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Investigating Code-Switching
in the Algerian Context
The Case of Third Year English Students LMD

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Abstract

Code-switching is used by bilinguals and multilinguals. It is a phenomenon that attracts great interest in the field of sociolinguistics. Therefore, this research work intends to analyze code-switching among students of English at Larbi Tebessi university. It aims at finding out the reasons and factors for switching languages in their everyday communication. It also sheds light on the sociolinguistic situation in Algeria where different languages co-exist in the Algerian society. To investigate the phenomenon of code-switching, a questionnaire has been administered to thirty-three third-year students to prove that students really switch code for different reasons. The analysis and interpretation of the data have revealed that third-year students code switch during their daily conversations inside and outside the classroom. Also, due to the lack of vocabulary, they use switch codes as a strategy to facilitate communication. Last but not least, they frequently switch between languages according to situations and settings in which they are involved.

Keywords: third-year students, code-switching, bilinguals, multilinguals, Sociolinguistics.

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Acknowledgment

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- **Aya Triki**

- **Nesirne Bouali**

Dedication

Dedication

To the dearest people in our lives, our parents, our sisters and our brothers, and all colleagues and relatives.

To the soul of our deceased uncle, **Bekhouche Hamza**, you have left the life, but you will remain in our memory and will not be never forgotten. May Allah have his vast mercy on his soul.

In memory of our friend, **Souane Asma**, whom her body left us but her soul will remain always between us. May Allah have mercy on her soul.

- **Aya Triki**

- **Nesrine Bouali**

List of Abbreviations

- AA:** Algerian Arabic
- CA:** Classical Arabic
- CM:** Code Mixing
- CS:** Code-Switching
- FR:** French
- H:** High Variety
- L:** Low Variety
- L1:** First Language
- L2:** Second Language
- MSA:** Modern Standard Arabic

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GENERAL INTRODUCTION

1. Background of the study

Language is considered as the pillar of all nations as well as the basis of all civilizations around the whole globe. Human beings have always used language as a means of communication to express their thoughts, ideas, and feelings. In fact, language differs from one speech community to another in many levels such as in phonetics and phonology, morphology, and syntax. Nowadays, there is a strong need to learn more than one language in order to hold a conversation with others using different languages that are different from the native one.

In this context, speech communities that use more than one language are known as bilingual and multilingual societies. Nevertheless, these communities are characterized by having a complex linguistic situation because of the co-existence of more than one language in the same territory. Algeria is one example of these communities that is known for its sociolinguistic diversity where more than one language is used by its citizens. These languages are Arabic, French, Tamazight, and English in some domains.

It can be noticed that the majority of the Algerian people use more than one language in the same discourse. In fact, this phenomenon is also found in the academic institutions among most of students of foreign languages.

In sociolinguistics, the phenomenon of alternating between languages is called Code Switching. This latter happens when people vary in their usage of languages when it is required to fulfill the communicative needs. It has attracted the attention of many scholars and sociolinguists like Spolsky, Weinreich, Chrolos, Hudson, etc. They made broad and multiple investigations on the phenomenon of Code-Switching.

2. Statement of the Problem

The Algerian society is a multilingual one as it is characterized by the usage of four languages: Arabic, as a mother tongue, Tamazight with its varieties, although it is used by some specific categories, not the whole population, French, as a first foreign language, and English as the second foreign language. The existence of these four languages in the same society rises a problem which comes as a common phenomenon known as Code Switching.

Foreign language Students are the most concerned category who usually try to alternate between different languages while speaking. The raised question is how they could use these languages in contact. i.e. the usage of the original mother tongue language, which is Arabic, with the other languages, French or English, within the same discourse.

3. Research Questions

Fundamentally the main questions that can be raised are as follows:

- ❖ Does code switching exist in the Algerian society?
- ❖ Do foreign language students code switch?
- ❖ What are the reasons that push students to code switch from one language to another?
- ❖ To what extent do they code switch in their daily conversations?

4. Research Assumptions and Hypotheses

In light of the research questions, the major hypotheses in this research work are:

- 1- Most students in University of Larbi Tebessi use code switching as a simple strategy of communication and debates of lectures
- 2- Switching from one language to another facilitates the comprehension and avoids any possible misunderstanding between two or more people while communicating.
- 3- Students code switch due to the lack of vocabulary items in their original language.
- 4- Students frequently code switch in their daily conversations and in class discussions.

5. Aims of the Study

This research is intended to shed light on the socio-linguistics phenomenon which is “code switching”. It also aims to explain this phenomenon in detail without forgetting other related phenomena. In addition, this study aims to explain and show the different cases that lead students of foreign language, more specifically students of English Language, to code switch from their mother tongue, which is Arabic, to Berber and other foreign languages, English and/or French, in the same context.

6. Methodology

In order to find answers to the previous questions and test the suggested hypotheses, this study adopts a questionnaire that is used as a research instrument. This study is designed to be quantitative research.

Informants are third-year students from the Department of Letters and English Language at Tebessa University. They are chosen to respond to the research instrument.

7. Limitations of the Study

Because of the pandemic Covid-19 that hit Algeria, we faced many obstacles that have limited this research work in terms of quality. First, only one instrument is used to gather data wherein the beginning of the work two tools were supposed to be used.

Second, it was expected that the population will be the whole number of third-year students since they are small in number (67 students), unfortunately, because of the difficult health situation in the country and the absence of public transportation and the closure of the universities, the number of informants is reduced to the half (just 33students).

Third, it was supposed that the questionnaire will be a hardcopy delivered to students during their ordinary classes but the situation is changed and the questionnaire was delivered via the social network application “Facebook”, and that was another reason why the number of participants is limited.

8. Structure of the study

The research consists of three main chapters. The first two chapters are theoretical, where the third is a practical one.

The first chapter presents a literature review that presents the main sociolinguistic points of view about the phenomena of “code switching”. It includes several definitions and presents the different key concepts with an emphasis on the phenomenon of “code switching”.

The second chapter gives a brief description of the sociolinguistic situation of Algeria. First, it starts by providing a brief historical background and describes the existence of different languages in the country. After, describing the main linguistic phenomena that characterize the Algerian society which are bilingualism, multilingualism, and diglossia. The chapter concludes with the consequent sociolinguistic phenomena which are borrowing and code switching.

The third chapter, which is the final one, is a case study in which a questionnaire was used to gather and collect data in order to be interpreted and discussed to find answers to the questions and check whether the suggested hypotheses are valid or not.

CHAPTER ONE

LITERATURE REVIEW

Introduction

Since antiquity, people have tried, in many ways, to interact with each other. Such a desire for communication pushed them to create and develop language as the main tool for that purpose.

All human beings acquire the used language in the area where they live which provides strong proof about the existing relationship between language and society. This relationship generates a new field of linguistics which is called sociolinguistics. This discipline is concerned with investigating the relationship between language and society, focusing on the structure of language and how it functions in communication. Hudson defines sociolinguists as “the study of language in relation to its society” (Hudson, 1996 p.1).

This chapter aims to present different varieties of language with their types to show their importance, focusing more on code-switching that becomes an interesting topic for many researchers and scholars such as J. Gumperz (1982), L. Milroy and P. Muysken (1995), etc.

1.1. Language Definition

People, around the world, need to interact with each other to express their feelings or share their opinions. Many scholars tried to define language, but there is no exact definition of this concept. Each one defines it differently depending on the angle from which language is treated. Language is, undoubtedly, a mean of communication that human beings use to express themselves and share their thoughts and emotions. Furthermore, any code involving signs, symbols, or even gestures that are used to achieve successful communication is called “language”.

In the first place, Sapir defined language as “is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols” (Sapir,1921, p.08). From this definition, it can be noticed that only mankind possess language and all other living creatures are excluded.

Additionally, Wardhaugh and Fuller (2015) state that “we use the term language to mean a system of linguistic communication particular to a group; this includes spoken, written, and signed modes of communication” (Wardhaugh & Fuller, 2015, p.02). This means that language is a medium, with all its forms, that is used by a specific community so as to be in touch with each other.

Generally speaking, language is a system of signs through which sound-meaning correlations are established. It pairs meanings with signals in order to enable people to transmit information and communicate in real-life situations.

1.2.Bilingualism and Multilingualism

Bilingualism and multilingualism are among the vast majority of the topics dealing with language and society. These two sociolinguistic concepts swept in many communities where millions of people routinely used more than one language unconsciously in their daily life.

1.2.1. Bilingualism

Bilingualism is when an individual uses two languages, especially in spoken domains. It is defined as “the practice of alternately using two languages” (Weinreich, 1953, p.1). Also, L. Bloomfield states that “bilingualism is a native-like control of two languages” (Bloomfield, 1933, p.56). Moreover, bilingualism is present “at the point where the speaker of one language can produce complete, meaningful utterances in the other language” (Haugen, 1953, p.7).

From the above quotes, it is concluded that bilingual refers to the person who has the ability to master a second language besides the native one. Hence, the two language

systems interact with each other in the production of the sentence; for example, Canada is a bilingual community where there is a co-existence of two official languages which are French as well as English.

By and large, there are two kinds of bilingualism; societal bilingualism and individual bilingualism. On the one hand, societal bilingualism refers to the use of two languages within a speech community; for example, in Algeria, French is the foreign language used in formal and in informal situations besides Modern Standard Arabic (MSA). On the other hand, individual bilingualism expresses the individual's capacity of using two languages in his/her own social interaction.

1.2.2. Multilingualism

Many people grow up with two languages, but the majority of multilinguals acquire their languages across time in their lives. They learn the language to open doors for education, business, to knowing enough, and for other reasons.

Multilingualism refers to having the ability to use several languages with the same amount of fluency. Socio-linguistically, K. Sridhar defines it as:

Multilingualism involving balanced, native-like command of all the languages in the repertoire is rather uncommon. Typically, multilinguals have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. (Sridhar, 1996, p.50 as cited in Beddiaf, p. 04)

Similarly, multilingualism is “a powerful fact of life around the world, a circumstance arising at the simplest level, from the need to communicate across speech communities” (J. Edwards, 1994, p. 1). This definition focuses on the use of more than one language by individuals and societies. For instance, Singapore is a multilingual country where four

official languages are used, and these languages are English, Mandarin Chinese, Malay and Tamil.

Historical events, as wars and colonization, that happened in the past, influenced multilingual countries. B. Spolsky (1998, p.51-54) classified these events as follows:

- 1- Migration which picturized the voluntary or involuntary movements when people speak one language in the territory where other people speak another;
 - a- Voluntary migration lead to some changes in the linguistic make-up of some countries around the globe;
 - b- Involuntary migration was common in ancient Middle East and in the Babylonian exile;
- 2- Moving from small towns to the large ones in which people find better living conditions;
- 3- The emergence of people speaking different languages into a single shared political community as a result of territory subjugation. To illustrate, the incorporation of Brittany, Alsace, and Provence into France submerged the languages of these regions
- 4- Colonial policies which lead to multilingualism like when the original languages in some countries with Arabic, pockets of multilingualism remained such Berbers in Algeria and Morocco;
- 5- The division of Africa by the European powers. These powers drew boundaries and left independent states with multiple languages that had many speakers both inside and outside the borders of the state

The mentioned historical factors produced different kinds of multilingual mixes that are sometimes stable where sometimes they are short-lived.

