Arabic, French code switching among biology students at Tlemcen University

Extended Essay Submitted to the Department of English as a Partial Fulfillment of the Requirements for the Master's Degree in Language Studies.

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Academic Year: 2015/2016

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Aknowledgements

Dedications

I would like to dedicate my work to my lovely family particularly :

my parents ; Mohammed and Saliha,

my sweet sister ; souad

as well as my dearest husband ; boubakeur.

I would like also to dedicate this work to all those i know and love.

khwira

Dedications

I dedicate this dissertation to:

My parents

To my beloved sisters, brothers, colleagues and friends.

Wahiba

Abstract

This present work is intended to analysis the Arabic,French a code switchingsituation, in the case of biology department in TlemcenUniversity.This scope aims to seek factors or reasons inside department between Arabic and French and to explore one aspect of the sociolinguistics phenomena of language, such as bilingualism, codemixing,and borrowing and especially Code switching. This modest work aims to examine the sociolinguistics situation in Algeria, which is well known by its sociolinguistic outcomes : Bilingualism, Diglossia,Borrowing,Codeswitching.All that make master one Biology students switch between Arabic and French, we will use questionnaire and interview.The general findings of the sociolinguistic investigation will be given in the general conclusion .

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List of Acronyms :

AA : Algerian Arabic

BR : Berber

CA : Classical Arabic

CS : Code Switching

CM : Code Mixing

FR : French

MSA : Modern Standard Arabic

H : High

L : Low

General INTRODUCTION

General introduction:

The Algerian linguistic situation is very complex due to its socio-cultural, ideological and political components on the one hand, and the existence of a linguistic diversity on the other hand. The co-existence of Algerian Arabic, Berber and French in the Algerian speech community presents a total contradiction compared to the Algerian policy. That is, the sociolinguistic and socio-cultural facts of the Algerian community deny totally the notion of the Arabization policy. Indeed, the impact of the French language and culture has resulted in various linguistic phenomena that occur when two or more languages are used in contact : the use of bilingualism and consequence code switching, code mixing and borrowing in addition to the well established phenomenon of diglossia.

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

Fundamentally the main questions can be raised as follow :

1. Why do university students code switch ?
2. What are the students' attitudes towards code switching ?

The major hypotheses in our research work are :

1. Students code switch between dialectal Arabic and French in which they see it as a means for affecting in communication.
2. Students get used to speak French during courses and this led to use French in their conversations.

This research work is divided into two chapters ; the first chapter is devoted to literature review which gives a brief description of the sociolinguistic situation of

Algeria, starts by a brief historical background, then 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 and Code switching in the case of Algeria .

The second chapter is the practical part which is studied the case of students of biology department. This part deals with data collection which has been gathered from students and teachers and analysing them by representing them tables and figures. The research work contains of two research tools : the questionnaire is planned for students and interview is planned for teachers. This chapter is devoted to the analysis of data gathered about the reasons or the factors that led master biology students to switch from Arabic to French in their daily conversations inside department. Resultsare presented and analysed in the general conclusion.

Chapter One

Theoretical Part

I.1. Introduction

People from the Maghreb and particularly Algerians have always been in contact with other foreign populations at different periods of the history of Algeria.This contact is reflected in today's sociolinguistic situation of Algeria such as bilingualism, code switching,code mixing and borrowing,in addition to the phenomenon of diglossia.

The analysis of this section is given from two distinct parts.The first part analyses different concepts resulting from the language contact , the second part,stresses mainly on code-switching.

I.2. The linguistic Situation in Algeria :

Algeria's linguistic history ischaracterised by multilingualism due to different series of powers.

Thus,the most important dominations are the Arabs and the French ones,who have imposed their languages to the autochthon.The native inhabitants,theBerbers,aretrible people who live across thewhole territory in the Maghreb.Berber is the indigenous language spoken by these inhabitants.

I.2.1- Arabic

Arabic,asemitic language enters Algeria's linguistic area with the arrival of Islam.Due to the strong links between the language and the religion,Arabic soon emerges as a symbol of Arabo-Islamic identity.

According toAitsiselmi (2006 :159) ‹‹Arabic is a diglossiclanguage››in the sense that two varieties of Arabic one high and the other low co-exist,eachvariety has a distinct role to play ;a high variety :

A very divergent,highly codified uses for formal purposes and a lowvariety :for every day practices,wich are in complementary distribution with each other.

Within the Algerian context,classical Arabic and Modern Standard Arabic,are considered as the high varieties.CA from the one hand,is a model of linguistic excellence because it is the language of the Qur'an.

At present day,this variety is no longer used in everyday life of Algerians ;it is rather limited to religious practices.

MSA on the other hand,is a form that has been set in order to modernize classical Arabic and make it more accommondated to modern life.It contains many foreign loans words especially from English and French as in the case of technical and scientific terms like :internet,computer etc.

Arabic has been declared constitutionally the national and official language of the country,therefore,it is the vehicle of teaching at all levels of education,especially in primary and secondary education where all subjects are taught in Arabic.It is the official language of the government,written and oral press,and all sorts of administrative documents.

Dialectal,colloquial or Algerian Arabic is the low variety,because it is neither codified nor standardised.It is restricted in use for informal daily communication within families andeverydaylife,although this is quite developed because of the huge number of loan words from other languages; most primarily from French,Spanish and English.

