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Sociolinguistic Aspects of Code

Switching:

The Case of Second Year English Language Students

At Naama University Center

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Dedication

First and for most, I dedicate this work to my lovely parents, to whom I express my sense of gratitude.

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Abstract

Based on the idea that Algeria is a bilingual community, our work is designed to help the reader to know more about this phenomenon, and the purpose of our present research will be an attempt to investigate the reasons of using English language among English language students at Naama university center in informal situations and moreover to shed light on their attitudes towards English language.

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List of Abbreviation

AA	Algerian Arabic
MSA	Modern Standard Arabic
LE	English language
CS	Code-Switching
NUC	Naama University Center
ELS	English language students

GENERAL INTRODUCTION :

Language is the powerful medium of communication in any speech community. It has attracted the attention of many linguists who adopted different methods of investigating the complexity of this phenomenon. There is no doubt that language varies from one country to another and even within a single country, we may find a number of local varieties and even within individuals, some may have a variety of linguistic ways to express the same thing. This fact is explained by sociolinguists as language variation. The study of sociolinguistic variation has emerged since the 1960's partly as a result of inadequate methods in earlier approaches to the study of dialects, and partly as a reaction to Chomskyan linguistic theory which has neglected the study of language in its social context.

Language variation, as an important subject, has been discussed by many sociolinguists in different dimensions, but it was William Labov who opened the door to such a study, as he focused on the study of the relationship between social structure and linguistic structure. The social variables such as the speaker's age, gender, ethnicity and the social class, and the linguistic variables namely phonological, morphological and lexical are analysed and interpreted

through quantitative and qualitative methods.

In this light, the problem issue of this research work could be structured in the form of the following questions:

-Why do second year English language students at Naama university center switch to English language in informal situational contexts?

In addition, some sub-questions are asked:

-What are the second year English language student's attitudes towards the English language?

-Who switches more? Boys or girls.

-Do English language students switch in informal situation in all topics or only in specific ones?

In this respect, the hypotheses which might be advocated at this level are:

General Conclusion

-English language students may have positive attitudes towards the English language.

-Probably, girls are more interested and motivated than boys when alternating between languages.

-English language students may switch only in specific topics.

The present work has been framed within two chapters, the first one is devoted to give some definitions of some key concepts mainly language, dialect, code switching and bilingualism, and the second one is devoted to help the researchers to seek about pure data through a set of research instruments which are restricted on questionnaire and recording.

Chapter one: Basic key Concepts :Views and Issues

1.1 INTRODUCTION

This part is devoted to provide the reader with some definitions of basic key-concepts which are thought to be connected with what is being discussed within our study. It gives some definitions about ‘language’ and ‘dialect’ which are given by various linguists. It also draws a distinction between the two terms and compares their different interrelationship. The study of language variation has taken a great interest in sociolinguistics, taking into consideration the speaker’s ways of speaking which can differ from one individual to another depending on social status, age, and sex etc.

This part also deals with another set of important terms which are associated with our present research as: bilingualism and code-switching. Then, it glides to another fact about language which is language attitude, followed by describing the Algerian sociolinguistic profile.

1.2 1. LANGUAGE VS DIALECT

1.2.1.1. Language Definition:

Individuals, as human being, need to contact each other, as well as to communicate by exchanging their knowledge, opinions, ideas, and emotions. They can also communicate each other by using other methods like laughing to express amusement, happiness or disrespect or smiling to express pleasure or approval. Our system of communication, however, before anything else is a language. Users of ‘*language*’ are essentially speakers of ‘*dialect*’. The study of language by various disciplines leads to a big controversy points of view among linguists. Thus, it has been defined by various linguists. According to Sapir (1921): **“language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols”**.

General Conclusion

Another definition is put forward by Bloch and Targers (1942): **“a language is a system of arbitrary vocal symbols by means of which a social group co-operates”**. This definition is centered on that social aspects of a language is viewed as the tool of the co-operation of a social group. In addition to this definition, Hall (1968) states that **“Language is the institution whereby human communicate and interact with each other by means of habitually used oral-auditory symbols”**.

1.2.1.2. Dialect Definition:

Dialect, this sociolinguistic concept, has become a well-known term studied, discussed and tried to be defined by many disciplines. It was first coined in 1577 from *dialectus*, a Latin word, which means “way of speaking”. This term has been defined differently by various specialists in the field of sociolinguistics, as well as by many dictionaries.

A ‘*dialect*’ has seen by Trudgill (1992:23) as: **“a variety of language which differs grammatically, phonologically and lexically from other varieties and which is associated with a particular social class or status group.”**

Longman dictionary of language teaching and applied linguistics 4th edition, (2010:166) defines the word dialect as:

A variety of language, spoken in one part of a country (regional dialect), or by people belonging to a particular social class (social dialect or sociolect), which is different in some words, grammar, and/or pronunciations from other forms of the same language.

All dialects exist because of isolation or long term separation of groups, and all people have their own distinct way of speaking. This diversity of speaking usually gives clues about the speaker’s geographical or social origins. Chambers (2003:17), in this concern said that a dialect **“varies from other dialects of the same language**

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simultaneously on all three linguistic levels: phonologically, grammatically, and in terms of vocabulary.”

Regional dialect is a variety spoken in a particular region, i.e. it is a variety associated with a given regional place. Dialects differ from one another the more distant and isolated they are geographically, as Wardhaugh (2006:43) argues that:

As you travel throughout a wide geographical area in which a language is spoken, [...] you are almost certain to notice differences in pronunciation, in the choices and forms of words, and in syntax.

Social dialect or “sociolect” is a variety associated with a given social group. Social dialects are conditioned by some social factors as: occupation, place of residence, education, ethnic origin, cultural background, and religion. By the way, Hudson (1996:42) said:

Because of these other factors, a speaker may be more similar in language to people from the same social group in a different area than to people from a different social group in the same area

In order to avoid the stigma of ‘*dialect*’, most linguists use the word ‘linguistic *variety*’ instead. The term ‘variety’ is put forward by Weinreich (1963) as a Common neutral concept. It is used to decrease the ambiguity when using the terms, language and dialect, especially when studying a complex linguistic profile of a specific social group, in which many language manifestations come together into play.

1.3 LANGUAGE AGE VS LANGUAGE GENDER

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Some research suggests that as people get older, their speech becomes gradually more standard, and then later it becomes less standards and is once again characterized by vernacular forms. Generally, in the middle years, (30 - 55) people are most likely to respond to the wider society's speech norms by using fewer vernacular forms. These are the peak years of maximum societal pressure to conform

Linguists point out that older people are less likely to use new words for things. One of their favorite examples is the word "jalopy." They point out that few people younger than 60 probably know what this word means (an old ramshackle car) because it has been replaced in American speech by newer words like "old clunker" and "old beater".

1.3.1 Language and Gender:

Early studies on language and gender usually considered women's language or speech of women in terms of a deficiency model, that is men's speech behaviour was considered as stronger, more prestigious and more desirable (Lakkof,1975). Two theories are worth mentioning as far as research in language and gender is concerned: difference and dominance

1.3.1.1 Difference Theory:

The founder of this theory is Deborah Tannen (1990). In her research she has tried to show how girls and boys are brought up differently.

1.3.1.2 Dominance Theory:

According to this theory, language behaviour reflects male dominance. This means that men in all situations try to take control and to dominate. Consequently, since women are relatively powerless they adopt more prestigious language forms to protect themselves in dealing with the more powerful. (Wardaugh, 2006:327). For example, in cross-gender conversations men frequently interrupt women but women interrupt men much less frequently (Zimmerman and West, 1975). James

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and Clarke (1993:268) looked at fifty-four studies that addressed the claim that men are much more likely than women **‘to use interruption as a means of dominating and controlling interactions’**. As a conclusion, we may say that in their interactional patterns in conversation, men and women often seem to exhibit the power relationship that exists in society, with men dominant and women subservient. (Wardaugh, 2006:326).

Among the various factors that lead to language change is Bilingualism. It is a worldwide phenomenon that covers many situations and communities. The term Bilingualism refers to the ability to communicate in two languages.

1.4 BILINGUALISM DEFINED

According to Weinreich **“Bilingualism, multilingualism ...are among the possible outcomes of a situation in which more than one language or variety of a language are used in a given society”** Weinreich (1953). Considerably, the two linguistic phenomena, Bilingualism and Multilingualism concern individuals or group of people who obtain the knowledge and use two languages. Bilingualism has been the interests of many researchers. Sociolinguists firstly differentiate between the term Bilingualism and Multilingualism, the first one refer to an individual’ ability to speak two languages whereas, the second one concern societies involved two languages.

Sociolinguists have differently defined the concept Bilingualism. Bloomfield, L (1933:56) stated that bilingual is the **“native like control of two or more languages.”** Similarly, Haugen (1953:7) asserted that bilinguals can give **“Complete meaningful utterances in the other language.”** In contrast, Myers-Scotton (2006:3) and Spolsky (1998:47) suggested respectively the following definitions: **“being bilingual does not imply mastery of two languages”** and **“it is rare to find equal ability in both languages.”** One could understand that each sociolinguist has defined the term Bilingualism from his perspective.

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Generally speaking, earlier definitions tended to limit Bilingualism to equal mastery of two languages whereas later ones considered it as a simply practice of two languages. On the other hand, those diverse definitions lack precision and explanation, i.e. it would be better to go deeply on the nature of individuals' competence and use of two languages.