1.3. Diglossia

In the field of Sociolinguistics, the term ‘diglossia’ signifies the situation where two related or even unrelated linguistic systems are used within one speech community.

The term was first introduced by the French linguist Marçais, in 1930, under the name “diglossie” to characterize the use of two types of Arabic in different settings. (cited in Djennane, 2014, p. 52). Later on, the North American linguist Charles. A. Ferguson introduced the term into English by the late 1950s. He tried to make the term broader and popularize it. In this respect, Ferguson defines diglossia as:

A relatively stable language situation in which, in addition to the primary dialects of the language (which may include A standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, 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, p.336)

Ferguson studied this concept in four societies (Haiti, Greece, the Middle East, and Switzerland) where there are two genetically related varieties separated by their function. Furthermore, ‘diglossia’ refers to a society that has made a division of its domains into two distinct arrays using linguistic differences to determine boundaries and proffering two different identities to members of the community. (Spolsky, 1998)

1.3.1. Types of Diglossia:

Diglossia is the existence of two language varieties of a speech community. Each has its own function. The first is called the ‘high variety’ which is used in formal purposes. The second one is ‘the low variety’ which is used in informal situations and settings. They differ in grammar, phonology, function, prestige, etc. (Romaine, 1994, as cited in Fezzioui, 2013, p.52)

1.3.1.1. High Variety

First, the high variety, referred to as “H”, is used in formal situations as in educational institutions, administration, literature, political speeches, and so on. Its vocabulary contains formal and technical terms (Hudson, 1966; Holmes, 2001; Sridhar, 1996). To illustrate, this variety is used in Academic writings, Scholarly programs, education curriculum, etc.

1.3.1.2. Low Variety

Unlike the H variety, the low variety is referred to as “L”, is used in informal situations such as jokes, daily conversations, etc. It is acquired at home and used as the mother tongue (Romaine, 1989). The L form would generally seem odd in writing (Holmes,2013)

1.3.1.3. Distinction Between H and L Varieties

In Ferguson’s definition, the focus was on H/L dichotomy composition. He stated that the H variety, on one hand, is used in formal situations and it is very prestigious. On the other hand, the L variety is used in informal contexts with no official status, often individuals use non-formal words i.e. slangs

Situation	H	L
Sermon in a church or mosque	×	
Instructions to servants, workers		×
Speech in parliament/ political speech	×	
University lectures	×	
Conversation with family, friends, colleagues		×
Radio		×
Newspaper	×	
Caption on political cartoon		×
Poetry	×	
Folk literature		×

Table 01: Illustration of Diglossic Situations (Ferguson, 1959, p. 35)

From table 1, it can be said that both H and L varieties are divided according to their function. First, the H variety is used in solemn status and formal occasions such as when delivering a political speech, in school, etc. where people should use formal vocabulary and style. In general, H variety is used in daily life conversations. This variety must be learned in school to cover language rules, uses, and so on. For instance, materials that are presented in scientific and literary books are written using the H variety. Second, people tend to use the L variety in their everyday talking such as talking with friends. This variety is used in private life and it is acquired as a mother tongue. To demonstrate, a baby starts acquiring language which is used by his parents (they use colloquial language rather than the standard one). However, in some situations, there is a mixture of both varieties depending on the status and the occasion. For example, the teacher can explain materials that are presented in books using H variety in L one to achieve a better understanding.

1.3.2. Variables of Diglossia

There is a common fact which is commonly observed in most speaking communities which is the existence of two varieties of the same language. In fact, many variables make each one differs from the other. Ferguson (1959, p.328-336) noted that some elements distinguish between the H and L varieties. These elements are:

- **Function:** both varieties work differently, each one is used in a special domain.
- **Literary heritage:** in diglossic language, prose, and poetry are written in H variety while the ones in L variety are not written, they are just spoken.
- **Prestige:** H variety is more prestigious than L variety. The first is used in literature, education, where the second is used with friends, in daily speeches, in street.
- **Acquisition:** the first acquired is L variety as it is the mother tongue at home, where the H variety comes in the second position as it is learned at school.

- **Standardization:** dictionaries and books are written in H variety and it is standardized by the government where the L variety is not.
- **Stability:** diglossia does not change through history and it is fixed for years.
- **Grammar:** some grammatical categories are present in H variety that are clearly absent in L variety as it lacks grammar.
- **Lexicon:** one variety lacks some vocabulary items that is used in the other one.
- **Phonology:** H and L varieties share the same phonological elements but H variety is more complex than L variety.

1.4. Code-switching

Variations in language are often well observed in bilingual and multilingual societies. Peoples' interactions influence their language usage. They opt to use more than one language during their communicative acts. For example, a person who uses Chinese as well as English in a single conversation. When people alternate between codes that is called code-switching (CS). It is typical behavior that is found among bi-multilingual communities.

1.4.1. Definition of Code-switching

Before dealing with the concept of CS, it is necessary to understand the meaning of 'code'. Wardhaugh refers code to "any kind of system that two or more people employ for communication" (Wardhaugh, 2006, p.88). In other words, code is a language variation form that is used by members of a society in order to communicate with others. CS is one of the interesting topics that attract the attention of many scholars since it is one of the language phenomena that occur in societies which aim to achieve an effective and meaningful conversation. By the same token, Gumperz defines CS as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of the subsystem". (Gumperz, 1982, p.59).

Also, Haugen (1956) describes this phenomenon as a process where bilingual produces foreign words into his speech. Equally, Hudson claimed that “the term code-switching is preferred to language-switching in order to accommodate another kind of variety: dialects and registers” (Hudson, 1996, p.52). Hudson confirmed that language must be understood by the receiver to understand the conveyed message.

By referring to the mentioned definitions, it is clearly observed that the term CS does not have an exact definition and it differs from one scholar to another. In simple words, CS is the result of language contact; the bilingual and the multilingual speaker moves between the codes according to different situations.

1.4.2. Types of Code-switching

1.4.2.1. Situational Code-switching

As the name indicates, the change of codes equates to a change of situation. It happened when the interlocutor alternates between codes according to a change in the situation to fulfil the communicative needs.

In this context, Wardhaugh and Fuller (2015, p. 98) mention that speakers switch languages according to the situation they are in. Each one is used in a specific situation that is different from the other.

Moreover, Hudson asserts:

Typically, one language is reserved exclusively for use at home and another is used in the wider community (for example, when shopping); for example, according to Denison (1971), everyone in the village of Sauris, in northern Italy, spoke German within the family, Saurian (a dialect of Italian) informally within the village, and standard Italian to outsiders and in more formal village settings (school, church, work). (Hudson, 1996, p.52)

Hudson claims that situational CS is synchronized with some external changes. Thus, language diction is totally controlled by rules.

Equally, Auer (1998) claims that the change of either languages or language varieties is appropriate for a given setting and the interlocutors have to change language choice to maintain this appropriateness.

In short, situational CS is about selecting the appropriate code that the domain of speaking requires. As an illustration, the Holy Roman Emperor, Charles V, when he said: “I speak Spanish to God, Italian to women, French to men, and German to my horse”.

1.4.2.2. Metaphorical Code-switching

This type of CS happens when the change of topic is required in a conversation in order to fit the selected topic in a single setting.

Auer (1998, p. 156) claimed that metaphorical CS refers to the change in the choice of language although the setting rests the same. In a like manner, G. Chrolos claims that metaphorical CS is “when the purpose of introducing a particular variety into the conversation is to evoke the connotations, the metaphorical “world” of that variety”. (Chrolos, 2009, p. 58)

Similarly, Blom and Gumperz say:

But in some cases, the situation is less clear, either because it is ambiguous or because the speaker decides to ignore the observable external situation and focus instead on less observable characteristics of the people concerned. Such cases, where it is the choice of language that determines the situation, are called METAPHORICAL CODE-SWITCHING. (Blom and Gumperz, 1972 cited in Hudson, 1996, p. 53)

Concerning this type of CS, shifting from one code to another depends on the discussed topic in one single conversation; in this case, the language is the one that determines the situation. For better understanding, Blom and Gumperz provide an example explaining

that: “When (R) phrase are inserted metaphorically in (B) conversation, this may, depending on the circumstances, add special social meanings of confidentiality or privateness to the conversation” (Blom & Gumperz, 1972 cited in Hudson, 1996, p.127).

In summary, in this case, the language fits the message and it is the one that determines the situation. As the best example for this, the student, inside the classroom, will use the upper and the very formal form of language with the teacher, whereas, s/he will use the lower, the intimate, form of language with his/her classmates.

1.4.3. Ways of Code-switching

In bilingual and multilingual societies, speech is characterized by switching between languages, or even dialects, in conversations. The switch may take place between and within sentences. People or students switch either between words, phrases and even between parts of words. For example, someone says: “oh my God, c’est parfait”.

1.4.3.1. Inter-Sentential Switching

Appel and Muysken (1987, p.118) define this type as switch between sentences. This means that the first sentence is produced in L1, whereas the second one in L2. In fact, this type occurs outside the sentence.

Example: “Mahich mrigla”, I will organize it again;

Translation: “it’s not organized I will organize it again”

Briefly, this type of code-switching involves switching from one language to another either between sentences, clauses, or phrases.

1.4.3.2. Intra-Sentential Switching

Bhatia and Ritchie (2004) mention that this type “Code switching of the sort shown in (1), “This morning mi hermano y yo fuimos a comprar some milk” (This morning my brother and I went to buy some milk), in which an alternation occurs below sentential boundaries, is known as intrasentential code switching (Bhatia & Ritchie, 2004, p.283). Equally important, Myers states “intra-sentential switches occur within the same

sentence or sentence fragment” (Myers, 1997, p.04). This type of code-switching takes place within the clause boundary and it combines the grammar of each language.

Moreover, intra-sentential CS is about switching from one language to another within the same sentence. It occurs inside a sentence or a close boundary, i.e. the speaker alternates between languages inside the same sentence. In fact, this type is common among students of foreign language during their daily conversations.

Example: an individual says: “fi MBC2 darou announcement 3la wakteh yabda The Conjuring 2”

Translation: in MBC2, they announce about the time when the film The conjuring2 will start

Another example is as follows: nrouho ensemble b tomobile w matzidesh fi le volume ta3 chanson; means: we will go together in the car and do not make the music volume too high.

1.4.3.3. Tag Switching

Appel and Muysken state: “Tag-switches involve an exclamation, a tag, or a parenthetical in another language than the rest of the sentence” (Appel and Muysken, 1987, p.118). Appel and Muysken confirm that this kind happens when the speaker inserts a tag from one language into an utterance of another. In other words, inserting a tag or a word from language “B” to language “A”.

Reinforcing ideas, S. Poplack provides another name to this type which is “Emblematic switching” in which he claims: “tags are freely moveable constituents which may be inserted almost anywhere in the sentence without fear of violating any grammatical rule” (Poplack, 1980, p.89)

Example: A girl enters to a clothes store and asks the seller: “b guedeh hadi s’il vous

plait?” **Translation:** How much is this, please?