Here is an example for Arabic diglossia use within biology department :

Je vais sortir,rani m a f i l e l a b o .

I leave ;I'm going to the laboratory.

1.2.2- Berber

According to historians,Berber is the indigenous language spoken by the first inhabitants of Algeria before the Arab expansion. It belongs to the Hamito-Semitic

group of language family ;Berber is also spoken in Morocco and Tunisia. There are different Berbervarieties,spoken in different areas inAlgeria.Among these sub-dialects,Tamazight constitutes one of the most fundamental components of Algerian identity.Therefor,Berber is taught at all levels of instructions in greater and lesser Kabylia in East of Algiers.In spite of this,there exist a national television channel and a radio station which broadcast daily in Berber.

1.2.3- French

French in Algeria has no official status ;it is considered as the first foreign language of the country (status planning).In spite of this,French is present in the spheres of everyday life ;it is used as a second language to Arabic in certain public administration,especially in : health,commerce,etc.

It is taught as a compulsory subject from the third grade in primary education until university where it is the medium of teaching scientific and technical disciplines.

Algeria has given a big importance for teaching French in language schools and institutions like the French institute CCF (centre cultural Français).

Within the Algerian press many newspapers and magazines are published daily and weekly,focusing in disciplines like science and technology.On the otherhand,there exists a radio station (Alger chaine 3) which broadcast daily,a national television channel by which the Algerian families nowadays can watch French news ,films,entertainmentprogrammes,etc.

1.2.4- English

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

I.3. Language Contact and Dynamics

I.3.1- Bilingualism in the Algerian context

Algerian Bilingualism is rooted from the deep history of colonialism which remained a whole century and thirty two years .As a matter of fact,the double co-existent relationship between Algerian Arabic and French has led ,from the one hand,to the maintenance of the native language which represents the token of the Algerian socio-cultural identity,with AA and BR as constituents of this personality, and as we believe, to the openness towards the world of advancement and technology through the French language on the other.

Here are few excerpts from a conversation between two students from the Biology Department that we have recorded without the speakers being aware, in which we provide an image of French use in everyday AA discussions.

A : Bonjour,ça va ?

B : ça va bien lhamdullah.

A : ?ullidfaetdosje de bourse?

B : mazal,ilathab n m f i w nrfdu juste le bus de la fac,yhottnaexctementtemma.Meaning in English :

A :hello,are you alright ?

B :fine,thanks God.

A : Tell me have you put down the grant file ?

B : not yet,if you want we go togather bybus.It carries us exactly there.

I.3.2- Diglossia

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

CA isconsidered as the high variety because it is the official language and the language of the Holly 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 term of separation between the high and the low varieties of a language.

In addition, theFrench is also considered as a 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 Biology department even the master students are using French and Arabic when they are discussing about scientific subjects.Likethat , the switching between all these codes has become an innate feature in the linguisticbehaviour of Algerian speakers.

I.3.3.Consequent Sociolinguistic Phenomena

The most significant feature that resulted from AA-FR contact is represented in the phenomena of borrowing and code-switching.

I.3.3.1. Borrowing

The first result of such contact was borrowing by which a large number of words slipped into AA,and finally integrated in daily Algerians' speech, particularly because of the incomplete nature of the Algerian dialect on the modern lexical level.

For instance, words like [s t i l u] from stylo and [k a r t a : b] from cartable (pen and school bag) have no equivalents in AA.

I.3.3.2. Code-switching

AA-FR Code-switching has become a linguistic instrument which various Algerian individuals require in their speech strategies. The crucial thing observed in the Algerian context is that when we eavesdrop to any one speaking about whatever subject, we will hear a variety of back and forth code switches between AA and French, Itwill be indecisive to identify wither the language that governs the sentence is Arabic with insertion of French components or vice-versa.

In addition to Arabic French Code-switching, peopletend to switch between Berber and French or between AA and Modern Standard Arabic like the students who are specialized in Arabic literature.

I.4. Definition of Code-switching

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,Scotton (2006) defines Code-switching as the use of two languages varieties in the same conversation.
On the other hand,many linguists have stressed the point that switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker.According to Gumperz (1982 :59) Code-switching is « the juxtaposition within the same speech exchange of passages belonging to two different grammatical systems of subsystems. »

In this definition, he insists on the fact that Code-switching occurs not only between languages, but also between dialects of the same language.
Spolsky (1998) considers code switching as the beginning of borrowing, where there is interference of words or phrases from a second language into sentences. Forexample,a master biology student confirms his friends :le dix huitOctobretbda la grève.

I.4.1.Types of Code-switching

There are two types of Code-switching :
The first type,intersententialswitching,involves a switch that takes place between two independent sentences with no conjoining.
For example :

[nsithadik.donc mon exercice est faux]

I forgot that ,so my exercise is false.

The second type,intra-sentential switching,involves a switch that takes place inside a sentence.It can occur in embedded sentences like relatives , complement clauses,coordinate sentences etc as in :

[nehtadjlktebtaa la microbiology].

I need the book of microbiology.

    According to Bloom and Gumperz (1872/2000 :52)

There are two types of Code-switching :

    a. **Situational code-switching** :occurs when the language used change according to the situations in which the conversant find themselves i.e,they speak one language in one situation and another in a different one.

    b. **Metaphorical Code-switching** : takes place with the same conversation participants, situation and sometimes even the topic.