Researchers, simply, need to decide the degree of proficiency of the single person. In this sense, Macnamara (1969) pointed out that a person can be a bilingual if he/she has some second language skills (listening, speaking, reading and writing) in addition to his/her first language skills¹.

One might define bilinguals as having and using only minimal words and expressions beside their own skills in the other language. In contrast, others insist on the idea of having perfect and higher proficiency in both languages. In this sense, Baetens Beardsmore (1982:1) argues that **"Bilingualism as a term has open ended semantics."** Hence Bilingualism seems to be ranged from a minimal proficiency in two languages, to an advanced level of this proficiency which allows the speaker to function and appear as a native like speaker of two languages.

In reality, there is no one in the world who does not know at least few words in the other language. Some sociolinguists used the term Bilingualism for both individuals and societal use of two languages. However, Hamers and Blanc are known for distinguishing between the following concepts: Bilingualism and Bilinguality. The former refers to societies whose communities use two languages and the second concern individuals. In this respect, Hamers and Blanc (2000:6) say:

The concept of bilingualism refers to 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 bilingual (societal bilingualism) ; but it also includes the concept of bilinguality (or individual bilingualism). Bilinguality is the psychological state of an individual who has access to more

¹ Idea mentioned in Appel, R & Muysken, P. (2005:3f).

than one linguistic code as a means of social communication.

Bilingual speakers distinct from one to another respecting their degree of proficiency .A bilingual who is fully competent in mastery the two languages is called ‘Balanced bilingual’ (Lambert *et all.*1956)², or ‘Ambilingual’, ‘Equilingual’ or ‘Dominant’ bilingual. This category can participate with equal proficiency and capacity in both languages .On the other hand, Unbalanced bilinguals are those who are competent in one language unlike the other, which mean, they can perform and be active in one language and generally their mother tongue.

Another different case , where the bilingual characterized by some skills in the second language but does not master it ,i.e. an individual who can understand a second language , in either its spoken or written form , or both ,but does not necessary speak or write it .It is the case of ‘receptive’ or ‘passive’ bilingual .³

In the contrary, Bilingualism can be divided into ‘Additive’ and ‘Subtractive’ bilingualism. The former occurs where bilinguals can improve their second language as well as grasping their first language proficiency, i.e. both languages used and valued in a higher and prestige sense. Subtractive bilingualism refers to cases in which the acquisition of a second interfere with the development of a first language, this kind of bilingualism often obtains when children from minority groups attend school in the second language and are not given the opportunity to develop their native-language skills.⁴

Weinreich (1953) claims that Bilingualism can be coordinate, compound or subordinate .In order to make the distinction between them, he takes into account the manner of storing the two languages by bilinguals. An individual can be coordinate bilingual if his /her acquisition of the two linguistic codes is stored and organized in his /her brain separately and independently .For instance, ‘dog’ and

² Idea mentioned in Hassaine (2011:13).

³ Wei (2000:6f).

⁴ The Oxford Companion to the English Language (1992:127).

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‘perro’ are words belonging to different languages and referring to two sets of meaning. In this case, the bilingual develops two sets of meaning for the two words. Therefore, he can acquire the word ‘dog’ in different contexts and use it for different aims in different settings that the second word ‘perro’ stored in and used for. Namely, they would be not associated.

Spolsky (1998:48) illustrate this idea of having two diverse systems by his own words:

For a number of years, there was an attempt to distinguish between compound bilinguals whose two languages were assumed to be closely connected, because one language had been learned after (and so through) the other, and co-ordinate bilinguals who had learned each language in separate contexts and so kept them distinct.

Compound bilingual, on the other hand, concerns bilinguals whose languages seem to be closely and then, they can present in both languages easily in different fields. This case occurs for children who have learnt and acquired both languages at the same time in their childhood due to **“force of circumstances”** (Beardsmore 1982:8) .So, this will allow them to alternate between the languages in a specific context for a particular purpose.

It is noticeable that bilinguals use their productive skills to interact within the society in order to arrive at their purposes either by mixing between the languages or switching when they speak, this phenomenon takes another well name known in a daily life conversations that is: Code Switching.

1.5CODE SWITCHING

For many people and communities, the use of two languages or more in a conversation is not an extra ordinary phenomenon.

1.5.1 Diverse Definitions on Code Switching:

From the earliest studies, Code Switching has seen as an important topic to deal with among various language contact phenomena. Accordingly, many linguists have defined this term and study it from different notions.

The concept of Code Switching (SC for short) is, firstly, used in an article by Hams Vogt “Language Contacts” (1954:386). He suggested that CS **“in itself is perhaps not a linguistic phenomenon, but rather a psychological one ...”**

Weinrich (1963: 73), in his turn, proposed that the ideal bilingual speaker is the one who switches from one language to another according to the changes in the speech situation, rather than switching within the sentence. Moreover, Hymes (1974) expected that CS is a common term for alternative use of two or more languages, varieties of a language or even speech styles.

In the present research work, CS is taken simply as the alternation of two languages where bilingual speakers use unassimilated or isolated words from different languages and introduce them in the context of the other language. (Haugen, 1973).

Despite the fact that many linguists and sociolinguists made a diversity studies on CS in order to define this phenomenon, but unfortunately, their definitions resulted a complex and circuitous routes are insufficient to reach the definition to be attained. In this line of thought, Jacobson (1990, 1) wrote:

The notion of alternation between varieties is not conceived of in a homogenous way, but, rather that different investigators Examine the phenomenon in ways that elude the possibility of providing a definition of Code-Switching that all subscribe to.

1.4.2. Code Switching Types:

Code switching can be divided into two types: Situational and Metaphorical code switching. Bloom and Gumperz (1972) go on to distinguish between the two types, namely Metaphorical switching, which takes place with a change of topic,

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and situational switching, in which speakers switch due to their perceptions of one another's Rights and Obligations⁵. This means that there is a direct link between the situation and the language.

The first type occurs when bilingual speakers shifts between languages under a specific circumstances of a given situation for instance change in the setting, new interlocutors shared the conversation .As a result , the speaker will chose the language that will be understood by the addressee. Whereas, in the latter, the speaker switches languages to achieve a special communicative purposes. Hence, the switching will be influenced by the topic of the interaction rather than by the social situation, taking an example from a monolingual situation, if a person uses an informal code when a formal one is required , (s)he violates commonly accepted norms .

This type has six stylistic functions proposed by Gumperz (1982), in his seminal work on discourse strategies, Gumprez suggests a number of ⁶Conversational Functions of CS, and they are as follows:

Quotation: when quoting or reporting someone's discourse, speakers will often switch into that person's language. (Gumpers 1982:75-76).

Addressee Specification: can also be used in order to direct a message to one of several addressees. (ibid: 77) like the following example:

‘Well I don’t know how to describe it but it just doesn’t feel like to me (direct to hearer (H)one and two , the first H is monolingual ,the second H is bilingual), to midumi maenzuraen chie , dorote? (You like what I mean, right? direct to the second H).

⁵ The Right and Obligation sets (RO) proposed by Myers-Scotton to denote the particular rules in a given community which can determine the sparkers expectations.

⁶ Idea mentioned in Mahootain (2006:516).

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In this example, the bilingual speaker use addressee specification in order to exclude the monolingual hearer by switching to Farsi language.

Interjections: speakers may switch as away to mark an interjection as in the phrase ‘you know’ in the Panjabi- English sentence below:

‘I wish, you know ke m3 pure Panjabibol sha

‘I wish you know, that I would speak pure Panjabi’ (Romaine, 1995:122).

Reiteration: occurs when a message is repeated in another language, this repetition serve a clarification of what has just been said, for instance:

ven aca, ven aca, come here, you.

Come here Spanish-English; come here, Gumperz (1982:78).

Message Qualification: speakers may switch to add more information in order to clarify the main message.

Personalization versus Objectification : in this category switching marks a number of related function that reflect the degree of speaker involvement or distancing *vis-à-vis* the message , the interlocutors etc. Gumperz (1982:81) has an extract where person A is talking about quitting smoking to parson B , person A is switching between Spanish and English ,i.e. when he talks about his problem (how to quit smoking) uses English language , but acts his problem in Spanish language .

Later on, the common distinction between situational and metaphorical CS is discussed by Gumperz (1982) who linked situational switching to the so called: *Diglossia* , Ferguson’s work (1959) in this sense he likens between the two phenomena , where a specific function of a language or varieties is demanded to be appropriate in a specific communicative situation .For example , the ‘high’ variety used in formal setting (education) , whereas , the ‘low’ variety used to discuss the informal affairs .Thus , the situation decides which language or variety should be

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used , unlike Metaphorical switching which is related to particular topics or subject matters .

Another main types of CS can be identified, Intra-sentential switching. It is the case which refers to switching within the sentence. In contrast, Inter-sentential switching used for switches between sentences, also known as *Mechanical Switching*, i.e., this type considered as a kind of mixing unrelated languages in the middle of the sentence .Mechanical Switching occurs unconsciously, fills in unavailable words of the speaker' mother tongue.

However, others like (Kachru, 1983; Singh, 1985; Sridhar and Sridhar, 1980) considered that the concept CS is appropriately used for the inter-sentential switching only while the term Code-Mixing for intra-sentential switching. Poplack (1980), in his turn, identifies '**tag switching**' as a third type of switching, separated from inter-sentential switching. This kind involves the insertion of tag forms such as 'I mean', 'you know', 'isn't it?' as in the famous utterance of Poplack 'Sometimes I'll start the sentence in English y termino en espanol.' 'Sometimes I'll start a sentence in English and finish it in Spanish' (Poplack, 1980)⁷.

