants de la langue Française on habituer de parler de cet langue)

.the other students alternate between the both languages a student said that he uses the both languages because he find some difficulties to speak just French and other student he said that he uses the Algerian dialect and some French words when he speaks with his teachers.

-the question number eight: do your teachers ask you to use French outside classrooms. some of them said that their teachers ask them to speak French language like reading books and a student said :

(les professeurs ont dit qu'il faut parler la langue Française dehors pour bien la maitrisé).

The teachers told us you must be speak French outside classrooms for master the language.

-The ninth question: in which language do you prefer reading news papers, magazines or books?. many students like to read with French language for amelioration their target language ,such as a student said :

(Généralement je lis des roman en Français par ce que j'ai pris l'habitude d'avoir des cours au mes lessons au français donc je ne trouve pas des difficultés).

- The latter question: do you find difficulties in speaking French during lectures?

So some students don't find difficulties to speak French during lectures they find it as something normal like a student when we asked her she didn't find any problems with French because she was studying abroad

For teachers interview we asked them some questions for the case of code switching and their relation with their students so the first question is:

-What do you think about the alternation between Algerian dialect and French among students?

Some of them see that something normal, a teacher said that no one master of these both languages, the students mix between Algerian dialects and French.

Question two: Do you ask your students to speak just French outside classrooms? If yes why. Some teachers that they demand speaking French language for practice and the students should be use this language among their classmate.

Question three: do you reproach to your students alternating between Algerian Arabic and French in classroom?.

Some teachers don't like using Algerian dialect in classrooms if use it can be with limits.

Question four: do you alternate between French and Algerian dialect during lectures?. Most teachers refuse the idea of alternation between Algerian dialects and French a teachers said that she never uses Algerian dialects during lectures if a

students don't understand she tries to explain in other words or gestures. Another teacher his point of view of alternation between Algerian dialect and French he said that he use this just in joking or in small comments. Another teacher he sees that using Algerian dialect in his lectures require just few Arabic words not the whole sentences.

Conclusion:

As we have seen in the third chapter some point of views have differentiated from student to another and our purpose was to reach on our aim of the extent of use French and Algerian dialect, we have seen that the alternation between Algerian dialect and French have been depended on different situations, in some cases the students obliged to code switch and some of them take this case as something normal or a habit or some of them use one of the two languages and using Algerian dialect instead of French also the teachers view have been very important to analyze our study ,they see that using just French in their lectures something necessary and avoiding Algerian dialect for communication in classrooms. the target of this study to see if students are using French language as part of their speech as Algerian dialect or just they are learning it for communicating in other situation that obliges them to speak French, but most of them take this case as something normal because they are used to speak French at home not only in the department.

General conclusion:

It is difficult to ascertain the degree of competence students have in French. They use French in their everyday conversation, a lot of French words and expressions especially when there is no equivalent in Algerian Arabic. The social background of the students influenced on their attitudes for instance they used to speak French words in everywhere not only schools or universities, most of the urban families from urban areas, especially those intellectuals, doctors and educated people raise their children in a bilingual education; consequently their children adapt with French.

Our research work was about the aspect of code switching in Tlemcen speech community students French language department which its main target to reach to the results and finding that we have wanted to deal with it and prove our hypothesis by students' answers and various point of views and the truth of code switching among students of French outside classrooms, also the reaction of teachers French about this phenomenon. The research work was divided into three chapters; the first chapter is the theoretical part which dealt with some definitions, arguments and quotations given by scholars and linguists about the phenomenon of code switching and this helped us to gain more views and facilitate the work by giving some examples.

The second chapter contained some varieties of language like: diglossia and bilingualism which showed the relationship with code switching by giving examples and notions of scholars and the different theories of some scientists and the causes of code switching which there were many causes to led this phenomenon by illustration with examples. Algeria society a member of multilingualism status which there is more than one language that is spoken and the attitudes of Algerian bilinguals about the using French language as part of their speech.