This switching has stylistic or the textual function as signalling a quatation,markingemphasis,changing a tonne from the serious to the chronic.

I.4.2 Reasons of code- switching

There are four purposes in which student code switch :

Equivalence, floor-holding, reiteration and conflict control.

    A. Equivalence : which is a strategy that bilingual used to find the equivalent of the unknown lexicon of the target language in the speakers' first language to overcome the deficiency in language competence in second language.

    B. Floor-holding: which is a technique used by bilingual students during conversing in the target language to fill in the stop gap with words in native language in order to maintain the fluency of the conversation.

    C. Reiteration: which implies emphasizing and reinforcing a message that has been transmitted firstly in the target language but then students rely on repeating that message in first language to convey that the message is understood.

D. Conflict control: which is used to eliminate any misunderstanding when the accurate meaning of a word is not known in the communication.

I.5 Code switching VS Borrowing:

Borrowing must be distinguished from code-switching and code-mixing because the former involves mixing the systems themselves i.e, an item is borrowed from one language to become part of another one while the second involved mixing languages in speech.

Borrowing usually occurs when the speaker is unable to find or ignores an appropriate equivalent for the borrowed word in the first language. The borrowed elements are usually single words and are modified so as to conform to the first language rules. In code switching, however; speakers switch codes not because they do not know an item in one of the codes; rather they do for necessary social considerations.

C.S occurs completely i.e in phonetics, morphology, grammar and vocabulary. There is no adjustment or change to the rules of the other code.

On the other hand ,Myers Scotton (1993 :182-183) rejects the distinction between Code switching and borrowing since she sees them as quite related process i.e. , she states that « borrowed forms may be the result of words introduced into a host language through Code switching after an indefinite period of time and frequency of use. »

I.6. Code switching Vs Code mixing:

Code-switching and code mixing are differentiated on the grounds of the material switched and the position within which switching occurs. This distinction is made clear in the following definitions of these linguistics sub phenomena given in bokamba (1989:278) :

A. Code-switching is the mixing of words, phrases and sentences from distinct grammatical sub-systems across sentence boundaries within the same speech event. In other words, c.s is inter-sentential switching.

B. Code-mixing is embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes) phrases and clauses from two grammatical sub-systems within the same sentence and speech event. This CM is intra-sentential switching.

I.7. Conclusion

Code-switching become a natural practice among bilingual and multilingual speakers.

It has a variety of functions which vary according to the topic.Moreover,different studies make differences between Code-switching and other codes.

Thus,the following chapter will focus on Code-switching as a phenomenon used by university students and to check their attitudes towards Code-switching.

Chapter Two

Practical Part

II.1. Introduction:

The purpose of this chapter is to discuss the different types of data that were gathered from an interview and a questionnaire as research tools.

Thus, this first part will describe the target situation and the sample population in their case study.

II.2. Samplingtechniques :

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 biology. In fact, the informants were selected randomly, there were no specific features from which the 50 students have been selected.

II.3. Learners' profile :

Participants in this study were master one biology students (male and female)

II.4. Teachers' profile :

Four participants were selected from the department of biology. Their teaching experience ranges from 03 to 25 years. 3 of them have obtained their doctorate and one has a magister degree in biology, all of them are males.

II.5. Data collection instruments :

As it is mentioned, the objective is to determine the factors leading master biology students switch between arabic and french. 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 findings.

II.6. Students' questionnaire :

The 50 students were chosen randomly, aged between 21 and 27 years old. Students were given a version of the questionnaire consisting of fourteen questions. And the result will be explained in data analysis.

II.7. Teachers' interview :

It is generally recognized that the interview has a significant importance to obtain valuable data. Hence, an interview made of 4 structured questions go on face to face while the 4 teachers just answer.

II.8. Analysis and interpretation of the results:

II.8.1. Questionnaireanalysis:

The questionnaire was designed for master biology students. The objective of this questionnaire is to determine why they switch between Arabic and Frenchlanguages .

As we have seen, the number of students is 50 and the questions are 14, so there 22 males and 28 females students who have answered all the questions.

sex	male	female
	22	28
percentages	44%	56%

Table01 : number of students' answers.
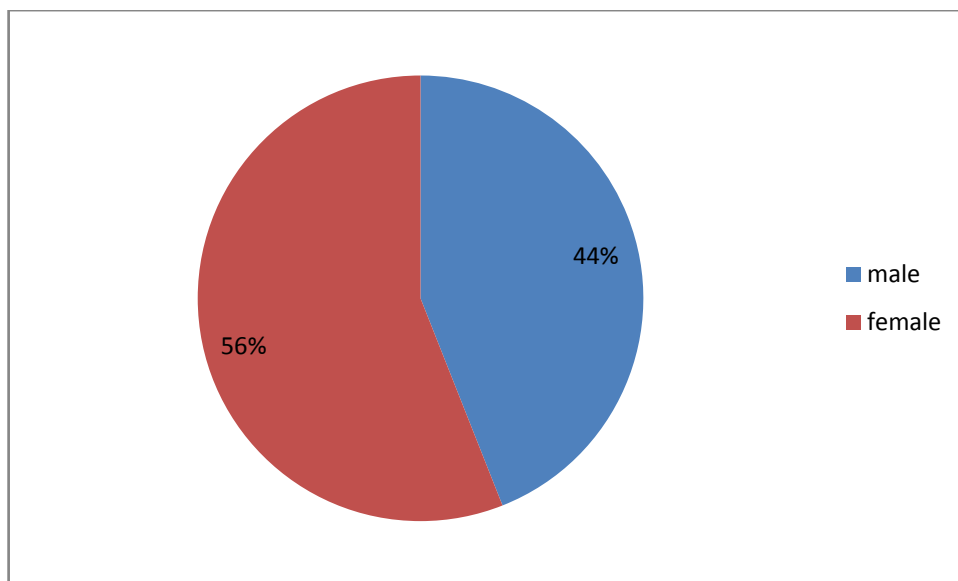
Figure01 : students proportion of answers.