Furthermore Myers-Scotton(1993:1) pointed out that CS is also used as a cover concept to refer to the alternation of linguistic varieties within the same conversation. Then she continue illustrating that the speaker use the whole sentence or more than one sentence in one language before a sentence in different language this case refer to inter-sentential switching, on the other hand, the intra-sentential one occurs "**within the same sentences or sentence fragment.**" (Myers-Scotton: 3-4).

Moreover ,Scotton riches her studies on CS by proposing a theory which claims that bilingual speakers have a sense of '*Markedness*' (ibid 1993:75) i.e. , speakers chose one linguistic variety over the possible varieties , taking into consideration the relationship with the interlocutor who is responsible for choosing

⁷ Idea mentioned in Mahootain (2006:512).

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the appropriate code in the conversation according to the hearer . This model took the name ‘The Markedness Model’.

The Markedness Model states that when an individual speaks a language, other individuals can exploit the relationships that have become established in a community between a linguistic variety and those that use the variety. (Myers-Scotton 1998:18).

According to Scotton “**as speakers come to recognize the different RO sets possible in their community, they develop a sense of indexicality of code choices for these RO sets.**” (1993:88). in order to develop her model , Scotton introduced a key concept of ‘Right and Obligation sets’ (RO sets) .The RO sets is a theoretical construct upon which speakers can based their expectations in a given interactional setting in their community.⁸ In simple words, the RO set constituted the set of rules of the community, which determine speakers’ selection of one code rather than the other. Namely, speakers’ code choice based on the sets of RO.

This model rests on three maxims ‘the Marked choice’, ‘the Unmarked choice’ and ‘the exploratory choice’. Usually speakers selected the unmarked or the expected choice in order to produce the main typical medium for a given interaction. In this sense, Scotton argue that “**Make your code choice the unmarked index of the unmarked RO set in talk exchanges when you wish to establish or affirm that RO set**”.⁹

In contrast to the unmarked variety, the choice of the marked variety which is generally unexpected in the interaction (Myers-Scotton 1993:75) makes a statement with respected to the RO set, consciously pushing addressees into recognizing newly negotiated RO sets which the marked choice represents however , in a case when neither the marked nor the unmarked choice is appropriately for an interaction , speakers are imposed to resort to the exploratory choice , which involve alternation of codes as a means of searching for the right one to use, in this sense Myers-Scotton argue:

⁸ Myers-Scotton (1998:23).

⁹ Myers-Scotton (1993:114ff).

When an unmarked choice is not clear, use CS to make alternate exploratory choice as candidates for an unmarked choice and thereby as an index of an RO set which you favour”¹⁰

In another words, speakers might utilize CS when they were not sure of the optimal communicative aim which can achieve their social goals. Thus, the exploratory choice might be found when it was not clear which rules applied in a particular interaction.

As mentioning before the alternate between languages give the opportunity to the speaker to perform in both languages in different degrees for instance in a limited situation he /she chose the suitable language or variety to reach his /her own purposes. Namely, speakers’ selection is always relatively limited i.e. their choice is determined by the milieu in which they find themselves, by the co exist of the languages and finally by their needs. This leads us to think of their attitude towards different languages positively or negatively.

1.6LANGUAGE ATTITUDE

The correlation between attitudes held by a bilingual towards each of his /her language and his /her use of those languages have attracted the interest of many investigators for a number of years.

Attitude as a main term derived from the Latin word ‘aptitude’, which denote ‘aptitude for action’¹¹ the idea of attitudes play a vital role in shaping the human behaviour, accordingly many scientists firstly explained it as an umbrella item resulted from the connection between stimulus-response i.e., the action and its reaction, as an example if a young boy motivates by his parents to gain good marks, he will do his best in the exams.

From another perspective, sociolinguists studied the term in relation with language which resulted Language Attitude. Rayan *et all* (1982:7) used the later to

¹⁰ Quoted in Amuzu (2012:05).

¹¹ Baker (1992:1).

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indicate: **“any affective, cognition or behavioural index of evaluative reactions towards different language varieties and their speakers.”**¹²

It is worthy to investigate the nature of language attitude by mentioning two supported pointed of views, the Behaviorist view argued that attitudes are those responses to a certain situation which often manage to sumerise, explain and predict behavior (Baker 1992:11).

Observation as a key word have to inserted in the process of analyzing person responses .Specifically, the study of people’ attitude impress the investigator to observe the external behavior as a fundamental tool to reveal their attitude to certain languages .

In reality , the idea of focusing more on observation is somehow unproductively, need more improvement , sometimes the observation deceive the explanation of the inner attitude .Baker confirm the idea and clarify:

Observation of external behaviour may produce mis-categorisation and wrongfully explanation .such behaviour may be consciously or unconsciously designed to disguise or conceal inner attitude.

The weak point in the behaviorist stream lead the researchers to think of the mentalist view .this later started from a reasonable idea and based on that the human’s attitudes are internal and mental ,it can be described as **“intervening variable between a stimulus affecting a person and that person’s response.”** (Fasold 1984:147).

The mentalist view set up on three necessary and related components which are cognition, affect and readiness for action .Firstly attitudes may have a cognitive component concerning thoughts and beliefs which can be transmitted through a language .Secondly, the affective component connected to the feelings and emotions towards the language’s attitude .the last one indicate that attitudes

¹² Quoted in Dendane (2007:258).

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attached to readiness for action for instance a positive attitude may predispose certain behaviours.

Additionally, Holm (1992:16) claims that the formation of attitude towards a Social or Ethnic group hold three connected level, A social or Ethnic group in particular society have certain attitudes towards each others, these attitudes influence their attitude towards that group language and those lead them to constitute a positive or negative position towards individual members of the group, this chain is represented in figure 1.

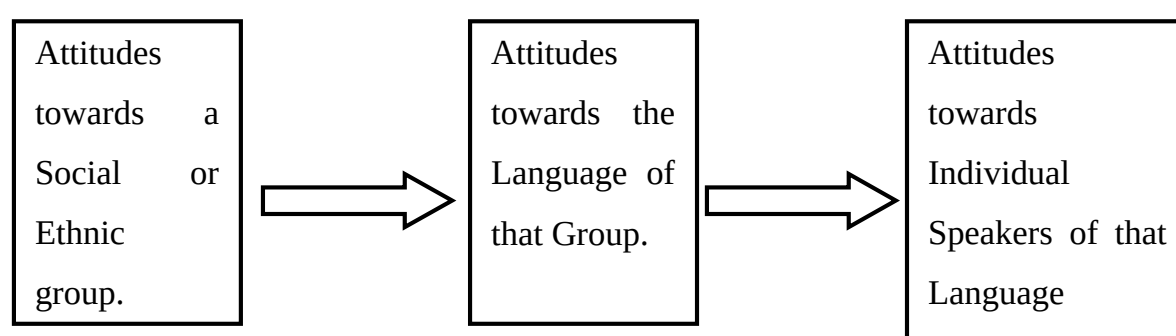


Figure: 1.1 Schema represented the Formation of Attitudes.

Generally speaking , although the mentalist view based on the notion that the human positions towards a language is obstruct for the reason that are internal and mental, they have a preference to work with to get a pure results.

In the mentalist approach , two methods are commonly used to research language attitude ,the first one proposed by Lambert and his contacts in Canada in the late 1950s and early 1960s which called *matched-guise technique* (mg) , simply put a person hears a text read in two different languages by the same person .,the subject or the informant is supposed to think they are two different people , hence ‘guise’ .the subject then answers a series of questions that will reveal hopefully his attitude towards speakers of the languages tested .The test is ‘matched’ in that the speaker is the same person and he is reading the same text.

The second method is the Questionnaire, containing a list of diverse types of questions related to language use. Those questions may vary from open to closed , the first one concerns open answers , the other involve multiple-choice items for

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instance yes /no/no opinion ; agree/do not agree/no opinion ;beautiful /ugly. The present research will clarify the research approach used in the next chapter.

It is unusual to measure and determine the attitudes since are connecting to other an essential factors, i.e. Age, Gender, Educational context, Language ability, Language and Culture Background, in addition individuals may behave differently, positive or a negative while others have complex attitude with positive and negative thoughts, emotions and feelings towards a language. (Backer 1992:41-47).

1.7 THE SOCIOLINGUISTIC SITUATION IN ALGERIA

Algeria as an Arabic Muslim country took a strategical status in the world map , a country though it suffered from different external invasions but it still now rests on three vital norms namely , the Islamic religion the Arabic language and the Algerian's nationality .Before discussing the sociolinguistic profile of Algeria a briefly glance at the history must be counted .

The history of Algeria was a fill full of potential events which let the traces until the present time, it was invaded by Phoenicians, Romans than became a part of Byzantines Empire, ruled by Ottman in 1518 which lasted until the French conquest in 1830.Despite the fact that Ottman ruled Algeria for four centuries , its influence cannot be counted in comparison with the French influence only in one hundred and thirty years i.e., until 1962 when Algeria gained its independence, as a result from the historical perspective of Algeria three languages must be classified in its territories these are Arabic, Berber and French.

In the late seventh century and early eight century (642AD) Okba Ibn Nafi¹³, the great conqueror introduces the Arabic as a new language with new sociolinguistic norms, the Arabic language which originated from Semitic Language today divided into indigenous varieties: Classical Arabic (CA), Modern Standard Arabic (MSA), Algerian Arabic (AA).

¹³ Taleb Ibrahimi (1979:23).

