PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA

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UNIVERSITY CENTRE "SALHI AHMED" NAAMA



Aspects of Code Switching in Daily Life Conversation:

The Case of First Year English Master Students in Naama University Centre

Dissertation Submitted to the Department of Foreign Languages as partial fulfillment of "Master" Degree in Applied linguistics.

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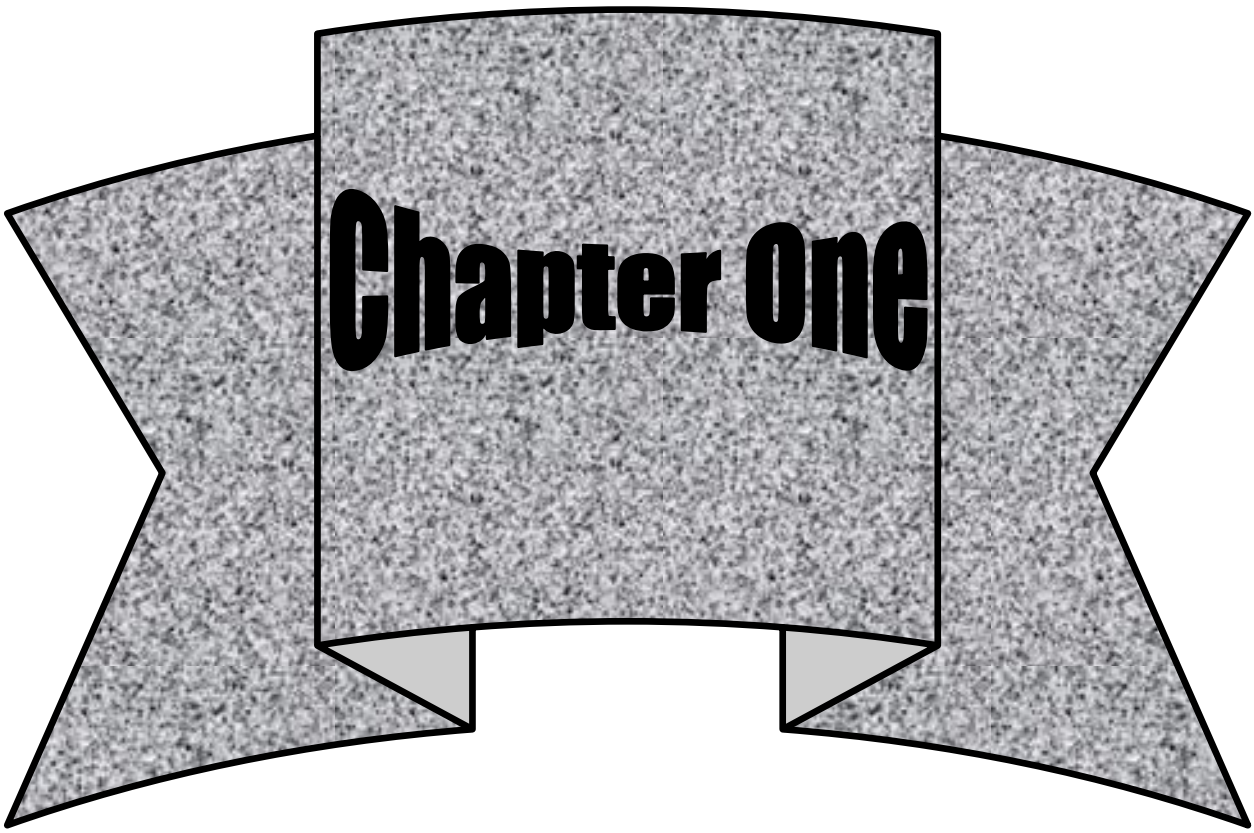
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1.1. Introduction

This chapter is composed of two sections. The first one is devoted to offer the reader with some definitions to a set of key-concepts which are thought to be relevant to this study. It compares the different interrelationship between language and dialect. Then, it presents two language contact phenomena: code-switching and bilingualism which are considered as the most important and interesting concepts, ending up with a review about language attitudes. The second section, however, attempts to shed light on the sociolinguistic situation in Algeria.

1.2. Language VS. Dialect

Many researchers have dealt with the subject of language and dialect. According to Haugen (1966), the difference between language and dialect can be made up in two divided ways which are 'size' and 'prestige'. Language is higher than a dialect because it includes more linguistic items than a dialect. It is also more prestigious than a dialect, Chambers and Trudgill's (1998:5) considered a dialect as:

> **A substandard, low status, often rustic form of a language, lacking in prestige. Dialects are often being thought as being some kind of erroneous deviation from the norm. An aberration of the 'proper' or standard norm of language.**

1.2.1. Language

Language is a means of communication and a very important part of human behaviour and a cultural object that defines our social identity. It has been studied by a variety of disciplines and in widely contrasting ways.

According to Haugen (1966:23), we can say that **"X is a dialect of language Y or Y has the dialects X and Z (never, for example, Y is a language of dialect X)".** Hence, Haugen's view is that language is the variety that can be used without reference to dialects, but dialects are worthless unless there is a language to which they can be said

to belong. Linguistically talking, dialects are usually considered as varieties of a language, that is, subdivision of a particular language[1].

1.2.2. Dialect

The term dialect[2] was taken from the Greek language. It is always considered as the subordinate term in contrast to language. The term dialect was first coined in 1577 from *dialectus,* a Latin word which denotes the "way of speaking".

In fact, this concept has been defined differently by many scholars in the field of sociolinguistics. A dialect, on the light of Trudgill (1992:23), is:

> **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 and describes this sociolinguistics phenomenon as a sub-variety of language; focusing on the differences between regional and social dialects, in terms of grammar, vocabulary and pronunciation[3].

> **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 pronunciation from other forms of the same language.**

According to Crystal (1997:144), a dialect is **"a regionally or socially distinctive variety of language"**. Matthews, in his part (1997:96), states that it is **"any distinct variety of a language, especially one spoken in a specific part of a country or other geographic area"** .Trask (1999:75) defines it as **"a more or less identifiable regional or social variety of language"**. Most specialists in the field of sociolinguistics viewed that a dialect is a variety of language which can be either social or regional.

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[1] Quoted in Bagui H (2012: 19).

[2] The meaning of the word **'dialect'** is closer to French than to Greek language since it concur much more with the word '*dialecte'*.

[3] Quoted in Bagui H (2012: 21).

1.2.2.1. Regional Dialect

Regional dialects refer to the differences of speech in a given area, i.e., it is a variety that is related with a particular geographical place. The study of how languages change over time has pushed scholars and mainly dialectologists in mapping dialects on a regional base. Regional dialects arise because people often speak differently in distinct places. In this regard, Chambers and Trudgill (1998, 5) confirms that:

> **If we travel from one village, in a particular direction, we notice linguistic differences which distinguish one village from another. Sometimes these differences will be larger, sometimes smaller, but they will be cumulative. The further we get from our starting point, the larger the difference will become.**

It has been also recognized that our speech can also be affected by other factors such as: age, gender, race, social status, education and so forth, which are of a social nature.

1.2.2.2. Social Dialect

Geography is not the only important factor; others being social such as social class, gender, age, ethnicity, and education. In this vein, Romaine (2000, 2) points out **"social dialects say who we are, and regional dialects where we come from"**.

Generally speaking, the term 'variety' has been proposed by the linguist Weinreich (1963) as a concept to decrease the ambiguity between the terms language and dialect.

1.3. Some Aspects of Language Contact

The connection between linguistic varieties generally gives birth to some resulting language contact phenomena such as bilingualism and code- switching.

1.3.1. Bilingualism

Bilingualism has always been an interesting subject among linguists, psychologists, anthropologists, dialectologists and sociolinguists. The Contact between people speaking different languages has been a common phenomenon since ancient times; many specialists in the field of sociolinguistics defined this term as the use of two languages by individuals or group of speakers. Myers-Scotton(2005:44), in her turn, believes that **"bilingualism is the ability to use two or more languages sufficiently to carry on a limited casual conversation"**.