The third chapter it was the main part of our thesis which was dealt with quantitative and qualitative data .we prepared some question for students' French department and teachers by using two research instruments the questionnaire and interview, the first tool was for students and the second was for teachers. We chosen 24 students with 10 questions and we chosen 10 teachers with 4 questions .we

represented the proportion of students answers in tables and figures some students was agree with some questions and the others against with some views. The results have showed that the using of French among students as a habit because they get used to speak French in different places and they find no difficulties at the university particularly those from urban areas. Some students show negative attitudes about French as they faced problems to speak French with people outside university and the other students they have seen that girls use French as a prestigious way for communication

Questionnaire

This is a research work in sociolinguistics dealing with the aspect of code switching in Tlemcen speech community the case of students' French department. You are kindly required to put a cross where appropriate and to answer the following questions. Thank you.

Gender: male female

1. Level of your study:

2. Do you prefer to use French † instead of Algerian Arabic in French department?

Yes sometimes no

3. Do you like to alternate between Algerian Arabic and French all the time?

Yes sometimes no

4. Which language do you master?

Algerian Arabic French both

5. Is the alternation between Algerian Arabic and French a habit? If not explain.

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.....
.....

6. What are the reasons behind Arabic-French code switching?

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.....
.....

7. Do you think speaking French as is a prestigious way of communication?

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.....
.....

8. When you speak with your teachers outside classrooms do you codeswitch or you use just the French language? Explain.

.....
.....
.....

9. Do your teachers advise you to use French outside classrooms?

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.....
.....
.....

10. In which language do you prefer reading newspapers, magazines or books? And why?

.....
.....
.....

11. Do you find difficulties in speaking French during lectures?

.....
.....
.....

Teachers' interview:

1. What do you think about the alternation between Algerian Arabic and French among students?

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.....
.....

2. Do you advise your students to speak only French outside classrooms? If yes, why?

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.....
.....

3. Do you reproach to your students alternating between Algerian Arabic and French in classroom?

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.....

4. Do you alternate between French and Algerian Arabic during lectures? Explain.

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Summary:

This work is a sociolinguistic study of code switching in Algeria taking the students of Tlemcen University as a case in point. By giving a questionnaire to random sample in Abou Bakr Belkaid University, French department, the 25 informants (girls and boys) show their attitudes and feelings towards French. The results show that students master both languages, and using French as a part of their speech related to their personality and culture identity because the using of French is a habit in communication and sometimes related to the situation.

Résumé:

Ce travail est une étude -sociolinguistique sur l'alternative codique en Algérie, prenant les étudiants de l'université de Tlemcen comme échantillon d'étude. Un questionnaire a été donné à un échantillon aléatoire de 25 étudiants (filles et garçons) de l'université Abou Bakr Belkaïd, pour exprimer leurs attitudes et sentiments envers la langue Française. Les résultats obtenus montrent que les étudiants sont la maîtrise dans les deux langues, et l'utilisation de la langue Française comme une partie du discours, liés à leur personnalité et de identité culturelle car l'utilisation de Français est une habitude et parfois liés à une situation.

ملخص:

تناولت هذه الدراسة السوسiolغوية ازدواجية اللغة في الجزائر. حيث شملت الدراسة طلبة اللغة الفرنسية بجامعة ابو بكر بلقايد بمدينة تلمسان و هناك تم توزيع اسئلة على عينة عشوائية متكونة من 25 طالب ذكور و اناث لمعرفة مواقفهم و مشاعرهم تجاه اللغة الفرنسية. اظهرت النتائج ان الطلاب يتقنون كلتا اللغتين نظرا لاستعمالهم للغة الفرنسية بشكل كبير الا ان ذلك متعلق بشخصياتهم و هوياتهم كون اللغة الفرنسية تعتبر عادة في الكلام و احيانا متعلقة بظرف حيث يتوجب استعمال الفرنسية

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