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Although the language of the Koran, the Classical Arabic, is seen as a dead language (Mouhadjer 2002:989), it serves its higher role in prayers or reading the whole Quran. Nowadays, CA replaced by Modern Standard Arabic, Cown *et al* (1986:20) explains the idea clearly:

Modern Standard Arabic is traditionally defined as that form of Arabic used in practically all writing (forms) of Arabic and the form used in formal spoken discourse such as broadcasts speeches, sermons and the like.

MSA as a symbol of identity results from the modernity of the classical language to reflect the human's needs and demands , it is an official language in different sectors educational, political, culture and economic .while the spoken Arabic AA known as “Daridja” the vernacular mostly used by the majority of Algerians which is presented in their every day communication.

The second language that exists in the Algerian community is Berber or Tamazight language and its varieties: kabyle spoken by kabylia , Shawia spoken in the Aures , Mozabite spoken in Mzab and Tamashekt spoken in the Sahara Desert and also is the native language of Touareg .

Consequently, the eradication of the use of Arabic language in different domains by the French colonialism and instead imposing Algerians to use the French as a native language guide the later to fix in Algerian's mind and still today play an essential role in Algerians administrations, media and education.

Therefore , the coexist of diverse languages as well as varieties in Algeria speech community leads to classified it as a Multilingual society where four languages comes into contact: Modern Standard Arabic (MSA) , Algerian Arabic(AA), French and Tamazight. The different use of the linguistic behaviours, languages or varieties by Algerians gave the birth to diverse linguistic contact phenomena, Bilingualism and Code Switching.

1.7.1 Bilingualism in Algeria:

Language contact inevitably leads to Bilingualism as a term refers to the contact between two languages in a particular society. The ability to use two

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languages which are genetically unrelated is a sociolinguistic situation has been spreading in all over the world and particularly in Algeria, where two main different groups are characterizing the country: Berber speaking communities, and Arabic speaking communities without ignoring their common use of French language.

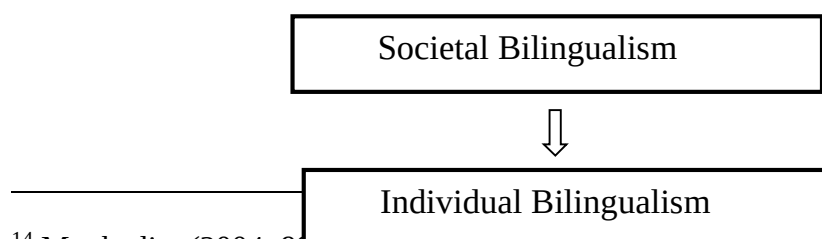
Algeria as a whole country affected by the longue and gradual occupation of the French language success in its opportunity to became the second language after the mother tongue and unfortunately replaced the Algerian's language despotismly in many domains .French language today used by a great number of Algerians as well educated and learned in primary schools as the Arabic one consequently, bilingualism in Algeria considered as a special one (Mouhadjer 2004:999).

Algerian bilingualism in its individual level or the societal level, is a heterogeneous one since not the Algerians are bilinguals i.e., there are a number of them classified as monolinguals.

Considerably, Mouhadjer categorized Algerian bilinguals into balanced bilingual and he clarified that **“in the pre-independence period Algerians who were in contact with French people were qualified as balanced bilinguals.”** Nonetheless, the unbalanced ones **“are those who came after and whose competence is higher in one language than the other and generally in the mother tongue.”**¹⁴

During the French colonialism balanced Algerians regarding their skills were either Active bilinguals because of their higher abilities in understanding and speaking French language .Or Passive bilinguals whose capacities concerns only understanding French with no facility to speak it, this is case for the Algerian children immigrants in France even they master the French language however they lose the capacity to interact their parent's native language. (Mouhadjer 2004:991).

In the present diagram Miliani sum up the bilingual situation in Algeria community.



¹⁴ Mouhadjer (2004 :999).

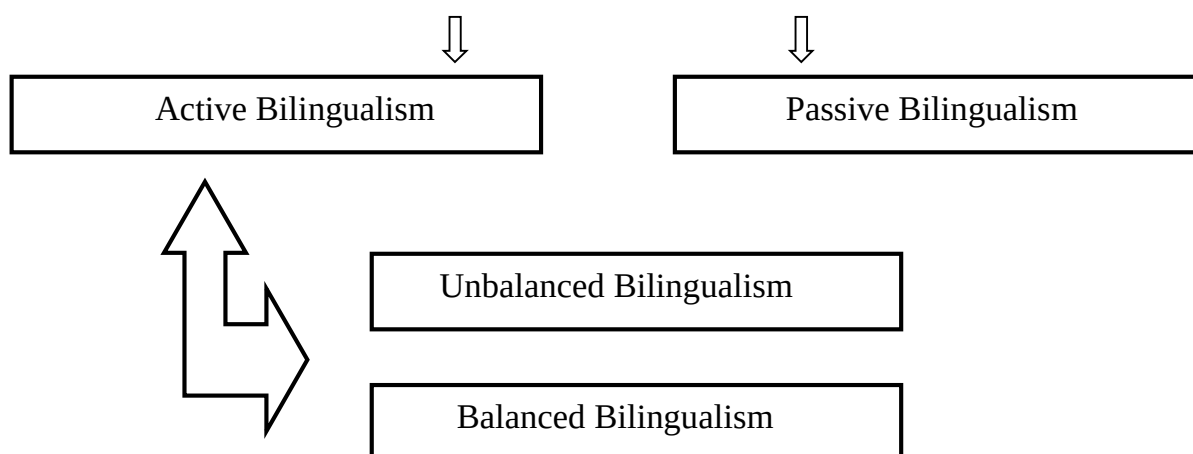


Diagram 1.1: Aspects of Bilingualism (Milani 1986:123).

Another interest criterion taken into consideration when analyzing the bilingual situation that Algerian bilingualism is ‘subtractive’ for the reason that Algerian’s mother tongue replaced increasingly French in various domains: education, politics and administration.¹⁵

What is obviously noticeable in Algerians linguistic situation is that children at primary school have to learn both Arabic and French languages, the learner develop two different systems of meaning of words. Affectively, the Arabic words as well French presented in the child’s mind separately and independently .Thus, the languages would be not associated , this case have been termed as coordinate bilingualism (Mouhadjer 2004: 991).

1.7.2. Code switching in Algeria:

The linguistic situation in Algeria traits by another linguistic contact phenomenon, CS, where Algerian speakers can go forth and back between two codes.

As a result of some historical factors, French language has embedded in Algerian society where it is easily to notice most Algerians mixing between AA and French in their conversations. Here are some examples of CS that are very frequent in the speech of many Algerians (French italicized):

¹⁵ Mouhadjer (2004 :990).

- ‘inter-sentential’ CS occurs at sentence or clause boundary, for instance:
[ma7AG lbArBh]...*c’est dommage*. (He didn’t come yesterday...It’s a pity).
- ‘intra-sentential’ CS occurs within the sentence, for example:
[Kij7N Bl] week-end [nBmGNw nhaOsOl] *la plage*. (In the week-end, we’ll go to the beach).

Besides a group of French words and expressions that is used by either educated or uneducated Algerians for instance *jamais, bête, bien sûre, deux fois par jour, merci, les amies, bye, salut, c’est dommage* and so on, another new items were used especially among youth and teenagers like *imprimer, active, connecter, flexy, chater*, etc. These lists of technological words have no equivalent in AA.

Likewise, diglossia is also a common feature in Algerians daily speech where they have the ability to switch between two varieties of the same language, one variety is higher than the other, namely from AA to MSA or the contrary from MSA to AA.

Ferguson claims that the two varieties have to be used in complementary distribution, i.e. the high variety serves its function in a particular situation for instance: educational setting, mass media where the low variety cannot be used. However, Algerian sociolinguistic situation contradict what Ferguson claims in other word it is customary to hear secondary school pupils shift to AA during classrooms interaction where only MSA have to be used.

From another perspective, it is obviously to points out that most Algerian people replacing the French words *salut, bon jour, convocation, cartable, stylo*, and *bon nuit*. With the following Arabic words:[salaam],[sbah el kir],[istid3],[mihfada],[qalam]and [layla sa3ida].

1.8 CONCLUSION

The purpose of this chapter has been to give a the theoretical background to the study of language and dialect which causes a big controversy before the advance

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of the term variety which solve the ambiguity of whether to say a language or a dialect by supposing that term to be available for both of them, in addition to the social variables that influence language, namely age and gender. Then moving forward, to investigate the phenomenon of contacting two different languages with each other at the same time by Algerian people, this fact can obviously be present in their daily conversations regarding their attitudes and impressions towards each of the languages used.

Chapter two: Case Study of English Language Students at Naama University Center

2.1 Introduction

In order to get a concrete image of language contact phenomenon, i.e. Code Switching which has been studied in the previous chapter .The researchers employ certain research tools in their methodological part aiming at enhancing their studies as well as achieving their demanded goals. The results have been gathered, analyzed, then interpreted quantitatively and qualitatively. Before going deeply, it is worth to specify an essential part concerning the Geo-linguistic account of Naama Speech Community.

2.2. A Geo-linguistic report of Naama Speech Community

One of the 48 Algerian states and especially the ones added in the administrative partition of 1984. Naama is situated in the south west of Algeria. It is bordered by Telemcen from the north, Bechar from the south, El Bayadh from the east and Morocco(the waster kingdom) from the west. Before the mentioned year, Naama was a part of Saida.

The state has a population of some one hundred and ninety thousand inhabitants, it is a mixture of various races and ethnic groups named as follows:

- Alamour: which contains a set of sub Ethnic groups which are: Alchwareb, Awlad al chahmi, almrinat, awlad abd allah, awlad ktib, al swala, al mdabih.
- Awlad sidi boutkhil
- Awladsid tadj
- Al ksor¹⁶
- Al chorfa
- Al mjad'ba (awlad sisi ahmed al majdoub).

¹⁶ The Amazigh (Berbères) of the region are named El ksor or(Igharmawen) according to AL KSAR (castle in English) since they are the firsts who settled in the region mainly ASLA, SFISIFA, MOGRAR, TYOUT

This rich generous state has an area of 29 514,14 Km² divided to the below 12 municipalities and 07 communes:

- Naama: naama
- Mechria: mechria, ain benkhilil, al byoudh
- Ain sefra: ain sefra, tyout
- Sfisifa: sfisifa
- Mograr: mograr, jnayan bourezg
- Asla: asla
- Makmen ben ammar: mekmen ben ammar, al kasdir.

2.3. Sample selection and sketch

To examine and realize our field works on the linguistic behaviour code switching, the investigators previously elected thirty university students of both sexes from the same field of study to become their sample population.

Accordingly, they employed certain tools that inspect their following problematic: “why do second year English Language Students at Naama University Center switch to English language in informal situation contexts?” In other words, our significance is detecting certain causes that push the English language students to rely on applying their target language in casual contexts, whereas evading all available description of daily conversations where CS takes place.

At that purpose the researches classified their participants, regarding their gender, to the same quantity (fifteen girls and the same number for boys) while their age is approximately between 19 and 24 as the maxim average for both sexes except three men who are certainly older (their age is 27,41and48). The informant’ distribution is well explained in the table 2.1 below:

Students Gender Students Age	Girls	Boys
19-24	15	12
27-48	0	03
Total	15	15

Table2.1: The Distributions of Informants according to Age and Gender.

2.4. Research Instruments

The research requirements by means of collecting data lead us to rest on two main procedures mainly Questionnaire which used to extract pure data from the participants close to recording, the direct method that give us genuine schema of the linguistic background.

2.4.1. Questionnaire:

This practical section based on the questionnaire as a primary technique to gathered information. Hence, according to Selinger and Schohamy (1989:172) questionnaires are **“printed forms of data collection, which include questions or statements to which the subject is expected to respond, often anonymously.”**

There are thirteen questionnaires which were handed to thirty students study English language at Naama University Center, in fact this instrument connected to the first hypotheses which proposed to reveals the students' attitudes towards the target language as well as exploring which group is more interested and motivated in alternating between languages in terms of gender.

This questionnaire involve two main parts, the first one related to the informant's information concern their gender and age, otherwise, the second contains a list of thirteen questions that have been proposed which vary in its

nature, mainly there are closed questions that consist of either yes, no question or multiple-choice items providing to limit the respondent's answers. On the other hand, open question is a space where thoughts and impressions can be expressed freely.

A main point should be mentioned is that despite the fact that the questionnaire distributed was written in Standard Arabic to avoid any kind of ambiguity or misunderstood and to facilitate the task, a minority number of students have left some questions with no appropriate answers. This latter, of course, taken into consideration while analyzing.

Therefore, to achieve inner attitudes towards English language and its speakers at the same time to get an over view about the linguistic behaviour, one may think that it is important to analyze the outcomes that have been found after dealing with recording as a second source of data collection.

2.4.2 Recording

The second tool that has been used in order to get pure data within our present work is the recording instrument, which is advocated to test the third hypothesis and check its validity.

2.5. DATA ANALYSIS AND INTERPRETATION

2.5.1 Questionnaire part

2.5.1.1 Quantitative Analysis and Interpretation:

The results of the questionnaire that has been distributed are well analyzed to rest at the different purposes that have been written for. Accordingly, the first four questions (1-4) contain multiple choices aiming at concluding to what extent the English language can influence the Students' language at unlike situations: in Home, in formal situations, in informal ones and with friends.

The diagram bellow 2.1 presented the outcomes of the first question concerns the codes mostly used in home. The majority of the informants approximately 96.6% relied on using the Algerian Arabic as the correspondent variety to discuss

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their family affairs .And about 16.6% show their preference to include French language in their speech since this latter cannot be split from AA at all.

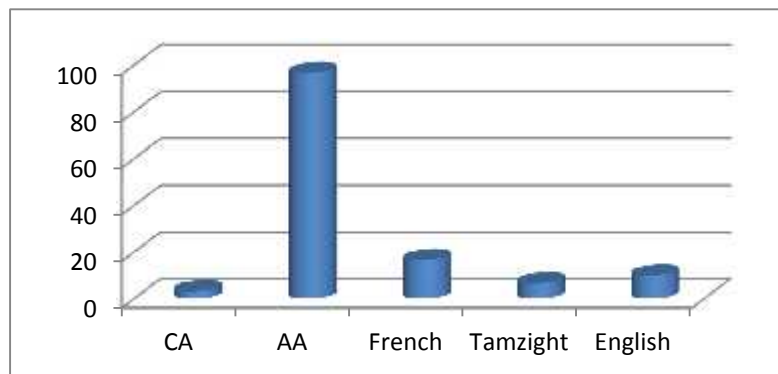


Figure2.1 Codes used in home.

In the second question, the informants were asked about their languages used in University in informal contexts, the result in the diagram shows that the participants vote on three different codes from five codes. Namely, a great number of them 86.6% choice to use AA as the first code before French and English languages .In this question 40% of the English language students show some preference towards their Target language. The results summarized in the following Diagram2.2.

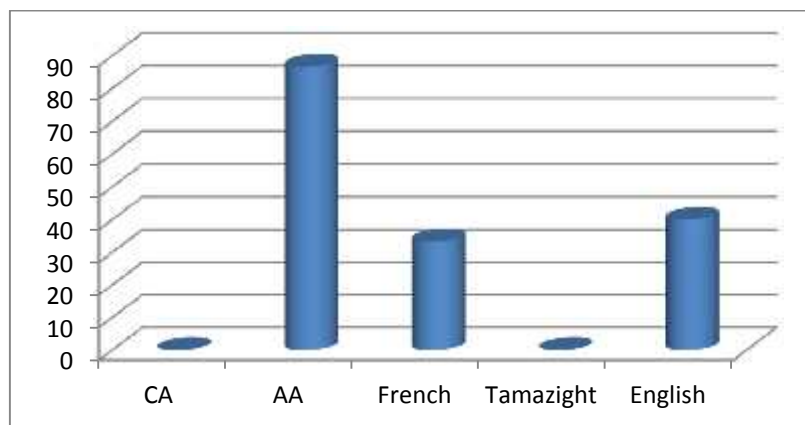


Figure 2.2 Codes used in University in informal contexts.

In order to shed light on the language of University lectures, the diagram 2.3shows the results of the students rate.

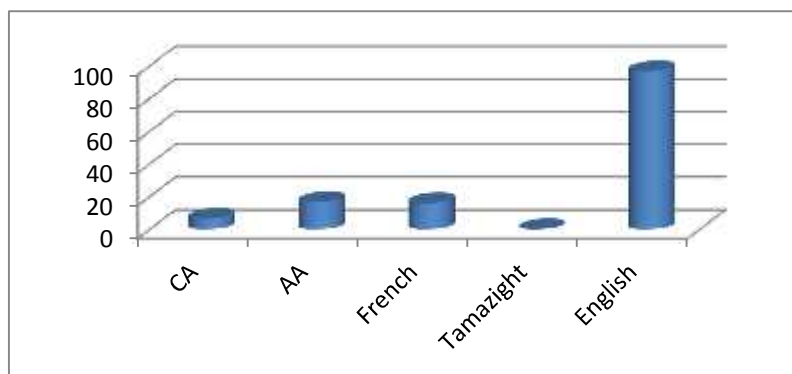


Figure 2.3 Codes used in University lectures.

Since our informants were studying the English language, it is obviously that this latter is the language that mainly 96.6% of the students appreciating it. Indeed, others claim that AA (16.6%), French (16%) and CA (6.6%) languages are also used inside classrooms interactions in lower degrees. Moreover, all the students have avoided Tamazight language in university lectures.

In the fourth question, the students answer about their languages used with friends (Diagram2.4).

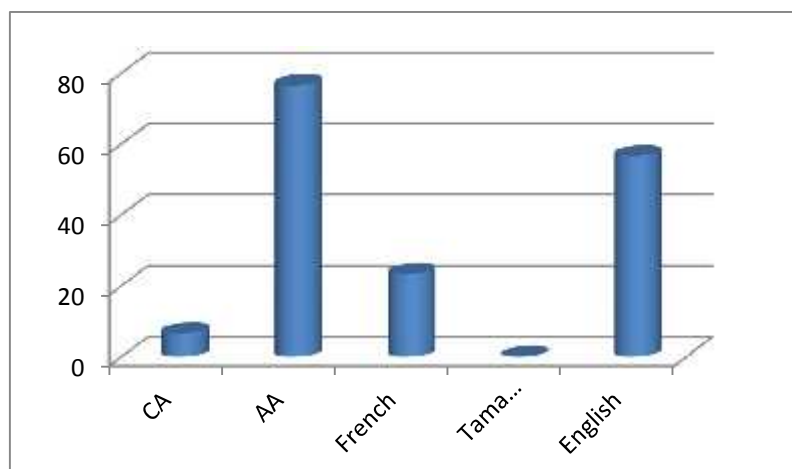
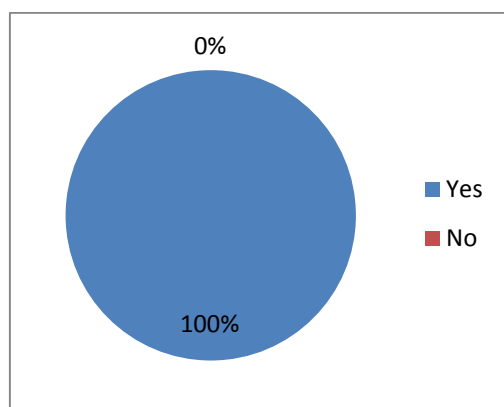


Figure 2.4 Codes mostly used with friends.