In fact, many efforts have been made by many linguists to define this concept in terms of level of proficiency in the two languages. Weinreich one of the founding fathers of bilingual studies gives one of the shortest description of bilingualism. He (1953:5) considers bilingualism as **"the practice of alternately using two or more languages"**. Other linguists propose a set of definitions for the term bilingualism. Their definitions can be classified under the rubric of the ***'minimalist approach'***[4]. Accordingly, Mackey (1962:52) suggests that bilingualism is 'the ability to use more than one language'. Haugen (1953:5), in his part, puts forward that it is:

> **Understood […] at the point where the speaker of one language can produce complete meaningful utterance in the other language.**

Furthermore, there is the ***'maximalist approach'***[5] which is represented by scholars such as Bloomfield (1935), Halliday (1970), Mckintosh and Strevens (1970). They believe that bilingualism can be defined as an individual's equal proficiency in the two languages and in all domains without any effect of one language to another; i.e., to be able to speak two languages in perfect manner. In this regard, Bloomfield (1933:1) points out that bilinguals are those persons having **"native-like control of two languages"**.

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[4] https://books.google.fr/books?id=lJd27Vu66AC&pg=PT20&lpg=PT20&dq=minimal+and+maximal+bilingualism: ***Minimalist approach is*** defined as someone who is fluent enough to order dinner in a restaurant or those who have only minimal communicative ability in a second language; i.e. those who use only a few words and phrases in a second language. (Assessed, to on march 15th, 2017 at 11.00 am).

[5] https://books.google.fr/books?id=lJd27Vu66AC&pg=PT20&lpg=PT20&dq=minimal+and+maximal+bilingualism: ***Maximalist approach*** describes the ideal bilingual who will find no match in reality; i.e., those who use the language actively in their daily lives in a large range of settings, or an individual with near native control of two or more languages. (Assessed, to on march 15th, 2017 at 11.00 am).

Poplack (1980) linked the level of language proficiency in both languages with CS. She analyzed the speech of Puerto-Rican bilinguals in New York and concluded that fluent bilinguals (the ones with a high level of proficiency in both English and Spanish) switch within a sentence (intra-sentential code-switching), while the bilinguals with a lower proficiency in both languages (or the ones that were more fluent in the heritage language) switched between sentences (inter-sentential code-switching).[6]

Therefore, this sociolinguistics phenomenon has many types and each one differs from the other.

1.3.1.1. Types of Bilingualism

There are three interesting types of bilingualism as Romaine (1995: 78–79) describes them:

A- ***Coordinate bilingualism:*** two sets of meanings, two linguistic systems, in this category the person learns the languages in separate environments. The words of the two languages are kept separate with each word having its own specific meaning, which should lead to development of two independent languages.

B- ***Compound bilingualism*****:** one set of meanings and two linguistic systems attached to them, the person learns the two languages in the same context and at the same time, so that a single term would have two different verbal labels attached to it.

C- ***Sub-coordinate bilingualism:*** primary set of meanings and another linguistic system attached to them. In this type, the person learns a second language and cannot understand it without the help of his/her first language. Such people will translate the words of the second language in their mother tongue, and then they would be able to understand them.

[6] Quoted in Elena Y. Terzieva (2014:13)

In fact, many bilingual people; if not all, mix the two languages within their speech or in a conversation, a behaviour that led to a complex phenomenon called code switching.

1.3.2. Code Switching

Code-switching can be defined as the use of two or more linguistic varieties in the same communication. The term is first coined by Vogt (1514) who defines it as a psychological phenomenon with more linguistic causes. Many researchers give details about the term by providing many definitions. Gumperz (1982:59) sees code-switching as **"The juxtaposition within the same speech exchange of passages belonging to different grammatical systems or subsystems"**. In this definition, Gumperz considered CS as a phenomenon where the interlocutor passes from one language to another or from one variety of the same language to another; i.e., he carries the fact that CS takes place not only between languages, but also between dialects of the same language. Myers-Scotton (1993:1) agrees with Gumperz by stating that CS refers to **"alternations of linguistic varieties within the same conversations**".

This sociolinguistics phenomenon has been classified by many specialists into a variety of types.

1.3.2.1. Types of Code Switching

There are several classifications of CS types. Gumperz (1982) differentiates two kinds: *situational* and *metaphorical* CS. Situational CS, as its name entails, depends on the situation; i.e., the language used in a formal situation is different from the one used in an informal one. Metaphorical CS, however, occurs according to changes in the topic rather than the social situation. Hudson (1996:35) advocates that it is **"the choice**

of language that determines the situation". Metaphorical switching is then topic-related. Other types of CS have been proposed by Poplack (1980)[7] such as:

a. ***Inter-sentential code switching:*** this type of switching occurs at clause or sentence boundaries.
b. ***Intra-sentential code switching:*** this switching occurs within clause or sentence boundaries.
c. ***Extra-sentential or tag- switching*****:** where tags and certain set phrases in one language are inserted into an utterance of another language.

1.3.2.2. Myer's Markedeness Model

One of the most substantial theories is the Markedness model MM, henceforth, (1993) of Myers-Scotton which is a sociolinguistic theory that concentrates on the social indexical motivation for code-switching. This model holds that speakers use language selection to index rights and obligations. She summarizes social codes in operation between participants in a given interaction. The MM is based on the principle that both speakers and analysts can easily identify and differentiate between marked and unmarked codes or choices. In 1993, she introduced her "Markdness Model" as a complementary device to **"account for CS by proposing that speakers have unmarked and marked choices available to them when they speak"[8]**. Under her MM, she lists three maxims of code choice: "the unmarked choices" are expected and do not produce any special effect whereas ″marked choices" are **"unusual, un-expected and encode the speaker's social disapproval"[9].** The third one is "the exploratory choice" which aims to **"explore" or to "negotiate" the unmarked choice between interlocutors when the choice of code is not clearly apparent"** (Smith, D.J. 2002: 5)[10].

According to Gumperz (1982: 75-80), speakers often switch to the "***they code"*** to involve dominance, objectivity and so forth, while they switch to the ***"we code"*** to

[7] Quoted in Harmers and Blanc (2000:.259-260).
[8] Quoted Wardhaugh(2006:109-110).
[9]Quoted Lotfabbadi(2002:19).
[10] Quoted in Bagui Hayet (2012:46).

indicate particularity and subjectivity. His explanation of the ***'we code'*** and the ***'they code'*** allows one to examine the code-switching pattern in relation to social relationship (distant/close) between speakers and explore the extent to which code choices and code-switching are dependent on the type of group relationship being either ***"in-group membership"*** or ***"out-groups membership"***. Attitudes towards different varieties are considered as an important factor of the switching from one language to another.

1.4. Language Attitudes

Language attitude is one of the most important topics in the social psychology of language. The word *'Attitude'* is derived from the Italian word *'atto'* which means 'attitude for action'[11]. It refers to the feeling and the reaction of people towards their own language. The concept of language attitude is used broadly to mean **"any affective, cognitive or behavioural index of evaluative reactions toward different language varieties and their speakers"** Ryan *et al*. (1982:7)[12].

There are a lot of ways to measure people's attitudes. To simplify the options, somewhat, efforts are categorized as direct and indirect measures. In this respect, Labov (1972:162) put forwards two approaches:

> **The indirect approach to this problem correlates the general attitudes and aspirations of the informants with their linguistic behavior. The more direct approach is to measure the unconscious subjective reactions of the informants to values of the linguistic variable itself.**

In fact, there are mainly two major approaches for examining and observing language attitudes. The direct method consists of questions which are usually used in order to analyze people s' opinion about languages or dialects on the one hand. The questions used in this method can be either presented in a written form to a large group of individuals or interviews; they are mainly concerned language development and language preference (Giles *et al*, 2006: 7).

[11] Baker (1992 :11)
[12] Quoted in Dendane (2007 : 258).

The indirect approach, on the other hand, is a technique called "the Matched Guise Technique" proposed by Lambert and his colleagues (Lambert *et al*. 1960), and then developed later on in Lambert 1967, Gardner and Lambert 1972. This procedure allows the researcher to expose the unconscious attitudes of the respondents by making them listening to a record text. The same text is performed in different guises. The informants will then ask to fill a questionnaire. Matched guise tests may follow different formats according to the theme of the experiment, but they aim to get people to make evaluations of different groups of speakers based on the distinct languages or language varieties they use.

It is highly noticed that most of research include both direct and indirect methods. For instance, questionnaire is seen as an effective tool which helps to examine speakers' attitudes towards languages and dialects; the type of questions used in such method is open and closed questions.