The results show that the number of females is more than males ; the proportion of males is 44% and females is 56%.

Do you speak french ?

Num : 50	Very well	well	A little bit	badly
	13	13	15	03
%	26%	38%	30%	06%

Table02 :french competence.
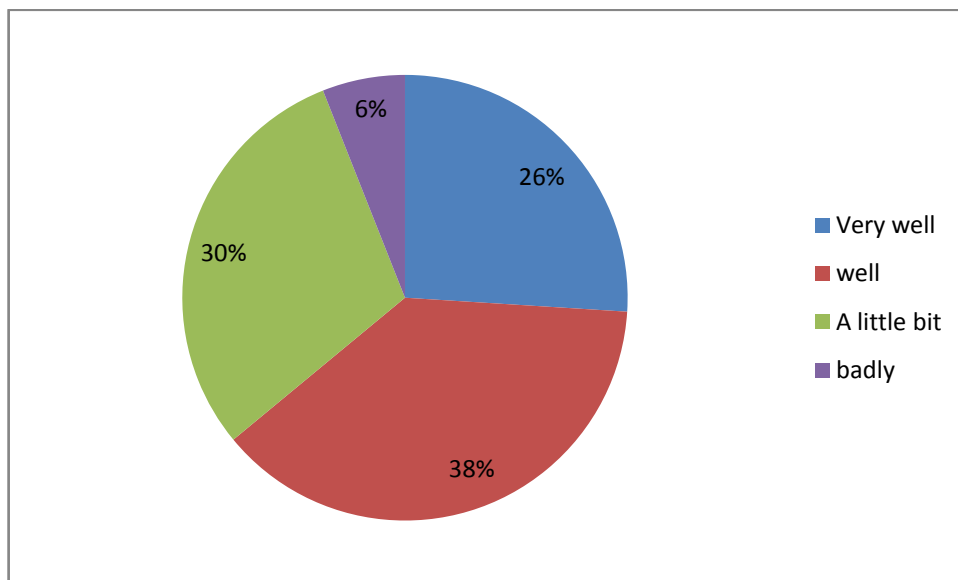
Figure02 : competence in french language.

The results show that 26% of the students claimed that their competence in french is very well, while 38% said that their competence are well, while 30% a little bit and 06% badly.

Chapter Two Practical Part

Which language do you use more ?

Number : 50	arabic	French
	22	28
%	44%	56%

Table 03 : more useful language in speech.
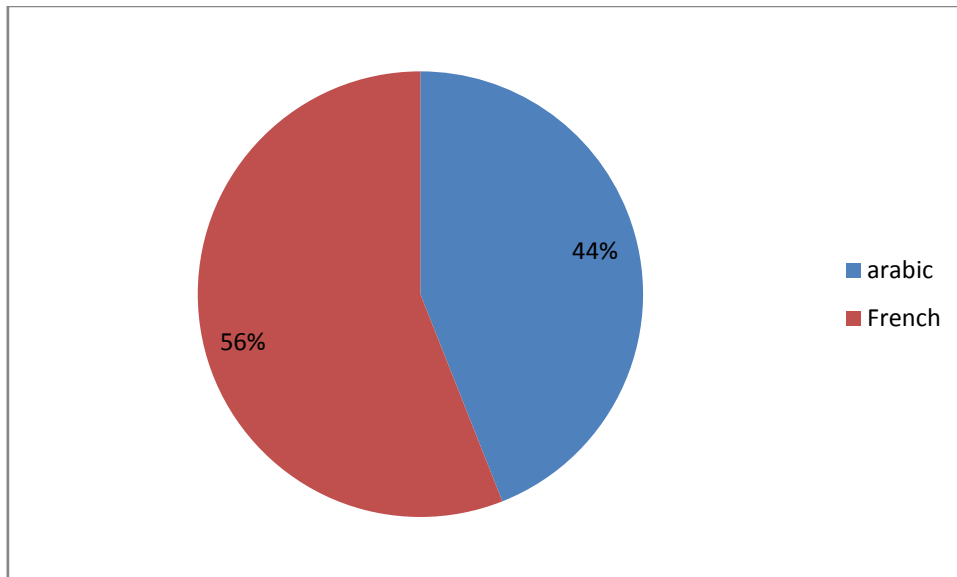
Figure03 : more useful language in speech.

From the graph we notice that students consider the french language as the most useful one 56% than arabic 44%.

Do you think that the use of french language is necessary for biology students ?if yes, why ?

All the students are agree on the idea of the french language necessary for the biology students. Some of them justified that the scientific words are found in french language and most of them have no translation into arabic language.