1.4.4. Purposes of CS

In this context, Trudgill says “The same speaker uses different linguistic varieties in different situations and for different purposes” (Trudgill, 2000, p.81).

Since CS becomes a popular phenomenon in today’s societies, it has been incorporated into many parts of almost all societies around the globe. Similarly, many scholars have listed purposes behind the use of this phenomenon that has overrun the world.

Holmes (2013, p.35-44) presents many purposes behind using CS. These purposes are listed as follows :

- To Exclude or include someone in the conversation
- To show solidarity
- To make a change in the social situation
- To take a positive account of the presence of a new participant
- To Identify a group membership
- To construct ethnic identity
- To indicate the status relations between people
- To show the formality of people interactions
- For referential purposes (to express emotions and feelings)
- To reflect lexical borrowing (when there is a lack of vocabulary in the language)
- To persuade the audience

In the same range, Spolsky has summarized some purposes being why the speaker changes from one language to another. For a bilingual, shifting for convenience (choosing the available word or phrase on the basis of easy availability) is commonly related to topics. Showing the effect of domain differences, a speaker’s vocabulary will develop differentially for different topics in the two languages. Thus, speakers of a language who

have received advanced education in a professional field in a second language will usually not be able to have the terms in their native language. (Spolsky, 1998)

As a conclusion from the purposes that have been mentioned by the two scholars, it can be said that people use CS in their conversations when they want to convey specific meaning in a specific situation and for a specific purpose.

1.5. Code-switching, Code Mixing and Borrowing

1.5.1. CS and Code Mixing

To study language contact, code-switching (CS) and code-mixing (CM) are two well-known phenomena. Some scholars like Myers-Scotton, Clymes, etc. argued that both CS and CM are the same phenomenon. Whereas others like E. Bokamba hold another point of view which is that both features are different, and they tried to remove the obscurity between them and make a clear distinction between the two in order to be clear enough.

1.5.1.1. With Maintaining Distinction

Annamalai argues that there is a difference between CS and CM by saying that “switching is normally done for the duration of a unit of discourse, but mixing is not normally done with full sentences from another language with its grammar”. (Annamalai, 1989, p.48)

Moreover, CS and CM are not the same. CS involves the ability to alternate from code A to code B, and this is determined by the function, the situation as well as the interlocutors. Whereas CM is about transferring linguistic units from one code to another. Moreover, the difference between CS and CM is that in CS participants, not necessarily, share both languages. As support to this idea, a bilingual person can interact with a monolingual one. By contrast, in CM, participants should share both languages in order to mix the languages normally and in an easy way.

1.5.1.2. Against Maintaining Distinction

On the opposite view, scholars like Myers-Scotton, Hamers and Blanc mention that both CS and CM are identical and there is no difference between them.

According to Clyne (1991), both phenomena are the same because in this case, the speaker stops using language A and move to employ language B. Supporting this ideas, Hammers and Blanc (2000) mention that CS and CM are used interchangeably because there is a continuum between them, they are the same in which a communication exists and the speaker of L1, simply, change elements of L2.

1.5.2. CS and Borrowing

In Bilingual and multilingual societies, speakers use different languages while speaking. Sometimes, they use a particular language in a situation and another in different situations when it is needed. Sometimes, they did not find an equivalent word for what they need to say and this obliges them to take words that serve the intended meaning from another language, i.e. to borrow. In fact, CS and borrowing resemble each other, but they differ.

Gumperz states:

Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety (i.e., language) into the other. The borrowed items are fully integrated into the grammatical system of the borrowing language, and they are treated as if they are part of the lexicon of that language and share morphological and phonological systems of that language. Code-switching, by contrast, relies on the meaningful juxtaposition of what speakers must process as strings formed according to the internal syntactic rules of two distinct systems. (Gumperz, 1982, p.66)

Besides, Poplack (1988, p.28) claims that borrowing is served to fill a lexical gap that exists in the language where there is no equivalent word, whereas CS does not that means when an individual did not find an exact word so s/he has to borrow the word from French

and include it in his mother tongue dictionary whereas it is not the case with CS because here there is an equivalent word but the individual takes the other from other languages for the sake of prestige for example.

CS is the use of two, or even more, languages in one sentence, but borrowing is a loan in which the speaker places a single word or phrase within a sentence. Too, CS is used only by bilinguals and multilinguals, where borrowing is used by even monolinguals. For instance, The Algerians borrow multiple words from French and other languages and these words become a part of their language and it is almost used in everyday conversations. For example:

- The word Algebra in English comes from the Arabic language “Al-jaber”
- The word “Spaghetti” which is Italian one used in Arabic as it is without any changes
- Technological words such as the Internet, Wireless, etc.

1.6.Conclusion

As a conclusion, the information that has been presented previously are the major prominent outcomes of language contact phenomenon as bilingualism, multilingualism, diglossia, CM, CS, etc. the focus is on CS dealing with the different definitions presented by different scholars from a linguistic perspective. Also, dealing with how people can switch languages in many ways, as well as for multiple reasons. This chapter concludes with the relationship of CS with other phenomena. All these varieties become a part of our daily conversations, used by almost all people in the globe. Of course, these phenomena contribute to facilitate communications and create contact between people in exchanging ideas, thoughts, feelings, etc.

CHAPTER TWO

THE SOCIOLINGUISTIC SITUATION IN ALGERIA

Introduction

As a consequence of many factors such as colonization, migration, mixed marriage, etc. many languages have spread far beyond their original territories. These languages become second or auxiliary languages for a huge number of countries. Algeria is one example of these countries.

Through the course of history, Algeria suffered from many invasions. Many languages come into closest use within the same speech community. This contact can be described as interaction of several cultures. The phenomenon of language contact had led to a widespread of bilingualism, multilingualism, diglossia. This contact resulted in many phenomena including borrowing, code mixing, and code-switching, etc.

This chapter provides a brief background history of Algeria. Then, it introduces the spoken languages in the country. Finally, it describes the sociolinguistic phenomena that characterize the sociolinguistic situation of Algeria as a result of the existence of multiple languages.

2.1. A Brief Historical Background of Algeria

Algeria has a long colonial history as it witnessed the presence of different people, cultures as well as different languages.

In antique times, Algeria was known as the kingdom of Numidia. The original inhabitants of the country were Imazighen (means free men). They spoke an Afro-Asiatic language called Tamazight, also known as Berber.

Phoenician traders expanded small settlements in the country. During the Punic Wars, which were a series of three wars between two greatest powers which were Rome and Carthage, this power declined because of the powerful defeats of the Romans. Later on, the Romans annexed the Berber territory to their Empire. Algeria then became officially Christian. The end of the Roman control was marked by the Vandals. Suddenly, the Byzantine defeat the Vandals, and the country became under their authority. They held Algeria until the mid of the 7th century

which marked the arrival of the Arabs who Islamized the country and people, at that time, the Arabic language and culture are adopted.

In the 1500s, the Spanish occupied several Algerian towns and expelled Muslims. At that time, Algeria required help from Turkish pirates, so that the Spanish empire declined. The Othman empire intervened in Algeria and established it but it was declined.

By 1830, the French invaded Algeria and it became a French colony. Algeria lasted under its authority for 132 years. This period is marked as one of the darkest times in Algerian history. Citizens were deployed from their lands, wealth, identity, etc. and the colonial power obliged the Algerians to engage with its culture and rules.

The Algerians began to rebel against the colony's rules. From 1954 until 1962, the colonization resulted in the death of a large percentage of the citizens. On 5th July, the signature of the Evian Accords marked the end of the French colonial rule in the territory. Algeria gained its formal declaration of independence from the French power. (Entelis, 2016, p. 6-34)

To sum up, it can be said that all the successive invaders who ruled Algerian, at different periods, have participated in the sociolinguistic diversity of Algeria until the present day.

2.2. Spoken Languages in Algeria

Because of the complex history and the with multiple invasions, the linguistic environment of Algeria is characterized by linguistic diversity. Nowadays, it can be witnessed that different languages exist in the Algerian territory. Commonly spoken languages in Algeria are divided into three main languages: Arabic, Tamazight, and French, while in the last decade, a minority of people use English as a second language.

2.2.1. Arabic

Nowadays, Arabic is the official language in Algeria. It is the result of the Arab presence that lasted in the country for many centuries. After the independence of Algeria, there was an intention to replace French by Arabic. Nationalists tried to re-Arabize the country starting from education, media, etc.

Arabic is classified into three forms; Classical Arabic (CA), Modern Standard Arabic (MSA), and Colloquial Arabic /Algerian Arabic (AA).

2.2.1.1. CA: is the first version of Arabic which is the language of the Holy Quran as well as the ancestors. It is somehow difficult and characterized by difficult and composed words. The best example of CA is the ancient poems such as the ones of the pre-Islamic era.

2.2.1.2. MSA: is the widely used simplified version of CA today. In this context, Holes (2004, p.5) claims that MSA witnessed too many changes concerning the vocabulary and phraseology levels, however, concerning syntax, it remains the same. It is modified to meet the demands of modern life as well as fulfil human being needs. It is used in formal situations such as for religious purposes, education, official documents, etc.

2.2.1.3. Colloquial Arabic/Algerian Arabic: is the vernacular variety of Arabic that is acquired as the mother tongue for most Algerians. It is a mixture of the existing languages in Algeria, as it is not regarded as a pure Arabic version. This last is used in informal situations such as in daily conversations. AA differs from one region to another; one can distinguish at least four major regional varieties: the eastern variety, the western one, the central, and finally the southern variety.

Example: the first letter of the word “Galb” (heart) is pronounced as /g/ in Tebessa, as /q/ in Algiers, as /a/ in Tlemcen, and as /k/ in Jijel.

2.2.2. Berber

This language, known as Tamazight, existed even before the Arabic language. It is the mother tongue of the ancient inhabitants of Algeria. It has its alphabet and numbers. For example, one is pronounced “yun” (for males) and “yut” (for females).

There are distinct dialects of Berber. The common ones in Algeria are “Kabylye” spoken in Tizi-Ouzou, Bejaia, Boumerdes, Bouira etc., the other one is Tachawith (or Chaouia) which is spoken in the Aures region; in Khanchela, Batna, Oum-El-Bouaghi, etc.

The Algerian government supports Tamazight language and cares about it. As it is used in TV shows, Radio programs, and even taught at some schools, and there are even books and newspapers written in this language.

2.2.3. French

As a result of colonization that lasted about 130 years, its language, French (FR), still exists in Algeria. During the period of colonization, FR was the official language in the whole country, where Arabic was the second one. FR was used in almost all fields and sectors like in schools, government, economy, etc.

The French colonization, at that time, tried to eliminate the Algerian identity and get rid of it. They disallowed the use of Arabic in teaching and removed all the Quranic schools trying to bring the citizens in their language as well as in their culture.

When Algeria got its independence, the status of FR changed and the country was re-Arabized. French became the first foreign language and the second official language of Algeria. Although Algeria becomes independent from France, French remains and plays such an important role in various domains. It is still used and taught in schools starting from primary schools until some branches at university like medicine, engineering, etc. Moreover, people, in their daily conversations, use French terms as part of their vocabulary repertoire.

Colonialism has left a strong impact on the Algerian people and it is widely used as a sign of modernity and for the sake of prestige.

2.2.4. English

English is a worldwide language as it occupies the highest status because it represents the scientific and technological developments. English has no clear status in the official Constitution of Algeria. Yet, it is set as the second foreign language institutionally, while French is the first foreign language due to historical and sociolinguistic reasons. Today, it is taught in schools starting from the first year in middle school until the last year in secondary

school. Subsequently, learning this universal language has become an option for many students at the university.

English language in Algeria is spoken by only a few people. It is usually spoken by the younger generation. It remains far behind French in terms of function and number of speakers as it has very limited use.

In short, Arabic is the symbolic official language in the country. Tamazight is another symbolic language that is taught in some schools, but it remains absent in most fields especially the scientific ones. FR takes the status of the L1 in the country where it exists in almost all fields starting from education as it is widely used in other domains. English, considered as L2, is on its way to be present at a high level because of the status it occupies in the world.

2.3. The Sociolinguistic Situation in Algeria

The Algerian sociolinguistic situation is convoluted due to the existence of multiple languages, resulting from historical, political, and socio-cultural factors. As different tongues and different cultures meet, this diversity engenders several phenomena.

2.3.1. Bilingualism and Multilingualism

Weinreich (1953, p.1) writes that bilingualism refers to the ability to use two languages, where J, Edwards (1994, p.1) says that multilingualism is the ability to use three or more languages.

Algeria is considered as a bilingual as well as a multilingual country due to the existence of several languages. The most known and used languages are Arabic, Tamazight/Berber, French, and English. The Algeria people are known for switching between languages in their daily conversations.

On one hand, bilingualism in this African country can take many forms such as

- MSA and FR
- AA and FR
- Berber ad French
- Berber and Arabic

- Berber and AA
- English and AA
- English and FR

On the other hand, multilingualism exists in some situations such as:

- Berber and FR and AA
- English and AA and FR.

First, bilingualism exists between AA and FR. It took place when Algeria fell under French colonization and became under its dominance. Algeria was exposed to both French language and culture. So, bilingualism starts when Algerian citizens came into contact with French people at that time. Although Algerians acquired French before Arabic, they believed that FR is the L2 and the mother tongue was and still is Arabic. French, for some people, is the language for prestige and until now it is used at a high level by many Algerians.

Second, Berbers were the original inhabitants of Algeria, they spoke Berber (Tamazight). When the Arabs invaded Algeria, they brought Arabic with them to become in contact with Berber. Now, Tamazight people learn Berber as their mother tongue and learn Arabic as well as French beside Tamazight.

Third, in recent years, it is noticed that English took another way in the Algerian context especially among students of foreign languages, gamers, you-tubers, etc. When walking in universities, it is noticed that students of foreign languages especially students of the English language talk, using Arabic, English, and some French words too in their interactions or even inside the classroom.

Fourth, more than two languages come in contact by different people such as by students when they use their mother tongue with the foreign languages that exist in the country to show that they are educated and master different languages at the same time. Also, people tend to use

several languages at the same time to show their origins without forgetting to learn their nation’s official language as well as foreign languages to show that they are civilized ones.

Bilingualism and multilingualism exist everywhere in Algeria and it differs from one region to another as well as from one person to another. For example, in western regions, besides Arabic, people use French at a greater rate than people of the eastern regions who use French in a normal or even a weak rate.

2.3.2. The Diglossic Situation in Algeria

The phenomenon of diglossia is concerned with the co-existence of two varieties of the same language. The first form is H where the other is L.

As mentioned previously, Algeria’s official language is Arabic. It has two varieties, one is used in official status which is the H and the other, which is L, is used in daily activities. In fact, in the Algerian society, no one uses the MSA, which is the formal form, in his/her daily life. The MSA is used in special settings such as education, official papers, speeches, etc. On the other hand, AA is used in ordinary conversations. Briefly, MSA is a high codified and considered as the language of books, where AA, the colloquial version, do not have any standard norms and considered as the language of life.

MSA (H)	AA (L)
<ul style="list-style-type: none"> - The official language of the country - Used in formal occasions (political, military, religious speeches/acts) - Education/ scientific researches and conferences - Standardized 	<ul style="list-style-type: none"> - The Mother tongue for all citizens - Used in informal occasions (home, street, with friends, market places) - Clarifications or simplifications - Folklore and jokes - Not standardized

Table 02: The function of H and L varieties of Arabic in Algeria

Also, the French language is not used only for formal purposes. It has two varieties in Algeria, first, Classical French, which is considered as the H, is taught at schools, and used in official occasions. Second, the L variety which is a mixture of French structure with the Arabic one. This late is used in daily life interactions and it is noticed more in speaking.

2.3.3. Consequent Sociolinguistic Phenomena

2.3.3.1. Borrowing

One of the known phenomena in the Algerian community is borrowing which is the result of the contact with other ancient civilizations that Algeria witnessed throughout its history.

Both educated and non-educated people use a wide range of foreign words some are pronounced correctly and some are remodeled either morphologically or phonologically

AA	FR	Translation
Sartafika	Certificate	Certificate
Kouzina	Cuisine	Kitchen
Blassa	Place	Place
Zanfa	Les enfants	Kids
Forshita	Fourchette	Fork

Table 03: Some examples of borrowing from FR to AA

AA	English
Facebooki	My facebook account
Tamberlend	Timberland
Layner	Eye-liner
Tagito	I tag her/him
Sharit	Share it

Table 04: Some examples of borrowing from English to AA

Tamazight	CA	Translation
Takurt	Koura	Balloon
Iles	Lisen	Tongue
Lebher	Al-Baher	The sea

Table 05: Examples of borrowing from CA to Tamazight (adapted from Lharouchi, 2018)

2.3.3.2. Code-Switching

In sociolinguistics, CS refers to the ability to alternate between two (or more) languages (codes) within the same discourse. It is observed among bilingual and multilingual speakers. This phenomenon is swept in the Algerian society.

2.3.3.2.1. AA-FR CS :

This is a consequence of the contact of FR with Arabic during the colonial period. The Algerians, in their everyday life talks, switch between AA and FR. When walking in the streets, schools, administrations, etc., It is noticed that many people, young and old, use French words while speaking. Some words are taken as they are where some of them are remodelled and accented.

- **Inter-Sentential Switching:** hady sa3a w hya tahder, mais je ne compris rien

Translation: about an hour she is speaking, but I did not understand a thing.

- **Intra-Sentential Switching:** shofti restaurant kifeh bien organizer

Translation: you see how the restaurant is well organized.

- **Tag Switching:** voilà, hadi li kont nhawas 3liha

Translation: that's it, that's what I was looking for.

Both literate and illiterate Algerian people unintentionally switch between AA and FR and it becomes a habit that cannot be changed or omitted. Some French words are included in the Algerian dictionary such as “ça va, normal, jamais, grave, rend-point”, etc.

2.3.3.2.2. AA- English CS

This is usually noticed among students of the English language and some people who are interested in learning English. They switch between languages for prestigious reasons. This kind of switching is noticed mostly by literate people.

- **Inter-Sentential Switching:** Matensich tji fel wakt, we have an exam at 10:00 am

Translation: Don't forget to be on time, we have an exam at 10:00 am.

- **Intra-Sentential Switching:** makansh announcement lyoum, teachers rahoum fi meeting

Translation: there is no announcement for today, and all teachers are in a meeting.

- **Tag Switching:** tji kima hak, right!

Translation: it is like this, right!

Some English words, especially scientific and technical terms, became a part of the Algerian repertoire due to the lack of equivalent words such as Facebook, Google, Play Store, mall, etc.

Learners tend to use English words in their dialectal conversations. Sometimes, they keep the original root of the word, and sometimes they adapt it to the grammatical norms of their Algerian Dialectal Arabic in which they give birth to new lexical items characterized by the mixture of English with Algerian dialect.

2.3.3.2.3. AA/ ENGLISH /FR CS

This phenomenon is seen within students of foreign languages where they switch between three languages at the same time in the same discourse

For example:

- Te3ejbeni el old version ta3 les misérables

Translation: I like the old version of the miserable

- Rak bien préparer yakhi? A new film rah yabda

Translation: are you ready? A new film will begin

- Ma3andich beaucoup d'information 3la research methodology

Translation: I don't have enough information about research methodology

- Nrouho el box ndiro photocopie 3la el handouts

Translation: we go to the box to make a copy of the handouts

- Bonjours, sa7 they delayed the exam wala g3ad fi le meme jour kima affichou

Translation: good morning, did they delayed the exam or still as announced before?

2.4. Conclusion

As a summary, the sociolinguistic situation in Algeria has been influenced by the multiple historical invasions, when invaders brought their languages and cultures and these remained in today's Algerian languages.

This chapter provides a brief historical background of the country. Then, it describes the spoken languages throughout its territory. Also, it picturized the complex and diverse sociolinguistic situation that is characterized by multiple phenomena mainly bi-multilingualism, diglossia, borrowing, and CS.

CHAPTER THREE

CASE STUDY

Introduction

The third chapter is devoted to the practical part of this paper. It explains different parts which are concerned with this part. First of all, it states the research problem and identifies the research questions and hypotheses. Then, it deals with the population and presents the research instrument that is used to obtain data. The investigation of the collected data is the key in affirming and verifying the suggested hypotheses or refuting them. To reach this end, a case study was conducted at Tebessa University at English Department through using a questionnaire as a research instrument.

3.1. Research Objectives

This research paper aims to shed light on the phenomenon of code-switching. It aims to explain it and find out the reasons that push people to switch between languages. In fact, it is noticed that students of English language code-switch between languages in their daily conversations and in classroom conversations.

The following research questions have been asked:

- ❖ Does code-switching exist in the Algerian society?
- ❖ Do foreign language students code switch?
- ❖ What are the reasons that push students to code switch from one language to another?
- ❖ To what extent they code switch in their daily conversations?

Therefore, the following hypotheses were formed:

- 1- Most students in University of Larbi Tebessi, exactly the English Department use code-switching as a simple strategy of communication and debates of lectures
- 2- Switching from one language to another facilitates the comprehension and avoid any possible misunderstanding between two or more people while communicating.
- 3- Students code switch due to the lack of vocabulary items in their original language.

4- Students frequently code switch in their daily conversations and in class discussions.

3.2. Sampling and Research Informants

The informants to whom the questionnaire has been addressed were third year students from the Department of Letters and English Language at Tebessa University. From the whole population, 33 students were chosen as a sample. Informants were selected randomly.

These students dealt with Arabic and French from primary school to secondary school; they also dealt with English from their first year in middle school until now.

3.3. Data Collection Instrument

In this dissertation, a questionnaire has been used as a research instrument for collecting and gathering data.

A questionnaire is a structured technique for collecting primary data, which means that the answers are collected directly from the informants themselves. It is generally a set of written questions for which respondents have to answer. Downs and Aderian (2004, p.106) explain that it is an appropriate tool used with large groups within a short period of time to get answers to cover a topic being under investigation. In other words, questionnaires are “printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously” (Seliger & Shohamy, 1989, p. 172).

Compared to all research instruments, the questionnaire is the easiest one since it does not take a lot of time and does not require to be recorded. Also, it ensures the participants’ privacy. For this case study, a questionnaire has been selected. It contained a list of questions divided into three sections. The first one as about personal background. This section consisted of questions. The second one was entitled “means analysis” and it contained 10 questions. The third and last section was about attitudes towards the use of code-switching. It contains 10 statements with multiple answer choices.

3.4. Analysis and Interpretation of the Results

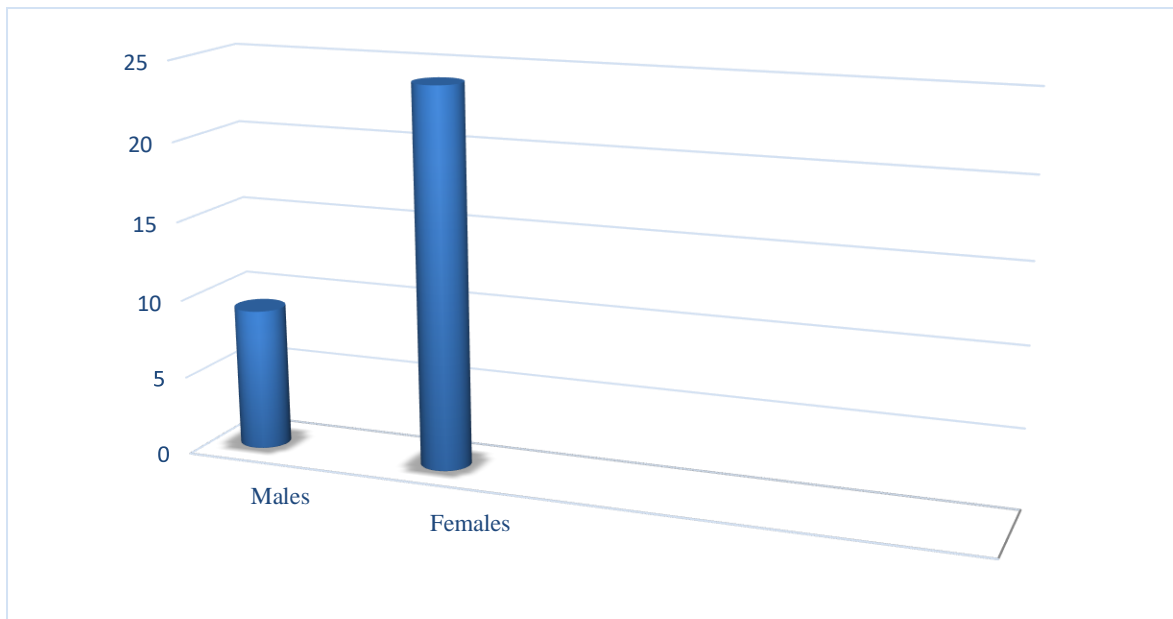
Section one: this section aims at gathering some personal information about the participants in the study. It contains three (03) questions.

Q.1. The participants were asked about their age. Most of them were aged between 20 and 26 years old.

Q.2. The respondents were asked to precise their gender. There were 35 females and 10 males. They were chosen randomly to answer the questionnaire.

	Males	Females	Total
Number of learners	09	24	33
Percentage %	27%	73%	100%

Table 06: Gender of the participants



Graph 01: Gender of the participants

According to Table 01, 77% of the participants are female where 23% are male. Because of the random selection of the sample, the number of males is as compared to the number of females.

Q.3. Informants were also asked to report their level of education. All of them are third year (3rd) students from the English Department.

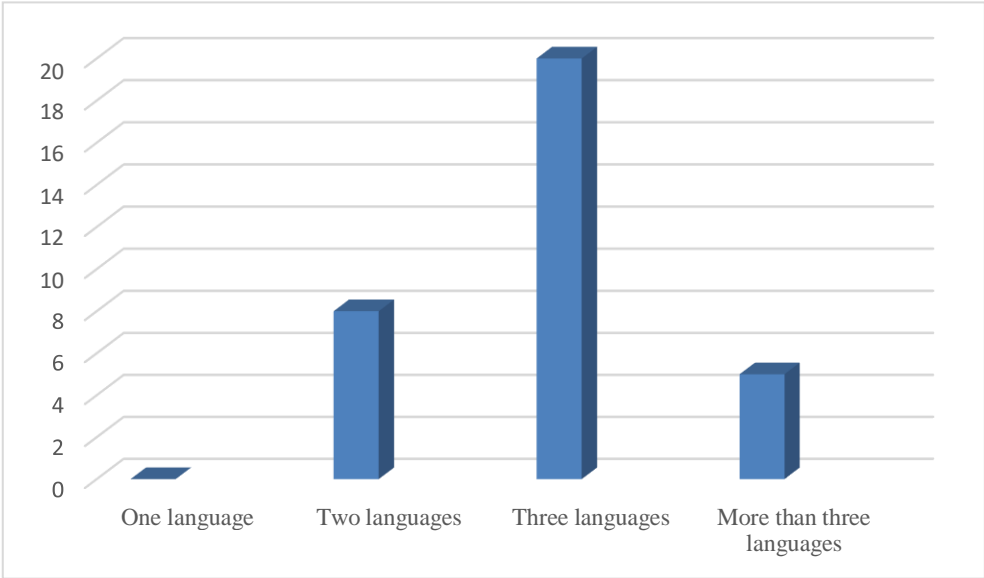
Section 02: this section is about collecting data that aims to analyze content. It consists of ten (10) questions.

Q.4. Participants were asked the question “ Do you speak other languages except for your mother tongue?” and the answer of all of them is ‘yes’ since they are students of foreign languages.

Q.5. Informants were asked “how many languages do you speak?”

One language	Two languages	Three languages	More than three languages
00	08	20	05

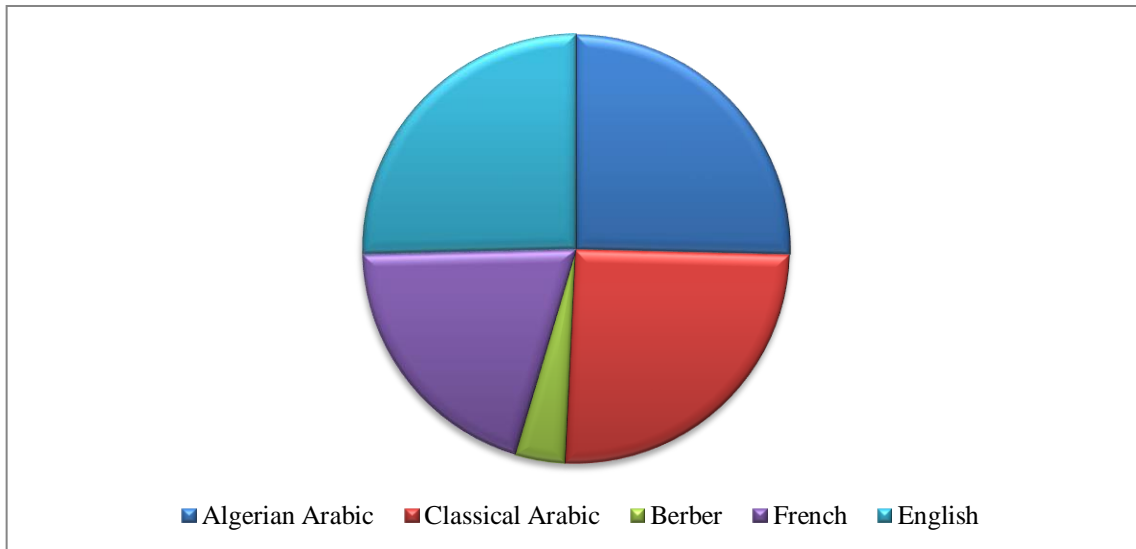
Table 07: Number of spoken languages



Graph 02: Number of spoken languages

As shown in the table and the graph above, most respondents (61%) speak three languages, and 24% of them speak only two languages, where 15% speak more than three languages. It is observed that the whole population speaks more than one language.

Q.6. The sixth question was “ Which language(s) do you speak?”

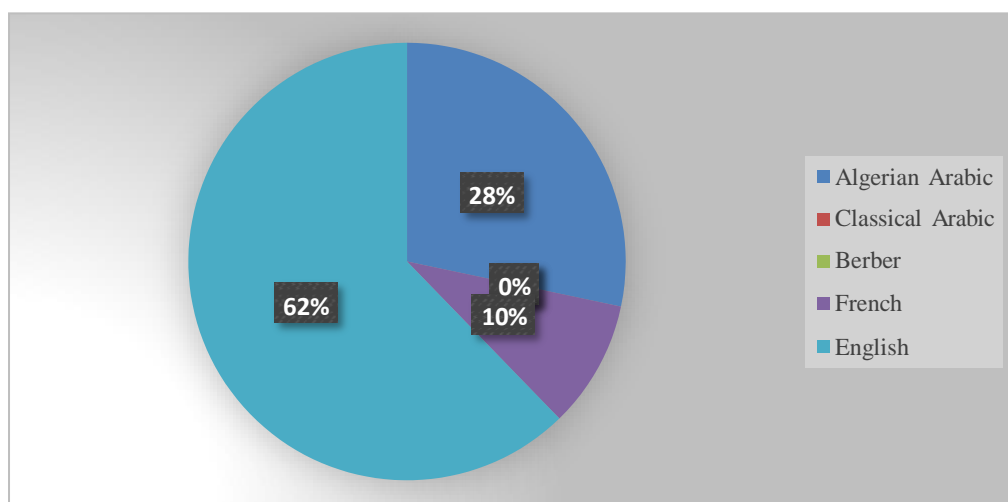


Graph 03: Spoken languages

The above graph displays that all of the respondents speak Algerian Arabic, Classical Arabic and English which means that the whole population (100%) share these three languages. Also, there are 26 respondents speak French which means 79% of the population, while only 5 ones, 15%, speak Berber.

Q.7. Informants were asked whether they switch between languages in addition to their mother tongue language during a conversation inside or outside the classroom and all of them answered with “Yes”.

Q.8. The question was about the used languages inside the classroom



Graph 04: Used languages inside the classroom

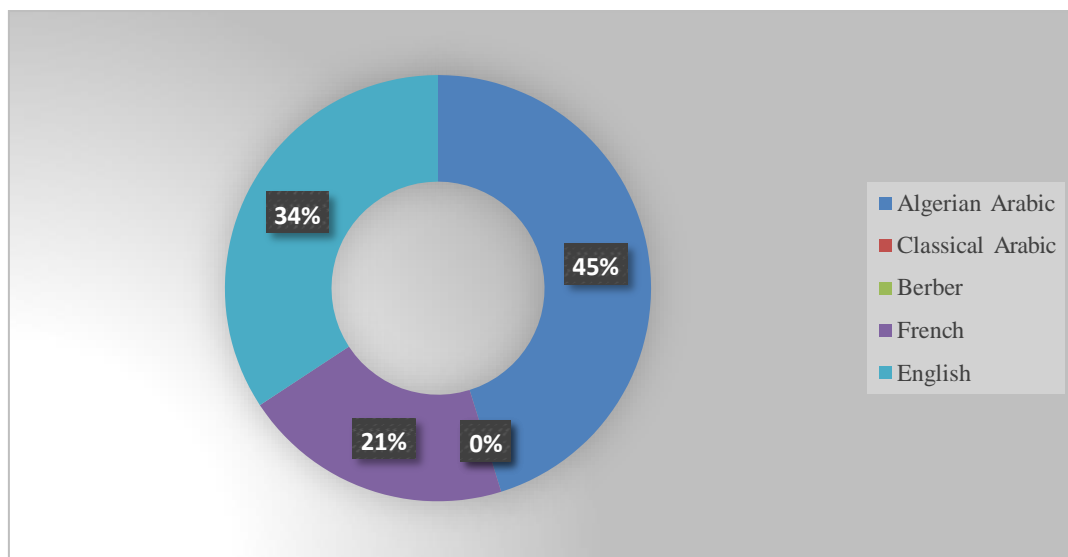
As shown in the pie chart, it is clearly observed that English language is the dominant one with a percentage of 62%. Besides, respondents use Algerian Arabic while communicating with each other at a high rate (with a percentage of 28%). Also, French words are included during conversations but at a low rate (only 10%). It is also noticed that both Classical Arabic and Berber are totally ignored in classroom communication.

Q.9. The question was as follows: “ How often do you switch code during one conversation inside the classroom?”

Four choices were given to respondents to choose the rate of using Algerian Arabic, Classical Arabic, Berber, French, or English

From the collected data, English is the dominant language in the classroom because it is the language of study and specialization. Also, they switch between Arabic and French in some situations while discussing or explaining a point when they face some difficulties in finding the appropriate terminology. Moreover, it is noticed that both Classical Arabic and Berber are totally ignored inside the classroom.

Q.10. Respondents were asked about the used language when they are outside the classroom.

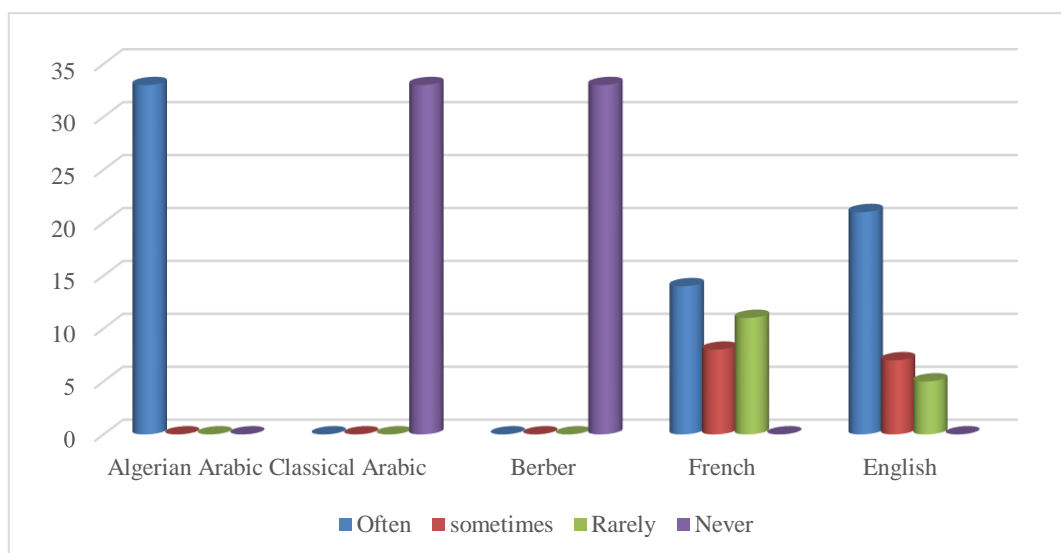


Graph 05: Used languages outside the classroom

The fifth graph indicates that Algerian Arabic, French, and English are the most languages used outside the classroom. 45% use Algerian Arabic since it is the mother tongue, 34% use

English since respondents study this language and have to use it most of the time, whereas 21% use French as it is the second official language in the country. Berber and Classical Arabic are not used at all.

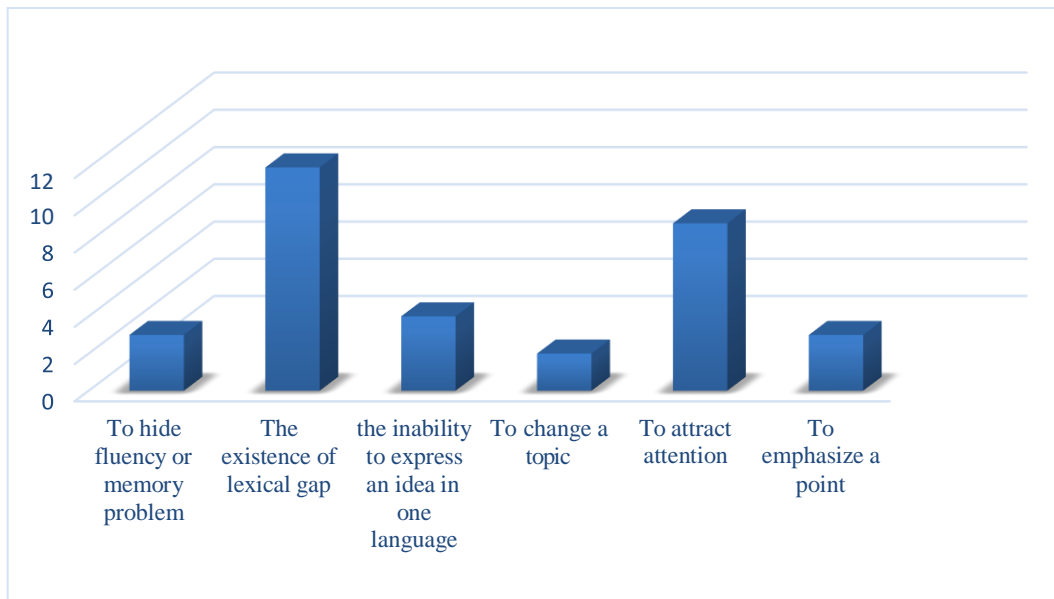
Q.11. How often do you switch codes during one conversation outside the classroom?



Graph 06: The rate of switching codes outside the classroom

Graph 06 indicates that the majority of respondents use Algerian Arabic outside the classroom since it is understood by everyone in Algeria. Then, English comes in the second place since they are students of English language, they include English words in their conversations. Also, French is used but its use is somehow limited to a minority. Almost all of the participants do not use Classical Arabic and Berber. Spoken Algerian Arabic is widely used since it is the mother tongue of the participants.

Q.12. The question was about the reasons behind switching between languages.



Graph 07: Reasons behind switching languages

- a- To hide fluency or memory problems
- b- The existence of a lexical gap
- c- The inability to express an idea in one language
- d- To change a topic
- e- To attract attention
- f- To emphasize a point

In this question, students are asked to explain the reasons for switching languages. 37% of them reported that it is because of the existence of a lexical gap in one language while 27% of the students acknowledged that is used to attract the attention of others. However, 12% of them said that they sometimes did not find a way to explain an idea in one language so they subconsciously switch languages, whereas 9% stated that they switch codes in order to hide fluency or memory problems. 9% confirmed that they switch codes to emphasize a point in order to convey what they want to say.

Q.13. Informants are asked to give their points of view about the use of multiple languages while communicating with teachers and colleagues either inside or outside the classroom.

From the answers, there were different points of view. They can be summarized in these points:

- Students who use more than one language when they communicate with others are intellectual since they know multiple languages and can switch between them in a normal way.
- The ones who use more than one language become polyglot and can interact with foreign people without facing problems to convey what they want to say to others and to get what others mean.
- Students who code switch want to reflect their level of education and show that they are cultivated and prove that they have better social skills.
- When students switch languages, they show that they are prestigious and updated with languages.

Section 03: the third and the last section involves ten (10) statements investigating the students' attitudes towards the use of CS. A five-point scale with Strongly disagree, disagree, undecided, agree, and strongly agree has been utilized to measure the 10 statements.

Item	Answers	Number of learners	Percentage %
CS develop my communication skills	Strongly Disagree	00	00%
	Disagree	00	00%
	Undecided	03	09%
	Agree	10	30%
	Strongly agree	20	61%

Table 08 : CS enhance my communication skills

The table is about whether CS enhances the communicative skills of people. 61% of the respondents strongly agree, where 30% agree, however, 09 did not decide whether they agree or disagree with the mentioned statement.

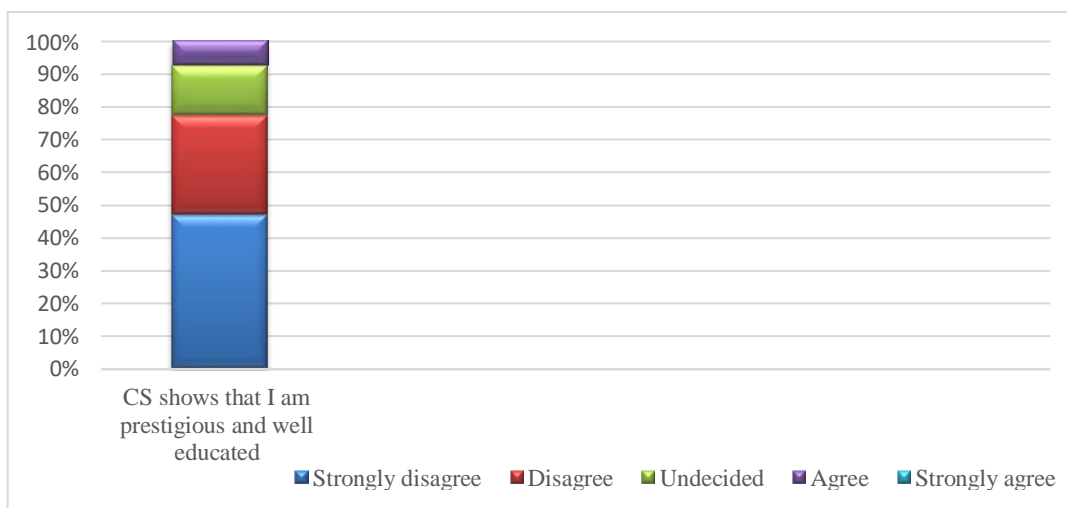
Item	Answers	Number of learners	Percentage %
CS helps to develop my language skills	Strongly Disagree	00	00%
	Disagree	06	18%
	Undecided	02	06%
	Agree	14	43%
	Strongly agree	11	33%

Table 09: CS helps to develop my language skills

From the obtained answers, it is shown that most of the students confirm that CS helps in developing the four language skills, i.e. listening, reading, writing, and speaking while others disagree with the statement which means that they may have some problems with switching between languages and maybe one skill is developed while the other is not. Others (with a percentage of 06%) did not give a clear opinion about it.

Item	Answers	Number of learners	Percentage %
CS shows that I am prestigious and well educated	Strongly Disagree	12	37%
	Disagree	08	24%
	Undecided	04	12%
	Agree	07	21%
	Strongly agree	02	06%

Table 10: CS shows that I am prestigious and well educated



Graph 08: CS shows that I am prestigious and well educated

Most of the respondents disagree with the idea that CS shows that they are well educated and too prestigious because the person can show his/her level of education without switching between languages in a single conversation, while others confirm that CS is a way to show that this person is prestigious and well educated since s/he knows many languages besides the mother tongue.

Item	Answers	Number of learners	Percentage %
CS helps to avoid any misunderstanding between people	Strongly Disagree	00	00%
	Disagree	08	24%
	Undecided	03	09%
	Agree	16	49%
	Strongly agree	06	18%

Table 11: CS helps to avoid any misunderstanding between people



Graph 09: CS helps to avoid any misunderstanding between people

From the pie chart, it can be summarized that 67% of the students confirm that CS is used to avoid any misunderstanding between people when an exact word does not exist in one language while 24% disagree with that idea because there are people who do not understand multiple languages which creates an ambiguity. However, some respondents preferred not to give their opinion about that idea.

Item	Answers	Number of learners	Percentage %
CS happens due to the lack of my language equivalents in some domains	Strongly Disagree	00	00%
	Disagree	00	00%
	Undecided	00	00%
	Agree	20	61%
	Strongly agree	13	39%

Table 12: CS happens due to the lack of my language equivalents in some domains

CS is used by many people in different domains. Students use it when there is a gap or no equivalent word in some situations, for example, there are no equivalent words in the mother tongue for multiple words in social network applications as Facebook, Twitter, Instagram, WhatsApp, Viber, etc. So, there is a need to code-switch in some cases.

Item	Answers	Number of learners	Percentage %
CS allows me to understand well	Strongly Disagree	00	00%
	Disagree	13	39%
	Undecided	03	09%
	Agree	14	43%
	Strongly agree	03	09%

Table 13: CS allows me to understand well

According to Table 13 and graph 11, about 14 students (43%) and 03 others (09%) approve that CS helps in getting the right meaning and understand what others want to say, where 13 others (39%) disconfirm with it because, according to them, many people cannot understand foreign languages well which causes misunderstanding.

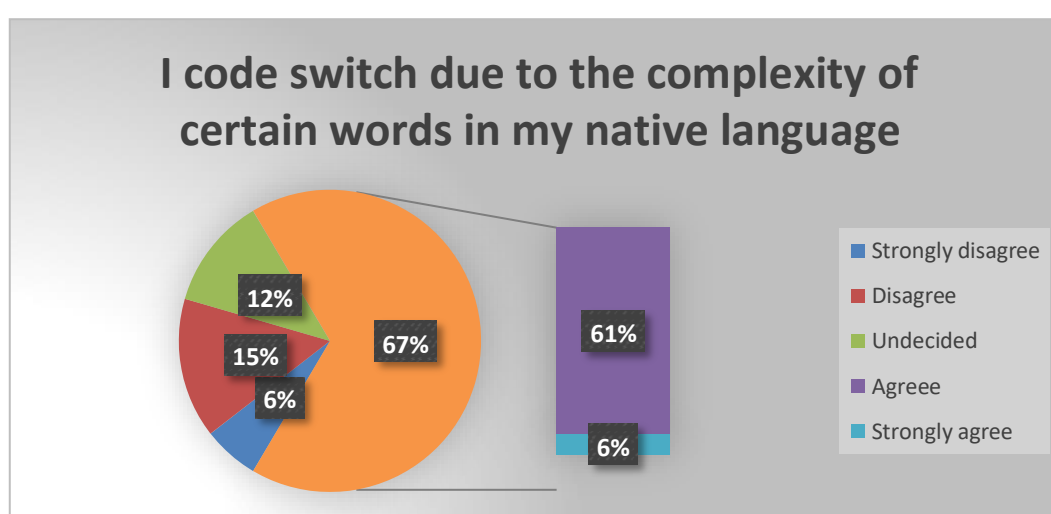
Item	Answers	Number of learners	Percentage %
I code-switch with my colleagues and friends both outside and inside the classroom	Strongly Disagree	00	00%
	Disagree	00	39%
	Undecided	00	09%
	Agree	19	58%
	Strongly agree	14	42%

Table 14: I code-switch with my colleagues and friends outside and inside the classroom

As a result, all the students code-switch with their colleagues and friends inside and outside their classroom.

Item	Answers	Number of learners	Percentage %
I code-switch due to the complexity of certain words in my native language	Strongly Disagree	02	06%
	Disagree	05	15%
	Undecided	04	12%
	Agree	20	61%
	Strongly agree	02	06%

Table 15: I code-switch due to the complexity of certain words in my native language

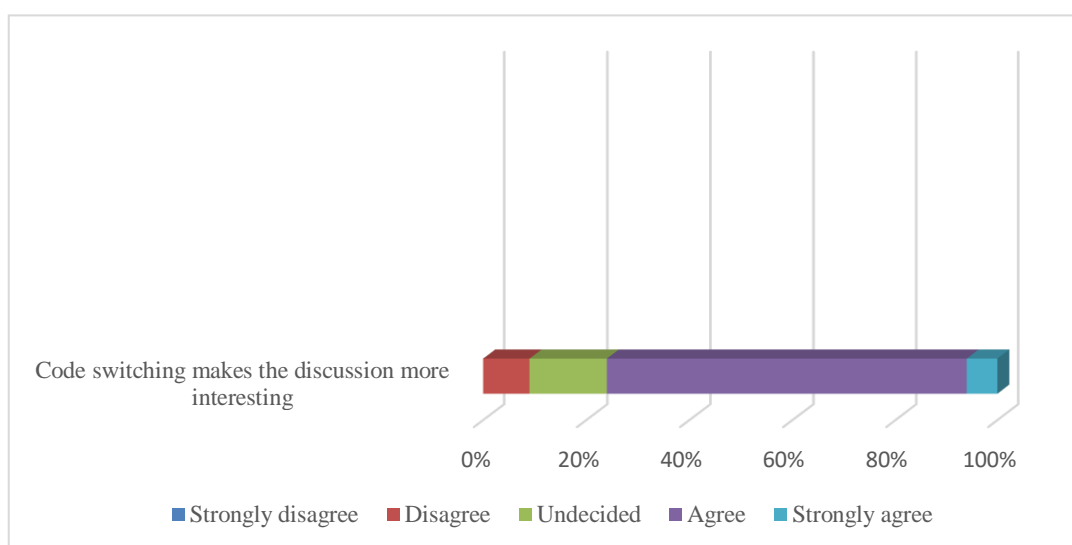


Graph 10: I code-switch due to the complexity of certain words in my native language

The above table and the graph show that the most of respondents (total of 67%) code-switch because certain words seem complex or too long in their native language so they switch in order to save time and seem somehow simple and short but 21% disconfirm with them in this point, whereas 12% keep their opinions and did not agree or disagree with this idea

Item	Answers	Number of learners	Percentage %
Code-switching makes the discussion more interesting	Strongly Disagree	00	00%
	Disagree	03	09%
	Undecided	05	15%
	Agree	23	70%
	Strongly agree	02	06%

Table 16: Code-switching makes the discussion more interesting

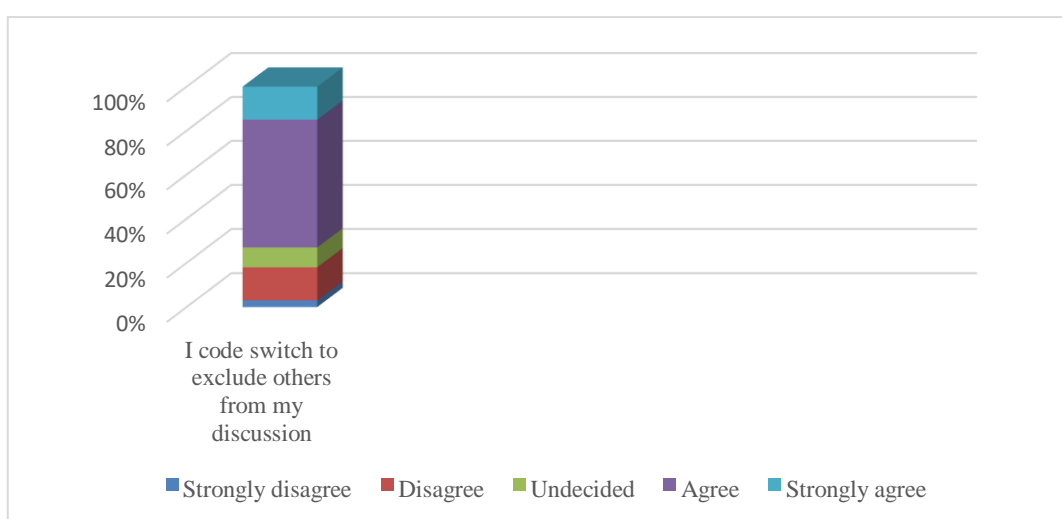


Graph 11: Code-switching makes the discussion more interesting

Most of the students (76%) say that when they code-switch, they enjoy the discussion and it becomes more spirited especially when uttering words from different languages. Only 09% of the whole population disagree with the idea that CS makes the discussion more interesting and keep it too active. However, 15% did not provide a clear answer to the mentioned statement.

Item	Answers	Number of learners	Percentage %
I code-switch to exclude others from my discussion	Strongly Disagree	01	03%
	Disagree	05	15%
	Undecided	03	09%
	Agree	19	58%
	Strongly agree	05	15%

Table 17: I code-switch to exclude others from my discussion



Graph 12: I code-switch to exclude others from my discussion

According to the table and the graph above, learners code switch for many reasons; one of them is to exclude others from their discussions either inside or outside the classroom. 73% of the informants confirmed that this reason is one of the reasons why they switch between languages, while a minority of them (about 18%) ignored that reason.

3.5. Discussion of the Results

The dissertation has started by asking the following questions: Does code-switching exist in the Algerian society? Do foreign language students code-switch? What are the reasons that push students to code-switch from one language to another? and to what extent they code-switch in their daily conversations?

Therefore, the aim is to explain and find out the reasons that push people to code-switch between languages.

To reach an answer to these questions, a questionnaire has been delivered to a number of students, and is meant to test the following hypotheses:

Most English Language students at Larbi Tebessi University use code-switching as a strategy of communication inside and outside the classroom.

Basically, the questionnaire has shown the students' positive attitudes towards using CS since 100% of the participants use CS both, in their daily conversations and in classroom discussions. They switch almost between three (03) languages which are Arabic, namely, Algerian Arabic, French, and English. Question 07 was "do you switch between any other language (s) with your mother tongue in a conversation inside or outside the classroom?" and the answer was "Yes" by all the participants who confirmed the usage of CS. Moreover, in question 13, informants consider people who switch languages as intellectual ones. Also, they consider CS as a tool that reflects the level of education of people. People who CS are polyglot.

These results confirm the first hypothesis that most of English Language students at Larbi Tebessi University use code-switching as a simple strategy of communication inside and outside the classroom.

Switching from one language to another facilitates the comprehension and avoid any possible misunderstanding between two or more people while communicating.

In the third section of the questionnaire that was about investigating attitudes towards the use of CS, there were two statements written in order to find an answer to this hypothesis. The fourth statement demonstrates that 49% of the respondents agreed that CS helps to avoid possible misunderstanding where 18% 'strongly agreed' which means that a percentage of 67% of the informants agreed that CS is used as a strategy of communication used to avoid any gap or ambiguity between people while delivering speeches. Also, the sixth (06) statement specified that CS allows people to understand well. 43% of the students chose to agree where 09%

strongly agreed and that means that 52% of them see that CS helps them in understanding well the intended meaning that others want to convey.

From the interpretation and the analysis of the data, the majority of informants found out that CS is a strategy that facilitates getting others' thoughts as well as helps them in understanding their ideas.

Accordingly, the second hypothesis considers CS as a strategy that helps in understanding others while communicating and facilitates to get their points is confirmed.

Students code switch due to the lack of vocabulary items in their original language.

In some languages, some expressions do not have an equivalent word, so people have to switch between codes in order to convey the exact meaning as what is meant. In the designed questionnaire, two questions discuss this point. In the second section, the question 12 was as follow "Why do you switch between languages?" with multiple answer choices, one of the choices was because of a lexical gap; 37% of the students answer that they code-switch because of the absence of a word in a particular language that leads them to switch from one language to another in order to find the target word for appropriate usage. Furthermore, in the third section, the fifth statement discusses the same point and all participants answer that CS happens due to the lack of some terminologies in some domains which pushes them to find equivalents in other languages such as French and English.

From the above analysis, the third hypothesis is also confirmed and it is one reason that leads most people to use CS.

Students frequently code-switch in their daily conversations and in class discussions.

CS is used everywhere and with different people and the rate of using it is different from one person to another. As what have been interpreted above, it is clearly seen that inside the classroom English is always used and there is a switch between Arabic and French besides English when informants are inside their classrooms, that results are shown in the analysis of the ninth question (09) in the second section. Also, in the same section, the eleventh question,

the results confirm that outside the classroom Algerian Arabic is 100% used, for 42% to French and 63% for English. From these results, it can be noticed that students always code-switch in their daily life conversations as well as in-class discussions.

3.6. Conclusion

The chapter is based on a case study in which a questionnaire was chosen as a research tool to collect data in order to be analyzed, interpreted, and discussed. The questionnaire was delivered to 3rd year students of English language at Larbi Tebessi University who had been randomly selected.

The questionnaire confirmed that students have positive attitudes towards the use of CS. Also, it helps to know what are the most used languages between students and what are the main reasons that lead them to use this strategy during their conversations and in which rate they switch between languages. As a result, the obtained data from the questionnaire confirmed our hypotheses.

To conclude, English Language students at Larbi Tebessi University use CS as a means to understand others as well as to be understood and to achieve a successful communication process.

GENERAL CONCLUSION

The Algerian linguistic situation is very complex. This complexity lies in the coexistence of several languages and on the interaction between all these codes. Despite that the linguistic situation in Algeria is considered a problematic one, it can be described as a real laboratory for sociolinguistic studies because of the diglossic, bilingual, and multilingual situations that exist in the country. Such linguistic situations have created a phenomenon of switching between languages in the same conversation and even in the same sentence.

Code-switching becomes common practice among the majority of Algerian citizens and it receives much attention in recent years. This phenomenon is still open to investigations because there are various attitudes towards its use, especially in students' daily conversations and even in classroom discussions as a strategy of communication that aims to facilitate and succeed conversations and discussions.

The major concern of this research work is explaining the phenomenon of code-switching and finding out what lead students to switch codes. The research work aimed at finding out answers to the research questions. These questions are: Does code-switching exist in the Algerian society? Do English language students code- switch? What are the reasons that push students to code-switch from one language to another? To what extent they code-switch in their daily conversations? Therefore, four hypotheses have been formulated.

The dissertation has been organized in the way that it moves from general to specific and from theory to practice. In other words, the first chapter has been devoted to the literature review that defines the key concepts related to code-switching focusing more on the phenomenon of CS. The second chapter has been meant to present the sociolinguistic profile of Algeria and discusses the language situation in the country, taking into account all the phenomena that have been discussed in the first chapter.

The third and last chapter is the practical part of the work. It is the main part of this paper. To reach the stated goals, a questionnaire has been administered to 3rd year students of English language at Larbi Tebessi University who had been randomly chosen.

The gained data were analyzed, interpreted, and discussed. The analyzed data have shown that the majority of students use CS as a strategy of communication and it becomes a habit, not only of students but also of the Algerian society. Also, there are different reasons which push them the switch between languages. Furthermore, the rate of switching codes is different from one person to another as well as the switched languages. The results that were obtained after the analysis were compared with the hypotheses which were confirmed later on.

To sum up, code-switching is practised everywhere and almost by everyone because it became a widespread phenomenon. Students in Algeria, more precisely, English students at Larbi Tebessi University, Tebessa, use this strategy as a means of interaction in multiple and different settings whether they are inside or outside the classroom to establish a good and successful communication process.

Recommendations for Further Research

The questionnaire, as an instrument of research, is not enough to collect data because some students do not take it seriously as they left some questions without providing answers. Future research should deal, besides the questionnaire, with classroom observations.

Also, it is recommended for future research to take into account other variables such as age and gender and focus on them because they play a crucial role in such works.

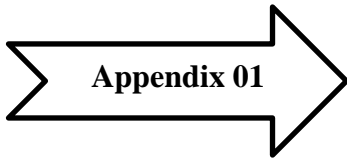
Moreover, this study attempts to uncover only what students think about CS and their attitudes towards it. It is better to include teachers' attitudes towards it as a communicative strategy, especially inside the classroom. Furthermore, the scope can be expanded to include other Departments at Larbi Tebessi University or even to test populations outside the current scope of university students.

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The Questionnaire

Dear students

This questionnaire is used for scientific research. Your answers will help us to complete our Master dissertation. The aim of this questionnaire is to know the use of Code Switching (CS) among students of English language. This is not a test, so there are no 'right' and 'wrong' answers and you will remain anonymous. Please give honest answers.

SECTION ONE: PERSONAL BACKGROUND

1- Age:

2- Gender: Male Female

3- Level of study:

First year

Second year

Third year

SECTION TWO: MEANS ANALYSIS

4- Do you speak any other language except your mother tongue?

Yes

No

5- How many languages do you speak?

One

Two

Three

More than three

6- Which language(s) do you speak?

- Algerian Arabic
- Classical Arabic
- Berber
- French
- English

7- Do you switch between any other language (s) with your mother tongue in a conversation inside or outside the classroom?

- Yes
- No

If the answer is yes, move to the other questions

8- What language (s) do you use to communicate with other students inside the classroom?

- Algerian Arabic
- Classical Arabic
- Berber
- French
- English

9- How often do you switch codes during one conversation inside the classroom?

	Often	Sometimes	Rarely	Never
<input type="checkbox"/> Algerian Arabic				
<input type="checkbox"/> Classical Arabic				
<input type="checkbox"/> Berber				
<input type="checkbox"/> French				
<input type="checkbox"/> English				

10- What language (s) do you use to communicate with other students outside the classroom?

- Algerian Arabic
- Classical Arabic
- Berber
- French
- English

11- How often do you switch codes during one conversation outside the classroom?

	Often	Sometimes	Rarely	Never
Algerian Arabic				
Classical Arabic				
Berber				
French				
English				

12- Why do you switch between languages?

- To hide fluency or memory problems
- The existence of Lexical gap (the absence of a word in a particular language).
- The inability to express an idea in one language
- To change a topic
- To attract attention
- To emphasize a point

13- What do you think about students who use more than one language to communicate with their colleagues or with their teachers at the university, either inside or outside the classroom?

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SECTION THREE: ATTITUDES TOWARDS THE USE OF CS

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
CS enhance my communication skills					
CS helps to develop my language skills					
CS shows that I am prestigious and well Educated					
CS helps to avoid any misunderstanding between people					
CS happens due to the lack of my language equivalents in some domains					
CS allows me to understand well					
I code switch with my colleagues and friends both outside and inside the Classroom					
I code switch due to the complexity of certain words in my native language					
Code switching makes the discussion more interesting					
I code switch to exclude others from my Discussion					

Thank you for completing this questionnaire

RESUME

L'alternance codique est utilisée par les bilingues et les multilingues. C'est un phénomène qui attire une grande attention dans le domaine de sociolinguistique. Cette recherche vise premièrement à découvrir si le phénomène de l'alternance codique existe entre les étudiants, deuxièmement découvrir les raisons de l'alternance codique dans une conversation, il a également mis en lumière le phénomène dans le contexte algérien. Pour ce goal, un questionnaire a été utilisé comme outil de recherche et adressé à trente-trois étudiants de troisième année d'anglais à l'université de Tébessa. L'analyse et l'interprétation des données ont montré que les élèves de troisième année changent les codes pendant leurs conversations soit dans ou dehors la classe. Ils changent également entre les langues pour des multiples raisons, l'une d'entre elle est le manque de vocabulaire dans la langue ainsi que pour comprendre les autres et être compris. Enfin, ils changent fréquemment entre les langues dans toute les situations et tous les paramètres.

Les mots clés : les élèves de troisième année, L'alternance codique, bilingues, multilingues, sociolinguistique

المخلص

إن التبادل اللغوي ظاهرة مستخدمة من طرف مزدوجي ومتعددي اللغات، حيث حظيت هذه الظاهرة في الآونة الأخيرة باهتمام كبير في مجال الدراسات اللغوية الاجتماعية. يهدف هذا البحث إلى تحليل ظاهرة التبادل اللغوي بين طلاب اللغة الإنجليزية في جامعة العربي التبسي بتبسة كما يهدف إلى معرفة أسباب وعوامل التبادل اللغوي في اتصالاتهم اليومية، كذلك يركز البحث على الوضع اللغوي الاجتماعي في الجزائر حيث تتعايش لغات مختلفة في المجتمع الجزائري. للتحقيق في ظاهرة التبادل اللغوي، تم إجراء استبيان لثلاثة وثلاثين طالبًا مستوى السنة الثالثة ليسانس لإثبات أن الطلاب يقومون بالفعل بالتبادل اللغوي لأسباب مختلفة. كشف تحليل البيانات وتفسيرها أن التبادل اللغوي لطلبة السنة الثالثة يتغير أثناء محادثاتهم اليومية داخل وخارج الفصل الدراسي. أيضا، وبسبب عدم وجود المفردات، يستخدمون التبادل اللغوي كاستراتيجية لتسهيل الاتصال. أخيرًا وليس آخرًا، غالبًا ما يتم التبادل اللغوي وفقًا للمواقف والسياقات التي يشاركون فيها.

الكلمات المفتاحية: طلاب السنة الثالثة، التبادل اللغوي، ثنائي اللغة، متعدد اللغات، اللغويات الاجتماعية