People, indeed, have different attitudes' towards distinct varieties available in their own speech communities, as it is the case of the Algerian speech community.

1.5. The Sociolinguistic Situation in Algeria

Today, Algeria is generally classified as a multilingual speech community because of the co-existence of the three different languages namely: Arabic, Berber, and French. The contact between these languages leads to the emergence of an interesting linguistic contact phenomenon called: code switching.

1.5.1. Language Repertoires in Algeria

In Algeria, the languages used are Arabic, French, and Berber.

1.5.1.1. Arabic

Arabic as a Semitic language is spoken all over the Arab world countries. It takes three types: classical Arabic (CA), Modern Standard Arabic (MSA), and Algerian Arabic (AA); the difference between CA and MSA lies basically in lexis. CA is the form of the Qur'an. It was used in writing and poetry even in the pre-Islamic era; whereas, MSA has developed to serve education and mass-media inquiries and be used in official circumstances all over the Arab Nations. AA is the variety used in daily life conversations.

1.5.1.2. French

Though the French conquer left Algeria a long time ago, the French language becomes a part of the Algerian speakers' daily life because they make use of it in their ordinary speech and it is also presented in media like newspapers or TV channels. As French exists in the majority of Algerians dialects, it is hardly happened to hear someone saying "madrassa" instead of "l'école" or "el barid" instead of "la poste" which mean "school" and "the post office" respectively.

Furthermore, this language is used in many areas of social life such as education, administration, media, economy, as well as in informal contexts. This fact shows the prominent influence that this language has on the Algerian society and its important role in the Algerian society.

C. Berber

Berber (also called Tamazight) is important language in most parts of Africa in general and in Algeria in particular. The most well known Berber groups in Algeria are found in the Kabylia Mountains in the East of Algiers, the 'Chaouia' of the 'Aures' such as the South of Constantine, and other small groups in the South including the 'Mzab' and 'Touareg'. The coexistence of these languages makes Algeria a multilingual speech community.

1.5.2. Bilingualism in Algeria

Several factors have been responsible for the difficulty reflected in today's linguistic situation in Algeria. Some being historical; others political and still others socio-cultural. The impact of the French language and its culture was so powerful that it started to reflect many Algerians' speech and rapidly led to a sort of dual identity. The influence resulted in the usual linguistic phenomena that occur when two or more languages get in contact.

The Algerian bilingualism has its own specificity which results from the long period of the French occupation. Indeed, bilingualism is not homogeneous in Algeria as not all people are bilingual. During the colonization and after liberty periods, most Algerians were bilinguals whether they were educated or not. However, nowadays, we find it just between the educated people and those who get in touch with French (Mouhadjer, 2002:990) .Another important factor of bilingualism in Algeria is that the Algerians are generally French spokes person but at different degrees; i.e., there are two kinds of bilinguals; active and passive. Active bilinguals, on the one hand, are those people who are able to use and perform the French language on the four major language skills (listening, speaking, reading and writing). Passive bilinguals, on the other hand, are those who understand French but do not have the ability to speak it.

As a result, Algerians have the choice to select any diversity at any time by developing a form of switching between all varieties.

1.5.3. Code –Switching in Algeria

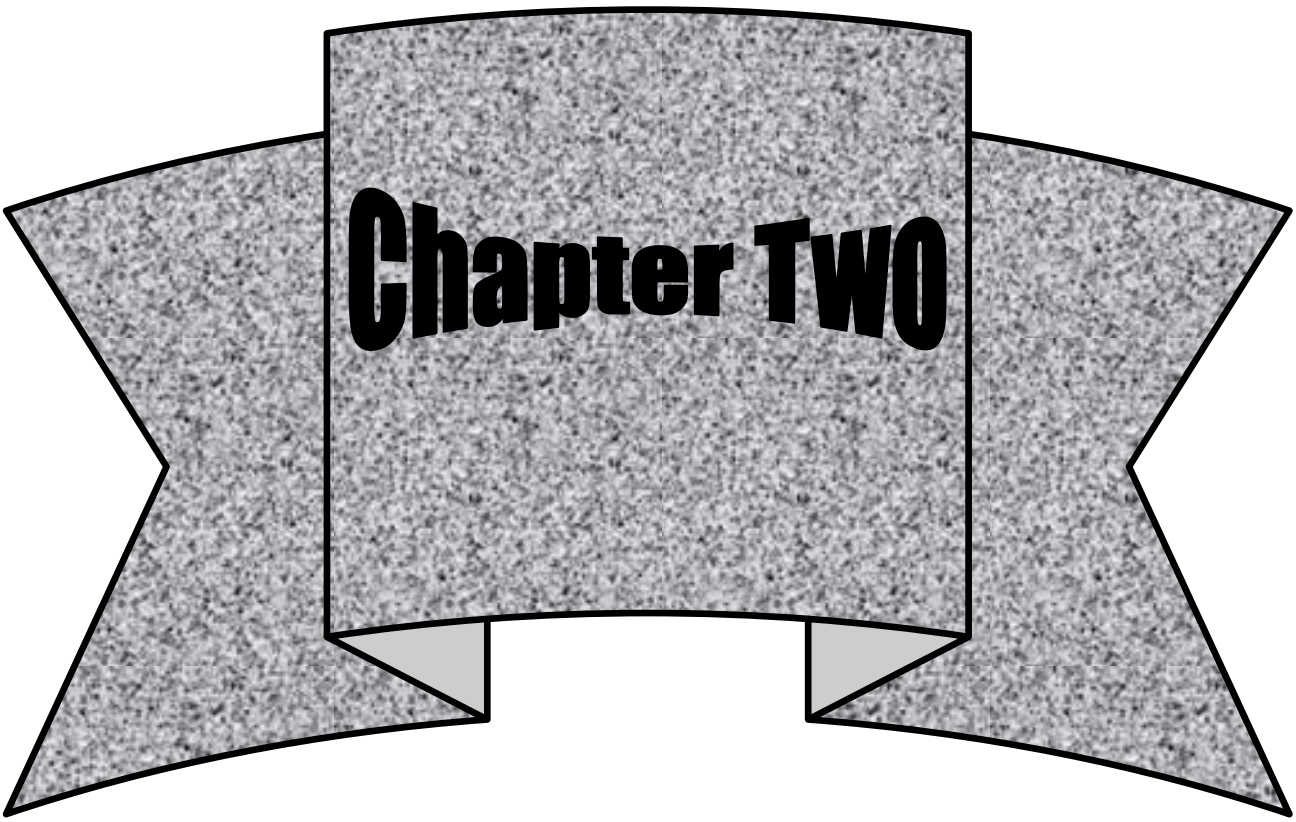
'Switching' is a common characteristic of Algerian speech believing that the main reason for code switching is lack and insufficiency to go on in the opening language, or that the selection of words in code switching from one language rather than another is more or less random (Myers Scotton, 1993). For instance, in Algeria an educated person will change his/her language in social intercourse. Many Algerian educated people have acquired the habit of speaking about specific topics in the French

language. For example, a great number of lawyers, politicians, economists, use French. They use sometimes the French language because they lack the knowledge of MSA. The following statements can clearly display Algerian's switch:

1. Remove the table: /kaħħaz ʈʈa:bla/.
2. You are late: /rak reʈaə/.
3. Your birthday is near: /ɡarbət laniveəseə ʈʈaʕak/
4. Do you have big sizes in these ones? / ʕandək fi:hum li ʈai lakbaə/?

1.8. Conclusion

The present chapter introduces a theoretical view about some sociolinguistic key-concepts relating to the fieldwork; among them: code-switching and bilingualism. Bilingualism is the ability to use more than one language while CS refers to the use of two or more linguistic varieties within the same communication. In Algeria, most students tend to switch from AA to English in informal contexts when interacting with their colleagues. Such a linguistic behaviour and the reasons that stand behind it will be tackled more in the next chapter.


Chapter TWO

2.1. Introduction

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2.6.2. Interpretation of proficiency Results

2.6.3. Interpretation of Recording Observation Results

2.7. General Results Interpretation

2.8. Conclusion

2.1. Introduction

This chapter is a practical in form. It relates the theories mentioned in the previous chapter but in a real situation; reporting the findings from several data collected. In this investigation, a set of research instruments is used including: the questionnaire, test of proficiency, and recording observation in order to gather and realize a set of objective results. Thanks to the different research tools used for providing rich data, the researcher aims at providing a detailed interpretation and discussion to her research question which are studied throughout this research.

2.2. The Geographical Situation of Naama

Naama is an Algerian town located west of Algeria, having borders with *Morocco*. The city of Naama has some wonderful archaeological, and natural, attractive places in its landscape such as; Forest of *Tiout*, Fossils of dinosaur bones in *sfisifa*, and Engraved rocks in *Ain Sefra.* It includes the rock carvings (over 2000 figures), the old *Ksours* such *Assela*, *Moghrara*, *Sfissifa* and *Maryam*, the *Kalaâ Sheikh Bouamama*, grave *Eberhardt Ain Sefra* the hot springs of *Ain Ouarka* the enormous dune *Mekther* palm groves of *Moghrar*, *Maryam* and Assela. Since their discovery in October 2000, the various dinosaur sites *Rouis El Djir* have not failed to attract many tourists who discover this Paleontological Museum in the open housing. The history of these dinosaur fossils dating back more than 175 Million years. There are also several local festivals in Naama, as the festival of *Sidi Ahmed Medjdoub*, *Sidi Brahim* and *Sidi Moussa.*

Naama is a town from the last administrative division established by law 84-09 on April 04th, 1984 .Its population estimated at 213501 inhabitants on December 31th, 2008. A density of 7.23 inhabitants / km².In the past, there were a lot of animals named (نعام), consequently the region now is called Naama[13]

[13] http://www.and.dz/index.php/fr/monographie-des-wilayas?id=140 (assessed, to on January 1st,2017 at 9.00 am)

2.3. Sample Population

The participants involved in this research work are selected from Naama university centre. Twenty fours students belong to first year master English language are chosen randomly for sake of obtaining answers to the research questions as well as finding out the reasons that stand behind their switching from Algeria Arabic to English language.

2.4. Research Instruments

In this fieldwork, three principal methods are used to gather the needed data namely; questionnaires, test of proficiency and recording observation. The two first tools are used to elicit data explicitly from the informants whereas the third one helps the researcher to investigate the nature of the switching that emerges in the participants' daily life conversation.

2.4.1. Questionnaire

Questionnaires become one of the mainly used means of assembling information by which some questions are asked to investigate learners 'attitudes towards the English language. Seliger& Shohamy (1989:172) [14] declare that questionnaires are **"printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously"** .Therefore, for the sake of gathering quantitative and qualitative data, both open and closed questions are used.

In fact, the questionnaire was addressed to twenty four informants from the whole promotion (48). The investigator; however, has to be in attendance when distributing the questionnaires; guiding and helping the participants in order to avoid any type of ambiguity. This method allows researcher to reveal unconscious feelings about English language and attitudes towards this language.

[14] Quoted in Bagui H (2012: 87).

The questionnaire devoted to show the participants' attitudes towards the English language, it includes seven questions. Both open and closed questions were used. Because of the research work dealt with code switching use between Arabic and English, the questionnaire was written in MSA to facilitate the task for the researcher.

2.4.2. Test of proficiency

Unlike a questionnaire, the test was used to examine if language proficiency plays a responsible force for the students switching or not. It contains two simple activities. The first one concerns grammar exercises while the second one is related to vocabulary. It was also addressed to twenty four informants from the whole promotion (48).

2.4.3. Recording observation

For the sake of collecting data, many conversations have been recorded by the use of a hidden mobile. The investigator records ordinary conversations from different contexts such as; library, in the street, at the bus station and others places. This method provides the researcher with some examples about the students' switching; likewise, it examined the different topics related to the students' switching in daily life interactions.

2.5. Data analysis

The investigator opted for the use of two types of analysis namely the qualitative, and the quantitative analysis. Hamzaoui (2006:130) argues that **"Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement"**[15].

[15] Quoted in Berrahoui Hanane (2013: 66).

Three data collection techniques were used in this study: questionnaire, proficiency test, and recording observation.

2.5.1. Questionnaire Results Analysis

The questionnaire composed of quantitative and qualitative data. Johnstone (2000:37) reports that **"the analysis phase of sociolinguistics research is often quantitative as well as qualitative"[16].** The first method relies on experimental and statistical techniques whereas the qualitative data is used for explaining quantitative results. In this investigation, qualitative as well as quantitative methods are used to complement each other and promote the validity of both.

2.5.1.1. Quantitative Analysis

The next diagram summarize the question in which students where asked about the code used in informal contexts.

As far as; the first question is concerned, the students were asked to tick one answer which more nearly reflects their choices; either to use the EL, the MSA or the AA when they interact with each other in informal contexts. All the participants (24) which represent (100%) of them have preferred to use the English language since they wanted to improve their skills and their capacities in this language.

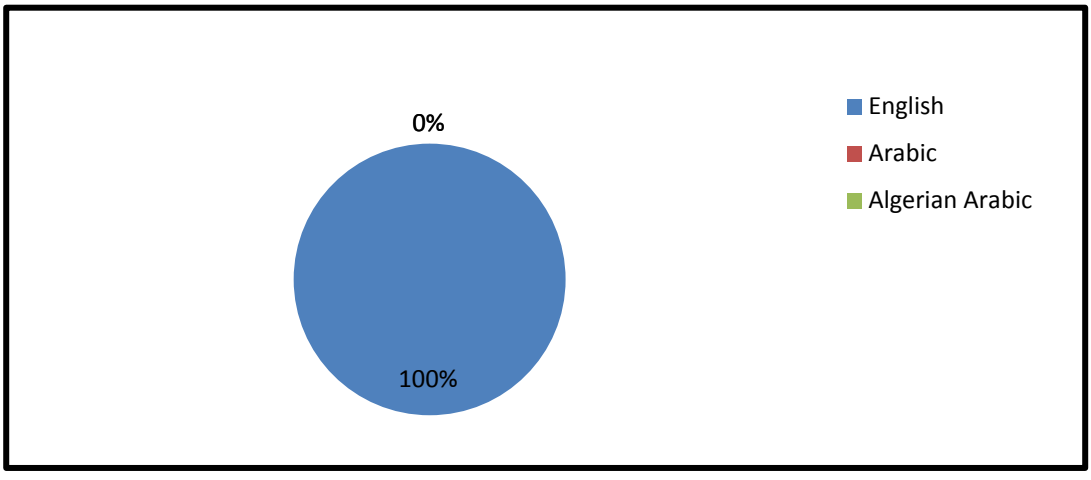


Figure1: Code used in informal settings.

[16] Quoted in Bagui, H (2012: 90).

This second question is effectively a key question since the study is based on the attitudes of students towards the English language (EL). They were being requested about whether they use it in their daily life conversation or not. Indeed, seventeen (17) students among the selected sample (70%) stated that they sometimes use EL; four participants affirmed that they often (17%) integrate it in their everyday speech; three learners (13%) declared that they rarely include the EL in their conversations.

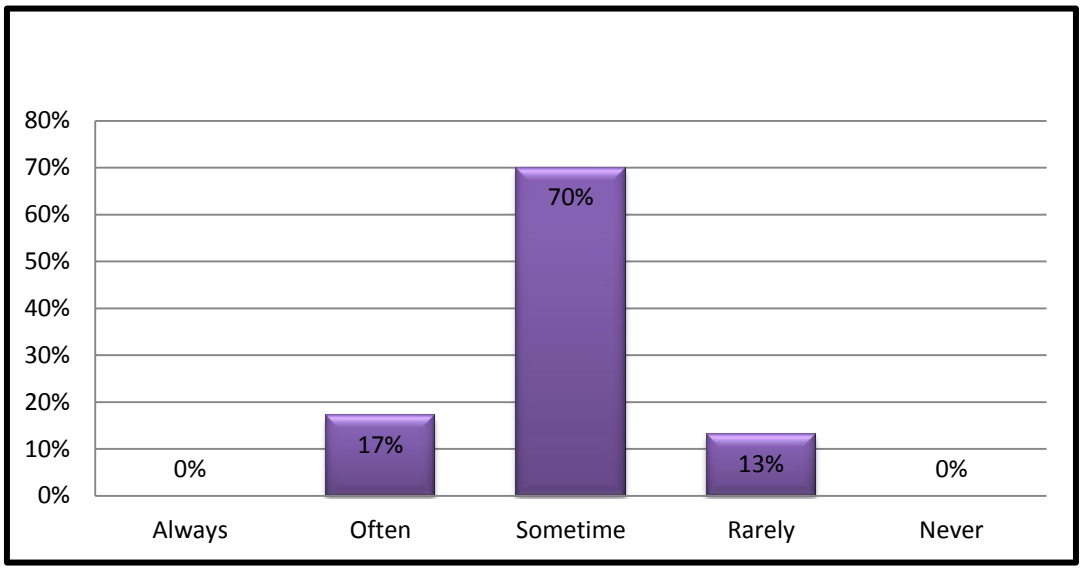


Figure2: Frequency of the use of the English language in informal settings.

Similarly, in the third question, when asking the participating informants about with whom they use more the English language, 15 of them (62%) stated that they use it with their friends within the same specialty. Nonetheless, 17% of them announced that they use it with ordinary friends from different departments. Additionally, three of the respondents; i.e., 13% affirmed that they speak English with their family while two learners which means 8% answered that they use this language in the street.

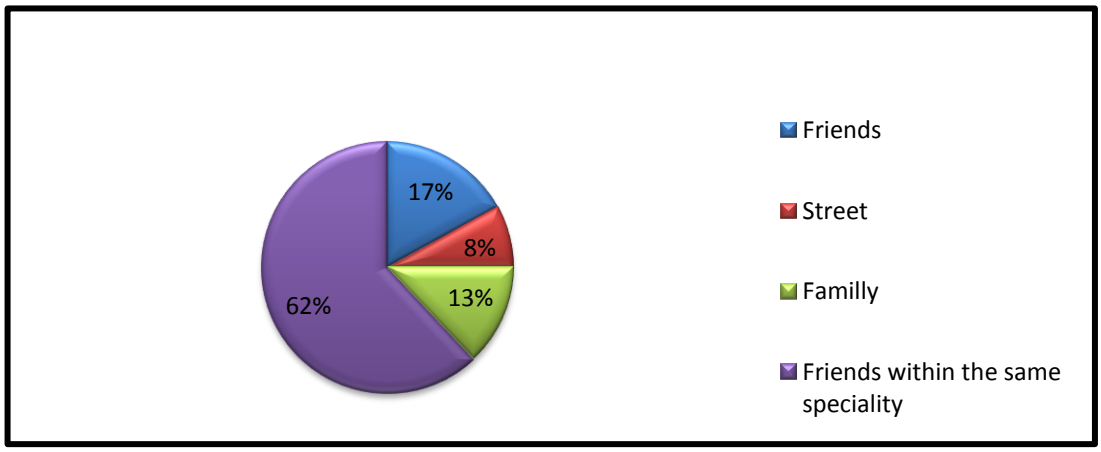


Figure3: The use of the English language in correlation to interlocutors.

In the fourth question, the students were asked to tick one answer which more nearly reflects their choices; either to mix between AA and EL consciously or unconsciously. Fifteen (15) of the participants which represents (62%) of them do it unconsciously. The remaining students in the study (9), representing 38% of them stated that they mix between the two varieties purposefully in order to show their level of education and making jokes with their friends.

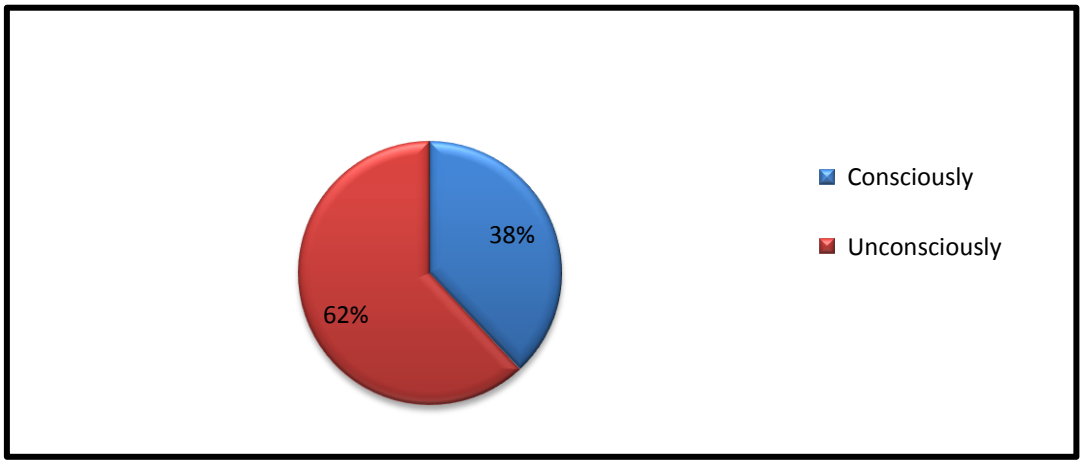


Figure 4: learner's emotions when switching between EL and AA.

The fifth question intends at knowing learners' view points towards the one who uses English language in his/her daily life conversation. It was founded that 17 of the participants (71%) acknowledged that the one who employed the English language

in his/her speech, he/she is more educated. Seven among the participating learners (i.e., 29%) affirmed other suggestions (see section 2.5.1.2).

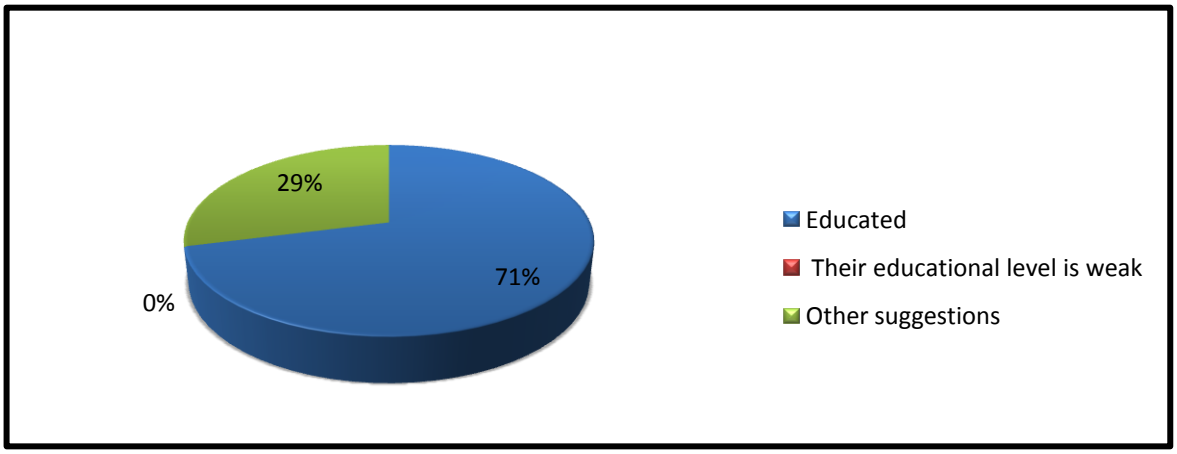


Figure 5: learners' point of view toward the one who uses English language in their daily life interactions.

In the sixth question, the students were asked about their proficiency in the English language .Twelve (12) students among the selected sample (i.e., 50%) stated that they have good level in the English language; ten learners affirmed that their level is average (42%) and two of them (8%) declared that their EL is bad.

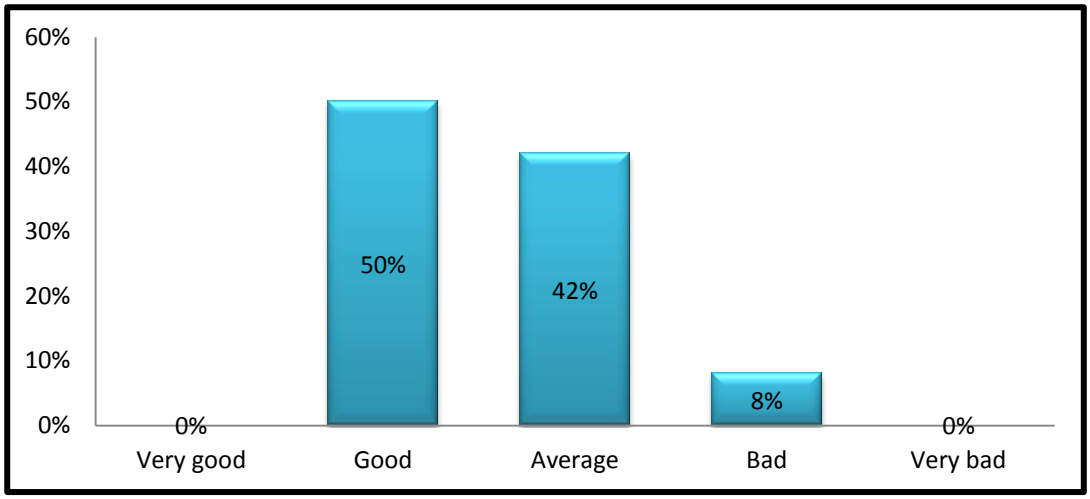


Figure 6: Students' proficiency in the English language.

In a similar vein, students were asked in the seventh question to tick one box which most nearly reflects their attitudes towards the EL. Twelve among the participating learners (i.e., 50%) affirmed that this language can bring many benefits to the country and to enter the world of progress; three students (13%) claim that English

is a foreign language; the remaining nine students (37%) stated other answers (see section 2.5.1.2).

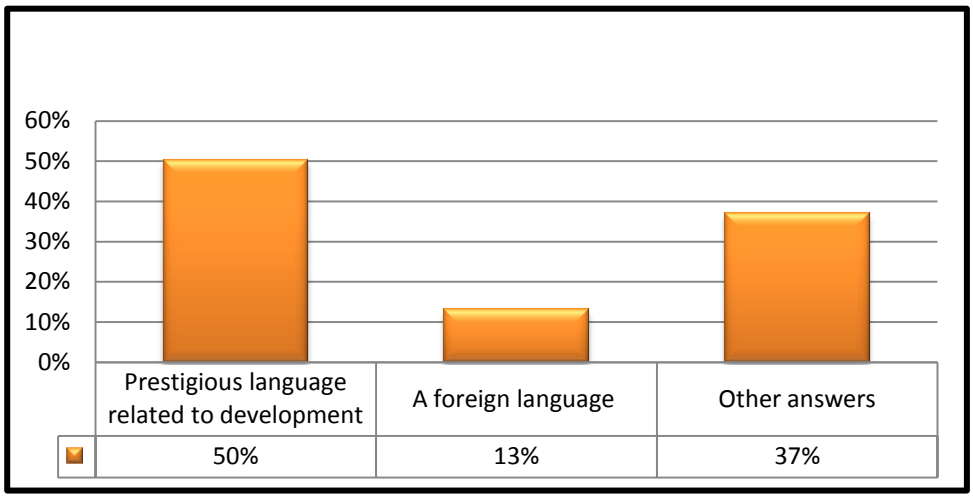


Figure 7: learners' thoughts towards the English language.

2.5.1.2. Qualitative Analysis

In the second question, when the learners were asked about whether they use EL in their daily life conversation or not, the informants who declared that they sometimes use the EL stated that it depends on the participants' level as well as the nature of the topic that they are discussing. The students who were acknowledged that they often integrate it in their everyday speech, they explained that it is due to the long period they spent in learning this language. As a result, they considered it as their favourite language through which they can achieve their dreams.

When the participant were asked about whether they switch spontaneously or purposefully, the students who said that they do it unconsciously they declared that it is due to the topic discussed or sometimes because they forget some Arabic words and they replace them with English ones. They also announced that they switch purposefully in order to show their level of education and for expressing jokes with their friends.

In this respect, when the students were asked about their point of view towards the one who uses English in his/her daily life conversation, the following expressions have been appeared:

- He/she either has self –confidence or wants to develop his/her level of education,
- He/she wants to show his/her ability in this language, or he/she does not interested in the theoretical side solely but he/she; in fact, wants to practice it more in concrete situations.

In the seventh question, when the participants were asked about their thoughts towards the EL; some of them stated the following answers:

- EL is the language that is spoken by the entire world.
- The language of technology.
- EL is considered as the language of the social communication.
- EL can achieve their dreams and open the door for them to find jobs.

2.5.2. Test of proficiency Results Analysis

In fact, the test is distributed to twenty-four informants. It is composed of two exercises. The first one concerns grammar while the other is correlated with vocabulary (see appendix B). The next two tables summarize the questions and the answers that were given by the students:

Table 1.1. Grammar exercise.

	Rate	
Answers	Right %	Wrong %
A) In warm climates people (like) sitting outside in the sun. ⟹ (likes-are liking-like)	100%	0%
B) Water (boils) at a temperature of 100°C. ⟹ (to boil-is boiling-boils)	88%	12%

C) In England (the coldest) time of year is usually from December to February. ⟹(coldest-the coldest-colder)	92%	8%
D) In cold countries people wear thick clothes (to keep) warm. ⟹(keeping-for the keep-to keep)	96%	4%

Table 1.2. Vocabulary exercise.

	Rate	
Answers	Right%	Wrong%
A) People who like watching football often go to this place ⟹ S……. ⟹ (Stadium).	100%	0%
B) If you enjoy taking photographs, you will need this. ⟹C…… ⟹ (Camera).	84%	16%
C) People who like swimming in the sea often go here. ⟹B…… ⟹ (Beach).	100%	0%
D) If you enjoy camping, you will need to take this with you. ⟹ T……. ⟹ (Tent).	88%	12%

The majority of the students, as shown in the tables above, expose right answers in both activities (grammar, and vocabulary).

2.5.3. Recording observation Results Analysis

In fact, the recordings were carried out in informal contexts. Three meeting were arranged. The first one was dealt with three boys in the library of the university, the second one with two females in the street. The last meeting was arranged with two males at the bus station of Naama. In the next analysis, (B) is used to refer to male informants, and (G) is used to refer to females; in addition to the researcher (r) and (her friend procedure) who do the records. This point will be explained more in the table below:

Table 1.3. The recording's participants.

Boys "B"	Girls "G"
Five boys	Two girls
B1 ➡ (Participant1, 55 year old), in the library. B2 ➡ (Participant2, 23 year old), in the library. B3 ➡ (Participant3, 24 year old), in the library. B4 ➡ (Participant4, 23 year old), at the bus station. B5 ➡ (Participant5, 23 year old), at the bus station.	G1 ➡ (Participant1, 23 year old), in the street. G2 ➡ (Participant1, 22 year old), in the street.

Furthermore, the objective of the experiment is to verify the validity of the idea that CS in everyday conversation is sometimes related to the topic discussed; the conversations were discretely recorded. The results show a complete alternation from Arabic to English. The table below displays the range of topics discussed:

Table 1.4. The code used according to the topics discussed.

Topic			
Variety	Sport	Music	Education
AA	X	X	X
EL	X	X	X

The following examples show excerpts revealed by data in relation to some topics by 1st year English master students (for more examples, see Appendix C)[17].

[17] French and English words are written in italic form.

- **Topic one: Education.**

B1: loŋli taʕʒabni: w taʕtʈini *motivation* kul ma naqraħə w zid matansɑʊʃ blli hija *language of technology*.

I like the English language because it motivates me whenever i learn it also don't forget that it is considered as the language of technology[18]

B2: laxaʈʈrʃ hija saħla ʕla l#*français* wtani hija *first language in the world.*

Because it is easier than French and the first language in the world.

B3: ana man ʂoχri nħabb natʕallə̃m *languages* bəʐzaf kane ʕandi *teacher* fi l#*middle school* galli blli *English* hija *easier than French* w ħababni fiħa.
When I was child I like learning languages a lot .in the middle school my teacher told me that English is easy that French, his speech made me adore learning it.

- **Topic two: Sport.**

B1+B2: *yes* tfadli: **…**hada *interview*? ʕndak ʔajj *question*?
Yes, is it interview? Do you have any question?
B1: *yes*... hhh... haʒa bajna, ana baʕda npraqtisi *sport* w nsipporti l#*barca*… hhh…
Yes…hhh…for sure I like sport and I support barca …hhh…
B2: ana nalʕəb l # *football* bəʐʐaf w n sipporti: *real, sport* mli:ħ *for… health* .
I play football a lot and I support real, sport is good for health.
B1+B2: *no*… la …*they are bad* mayalaʕboʃ gəʕ mli:ħ …*level off.*
No…they are bad .they don't play good .....level off.

- **Topic three: Music.**

G1: hhh.. ana nasmaʕ *English music* bəʐʐaf wnaħfad *lyrics by heart.*
Hhh…I listen to English music a lot and I learn the lyrics by heart.

[18] Translation to the English language.

G2: mmm… *also stories* nqrɑhom… ana nħawwse nʈawwəre l # *four skills* tawʕi: …wl # *movies* tani bɑʂah bla *Arabic translation* ʔiə hakak nʃʊf kifaʃ rahom yprononso l#*word never mind* ħatta wəllɑw manafhamhʊmʃ.

mmm…also I read stories…… I try to develop my four skills…alsowatching to the movies but without Arabic translation in order to see the pronunciation of the words….never mind even if I couldn't understand them all.

G1: qɑjan *other solutions, listening to native speakers* qiʃ ypronounso lqɑlmə.

There are other solutions, listening how do native speakers pronounce the words.

2.6. Data interpretation

In this section, the research data will be closely interpreted.

2.6.1. Interpretation of Questionnaire Results

On the light of the respondents' answers, it has been confirmed that learners have positive attitudes towards the EL. Moreover, the results obtained from the seventh and fifth questions from the questionnaire confirmed that the main reason that pushes the students to like the English language is that because they saw many positive things in this language and they fell more comfortable when they make use of the EL in their speech.

In fact, it is of great value to find that 62% students preferred to use the English language with their colleagues from the same specialty, i.e., their switching is influenced by the participants that they are interacting with. Moreover, the results obtained from the third questions of the questionnaire (see appendix A) confirmed these findings where two kinds of codes the ***"they code"*** and the ***"we code"*** are commonly noticed as unveiled by Gumperz, 1982 (see section 1.3.2.2.).

As a matter of fact and from the students' answers (in second and the first question) from the questionnaire, it has been demonstrated that learners in their daily life communication (informal setting), as well as, classroom interaction (formal

context) they use the EL. The nature of the topic that they are discussing in it, as well as the participants' linguistic level are considered as the two main reasons that push them to the switching from Arabic to English.

Additionally, their responses to the fourth question from the questionnaire confirmed that the majority of the students when they switch between the two varieties (AA and EL) they are not aware, i.e., they do it unconsciously .This aspect is discussed on the light of Myer's Markedeness Model (1993) "the unmarked choices" and ″marked choices" (see section 1.3.2.2.).

2.6.3. Interpretation of proficiency Results

On the light of the respondents' answers from the proficiency test, it has been confirmed that the majority of the participating students have good level in the EL, and this good proficiency has an impact towards their switching from Arabic to the English language.

In fact, it is of great value to find that 50% among the students specified for this study (question number six), have a good level of proficiency in the EL, i.e., that this proficiency play an important role in the students switching from AA to EL. This idea is more explained in section (1.3.1.).

2.6.2. Interpretation of Recording Observation Results

The data collected from the recording observation demonstrate that first year English master students use English language in their daily life interaction (informal context). Understandably, this switching is truly connected with the nature of the topic (Table 1.4.) that they are discussed in it during their interaction. Metaphorical switching is, indeed, topic-related whereas situational switching, which depends on the situation, does not relate to the present research work (see section 1.3.2.1.).

2.7. General Results Interpretation

Questionnaires, test of proficiency, and recording observations have allowed the researcher to gather a great amount of valid and reliable data related to the use of code switching in daily life conversation. The purpose of this humble work is to find out the reasons that stand behind the student's switching from Arabic to English. Strictly speaking, it attempts at investigating the students' attitudes towards the EL, exploring the nature of code switching between Arabic and English and identifying its relation with learner's linguistic proficiency levels.

As previously mentioned, the results of the collected data from the learners' questionnaire, the majority of them display that they have positive attitudes towards the English language. As a result, the first hypothesis put forward by the researcher, arguing that the learners have a positive image towards the EL is confirmed.

It is highly found the majority of the students have a good level in the English language. In this respect, it can be concluded that the second hypothesis claiming that the proficiency plays a responsible force for the students switching is confirmed.

Additionally, the results obtained from the recordings, confirmed that most of the learners use English language in their daily life interaction according to the topic nature. In fact, the recording data provide evidence that learners' switch in their everyday communications is topic related.

As a matter of fact, it has been confirmed that learners preferred to use the English language with their colleague from the same specialty, i.e., their switching is influenced by the participants that they are interacting with.

In fact, it is confirmed that the majority of the students when they switch between the two varieties (AA and EL) they are not aware, i.e., they do it unconsciously, which mean that they are influenced by the English language.

2.8. Conclusion

The results yielded, in fact, great understanding of the perception of including the English language in daily life students interaction, i.e., in the informal context. It is evident that the positive attitudes towards the EL, alongside the proficiency in the language, as well as the topic discussed play responsible factors for students switching.

GENERAL CONCLUSION

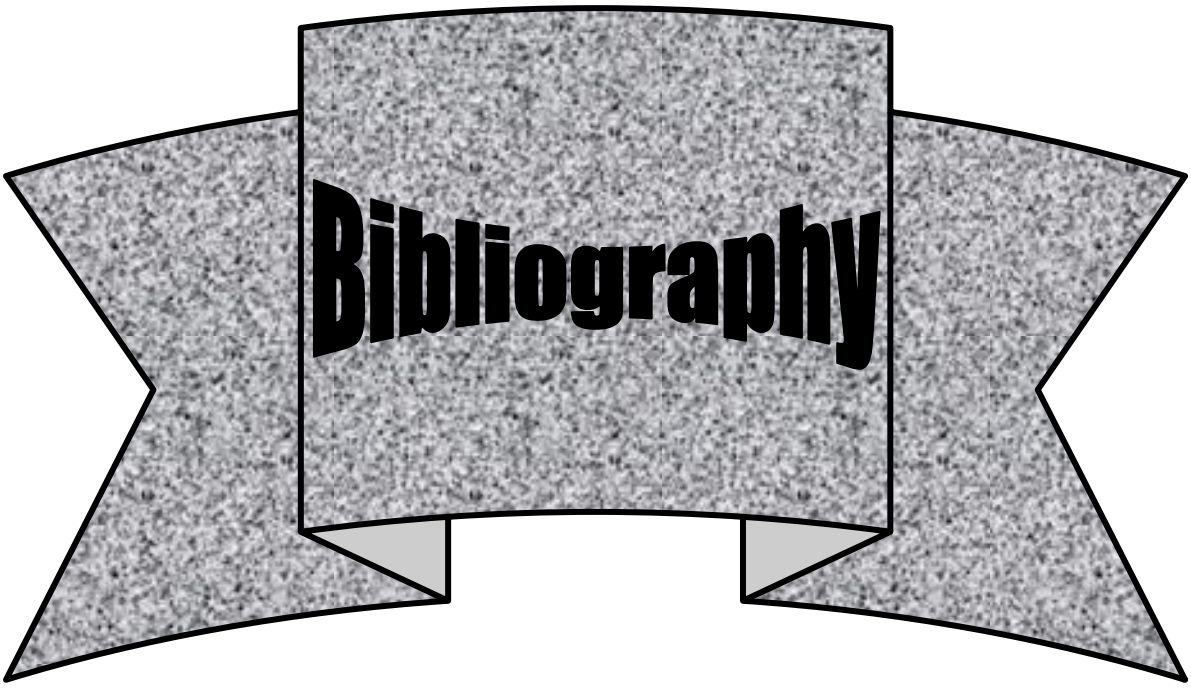
This empirical research work attempts at highlighting the reasons that stand behind the students switching from AA to EL in their daily life interaction (informal contexts). Thus, a set of research instruments is administered to first year master English language students at *SALHI AHMED* Naama university centre. The questionnaire and the proficiency test have been used as two elicitation tools. The third perspective was recording observation which adopted a direct observation of the linguistic setting.

In the current investigation, consequently, it has been able to assume some notable results in relation to the researcher general research question. The majority of first year English master students have been observed to switch to the EL when interacting with each other and in their daily life communication. Despite of its association with formal situations, EL receives a set of positive attitudes by the majority of learners in informal ones. Yet, the learners seem to express certain awareness when they switch between the two varieties (AA and EL).

Learners' code switching phenomenon is conceived to be the result of more affective reasons that are responsible for their linguistic behaviour. Apparently, the topic discussed, the participants' level of proficiency, and the students' attitudes towards the EL are considered as triggers that operate to influence students' switching.

Switching to the EL can be also used for clarification, by which speakers can improve their level and avoid confusion and express themselves clearly; for emphasis, when they stress a point or a fact; or for quoting, by which they can resolve what happened vividly.

Furthermore, the question that can be raised is: can EL students' behaviours as well as technology development extend the use of that language EL among Algerians' communication?


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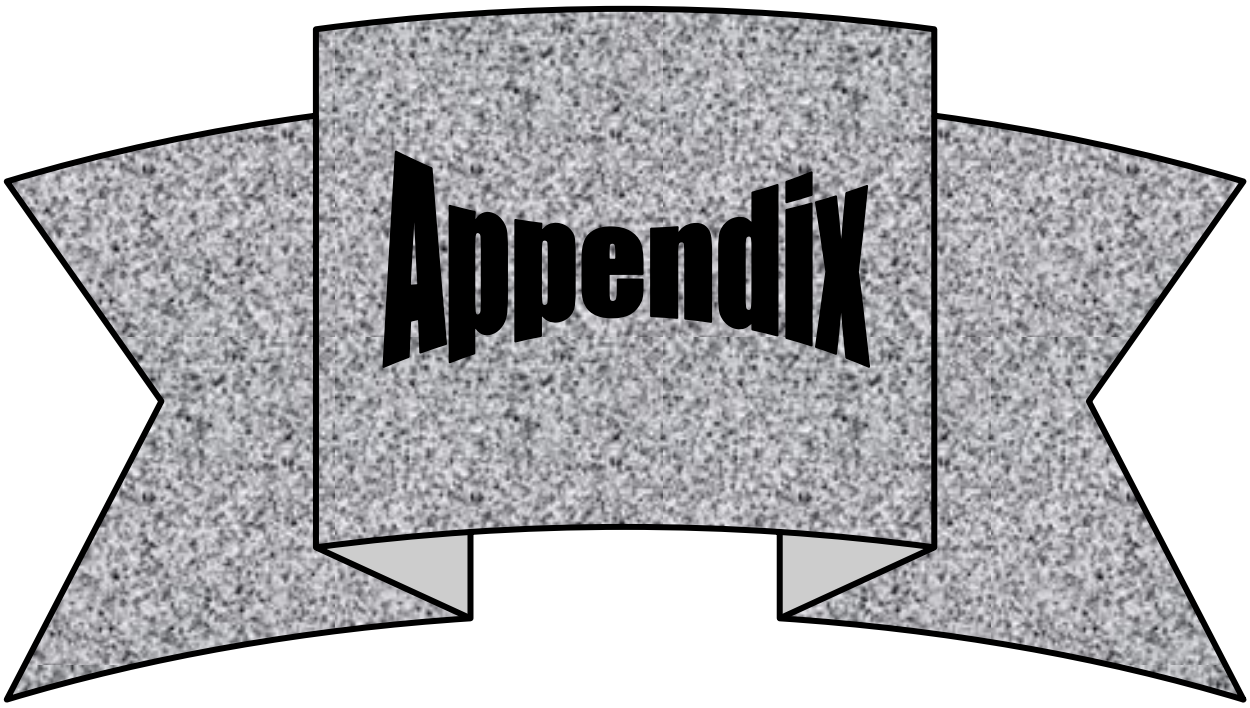
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Appendix

APPENDIX(A)

استبيان

المستوى الدراسي :

الرجاء الإجابة عن الاسئلة بوضع علامة (X) في الخانة المناسبة للإجابة المختارة و أضف (ي) إجابات إذا احتجت إلى ذلك,شكرا على تعاونكم.

1- ما هي اللغة المستعملة في القسم؟

الإنجليزية ☐ دارجة العربية ☐ العربية الفصحى ☐

2-هل تستعمل الإنجليزية في حديثك اليومي؟

دائما ☐ غالبا ☐ أحيانا ☐ نادرا ☐ أبدا ☐

لماذا؟.....

.....

3- مع من تستعمل الإنجليزية أكثر؟

مع اصدقاءك ☐ في الشارع ☐ مع العائلة ☐ مع اصدقاءك من نفس التخصص ☐

4-عندما تقوم بالمزج بين الدارجة و الإنجليزية تقوم(ين) بذلك...

متعمدا ☐ عفويا ☐

لماذا؟.....

.....

5-كيف تعتبر الشخص الذي يستعمل الإنجليزية في حديثه اليومي؟

مثقف ☐ مستواه التعليمي ضعيف ☐

اجوبة أخرى؟.....

6-كيف تقدر كفاءتك في اللغة الإنجليزية؟

جيد جدا ☐ جيد ☐ متوسط ☐ ضعيف ضعيف جدا ☐

7- هل تعتقد ان اللغة الانجليزية؟

لغة أجنبية ☐ مرموقة و تفتح المجال للتطور و التقدم ☐

إعتقادات أخرى؟.....شكرا على تعاونكم.

APPENDIX(A)

Questionnaire

Level of education:

Please answers to these questions by putting (x) .Add other answers if you need and thanks for your help

1. What is the language used in classroom?

English ☐ **Algerian Arabic** ☐ **MSA (modern standard Arabic)** ☐

2. Do you use the English language in your daily life conversation?

Always ☐ **Often** ☐ **Sometimes** ☐ **Rarely** ☐ **Never** ☐

Why?.....

.....

3. With whom you use the English Language more?

Friends ☐ **in the street** ☐ **Family** ☐ **Friends from the same specialty** ☐

4. When you switch between English and Algerian Arabic you do it…?

Consciously ☐ **spontaneously** ☐

Why?.....

.....

5. What do you think about the one who use the English language in his/her daily life interaction?

Educated ☐ **their educated level is weak** ☐

Other suggestions?…….....

……

6. How do you see your English proficiency?

Very good ☐ **Good** ☐ **Average** ☐ **Bad** ☐ **Very bad** ☐

7. Do you think that English language is?

A foreign language ☐ **prestigious language related to development** ☐

Other answers? …….....

……Thanks for your help

APPENDIX(B)

Test of Proficiency

Would you please answer the following questions?

THANKS FOR YUR HELP

- **Look at these sentences and select the correct answer?**

A) In warm climates people …….. Sitting outside in the sun.

like ☐ likes ☐ are liking ☐

B) Water …….. at a temperature of 100°C.

to boil ☐ is boiling ☐ boils ☐

C) In England ……..time of year is usually from December to February.

coldest ☐ the coldest ☐ colder ☐

D) In cold countries people wear thick clothes …….. warm.

keeping ☐ to keep ☐ for the keep ☐

- **Read the descriptions of some words about the free time that people have. What is the word for each one? Example: If you like reading about music and fashion, you may buy this. ➡ MAGAZINE.**

A) People who like watching football often go to this place. ➡ S _ _ _ _ _ _

B) If you enjoy taking photographs, you will need this. ➡ C _ _ _ _ _

C) People who like swimming in the sea often go here. ➡ B _ _ _ _

D) If you enjoy camping, you will need to take this with you. ➡ T _ _ _

APPENDIX(C)

Recording

Topic as a code determinant: five boys (B1, B2, B3, B4, B5) and two girls (G1, G2) (see **table 1.3.**). (Belonging to 1st year English master student in *SALHI AHMED* Naama University) + the interviewer (the researcher R) and (her friend procedure) who do the records, the recordings questions were different for the seven students. Three meeting were arranged. The first one was done with three boys in the library of the university, the Second was with two female in the street. The last meeting was arranged with two male at the bus station of Naama.

- **Topic one: Education.**

R: *hi* qi:rɑ:kəm?

Hi how are you

B1+B2+B3: la:bəse ʔlħəmdʊli:lləh

Fine humdolillah

R: waʃ takrəwe ?

What do you study?

B1: *English*[19]…

Z: ʕlaʃ bggitʊ takrəʊ hade *language*?

Why do you choose to study this language?[20]

B2: laxaʈʈrʃ hija saħla ʕla l # *français* wtani hija *first language in the world.*

Because it is easier than French and the first language in the world.

B3: ʔna man ʂoɣri nħabe natʕallə-m *languages* bəʐaf kane ʕandi *teacher* fi l # *middle school* galli blli *English* hija *easier than French* w ħababni fiħa.

When I was child I like learning languages a lot .in the middle school my teacher told me that English is easy that French, his speech made me adore learning it.

B1: loŋli taʕʒabni: w taʕʈʈini *motivation* kul ma naqraħə w ