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Investigating the Reasons Behind Using Code Switching Among Students in the English Department of Biskra University

The case study of First Year Students in the English Department of Biskra University

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Declaration

I hereby declare and sign below that the present master dissertation in science of language is only the fruit of my personal effort. Not any single word, phrase, clause, paragraph, text, or any other kind of others work is reproduced here without being cited, quoted and dated according to the scientific requirements of the research

Dedication

I dedicate my work to my only one, to my precious and the greatest mother in the world,

Soumia, the light of my eyes who encourages me

To my beloved sister Meriem who awarded me with her motivation, support and love to

complete my work

To all my friends

To all who know me

And with all my love

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Abstract

This present work intends to analyze the linguistic phenomenon Code switching among students of the English department at Biskra University. This work seeks to find the factors and reasons that push first year students to switch during their daily conversation inside the department, and how do they switch codes between Arabic, French and English. It also aims at exploring the sociolinguistic situation in Algeria, which is a heterogeneous society in which classical Arabic is the official language of the country. Since different languages co-exist in the Algerian society, Algeria noticed the birth to many linguistic phenomena such as : Bilingualism, Code switching, Diglossia. The present research aims at examining the motivation of students to code switch in their daily conversations inside the university such as : code switching as a signal of speaker's identity, the concept of language and power and the mastery of languages. In order to examine the factor that make first year English students code switch, we provide a questionnaire consists of 10 questions.

Key words: EFL Learners, Code Switching

List of Acronyms

CS :Code Switching

CM : Code Mexing

MLF : Matrix Language Frame

ML : Matrix Language

MSA : Modern Standard Arabic

SA : Standard Arabic

AA : Algerian Arabic

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General introduction

In the past few decades, because of some political and economical reasons the world has witnessed significant development and changes that shaped our culture. As a result, many bilingual and multilingual societies have been created. Bilingual and multilingual societies utilize different languages to convey their ideas throughout some linguistic functions. Code switching is one of bilingual as well as multilingual language functions; it is shifting from one language to another within the same speech event. Code switching is mostly used in the oral form; it was a common interest to a various linguists who talked this phenomenon from its different aspect. Algeria is considered as a multilingual society. Arabic is the first language used in the Algerian education system. Historically, Algeria has been colonized by France, after the independence French language was imposed to be the official language of the country. English has become the lingua franca in our world because it was the native language of many countries that were most economically and politically important in fact, Algeria added English to its education system as a foreign language (EFL) and this has led to the development of skills and linguistic strategies among Algerians to code switch in their everyday conversations.

1.Statement of the problem

Code switching is a case of study among linguists, and several researches tackled from a sociolinguistic aspect. Regarding in written and/or oral discourse in an academic environment (classroom), this study will spot the light on the linguistic phenomenon which is code switching among EFL students within the same discourse or speech event (conversations) outside the classroom inside the university. First year students studying English as a foreign language at Mohammed Khider University are chosen here as a

population. This study attempt to investigate how students shift from one language to another taking into considerations the changes of vocabularies and the grammatical structures of each language since they don't share same linguistic structures. Above all, the important area of this research is tackling the main factors that lead to the occurrence of code switching.

2. Research questions

Code switching is a linguistic phenomenon which is remarkably widespread among EFL students at Biskra University, on the basis of the research problem we attempt to find answers to the following questions:

Q1. Do first year students code switch in their everyday conversations outside the classroom inside the university?

Q2. How do first year students code switch from one language to another in their everyday conversation?

Q3. What are the major reasons of code switching among first year students of English as a foreign language?

3. Research hypothesis

In order to answer the research questions, a range of hypotheses can come out in respect to possible interpretations and suggestions related to the aim of the research work, we propose that if first year EFL students master more than one language, that would push them to code switch in their everyday conversations. Language is not just symbols or codes used by interlocutors to communicate; it is also a sign that differentiate between groups of speakers we believe that if language is a sign of retaining one's identity, students would code switch as an identity marker. That is to say, they employ code switching in

order to express group solidarity. Nowadays, Lingua Franca is the use of English as a common mean of communication because it is used for economics, sciences, technology and politics, however, the young Algerian generation is more interested in English language more than French language. We suggest that EFL students studying at Mohammed Khider University of Biskra code switch from Arabic language into English language because of language and power.

4. Research aims

Code switching is widely discussed topic in sociolinguistic. It has to do with investigating the process of using two or more linguistic varieties in the same interaction is very common, especially among bilinguals. The present research is mostly focusing on: (1) looking for motives that lead EFL students to code switch in their everyday conversations outside the classroom inside the university environment; (2) it attempt to shed some light on the skills EFL students adopt to code switch in their everyday conversations.

5. Research tools

The present research relies on questionnaires to collect data from students.

Questionnaires are selected questions for collecting specific information, it is considered as qualitative and quantitative data collecting method. Questionnaires will be divided into three sections: (1) in the first section, we provide personal information about the students; (2) In the second section students will be asked about general information on code switching; (3) In the third section is about factors of code switching, this section will be divided into three sub-sections which are: (a) questions about language mastery; (b) questions about language and power; and (c) questions about language identity.

6. Research Structure

The research work is divided into three chapters. The first chapter is devoted to the literature review as an introduction to code switching providing historical background about the contribution of code switching and any related concepts to that linguistic phenomenon. The second chapter will tackle reasons for using code switching that have been mentioned before. The third chapter is devoted to the analysis of data gathered about the factors that make EFL students to code switch in their daily conversations inside the University of Mohammed Khider.

CHAPTER ONE:

REVIEW OF RELATED LITERATURE OF CODE SWITCHING

Introduction

One of the features of bilingualism is code switching. Code switching is when two languages are used between people who share these codes. This first chapter deals with the theoretical part of this research dissertation. It focuses on defining bilingualism as well as providing definitions of code switching. This chapter aims at representing and comparing code switching with other related phenomena (code mixing and borrowing). It also exposure types of code switching including its patterns and its theories. In addition, it spots the light on the functions of code switching. Finally, This chapter presents previous studies on code switching.

1. Definitions

1.1.Bilingualism

Across the world, the majority of the population is bilingual or multilingual.

Hammers & Blanc (2000) defined the term bilingualism as ‘the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilinguals.

Bilingualism is defined as the ability to use two or more languages. Hence, being a bilingual means that the speaker has an absolute power to control two or more languages. However, Bloomfield definition of Bilingualism seems to support the previous point, he claims that “Bilingualism is the native-like control of two languages” (as cited in Alkhresheh, 2015, p, 2).

Haugen (1956) argues that bilingualism is “thepoint where the speaker of one language can produce complete, meaningful utterances in the other language”. Therefore, Wei (2000) claims that bilinguals are individuals who are more proficient in more than one

language (as cited Hudson.2002).Beardsmore (1982) defines a bilingual as “the person who is capable of functioning equally well in either of his languages in all domains of activity and without any traces of the language in his use of the other”.

1.2.Code Switching:

Code Switching (CS) has become a popular area of study according to linguists. The phenomenon of code switching can be defined in various ways, it can be defined as the use of two or more linguistic varieties in the same interaction. Poplack (1980) defines code switching as “ the alternation of two languages within a single discourse, sentence or constituent” (p.583). Auer (1984) argues that CS is “ the locally function use of multiple languages in an interactional episode, which places emphasis on the roles of the different codes” (as cited in Seidlitz, 2003, p, 7).

According to Alvarez (1990) CS is “ an alternation of languages that occurs during a bilingual conversation in which participants have at least one language in common” (as cited in Velasquez, 2010, p, 7).Spolky sees CS as “ the phenomenon which occurs when bilingual switch between two common languages they share in the middle of conversation, and the switch takes place between or within sentences, involving phrases, words, or even parts of words”(as cited in Alkhrsheh, 2015, p , 2).

According to Gumperz(1982) CS is “ the juxtaposition within the same speech exchange of passages belonging to different grammatical system or subsystems”. Gumperz believes that whenever there is an exchange of passages of speech that belong to different languages which used in an alternative way, there is a case of code switching (cited in Manfredi, Simeone, Tosco, 2017, p, 284). In this definition, he also sees CS as a phenomenon where interlocutor passes from one language to another or from one variety of the same language to another i.e. He believes that CS also occurs between dialects of the

same language. Milroy & Muysken (1995) CS is “the alternative use by bilinguals of two or more languages in the same conversation” (cited Manfredi et al., 2017, p, 284). They see code switching as a cover term that includes different forms of bilingual behavior.

Myers-Scotton (2006) CS is “when elements of two or more language varieties are found in the same clause, but only one of these varieties is the source of the morpho-syntactic frame for the clause”. Macswan (1999) claims that “CS is a speech style in which fluent bilingual move in and out of two (or conceivably more) languages” (cited in Zhou & Wei, p, 2). Code switching according to Scotton (1993) is disparaged as “a mongrel mixture of languages, entails a complex rule-governed use of language” the mixture of languages offers a unique opportunity for studying some of the more complicated aspects of bilingual speech (Dearholt & Valdes-Fallis 1985). Spolsky (1998) consider code switching as the beginning of borrowing, where there is interference of words or phrases from a second language into sentences. The term code switching refer to the use of various linguistic units primarily from two participating grammatical systems across sentence boundaries within a speech event. (Ritchie and Bhatia; 2004).

1.3.Code-Mixing

In the Domain of language contact, Code-switching has always been confused with code-mixing; the confusion which is made between these phenomena rises from the disagreement between the researchers’ definition of each phenomena, while, many researchers agree that both code-switching and code-mixing are communication tools and/or strategies.

The Term “Code-Mixing” refers to the use of different foreign words in addition to the mother tongue. According to Spolsky (1998: 49), speakers who use some new words instead of their old ones lead to what is called code-mixing or mixed codes. According to

Hudson (1996: 53), code mixing is a kind of code switching; it is also called conversational code-switching simply because the language varies without any change in the situation. He defines code –mixing as “a kind of linguistic cocktail- a few words of one language, then a few words of the other, then back to the first for a few more words. (Cited in Zerroug, 2009:17-18).

The distinction between code-switching and code-mixing does not seem to be accepted by all researcher, some researchers refuse it because they consider both code-switching and code-mixing as “Situational shifting”. Kachru (1984) believes that the distinction between the two phenomena is made through the degree of code sharing between participants. Hill and Hill (1980:122 as cited in Zerroug,2009) reject the distinction between CS and CM, they believe that there is no satisfactory way to draw a neat boundary between CS & CM. Other scholars shed the light on the distinction between CS & CM, among them, Pffaf (1979), he uses the term “mixing” as an umbrella term for “code mixing and borrowing.

1.4. Borrowing

Borrowing is one of the most important outcomes of sociolinguistic studies, which can be defined as the act of integrating an item from a given language, and using it as a part of the native language. Gumperz (1982 as cited in Zerroug, 2009) claims that “borrowing is the introduction of idiomatic phrases or single words that from one variety into the other. The borrowed items are integrated into the grammatical system of the borrowing language and they are used as if they are a part of that language.

Haugen (1956) classifies three types of borrowing. One is “Loan Words” which are adopted phonologically and morphologically, words are borrowed with their spelling, pronunciation and meaning. Then they undergo assimilation, each sound in the

borrowed word is substituted by the corresponding sound of the borrowing language. The second type is “Loan Blends” when the the loan word and loan shift mechanism are used to develop a new idiom i.e. the borrower imports part of the model and replaces part of it by the a native item, the result called “loan blend. The third type is “Loan Shift” it is the process of taking a word from native language and extend its meaning into the other.

Many scholars have tried to make a distinction between code switching and borrowing. However, code switching and borrowing are characteristics of communication. Generally, borrowing occurs in the lexicon, while code switching occurs at either the syntax level or the utterance-construction level.

2.Types of Code Switching

Poplack (1980) states three types of code switching:

2.1. Inter-Sentential Code Switching

The language switch is done at sentence boundaries- words or phrases at the beginning or end of a sentence. This type is seen most often in fluent bilingual speakers. Lipski (1985) explained that inner-sentential code switches are typically used by individuals who have learned each of the languages in different cultural landscapes, and who can relate contexts and consequently, propositions with a certain language.

E.g.: “Anyway,I will figure it out, au revoir mon ami.”

2.2. Intra-Sentential Code Switching

That type of code switching occurs within the sentence or a clause, the shift is done in the middle of a sentence, with no interruption, hesitations, or pauses that indicate a shift. Lipski (1985) concluded that intra-sentential code switches are typical used by individuals

who have learned and used both languages in similar contexts and thus indicates very strong bilingual integration and a good balance of bilingual grammar.

E.g.: you are sleepy, Ro7 tor9od plus do not sleep fl bed ta3i.

2.3. Tag Switching

Is the switching of either a single word, a phrase, or both from one language to another. This type is common in intra-sentential switches. It involves the insertion of a tag from one language into an utterance in another language. Tag switches include small units that are attached to larger monolingual units in the other language, it requires only minimal integration of the two languages (as cited in Borsla).

E.g.: “Oh! Lazem tjob sources bazzef 3la topic hada, you know!”

The word ‘you know’ is emblematic because it identifies a bilingual in a monolingual speech. Such expressions are automatically used because of slips of the tongue.

3. Code Switching Patterns

Code switching is a part of a bilingual’s repertoire. Bilingual speakers use several patterns when they code switch from one language to another (Socarras-Nova, 2015). Iqbal (2011). However, stated that it is necessary to point out that speakers should be aware of their code switches, whether at word, phrase, clause, or sentence level. It is necessary for bilinguals to be able to know how to code switch strategically to enhance their strategic competence (Moodley, 2010). Being aware of how strategic code switching can help bilinguals expedite and economize expressions, enhance explanations, and bridge the gap between the speakers.

There are cases where the speaker code switch from one language to another according to the situation and/or he code switch in order to convey a message by repeating the same utterance in the other language. There are two major code-switching patterns according to Bloom&Gumperz they are: Situational code switching and Metaphorical code switching.

a.Situational Code Switching

This type occurs when the languages used depend on the situation without any change in the topic discussed. In other words, a change of codes equates to a change of situation. When the switches between the languages -in a given discussion- coincide, the language changes from one situation to another. It is observed that the language used changes depending on the topic; the topic change leads to language change. It is used as a process which has connectors with the status of speakers in addition to the social value which has a great role in this situation. Bloom &Gumperz(1971) introduce three types of social constraints which affect code choice of speakers: 1- setting, 2- social situation and, 3- social event.

b. Metaphorical code switching

the second type is the Metaphorical code switching which is used to refer to the case of the relationship between the language and the situation. In other words, when speakers choose the language depending on the situation whereas the idea that the situation can define which language should be used is ignored. In some cases, it is clear to tell which situation the speaker is in by observing the language used and the audience. Bloom &Gumperz (1971) state that ‘there are 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. In such cases,

where it is the choice of language that determines the situation, are called metaphorical code switching’(as cited in Abdul-Zahra, 2010).

4.Fonctions of Code Switching

Gumperz (1982) outline six functions of code switching namely, quotation, addressee specification, interjections, reiterations, message qualification and personalisation versus objectification. Table 2.1 presents the code switching functions in Gumperz’s (1982) semantic model:

Function	Description
Quotation	Serves as direct quotation or as re-ported speech.
Adressee Specification	Serves to direct the message to one of several addressees.
Interjections	Serves to mark an interjection or sentence filler.
Reiteration	Serves to repeat a message from one code to another code-either literally or in somewhat modified form.
Message qualification	Serves to qualify constructions such as sentence and verb complements or predicates following a copula.
Personnalisation Versus objectivisation	Serves to distinguish between talk about action and talk as action. The degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or

	knowledge, whether it refers to specific instances or has the authority of generally known fact.
Situationnel Code switching	Code switching resulting from a change in social setting : topic, setting or participants.

Table 01 :Code switching function taken from Gumperz , (1982, pp. 75-81.

Cited in Al-Hourani)

5.The Previous Studies about Code Switching

There were many studies on code switching that inspired this particular study. Although the studies differed from each other in terms of their main aims. Bloom & Gumperz (1972) who are considered as the pioneers of interactional sociolinguistics, they saw CS as an indicator of the fluency of the speakers involved. In their study on language use through observation and the analysis of taped recordings in a Norwegian fishing village, they argued that the switch in language depends on the topic being discussed and the situation the speakers found themselves in. In his major study, Gumperz (1982) state that there are six basic discourse functions. that code switching plays in conversation. His work is very influential and many studies have been conducted in several different languages on the basis of his theory on the functions of code switching.

In the 1980s, Gumperz’ model was criticized by Auer (1984) since it fails in defining the term “situation”, Auer relied on conversation analysis referred to sequential analysis or Auer’s conversation analysis.

According to Auer “any theory of conversational code switching code- alternation is bound to fail if it does not take into account that the meaning code alternation depends in essential ways on its sequential environment”(cited in Yleyinen, 2004). Thus, the speaker

interprets the meaning of CS depending on the sentences. Auer (1998) proposes two function of code switching namely: discourse related CS and participant related CS.

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

According to Auer (1998) participant related CS refer to using phases of different language choices. The speakers select a language for communication. Thus, there is a negotiation concerning the language chosen as the language of communication. (as cited in Abu Hait, 2014).

Barker (1947) conducted a descriptive study about what language the Mexican Americans use. In his study Barker raises a question which is “how does it happen, for example that the ancestral language will be used on one occasion and English on another, and that on certain occasions, bilinguals will alternate, without apparent cause from one language to another” (1947 :185). However, he found that when they interact between family and friends, Mexican Americans use Spanish language while in formal situations they interact in English (cited in Borsla).

Poplack (1980) introduces two grammatical constraints on code switching namely, (a) a free-morpheme constraint: was one of the first grammatical principles to be proposed as a constraint on code switching. according to Poplack a code switch may not occur between a bound morpheme and a lexical form unless the latter has been phonologically integrated into the language of the bound morpheme and (b) the equivalence constraint rule which refer to the grammatical switch point with respect to both languages simultaneously, i.e.,

the word order before and after a switching point should exist in the two languages to make it possible for a switch to take place so that the two languages can be interchanged freely

(Luisa Duran, 1994).

Through the research of three different multilingual speech communities, Gumperz (1982) developed some function of Metaphorical CS, it involves shifts in the relative status of speakers or the aspects of their identity which they prefer to emphasize but are not accompanied by changes in topic or other extralinguistic situation such as settings (cited in Abu Hait, 2014). Moreover, Sankoff (1972) questioned the validity of metaphorical code switching after she found out, through her Buang case study, that it is not always clear whether code switching is taking place to convey a certain feeling or because it is just the norm of the conversation.

Related to the metaphorical code switching, Gumperz presents the concept of “We” and “They” codes. In some speech communities, codes are strongly associated with political and cultural identity. In multilingual communities that include social minorities, the language of the minority is often considered the we-code, or the code that indexes in-group membership. The language of the dominant group is the they-code and indexes power and formality. Often because of its association with official political authority. We and they codes are often found in former colonial settings, where the language of the colonized indexes in-group membership and contrasts with they-code of the colonizers. Gumperz about the we and they-codes “the more formal, stiffer and less personal out-group relations.” (1982 ;66. As cited in Borsla). There are several dominant theories guiding modern research on the topic of code switching; the Matrix Language Frame developed by Myers-Scotton (1993). It is a production-based theory used to explain the morphological, grammatical, and syntactic coordination of various language units in code

switching speech. MLF is based on two main distinctions: the first is between languages involved in utterances, and the second distinction is between system morphemes and content morphemes. The language involved in utterances is called the Matrix language (ML), and the second is called the embedded language. A matrix language can be seen as the first language of the speaker in which the morphemes or words are more frequently used in speech. In addition to that, the matrix language, frame instituted two principles labeled the morpheme order principle and the system morpheme principle. Myers-Scotton define the morpheme order principle as the surface morpheme order of the matrix language. In the other hand, she believe that all system morphemes which have grammatical relations will belong or come from the matrix language.

Similarly, a research done by Li(1994), agree with Myers-Scotton's rationale as Li discovered that the choice of language used or code switching is dependent on social structures and norms which regulate the language users. Li's analysis of bilingual behavior in the Tyneside Chines community revealed three types of language choice patterns:

a.Chinese monolingual/dominant

b.Chinese-English bilingual

c.English-dominant

In his findings, Li discovered the grandparent generation was found to show the Chinese monolingual/dominant while Chinese-English bilingual pattern was more inclined among the second generation. Lastly, the English-dominant pattern featured prominently in the speech of younger members. Furthermore, Li concluded that sex & period of residence are not appear to affect language choice(cited in Al Masaeed, 2013).

However, studies done by Myers-Scotton(1993) and Li (1994) did not look into the different categories of code switching even though code switching does occur at different levels. Code switching could be done within or outside an utterance or sentence.

In 1953, Uriel Weinreich, wrote his book “Languages in contact” as a criticism of Barker’s study of the Mexican Americans. Following the same light,

Through his book “Language in contact” Hans Vogt considers code switching as:

Code switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one and its causes are obviously extra-linguistic. But bilingualism is of great interest to the linguist because it is the condition of what has been called interference between languages. Vogt (1954; 368) as cited in Borsla.

Gal (1979) in her study, she believes that there is a strong correlation between the individual’s language choice patterns and his or her age. One of the findings of Gal’s study is that the most critical factor influencing a speaker’s code choice is the interlocutor. Bell (1991) also agrees that the interlocutor or the audience is the main motivation behind variation in speech style.