Where do you speak frenchmost ?

	At home	At university	With your friends
Number : 50	05	40	05
%	10%	80%	10%

Table04 : domains of french use.
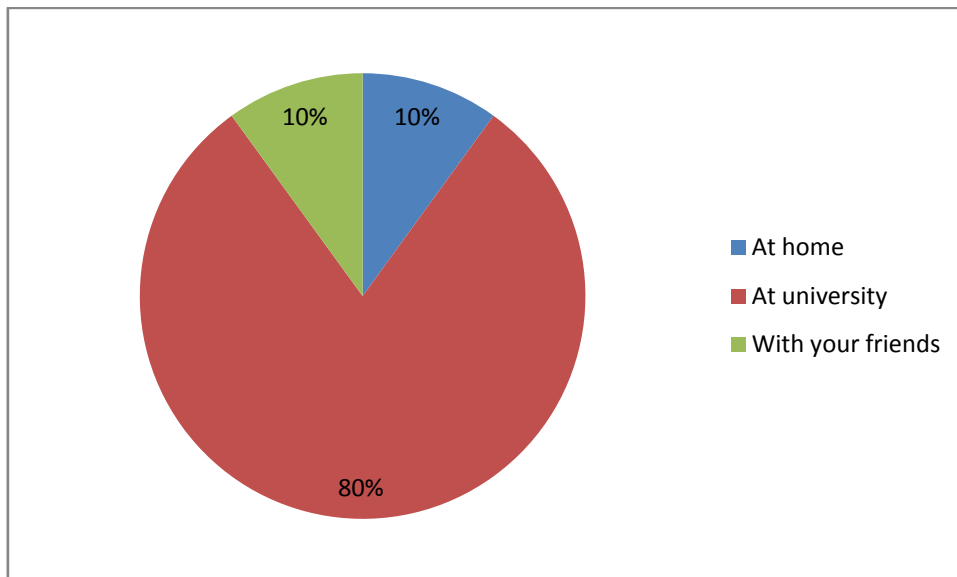
Figure04 : domains of french production among students.

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When we speak about where Frenchis mostly spoken and places here it is used, the opinions diverge. 10% of the students answer that they speak French at home, 80% say that they mostly use French at university, and 10% use it with their friends.

Do you mix between AlgerianArabic and French inside the department?

	Yes, often	Yes, sometimes	no
Number : 50	30	20	00
%	60%	40%	00%

Table05 : mixing French with AlgerianArabic among students.

The above results reveal that the most informants claim to mix French with AlgerianArabic though to different extent. (yes, often/ yes, sometimes).
Consider the following graph which represents the obtained scores.
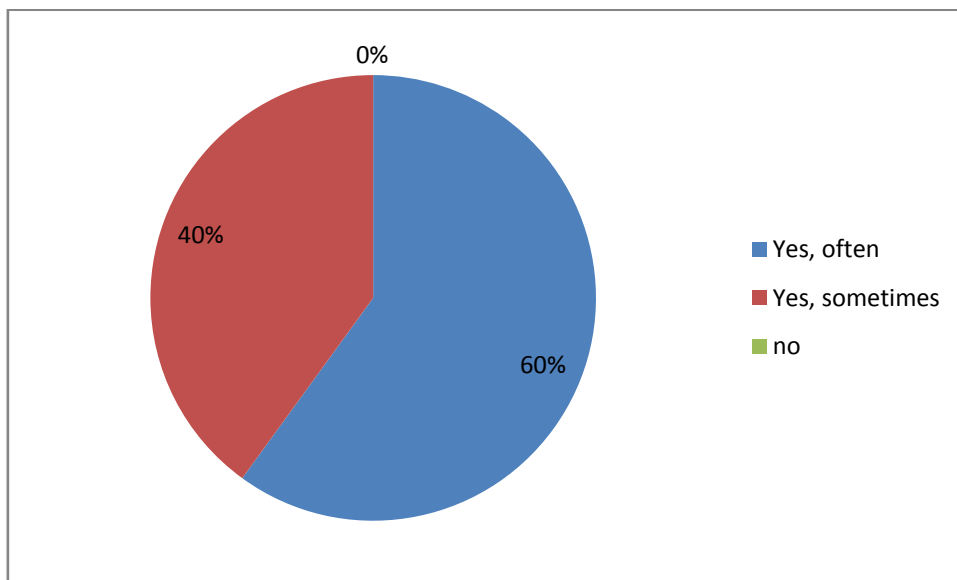
Figure05 : mixing between French and AlgerianArabic among students.

When do you mix between Arabic and French is that depending on?

	The addresse	situation	subject
Number : 50	10	28	12
%	20%	56%	24%

Table06: students' percentages about factors affecting the alternation among Arabic and French.
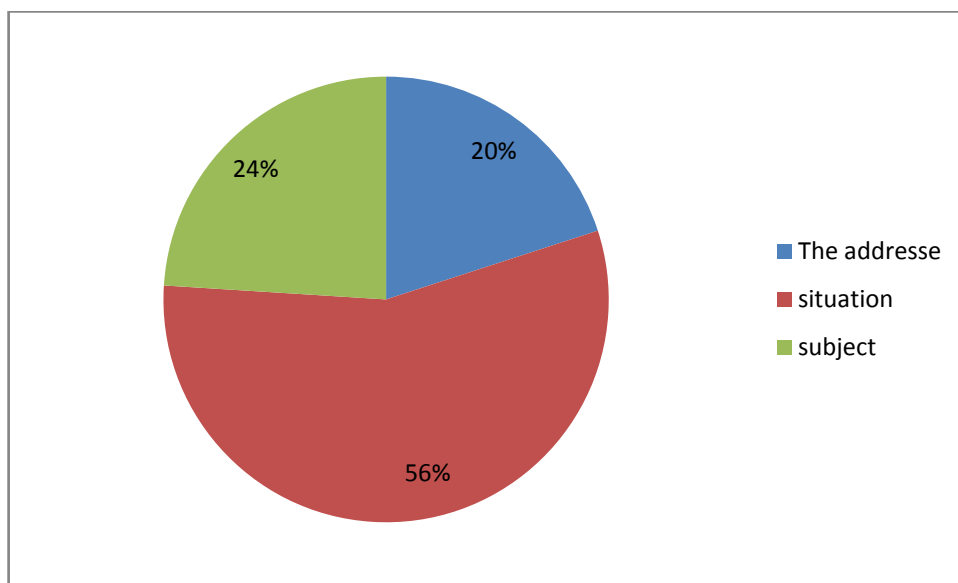
Figure06 : factors influencing alternation between Arabic and French.

As revealed in the above graph, various contextual, situational and personal factors affect the students while switching between arabic and french. For instance, in an informal talk among speakers who are familiar with each other and have a certain extent a shared ethnic, educational and socio-economic back-ground code switching can happen quite repeatedly.

When do you switch is it for ?

|	Filling a gap	You have a good competence in both codes	Showing your social status
Number : 50	30	20	00
%	60%	40%	00%

Table07: percentages of the informants concerning the natives for the use of code switching.
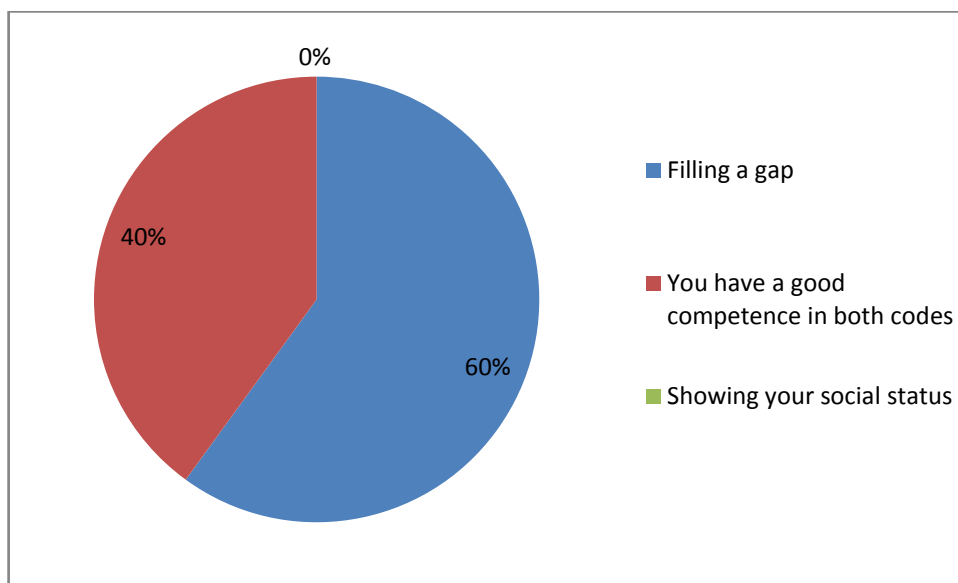
Figure07 : reasons for code switching.

A great number of students who constitute 60% say that code switching helps them filling a linguistic gap, like 40% claim that code switching is used as a sign of mastery of both codes. However, norespondents report that they code switch for the purpose of showing their social status.

Which language do you find more useful for interaction inside the department ?

Number : 50	arabic	french
	10	40
%	20%	80%

Table08 : the useful language for interaction inside the department.
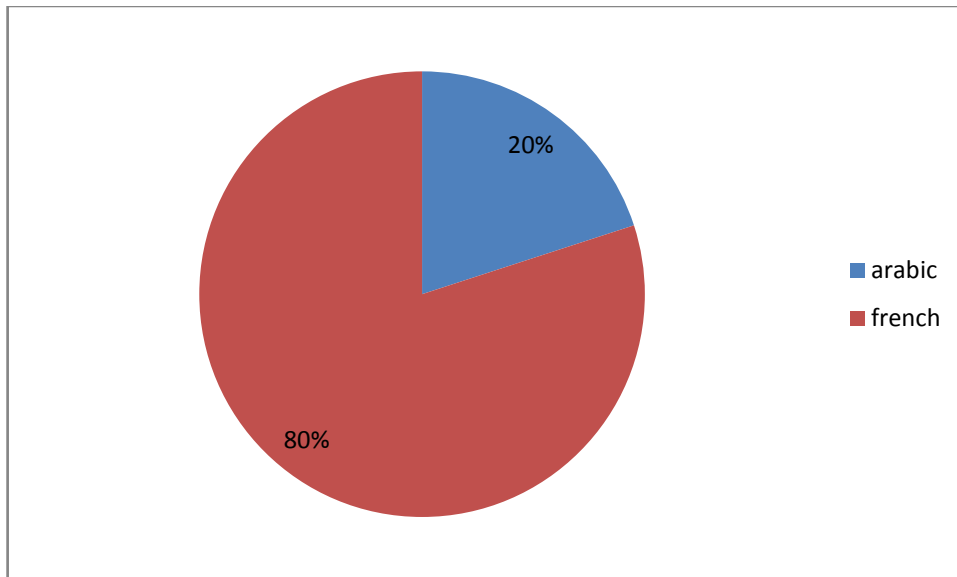
Figure08 : useful language for interaction inside the department.

The pie chart shows that 80% French is the most language used by students inside the department, then Arabic 20%. Students use French language most in their interaction inside the department due to the mixture with other foreign students.

How do you consider your classmates who switches between arabic and french ?

	modern	intellectual	intelligent	incompetent
Number : 50	05	17	20	03
%	20%	34%	40%	06%

Table09 : consideration of the students speaking french.
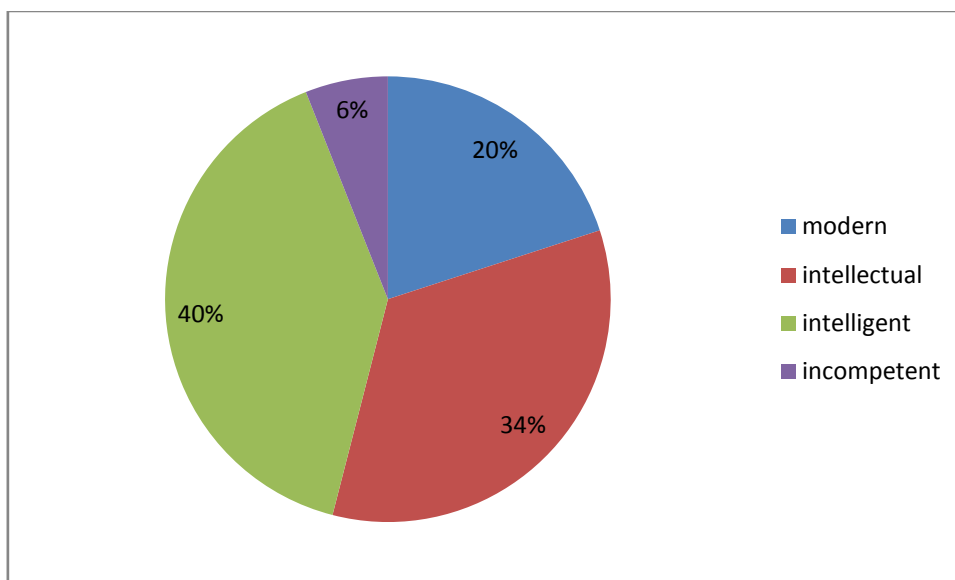
Figure09 : consideration of the students speaking French.

From the graph we notice that 40% students consider the students who speak French as intelligent ones, 34% as intellectual, 20% as modern and 06% as incompetent.

In which language do you prefer reading biology documents?

All biology students prefer reading in French language in order to ameliorate their scientific knowledge of their speciality.

Does French language express better certain ideas than AlgerianArabic ?

Most students agree with the idea that Frenchexpress better certain ideas than AlgerianArabic.

A studentsaidthat (la langue française c'est la langue la plus utilisé dans les domains scientifiques), (Frenchlangageis the mostusedlanguage in scientificdomains).

How do you see code switching as a social phenomenon?

The majority of students consider code switching as a good social phenomenon. A student said justified (pourbiencomprendre), (to be better understood).

The rest of students disagree and they consider code switching as a bad social phenomenon. (ilfautparler avec un seul langue), (it should be better to speak only with one language).

According to your own experience as a biology student, is it important to be fluent in frenchlanguage?

A great number of informants agree that it is important to be fluent in french ?

A student said (la biology a une relation avec la medecin), (biology has a relationship with medecin).

II.9. Interviewanalysis:

For teachers' interview we asked themsome 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?

All of them see code switching as something normal.

Question two:

Do your students have a good competence in French ?

They answer that not all of the students are good in French, there are also weak students in French.

Question three:

Do you think that Frenchis needed for biology students?

They agree, because it is the language of science and biology field is plenty of scientific words which could only acquired in French.

Question four :

Do you switch between French and Arabic during lectures ?

Most teachers refuse the idea of switching between AlgerianArabic and French.

A teacher said that he never uses AlgerianArabic during his lecture, because he is obliged to speak only frenchinorder to save the pure of the scientific words so there is no combination between meaning arabic and french in classroom.

II.10. Conclusion:

The second chapter was devoted to the research methodology, which was based mainly on the students' questionnaire and the teachers' interview.

We have seen that the alternation between AlgerianArabic 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 a habit (something normal) and some of them use one of the two languages and using AlgerianArabic instead of French.

The teachers' view have been very imprortant to analyse our study, they see that using just french in their lectures is something necessary and avoiding algerianarabic for their discussion in the classroom.

Code switching occurs in speech situations as a strategy to be more understood.

From this stand points, it can be said that code switching cannot be consider as a lack of competence in one of the two 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 civilizations over centuries.