Rationally, we can conclude that AA is the code of approximately 76.6% of the Algerian students, explaining that their speech cannot constantly involve AA alone but also a huge number of French and English words and utterances are presented besides few words from CA. what is noticeable that Tamazight language was not used despite the fact that is the native language of some students.

Removal to another aims concerns the closed question number five which written to identify whether the English Language Students switch between languages or not then, exemplified the languages that switch between and express freely their own impressions towards code switching in the open end questions number six and seven.

The Pie-chart below 2.1 fitting the outcomes of the fifth question concerning the percentages of English Language Students' use Code Switching in conversations. The result confirm the strong idea that CS is a real phenomenon used among the English language students .For that reason, all the students 100% check the equivalent answer that fitted certainty their alternating between languages in their daily speech.



Pie-chart2.1The percentages of English Language Students' use Code Switching.

Although the sixth question is open ended in its nature, its results analyzed quantitatively by classifying the Students according to their Gender and counting their numbers to which languages they switch between then qualitatively. It was found that some students include Spanish language among Code Switching' languages, accordingly, that point takes into account while analyzing. In terms of Gender, girls gain their top percentage which is 99.9% in alternating between different languages in comparison with 99.2% that represent the boys' percentage. An interest point is that AA, French and English codes were classified as the first class among Code Switching languages that 36.6% of the students switch between. In addition to AA, French and English languages some participants claims that their

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speech contains few Spanish words. On the other hand, the classical Arabic used by a boy to evaluate and improve his competency in the language.

Student Gender Languages	Girls		Boys		Total	
French/ English	3	20%	4	26.6%	7	23.3%
AA/French/ English	6	40%	5	33.3%	11	36.6%
AA/French	0	0%	3	20%	3	10%
AA/ English	2	13.3%	2	13.3%	4	13.3%
English/French/Spanish	3	20%	0	0%	3	10%
AA/French /English/ CA	0	0%	1	6.6%	1	3.3%
AA/English/French/Spanish	1	6.6%	0	0%	1	3.3%
Total	15	99.9%	15	99.2%	30	

Table 2.1 The different languages' students switch between according to the Gender.

In order to show the different point of views of English language students towards Code Switching, the question number seven analyzed quantitatively, i.e. by calculating the number of positive, negative and normal attitudes which summarized in the next table 2.2 and its corresponding diagram 2.6. The main point that traits this question is that four students remained the question with no answer which oblige the researchers to add another column.

	Positive		Negative		Normal		No answer	
Girls	11	73.3%	0	0%	2	13.3%	2	13.3%
Boys	8	53.3%	1	6.6%	4	26.6%	2	13.3%

Table 2.2 Impressions towards Code Switching classified according to Gender.

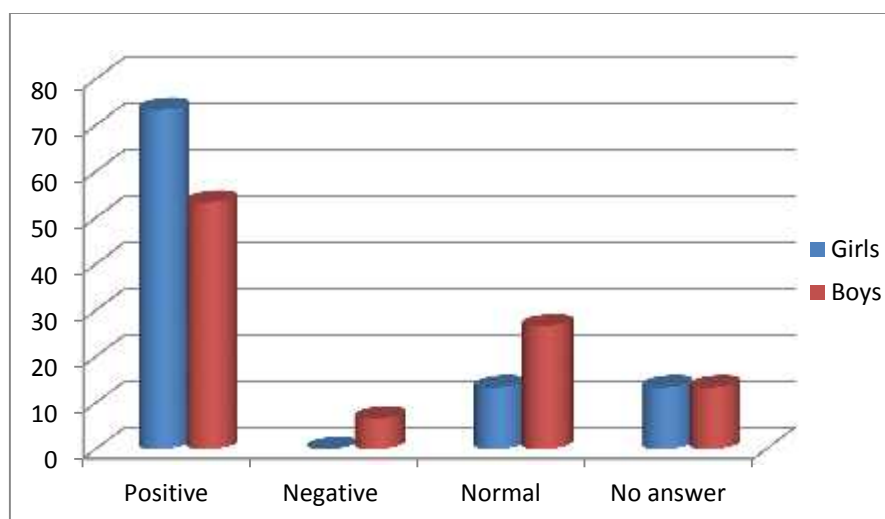
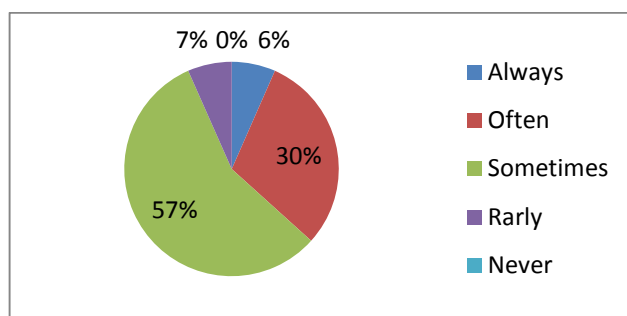


Figure 2.6 Classifying views towards Code Switching.

It is clear from the results that a great number of the students have positive impressions towards the language contact phenomenon, hence 73.3% referred to the girls more than 53.3% which represented the boys. In addition to a boy who holds a negative attitude that will be justified latter on qualitatively, some students nearly 39.3% have a normal attitudes to Code Switching, 13.3% of them are girls and 26.6% are boys. Concerning those who remained their answers unfilled are about 26.6%.

The following Pie-chart 2.2 shows the frequency of using the English Language among the English Language Students in dissimilar dgreess . From the first glance , the researchers claims that a good number of their participants about 57% use the English Language from time to time unlike 30% of them whose English Language often presented in their conversations .whereas few of the students about 6% checking always column and about 7% they rarely use the target language so, no one from the all students claims that he/she never use that language.



Pie-chart2.2 The frequency of students' use English language .

The question number nine as a space where students can state their attitudes concern students using AA during learning process. Table 2.3 and its matching diagram 2.7 illustrate the quantitative consequences clearly:

	Positive		Negative		Normal	
Girls	0	0%	9	60%	6	40%
Boys	1	6.6%	11	73.3%	3	20%

Table 2.3 Attitudes towards AA use in Classrooms.

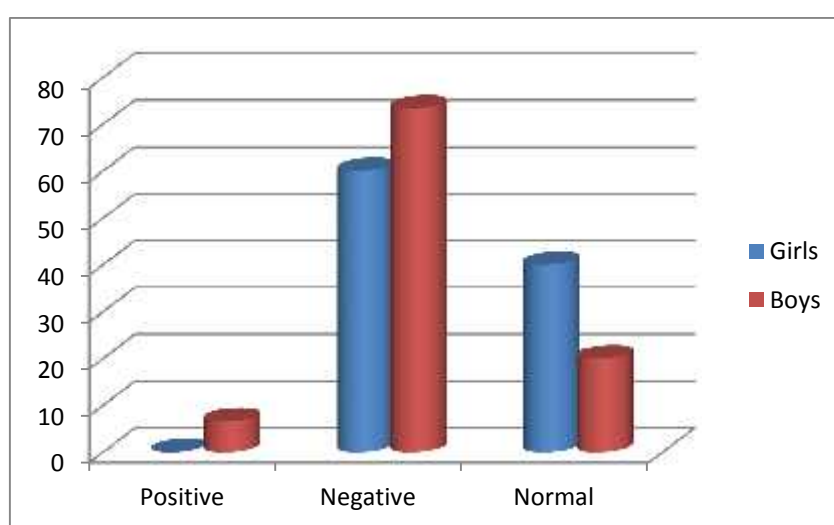


Figure 2.7 Attitudes towards Students' use AA inside classrooms.

A vast number of the English language students refuse the insertion of AA interior classrooms communication and only a boy justified his affirmative attitude qualitatively soon after, that's why 73.3% of the boys hold negative attitudes whereas 60% reflex the girls' percentage, all the students merely 40% girls explained that this behaviour is an ordinary phenomenon according to them and no more than 20% boys were agree.

Unlike the prior one, the question number ten proposed to reveal the inner impressions and the diverse attitudes; positive, negative and normal; towards the English language itself and also towards students using it in informal contexts. Indeed, the participants expose their massive attitudes towards students using their

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target language in casual situations. Hence, they certainly confirm the positive results which demonstrate that the majority of the girls 93.3% show their optimistic attitude more than the boys 73.3%. (The Table2.4and its identical diagram 2.8).

	Positive		Negative		Normal	
Girls	14	93.3%	0	0%	1	6.6%
Boys	11	73.3%	2	13.3%	2	13.3%

Table 2.4 Attitudes towards English language use outside.

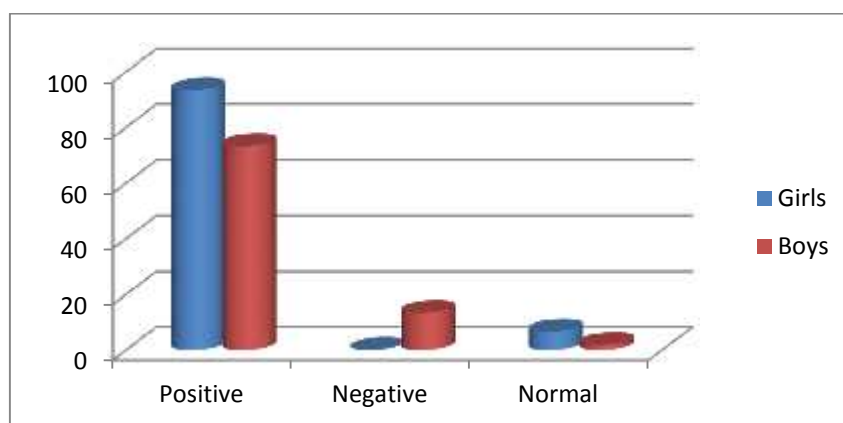


Figure 2.8 Attitudes towards Student' use English language outside the classes.

The informants were asked about their families attitudes towards them while using their target language as a result their attitudes were counted and transferred to percentages in the subsequent table2.5and its figure 2.9.

Family Attitudes	Positive		Negative		Normal	
Students	15	50%	4	13.3%	11	36.6%

Table 2.5 Family attitudes towards English language use.

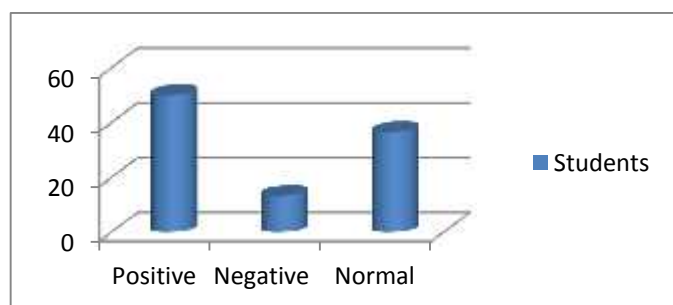


Figure2.9 Family attitudes towards students' use English language.

Half of the informants (50%) stressed on the positives attitudes towards them while using the English language by contrast, 13.3% of them show their negative attitudes and about36.6% fit their normal attitude. The data above make the researchers deduce that the use of the target language in front of their families was accepted.

The English Language Students were asked in which language they prefer to watch movies, documentaries and listening musics in the twelfth question to prove their performance,the next figure 2.5represent obviously the results obtained:

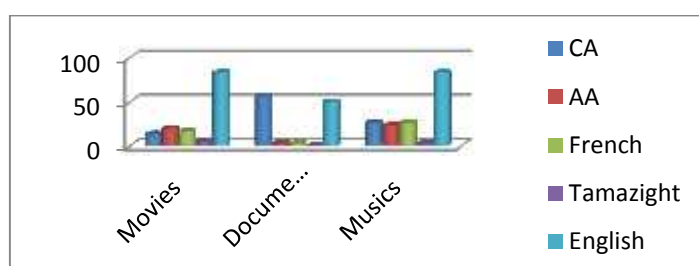


Figure 2.5 English language students' preference in watching TV and listening musics .

That question was asked intentionally to measure the influence of English Language on the students' preference in watching TV and listening musics. After the data have been collected, the students' preference in watching movies as well as listening musics led them to choose the English language as the top language (83.3%) among the other languages while, they considered the classical language and the target language as the prominent ones in watching documentaries respectively about (56.6%) and (50%).

How do you name the following words and expressions in your dialect? is the last question proposed by the researchers to shed the light on some words and expressions used by the English language students in their daily life. It is worth mentioning that we have chosen these particular words and expressions since we have noticed a wide range of English language concerning students' expressions. So our purpose from this part is to measure the influence of English language on the students' expressions faraway from the proper situations.

1. Good Morning / صباح الخير

Students Answers	Students number
صباح الخير	20
صباح النور	1
Good morning	8
<i>Bon jour</i>	10
السلام عليكم	1
hi	1
¹⁷ Guten tag	1

The table above show obviously that the prominent word used for Good Morning is [sbah lghir] with a total of 20answers, before the second word, *Bon jour*, which gained approximately 10points, (the french words were italicized).Although the english word good morning is commonly used among the english language students, it has been chosen only by eight students.

2. Hurry up/ لسرع

Students Answers	Students number
[activi]	2
<i>Fait vit</i>	7
Hurry up	4
خف	8
هيا	1
عجل	15
طلق روكك	4
Common'on	1
فيساع	3
بسرعة	1

¹⁷ German word means “Good morning”.

Half of the informants selected the Algerian word [agel] to mean Hurry up however others just about eight of them classified [ghof] as the second word prior to the french word *fait vit*. Contrariwise, words like [active], hurry up, [haya] [tlak rohak], common'on [fisaa] [fsora] were preferred by others.

3. Week end/ آخر الاسبوع

Students Answers	Students number
Week end	30
<i>Fain de semaine</i>	2

The results cerainly confirm that all the students use the english word Week end while only two students use *fain de semaine* .

4. Boring / ممل

Students Answers	Students number
ممل	2
يكره	13
boring	7
degotage	2
تقشا	1
لا فائدة منه	1
سامط	3
يعقر	1
يقنط	2

Here are some other propositions given by the respondents to refer to the word Boring, among them [ykarah] and the English word boring have been voted by the majority of the students, in addition to other words such as :[samet] [yagaz] [ykanat] [tafsha]which were known among the Algerian students.

5. Stupid / غبي

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Students Answers	Students number
غبي	6
غير مثقف	1
طنج	3
مهبول/بهلول	4
stupid	12
idiot	2
راسك يابس	1
ميفهمش	1
عقون	1
حابس	1
bête	2
لا يفلح في شيء	1

The scores in the on top of show clearly that the dominant answer is for the english word stupid that twelfth of the students chosen it beside [ghabiy] [bahlol] [mayfhamsh] [agoun] [habes] [layefliho fi shaya][resek yabes] [rayr mothagaf] [tnah]in addition to the French words *bête* and *idiot*.

6. Of course/ بالطبع

Students Answers	Students number
اكيد	2
<i>Bien sûre</i>	15
حاجة باينة	8
Of course	7
معك صح	1
indeed	1
That's for sure	1

From a list of available usually words *bien s  re*, the french word, is mostly used by half of the respondents. Others suggested another expressions in order to stressed their ideas and thoughts which were exemplified in the table over.

7. Thank you/ شكرا

Students Answers	Students number
¹⁸ gracias	1
Thank you	12
<i>merci</i>	14
صحيت	14

What is noticeable is that the french word *merci* used alongside with the algerian word [sahit] by probably fourteen students among thirty. whereas thank you has been elected by less than the half of them, in addition to the spanish word *gracias* used by a boy to express thanks.

8. No/ لا

Students Answers	Students number
no	12
<i>non</i>	8
<i>jamais</i>	1

The results in the table fit the data that have been gathered concerning the different varieties of the english word No, only three expressions were used by all the informants, therefore the majority of them relied on the same word to express their rejections. The second position is for the french word *non* which gained eight points in addition to the use of its synonym *jamais*.

9. My colleagues / زملائي

¹⁸ Spanish word means "thank you".

Students Answers	Students number
صحابي	10
[Amigas]	1
جماعتي	2
<i>Les amies</i>	9
<i>Mes camarades</i>	3
My friends	2
My colleagues	4
My sisters	1

Among eight varieties of same word, the students have chosen the algerian dialectal word [shabi] as the most used one in their daily speech. by the contrast nearly about twelve students express their preference to use the french words: *Les amies* and *Mes camarades* at the same time, a small number of them make use of the following english expressions such as my friends, my colleagues and my sisters.

10. Good bay / الى اللقاء

Students Answers	Students number
بسلامة	9
bye	12
السلام عليكم	2
Good bay	10
مباعد	3

The scores in this table illustrate that the foremost answer is for the word *Bye*, a total of 12 answers, which is mostly utilized by them unlike good bay which is classified as the second word mostly used. In addition to [mbaad] and [salam ...], it is noticeable that [bslama] used by them in a higher degree than the previous ones.

11. Very happy / جد سعيد

General Conclusion

Students Answers	Students number
فرحان بزاف	20
So/very happy	9
<i>Très bien</i>	1
<i>Très heureuse</i>	2

Among the common expressions that lead the students to express their happiness, [farhan bzaf] the first one that used by the largest part whilst nine of them prefer to say the expression very happy, moreover another statements can be applied as : *Très bien* , *Très heureuse*.

12. How are you/ كيف حالك

Students Answers	Students number
<i>Comment ça va bien</i>	10
كيراك داير	16
ولش الحالة	2
How are you	8
كيف الاحوال	1

The table above exemplifies the possible statements used by our informants to ask about how do they do , from the first glance the researchers noticed that [kirak dayer] is the top expression that is used. Otherwise *Comment ça va bien* has been chosen by ten of them next to How are you, [wash lhala] and [kayfa lahwal].

13. Welcome / اهلا

Students Answers	Students number
Hi	9
What's up	1
السلام عليكم	3
مرحبا	8

<i>Salut</i>	4
Welcome	2
<i>Bienvenue</i>	1
اهلا	13

The scores in the previous table prove that the prominent word is [ahlan] while Hi and [marhaban] selected differentially by approximately seventeen of them. On the other hand, [salam alaykom], what's up, *Salut*, Welcome and *Bienvenue* are other expressions that represent in the students' daily expressions.

The results analyses introduced in this part, bring us a general idea about the terms and statements used by the students. Accordingly, although those statements are intentionally proposed by the researchers since are widely present in the students speech, what have been found is that a vast number of the student's speech involve numerous french expressions for example *Bon jour*, *Commont ça va bien*, *Bye*, *Merci Non* and so on except Week end, the only statement that every one prefer to say it in English language. Another criterion take into consideration is that a few number of our informants insert some Italian, Spanish and German [Guten tag] words without forgetting their CA expressions for instance [salam alaykom][kayfa lahwat][akid][ghabiy][ahlan] in their speech.

All the questions above were analyzed quantitatively in terms of Tables, Bie-charts and Figures, on the other hand, unlike the previous method, the qualitative process concerns questions where the participants have the chance to articulate their thoughts and ideas liberally.

2.5.1.2. Qualitative Analyss and interpretation:

The question number seven, as mentioning before, analyzed quantitatively and now qualitatively because it holds impressions and ideas towards Code Switching. Indeed, all the statements are positive, which are:

- Code Switching is useful in learning new languages and different knowlegdes.

General Conclusion

- Helpful to convey meanings as well as reduce speech errors.
- Use language habitually.
- Extend and protect our language backgrounds and make the languages more understandable
- Switching between languages is something easily , funny, feel active and so happy .
- Learning languages to communicate.
- Alternating between languages is comfortable but sometimes is revolutionary.
- Amusement containing laughing, joking , at the same time learning new skills and develop new levels.

Concerning the students' attitudes towards those who using AA in the formal situation , they proposed several statements differ from positive, negative to the normal ones. Beginning by the single positive one which stated by a boy who argued that:

- They are freely to use whatever language.

Others show their strongly refused by listing some negative impressions :

- Personally, I think is illegitimate and unrespectable especially in front of the teacher and the colleagues.
- It is wrong, shameful and disgusting because AA is not the polite language of the English lectures.
- They are not interested to increase their educational level.
- A sign of weakness and lack of proficiency.

- Students using AA are out of the lesson.

The normal statements were uttered as follow:

- For me is normaly,since we are often use AA in classes.
- I am not interested but respectfully, they have to use the english language instead.

In order to expose the real attitudes towards the target language,the participants were asked about using that language by others in external situations.By the way,their impressions have different degrees, i.e. vary from positive, normal down to the negative.

The positive point of views were like:

- Good prectise of English language , enhancing their language.
- It is excellent, perform and useful, make the students more familiar with the language.
- A sign of moudernity.
- Master the language by practise their inputs.
- Great! Practise make perfect.
- I desired to imitate them because I am jealously(girl).

2.5.2. Recording part :

In order to set, pure data for our present research, the researchers organized two conversations which have been recorded in an electronic device¹⁹ perfectly hidden, these conversations are recorded in two contexts at university (far from classroom courses), i.e.: with (boys) in informal situation, and in the dormitory with(girls).

¹⁹ The tool used in our recording is a smart phone Samsung I 7100 Android

All the conversations have been recorded by the researchers because the two contexts are better for researchers to be present.

As it is mentioned in the previous chapter that code switching has two types which are situational CS and metaphorical, which is concerned with our present research, in which the code can be altered by the topic i.e. the topic plays an integral role in the determination of codes.

The experiment was conducted, thus, with set of students who are in their 2nd year English language which makes them able to use it in the whole speech exchange. The records have been done in informal context and two friendly meeting were arranged.

The first meeting was with boys at the university and the second one with girls in the dormitory. Three topics were chosen and gathered to be relevant to our study according to the informants. Thus we have divided then into two parts i.e. some topics are chosen to be discussed with boys and the others are discussed with girls.

In order to motivate the informants (boys) the topic of education was chosen to be the first topic to deal with since it was exam's period consequently there was no difficulties to start talking to the informants.

The present research aims to investigate about the idea that was mentioned in the previous chapter which is the hypothesis supposed to answer the that do the 2nd year English language student switch in every topic or just in specific ones?

Within the conversations the researcher start to influence the informant by saying few works in English in order to see their reaction toward this code, but all of them were free to choose one of the codes (AA and English)

The results show the informant's glade from AA to English table (.....) illustrates the set of topics discussed and the chosen codes for each topic.

Table: Topics discussed in relation to the code of discourse

	Students topics		
Topics Varieties	Educations	Sports	Fashions
AA	X	X	X
English SL	X	X	X

The following examples show students knowledge, and give us a view about how they move from AA to English, and then they are gathered as a colleagues (i.e. with no presence of an illutrate) or other person which is not an English student.

The table above shows the code chosen by students, where the two codes AA and LE are used interchangeably within all topics i.e.: sports, Education, Fashion are discussed with using AA and EL since the most famous teams in world are manned in English and about education , of course since they are English students so their modules and courses are pronounced in English , this is an the one hand and the one hand :the fact that girls are interested on all what is stylish and fashionable so they seek about to know the latest news one clothes and make up us well, and of course all things are manned in English rather than manned them in French and that 's because of a the most TV channels and TV sessions are derived from English words .

To sum up our findings we have to mention that they are somehow contradicted with what we have thinked about the metaphorical switchers because when analyzing our recording we concluded that the English language is used one

three topics , and our findings are also so different and contradicted with what we have suggested to solve the ambiguity of the students switch in any topic or rather on only specific ones, wherein we have found that all the supposed topics are dealt with the two codes , so the third hypothesis doesn't materialized (vouched) according to what is extracted within our recording analyzing.

2.6. Conclusion

The purpose of the practical part was to bring to light findings related to the motives which lead to switch to English language in informal situational contexts by English language students. This case in which the english language students insert their target language where only AA have to used is areal situation that well established as a result of the realizaton of many facts.

It is evident that attitudes towards a certain code, the topic discussed and other important factors are all strong triggers that can determine code selection. Thus, a great number of English language students revealed the positive attitudes towards their target language, they extend this attitudes to all informal settings in which the most of them mainly the girls are more interested in shifting between AA and English language.

GENERAL CONCLUSION

Sociolinguistic studies have always emphasized on how language varies from one region to another or even among persons or groups, through time, language contact has led to various language phenomena, our concern is CS, which have effect speakers linguistically and sociolinguistically, this study has investigated CS among English language students at Naama university center a specific community, which attempts to identify the reasons behind this language behaviour. In the present work, CS is a hallmark of English language students switch from AA to English in their daily conversations.

Two main research tools are administered to the sample population of English language students. The questionnaire has been used as an elicitation tool whereas; the second perspective was recording which adopted a direct observation of the linguistic setting. These research instruments could yield a set of data that are analyzed in order to come eventually to answer the following research question: ***“why do second year English language students at Naama university center switch to English language in informal situational contexts?”*** Simply, what are the reasons behind English language students switch to English language in daily conversation.

The study has three hypotheses, the findings of the first tool as shown in chapter two support the first two hypotheses, which basically tests the inner attitudes of the English language students towards their target language, at the same time exploring to whom CS is used more namely, who are more interested in switching between languages; the boys or girls. The outcomes that have been obtained fits the positive attitudes of the students towards their target language, as well as proved the second hypothesis, i.e.99.9% represent the top percentage of the girls who are more stimulated in shifting between languages.

Henceforth,English language students are more familiar with the three supposed topics, thus they have a natural tendency to switch only in specific topics.

General Conclusion

The question that can be raised is: What will be expected from the second year English language students at Naama university center, will they continue to switch to English language in their daily life or not.

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Appendices

Questionnaire:

Dear student:

The questionnaire is a part of a research for a licence degree, which aims at study the phenomenon of Code Switching among the English language Students at Naâma University Center. Be sure that your truthful answer is interested to complete the research .Thank you for your co-operation ,do not write your names on the questionnaire .Please answer the questions by choosing the corresponding answer.

Are you a: Male ☐ Female ☐

Age:

1. Which variety do you usually use at home?

Modern Standard Arabic (MSA) ☐ Algerian Arabic(AA) ☐
French ☐ Berber ☐ English ☐

2. Which of the following variety do you use at the University in informal contexts?

MSA ☐ AA ☐ French ☐ Berber ☐
English ☐

3. Which variety do you use in university lectures?

MSA ☐ AA ☐ French ☐ Berber ☐
English ☐

4. What about the varieties that mostly used with your classmates?

MSA ☐ AA ☐ French ☐ Berber ☐
English ☐

5. In your every day speech, do you alternate between languages?

General Conclusion

Yes ☐

No ☐

6. If yes, what are the varieties do you switch between?

7. What do you think about yourself when you code switch?

8. Do you use English language with your friends in your daily speech?

Always ☐

Often ☐

Rarely ☐

Sometimes ☐

Never ☐

9. What are your attitudes towards students switching to Algerian Arabic in formal situations?

.....
.....

10. What are your attitudes towards students switching to English language in the in formal situations

.....
.....

11. What are your families' attitudes while using English language in home?

.....
.....

12. In which variety do you prefer to watch movies and Documentaries and listen to music?

	Classical Arabic	Algerian Arabic	French	Berber	English
Movies					

General Conclusion

Documentaries					
Music					

13. How do you name the following words and expressions in your dialect?

Good Morning.....
Hurry up.....
Week end.....
Boring.....
Stupid.....
Of course.....
Thank you.....
No.....
My colleagues.....
Good by.....
Very happy.....
Welcome.....
How are you?.....