In 1987, Crystal states three reasons of code switching from one language to another. First, according to Crystal a speaker code switch because of the disability to express him/herself in a second language or because the lack of communicative competence. Second, switches occur when an individual express solidarity with a particular social group. The final reason represented by Crystal is the alternation that occurs when the speaker wishes to convey his/her attitude to the listener and when monolingual speakers

can communicate these attitudes by means of variation in the level of formality in their speech (cited in Abdul-Zahra, 2010).

Conclusion

In this chapter, various aspects related to code switching were highlighted. Code switching is a situation in which a speaker switches from one language into another in a conversation. Many linguists and researchers have investigated code switching in different content and analyzed code switching from different points of view. This chapter discussed the various definitions of code switching and provided an overview of bilingualism, functions of code switching and code-switching patterns. This chapter also looked at the communicative events and the previous studies on code switching. The next chapter discusses the sociolinguistic situation in Algeria in addition to why speakers code switch in their daily conversations.

CHAPTER TWO:

The Sociolinguistic Situation in Algeria and Reasons of Code Switching.

Introduction

In this chapter, we will discuss briefly the sociolinguistic situation in Algeria and how Algeria by time became a multilingual country, in addition to the main languages spoken in the country.

At the same time, it shed the light on the relationship between code switching and speaker's mastery of languages as a one of the reasons to code switch. It also introduces code switching and the identity of the interlocutors. Moreover, this chapter introduces the correlation between the concept of "language and power" with code switching.

2.Languages Used in Algeria

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

2.1.1. Berber

The early inhabitants of Algeria were the Berber tribes. Berber is the mother tongue of many Algerians. It has been recognized as a national language after the constitutional amendment of May 8th, 2002. It has four major dialects: Kabyle, Shawia, Mozabit and Tamashekt (cited in Borsla).

2.1.2 Arabic

In the seventh century, with the arrival of the Muslims Arabs, the Arabic language became the official language of Algeria. Arabic descended from a proto-semitic family. It becomes used in the Meghreb because of different factors; one of them is that

Arabic is the language of Islam. Also, it was the language of knowledge and science. It is the first and native language of the Arab countries. The modern form of Arabic is called MSA; it is spoken in 22 Arab countries (cited in Borsla).

2.1.3. French

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

English in Algeria is taught from the first year of the middle school, however, only the young generation who speaks it.

2.2. The Sociolinguistic Situation in Algeria

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

2.2.1. Diglossia

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

literature which is learned by formal education and is used for most written and formal spoken purposes. 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

Moreover, Ferguson adds that the highly codified variety is not used by any sector of the community for ordinary conversation. Thus, diglossia is the existence of two language varieties in a speech community. Each variety has its own function. The high variety is the codified one which is used in formal purposes. The low variety is used in informal settings (cited in Borsla). In Algeria, the Arabic language has different varieties used for specific functions. Classical Arabic is the language of the Quran. MSA represents the high variety and it is the standard language. In addition to this, Arabic is codified to the extent that it can be understood by different Arabic speakers. On the other hand, Algerian Arabic represents the low variety since it is not standardized.

In fact, the high (H) and low (L) varieties are used for different purposes and in a specific domain. Also, the H variety is more prestigious than L variety since it is used in formal settings and administrations. Moreover, the literature is written in H variety. In addition to this, the high variety is learned at school whereas L variety is the first language that is acquired at home. Finally, the vocabulary and phonemes of H and L varieties are different.

2.3. Bilingualism in Algeria

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

In fact, Arabic is the official language. It is used in education and administrations. French is also used in education. Most Algerians speak and understand it because of the French colonization. After the independence, the French language became part of the linguistic repertoire of Algerian people. English as a second foreign language is also a part

of education. It is taught from the first year of middle school. However, it is not used in everyday communication (cited in Borsla).

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

2.4.Code Switching in Algeria

Code switching is a worldwide phenomenon. It results from language contact. It refers to the use of many languages or dialects by bilingual speakers in the same conversation.

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

2.5.Reasons for Code Switching

There are several reasons why people switch codes. Speakers may switch from one code to another either to show solidarity with a social group (identity), to reflect social status or to persuade Audience.

Code switching can be used for many other reasons, such as quoting what someone has said and thereby emphasizing one's group identity, specifying the addressee, qualifying that has been said, or talking about past events, participants, topic and the setting.

2.5.1.Identity

Janet Holmes mentions in her book introduction to sociolinguistics that “a speaker may switch to another language a signal of group membership and shared ethnicity within

an addressee. Gumperz (1982) claims that “language differences serve primarily to mark social identity and are perpetuated in accordance with established norms and traditions”. Barth & Bailey define identity as: a boundary that group construct between themselves, rather than the characteristics of group members. (...) This formulation foregrounds the subjective, social reality of individual actors, in that it is their judgments and activities, rather than static characteristics of individuals that serve to constitute categories. Social identity is a function of two subjective processes: “self-ascription” refer to how one defines oneself and “ascription by others” refer to how others define one. (...) Analysis of identity thus revolves around the question of how, when and why individuals count as members of particular group. (Barth & Bailey as cited in Cecilia Velasquez, 2010).

Bailey (2002) states that: language is directly linked to identity, and people native language is a signal that categorizes them from other speech communities. He mentioned that “identities are not reified dichotomies but rather involve multiple alignments and oppositions that are situational (...) vis-à-vis other individuals or groups.(...) The linguistic forms and varieties have ranged of metaphorical social situation that individuals exploit in particular contexts for particular ends in highlighting various aspect of their identities” (Bailey, 2002, p. 99 . as cited in Velasquez, 2010).

2.5.1.1. A Comprehensive Model for Exploring Identity

To study identity in a comprehensive manner, approaches working in opposite paradigms: “micro” and “macro” are potentially more fruitful if combined together, as macro identity-related issues can be more fully discussed through looking at how language is used in everyday, local interactions. Hall (2008) suggest that studying identity at the interactional level has to be complemented by considering ‘ethnographic’ and ‘sociocultural’ aspects of the community. He argue that ‘identities may be linguistically

indexed through labels, implicatures, stances', and that it is, through stance that we can understand how language and identity are interlinked (cited in Cecilia Velasquez, 2010).

Taking a stance-based approach is not a common practice in CS studies, Jaffe's (2007) examination of CS practices of bilingual teachers in Corsican bilingual schools being the only example in the literature thus far. Before giving an account of the stance-based approach, it is necessary to define what is meant by "stance".

2.5.1.2. What is Stance?

The concept of stance was first alluded to in the seminal work of Goffman (1981) on 'Footing'. Footing is seen as a general term that covers speakers' 'change of gears' or their different acts of alignment and stance taking instances in conversations. It was in her work where Ochs first conceptualized 'stance' as an analytic tool that mediates between language used by speakers and the specific social identity or the social role they adopt. Stance can be defined as the change in speaker's current footing and the way a speaker takes a 'momentary' or an 'enduring' attitude towards the content of her utterances and towards those of her interlocutors or the interlocutors themselves. One can mark a change in her footing by showing different levels of orientation towards their interlocutor's utterances. A change in footing can be realized in one's or a co-participant's linguistic and non-linguistic production as well as in the utterance's content or form.