   The proposal has tried to shed light on code switching among master Biology students. Its principle aim is to investigate the attitudes that make students switch between Arabic and French. Master students tend to mix the two 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 and french.

   The research work was divided into two chapters ; the first chapter is the theoretical part which dealt with some definitions, arguments and quotations given by schools and linguists about the phenomenon of code switching and this helped us to gain more views and facilitate the work by given some examples.

   The second chapter was the main part of our thesis which was dealt with quantitative data. We prepared some questions for students' biology department and teachers as well by using two research instruments ; the questionnaire and the interview, the first tool was for students and the second was for teachers. The results have showed that the using of french among students is a habit because they get used to speak french in different places and they find no difficulties at the university. Some students show negative attitudes about french and 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.

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Appendices

Questionnaire to Students.

This work is in sociolinguistics field, it aims to find out why do you master students of biology department switch between Arabic and French.

You are kindly required to fill in this questionnaire:

1.   Male   ☐   Female   ☐

2.   Do youspeakFrench ?

Very well ☐   Well   ☐ ittle bit   badly ☐   ☐

3.   Which language do you use more?

Arabic   ☐   French   ☐

4.   Do you think that the use of French language is necessary for biology students?

Yes   ☐   No ☐

if yes, why?

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…………………………………………..

5.   Where do you speak French most?

        at ho   ☐   at university   wit☐ our friends   ☐

6.   Do you mix between Algerian Arabic and French inside the department?

yes oftenyes sometime☐   no never   ☐   ☐

7.   When you code switch between Arabic and French, is that depending on?

the addresse the situation ☐   the subject☐   ☐

8.   When do you switch, is it for?

Filling a gap ☐ you have a good competence in both codes☐ Showing your social status ☐

Or others

..................................……………………………………………………...................

....

9.   Which language do you find more useful for interaction inside the department?

Arabic ☐   French ☐

Why ?.....................…………………………………………………………………………………

10.   How do you consider your classmates who switch between Arabic and French?

Modern Intellectual   ☐ Intelligent   I ☐ competent   ☐

11.   In w ☐ h language do you prefer reading biology documents?

Arabic ☐   French ☐

12.   Does French express better certain ideas than Algerian Arabic?

Yes   Sometimes   No   ☐   ☐

☐

If yes, why?

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……………………………………………

13.   How do you see code switching as a social phenomenon?

Good   why?...

Bad   why?...

14.   According to your own experience as a biology student, is it important to be fluent in French?

Yes   Somehow   No   ☐   ☐

☐

If yes, why?

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………………………………………………………

Thank you for your assistance.

Teachers' interview:

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

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2. Do your students have a good competence in French?

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3. Do you think that French is needed for biology students?

Explain

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

4. Do you switch between French and Arabic during lectures?

Why?

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Summary :

This present work is intended to analyse the arabic, french code switching situation, in the case of the Biology department in Tlemcen university. This scope aims to seek factors or reasons that push master one Biology students to switch during their daily conversations inside department between Arabic and French and explore some of the sociolinguistics phenomena of language, such as Dialect, Bilingualism, Code-Mixing, Borrowing and especially Code –Switching. All these notions will be examined briefly in this work. In order to examine the factors that make master one Biology students switch between Arabic, French we will use a questionnaire which encompasses 14 questions. The results show that students master both languages and using French as a part of their speech because it is a habit in communication and sometimes related to the situation.

ملخص :

هدا البحث يهدف الى تحليل ظاهرة الابدال اللغوي من اللغة العربية الى الفرنسية بقسم البيولوجيا بجامعة تلمسان. هدا المجال يهدف الى البحث عن العوامل والأسباب التي تدفع طلاب البيولوجيا ماستر لتبديل اللغة ، أثناء محادثاتهم اليومية داخل الكلية بين العربية و الفرنسية وإكتشاف بعض الظواهر السوسيو لسانية الخاصة باللغة ، كاللهجات ، ثنائية اللغة ، مزج اللغة والإقتباس اللغوي .   كل هذه الظواهر سيتم معالجتها باختصار في هذا البحث و لتحديد العوامل وراء الاجدال اللغوي لطلاب السنة أولى ماستر بيولوجي بين العربية و الفرنسية، ارتأينا استبيانهم باربعة عشرة سؤالا، أظهرت النتائج أن الطلاب يتقنون كلتا اللغتين نظرا لإستعمالهم اللغة الفرنسية بشكل كبير ، كون اللغة الفرنسية تعتبر عادة في الكلام و أحيانا متعلقة بظرف حيث يتوجب استعمال الفرنسية.

الكلمات المفتاحية، الابدال اللغوي، اثنائية اللغة، ازدواج اللسان، الاقتباس اللغوي .

Résumé :

Cette recherche tente d'explorer certains phénomènes sociolinguistiques qui analysent le phénomène de l'alternance codique Arabe/Français, au sein de la faculté de Biologie, à l'université de Tlemcen. Elle essaye aussi, d'identifier les causes qui poussent les étudiants inscrivent en master Biologie alterner les langues Arabe/Français hors des conversations quotidiennes au sein du département. Le travail de terrain se base sur un questionnaire. Les résultats obtenus montrent que les étudiants sont la maitrise dans les deux langues, et l'utilisation de la langue française comme un e partie du discoure. Car l'utilisation de français est une habitude et parfois liés a une situation.

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

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