Stance is also defined as an act 'that is achieved dialogically to evaluate objects, position subjects...and align with other subjects'(Du Bois, 2007). Regardless of the number of stance types found in literature, Hunston & Thompson (2000) suggest that speaker in all their stance taking act are generally and necessarily taking an evaluative act or an attitudinal perspective. It is a tool through which speakers express their feelings and opinion or make judgments (as cited in Cecilia Velasquez, 2010).

2.5.1.3. A Stance Perspective to Code Switching

This process of the non-artificial/indirect linking of a linguistic variable to a social meaning is best illustrated through the term ‘indexicality’, which is mainly associated with the influential works of Ochs(1992) and Silverstein (2003). The importance of this term stems from the way it makes examining identity construction and negotiation through language feasible. An indexical value- a speaker’s stance is the social meanings that is constituted through using a certain linguistic feature at particular content. The link between one’s given identity categories and the way index identity is complex and far from direct. It is through stance, however, that this relationship is embodied. An individual’s choice of a linguistic variable/code manifests the identity labels a speaker believes to have currency in a particular situation.

Linguistic variables can be deployed to index a speaker’s personal stance or orsocialrole she temporarily adopts indirectness or toughness. Then, regularly taken stances by particular spears are generalized to become naturally associated with that spear and are deemed characteristics of their linguistic style. At a later stage of the habitual usage of particular linguistic features and a stance becomes part of or directly associated with the identity of that particular speaker.

2.6. “Language and Power”

Sometimes, speakers tend to use different languages to imply a certain social status or to distinguish themselves from other social classes. “Other reasons that have been found to motivate code switching are to sound elitist or classy” (Shabt, 2007).

Auer states in his book Code switching in conversation: language, interaction and identity that “code switching carries a hidden prestige which is made explicit by attitudes” (Auer, 2002). Moreover, D.r Hayat Al Khatib says in her research that speakers may use

code switching “to show power over the less powerful” (Al-Khatib, 2003). Thus, code switching is connected to be as a way to reflect one’s social class. A speaker who code switch implies that he is an educated person who is competent in two languages or even more. The phenomenon of code switching is very common and is looked upon as something prestigious.

2.7. Topic

Topic seems to be another important reason that leads a bilingual speaker to switch codes. Janet Holmes states that “people may switch code within a speech event to discuss a particular topic”. However, speakers may tend to use more than one language within one same utterance according to the topic. In many situations, a bilingual may tend to talk about one certain topic in a language rather than another. Eunhee Kim gives the following of a Korean-English bilingual speaker:

“For example, a Korean – English bilingual talks about memories in Korea, he / she may talk about the memories in Korean since his / her experiences with Korean society trigger him / her to speak Korean.” (Kim, 2006).

Conclusion

As conclusion to this chapter, the sociolinguistic situation of Algeria has been influenced by the successive invaders who brought to it a linguistic heritage that remained in today's Algerian languages. It should be noticed that the French influences on the Algerian linguistic profile is still present since the French language I used in various domains such education, administrations and media.

This chapter spotted the light on some main reasons that leads to code switch. Identity is a main reason to code switch in order to show solidarity, speakers code switch to another language as signal of group membership. In addition to the topic, language and power.

CHAPTER THREE:

FIELD WORK

Introduction

This chapter is devoted to the results of the students' questionnaires. After collecting the data which are the students' points of views and their responses from the questionnaires. The ultimate objective is to collect relevant ideas about reasons to code switch inside the University of Mohamed Khider University of Biskra.

3.1. Research Methodology

There are several research methods in social sciences, each issue requires a specific adequate method. But since the present study is an descriptive study, then a qualitative approach is the most adequate to carry out the research as an objective and systematic process in order to uncover the main reasons of code switching between languages among university students.

3.2. Data Collection Tools

As it is mentioned, the objective is to determine the factors leading English students to code switch. The data of this study is taken from the questionnaire answered by 40 students from Biskra University.

3.3. Population and Sample

The population used to conduct this study were students of English at Biskra university, who were addressed to respond the research instruments. However, from this larger population, only students of English language were chosen as a sample from the department of foreign languages. In fact, the informants were selected randomly (male/female).

3.4. Analysis of The Results

3.4.1. Questionnaire Analysis:

The questionnaire was designed for First year English students. The objective of the questionnaire is to determine the main factors/reasons to switch codes. It consisted of 10 questions.

Question one: How do you consider your competence in Arabic, French and English?

	Very good	%	good	%	average	%	poor	%
Arabic	19	47%	20	50%	1	2%		
French	9	22%	13	32%	10	25%	8	20%
English	23	57%	15	37%	1	2%	1	2%

Table02: Language competence

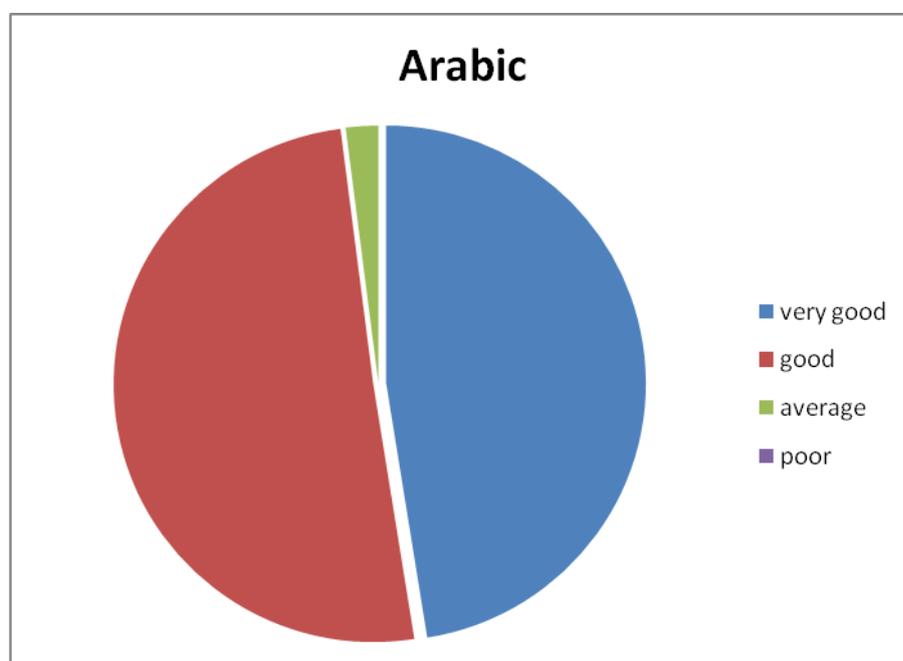


Figure01: competence in Arabic language

The result show that 47% of students claimed that competence in Arabic is very good, while 50% said that their competence are good, 2% of the students said that their mastery of Arabic language is average and 0% poor, since Arabic is their mother tongue and official language.

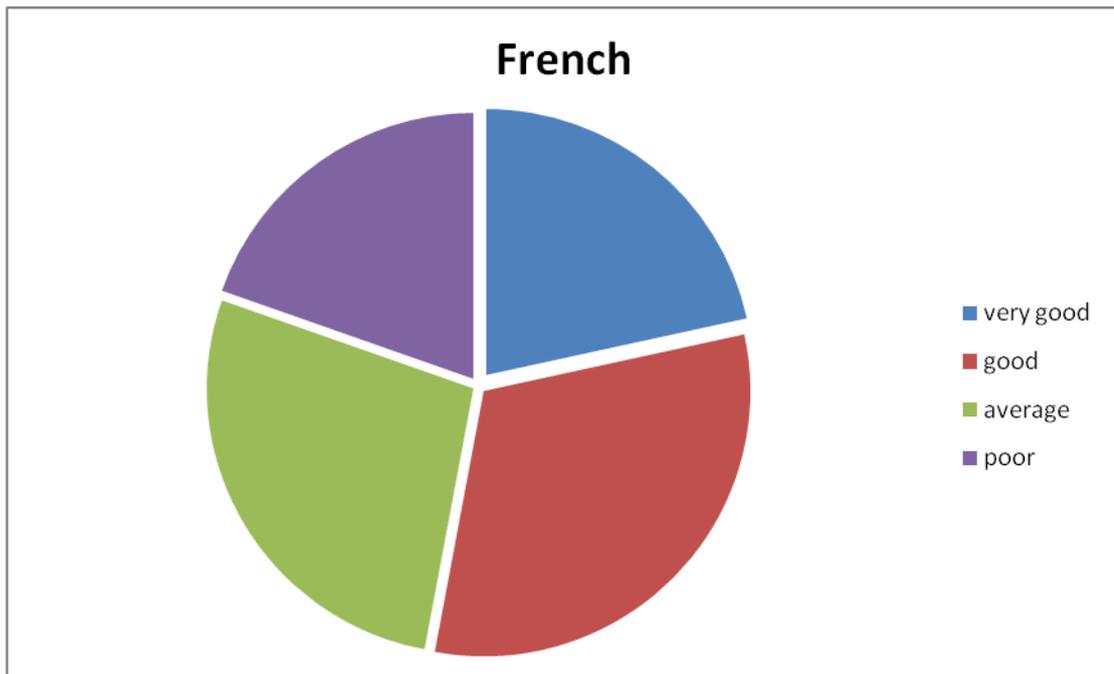


Figure 02: Competence in French language

From the pie chart we notice that 32% of students are good at speaking the French language, 28% of them claimed that their competence in French language are average, 22% very good and 20% poor. The majority of students have a good competence in the French language that is prove that French is the second official language in Algeria.

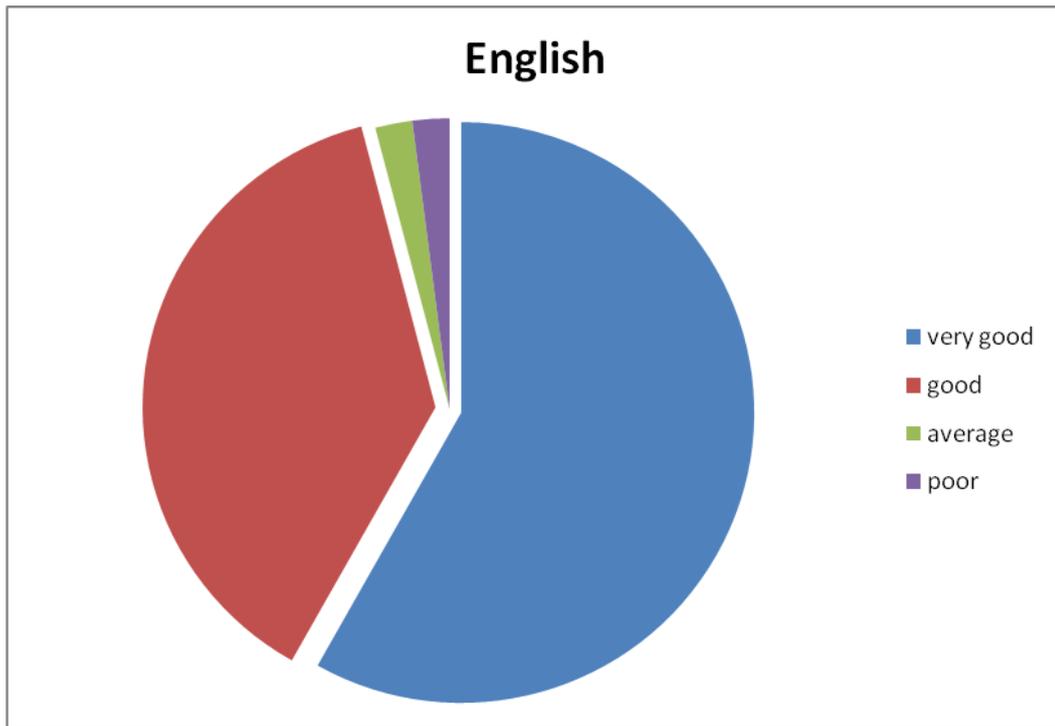


Figure 03: Competence in English language

We notice that 57% of the students claimed that their competence in English are very good, while 37% are good, 2% average and 2% poor. Since English is their field of study, most of them think that they have very good and good competence.

Question Two: Which language do you speak better?

Arabic	%	French	%	English	%
25	62%	2	5%	13	32%

Table03: best languages spoken by students

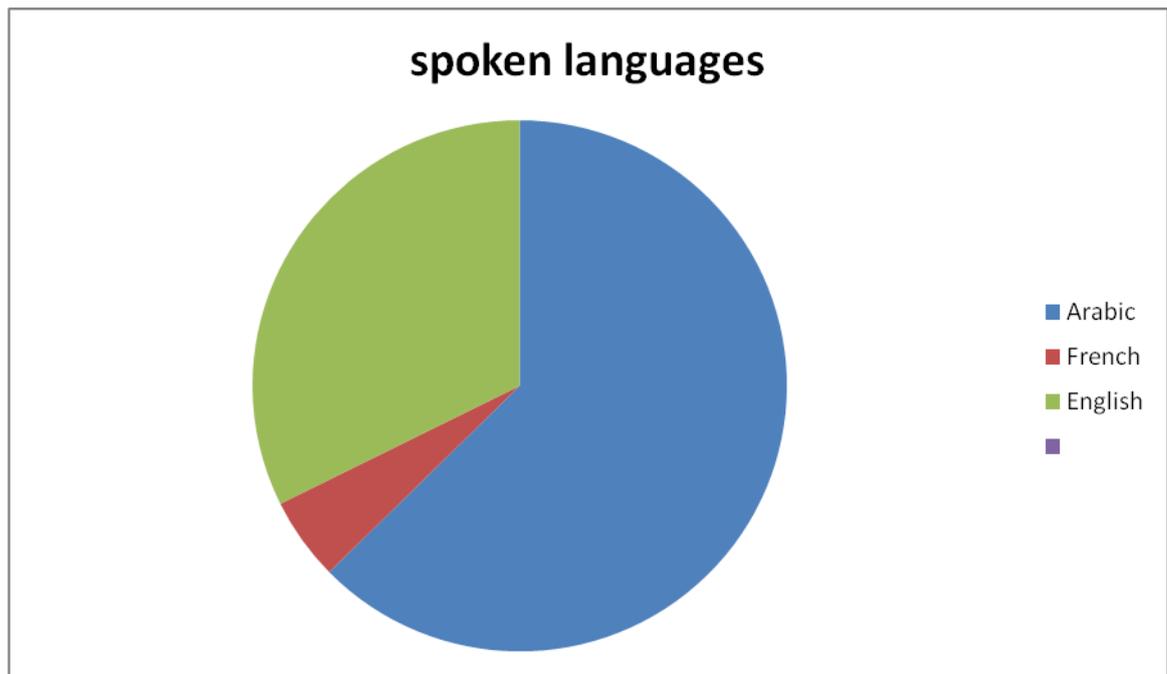


Figure04: Best languages spoken by students

From the graph we notice that the best spoken language is Arabic 62% since it is students' first language. The second best spoken language is English 32%, whereas French is spoken by only 5% of the students.

Question Three: Do you speak English outside the classroom?

The majority of the students claimed that most of the time they speak English outside the classroom, the majority said that they speak English with their friends and their family members. Some said that they like to interact using English with foreigners via social media in order to enhance their competence in English. From some students' point of view, they insist to speak English with native Arabic people. Some of them linked online video games to speaking English.

Question Four: What is your definition of code switching?

Some of students defined code switching according to their point of view. Some of them agreed that code switching is a linguistic phenomenon that happens consciously when a bilingual speaker master two or more languages. They also said code switching is about shifting between two languages or more to convey messages or ideas. Some of them agreed that code switching is mixing languages when there’s a lack of words or vocabulary. Students answers of the fourth question were surprising, it appears that they are familiar with the linguistic phenomenon which is code switching.

Question Five: How often do you code switch in your conversations outside the classroom?

	Always	%	Often	%	Sometimes	%	never	%
Usage of code switching	16	40%	10	25%	9	22%	5	12%

Table04: students Usage of code switching

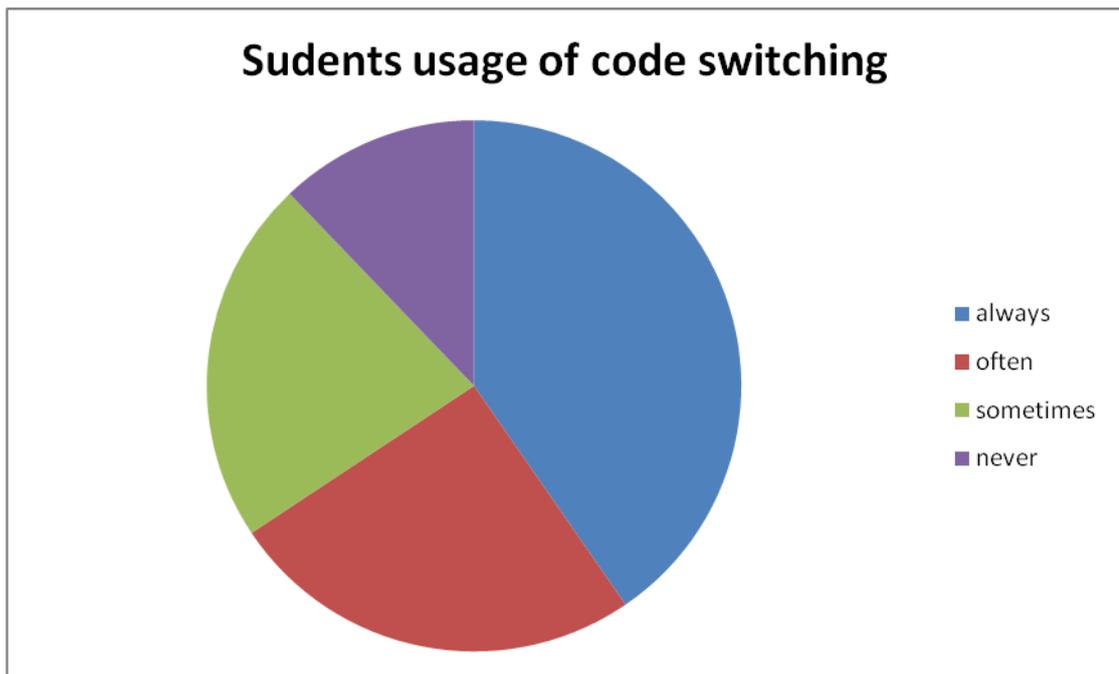


Figure05: Students usage of code switching

The graph shows that 40% of students code switch in their conversations, 25% of them often code switch. 22% of the students claimed that they sometimes code switch, and 12% of them never shift codes in their conversations.

Question Six: When do you code switch?

Students stated some reasons that lead them to code switch, some of them said that they code switch when having a conversation with someone who is not efficient in English language or when they do not find a proper vocabulary to express ideas.

Question Seven: Do you code switch from:

-English to Arabic

-English to French

-Arabic to English

-French to English

Justify your answer.

	English To Arabic	%	English to French	%	Arabic to English	%	French to English	%
Patterns of code switching	15	37%	15	37%	5	12%	5	12%

Table04: Students patterns of code switching

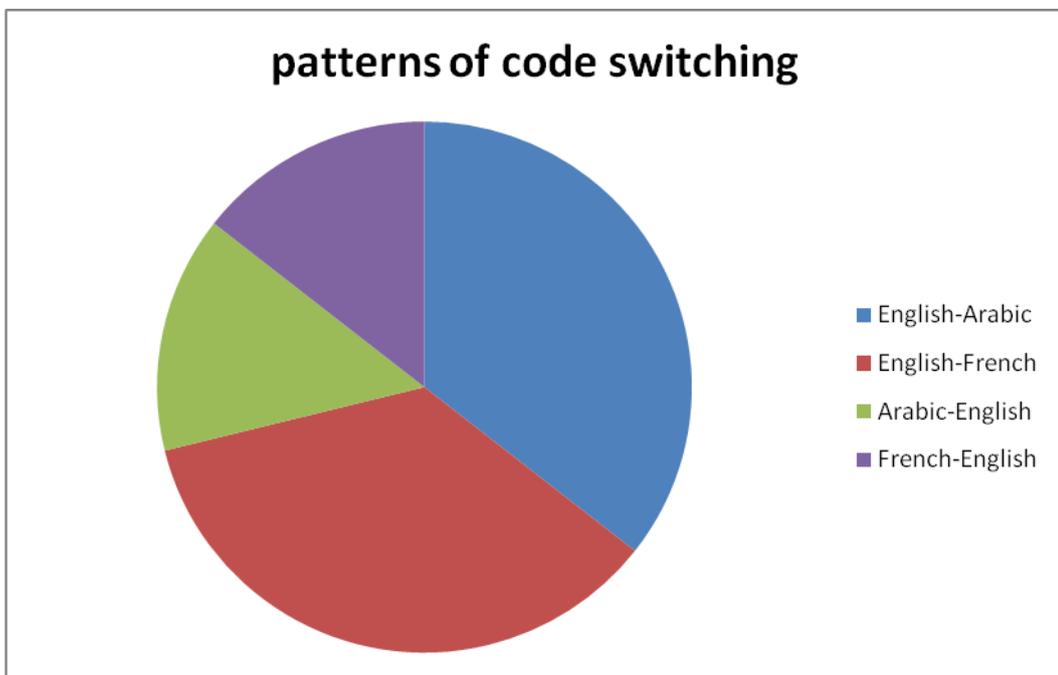


Figure06: Students' pattern of code switching

The graph shows that 37% of students claimed to code switch from English to Arabic during their conversation, 37% of them choose to switch codes from English to French, 12% of the students claimed that they code switch from French to English, 12% for Arabic to English, because they believe that despite being an English students their levels in English can never match that of their native language. Therefore, they find themselves in need of using their native tongue to fill in the gap lefts due to the shortage of vocabulary.

Question Eight: In your point of view, do you think that code switching appears as a remark of the identity of the speaker?

Students viewed that code switching is signal of the speakers' identity. However, they claimed that one's language and the way using it show the characteristics of the speaker. Moreover, some students stated that code switching is a 'linguistic defense mechanism' used by speakers to avoid having his/her line of thought and by extension, his/her speech from being disrupted.

Question Nine: In your point of view, is there a strong correlation between code switching and the concept of 'Language and Power'?

Students claimed that code switching has a strong relationship to 'language and power'. They believe that sometimes a speaker is obliged to code switch for some reasons such as the social status of the interlocutor and code switch for the sake of prestige. Some of that stated that code switching is an indicator of the speaker's linguistic proficiency.

Question Ten: Does language mastery of Arabic, French and English lead to code switching?

Some students claimed that it is necessary to master a language in order to code switch, they believe that the important thing is how to convey a messages, ideas and information correctly and to be understood by the listener no matter what language is used. They stated that code switching mechanism needs the existence of two or more than two languages. Some of students claimed that having a high level in Arabic, French and English helps the speaker to avoid code switching since he/she would find no problem when it comes to pronunciation, vocabulary and intonation.

3.5. Discussion of the Results

It can be revealed from the analysis of learners' questionnaire that the majority of them speak Arabic, French and English. It also noticed that the majority of them use English language for interaction outside the classroom inside the university. Most of the informants are familiar with the linguistic phenomenon which is code switching. Regarding the first hypothesis, the majority of the students master Arabic, English and French which lead them to switch codes in their daily conversations due to the lack of vocabulary and they use code switching in accordance to the speaker they are talking with. However, surprisingly, most of students agreed that language proficiency is not a motivation behind code switching. The majority of learners code switch from Arabic to English due to the fact that despite being an English learner, the level of English can never match that of their native language which is Arabic. Therefore, such results confirm the first hypothesis.

Regarding the second hypothesis which assumes that code switching is used to express group solidarity, the majority viewed that bilingual switch codes as signal of identity. Thus, the results confirm the second hypothesis.

Regarding the third hypothesis which assumes that language and power is one of the reasons of code switching, they believe that the choice of languages to use is depends on the speech event, participants and the topic. However, the outcomes affirm the third hypothesis.

3.6.Limitations of the Study

It should be mentioned that the present research suffers from certain limitations such as due to the political situation in Algeria, the Algerian society noticed some long-term strikes, in addition to 25 days as a spring holidays declared by Ministry of Higher Education and Scientific Research, we were not able to distribute questionnaires to the students. However, we put the questionnaires on line to 80 of the students but unfortunately only 40 answered them.

3.7. Conclusion

This chapter was based on a case study in which the questionnaire was selected as a research tool to collect and analyses dat. The questionnaire helped to shed the light on students' familiarity about code switching. It enabled to discover reasons that lead the informants to code switch and in what pattern the switch codes.

The findings of the data show that the informants' switch between codes according to the person they are speaking with. In addition to this, informants point of view about identity, mastery of language and language and power as the main reasons behind code switching.

General Conclusion and Recommendation

The present research aims at highlighting the sociolinguistic situation in Algeria. The major concern was to explain the phenomenon of code switching within first year students. It was noticed that such students switch codes between languages in their daily conversation outside the classroom inside the university. The research work aimed at finding out answers of three main research questions. The first one was asked to know whether first years students code switch. The second question was asked to know how students code switch and what patterns use when they switch codes. The third question asked because of students factors/reasons to use code switching.

The research work was composed of three chapters. The first chapter was theoretical and deal with defining the concept of code switching and the related linguistic phenomenon linked to code switching. The second chapter deals with three reasons of code switching namely: identity, language and power, and language mastery. The last chapter was devoted to a case study. The questionnaire was selected as a research tool to collect data. Then, the obtained data were analyzed and interpreted.

The analysis of the data has shown that first year students are familiar with the phenomenon of code switching. In fact, they use code switching in their conversations. They believe that what push them to code switch is the mastery of the English language, language proficiency and to express group solidarity.

I hereby recommend students to make further researches on language contact especially about code switching.

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Appendices

Questionnaire to students

Bilingual speakers are individuals who master more than one language/code of communication in the course of their life. Code switching is a linguistic phenomenon used to communicate by using two or more languages. This work is in sociolinguistic, it aims to find out reasons that lead First year students of English department at Biskra university code switch. You are kindly required to fill in this questionnaire. Thank you

Gender :

1. How do you consider your competence in arabic, french , and english ? (underline your answer)

Arabic: Very good Good Average Poor

French: Very good Good Average Poor

English : Very good Good Average Poor

2. Which language do you speak better? (underline your answer)

Arabic

French

English

3. Do you speak English outside the classroom?

.....
.....

4. What is your definition of code

switching ?.....
.....

5. How ofen do you code switch? (undrline your answer)

Always Often Sometimes Never

6. When do you code switch?

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

7. Do you code switch from : (underline your answer)

- English to Arabic
- English to French
- Arabic to English
- French to English

Justify your answer

.....
.....

8. In your point of view, do you think that code switching appears as a remark of the identity of the speaker?

Why :.....
.....

9. In your point of view, is there a strong correlation between code switching and the concept of “ language and power”

Why :.....
.....
.....

10. Does language mastery of Arabic, French , and English lead to code switching ?

Why :.....
.....

الملخص

هذا البحث العلمي يهدف الى تحليل ظاهرة البدال اللغوي بين طلاب اللغة الانجليزية بجامعة محمد خيضر بسكرة.

هذا المجال يبحث على ايجاد العوامل و الاسباب التي تدفع طلاب السنة الأولى للتبديل اللغات اثناء محادثتهم اليومية داخل الهرم الجامعي , و كيف يمكنهم تبديل الرموز اللغوية بين العربية , الفرنسية و الانجليزية. كما يهدف الى استكشاف الوضع السوسيولساني في الجزائر و الذي يبرهن ان المجتمع الجزائري مجتمع غير متجانس من الناحية السوسيولسانية , حيث ان اللغة العربية الفصحى هي اللغة الرسمية الاولى للبلاد. نظرا لتعدد اللغات في المجتمع الجزائري, شاهدت الجزائر العديد من الظواهر الغوية منها ثنائية اللغة, ازدواج اللسان و التبديل اللغوي.

يهدف البحث الحالي الى دراسة دوافع الطلبة الى تبديل اللغات في محادثاتهم اليومية داخل الجامعة. يعتبر التبديل اللغوي اشارة الى هوية المتحدث بالاضافة الى استعمال مفهوم اللغة و السلطة كسبب يؤدي الى ظاهرة التبديل اللغوي. من اجل فحص العوامل السابق ذكرها , ارتأينا استبيانهم يتكون من عشرة اسئلة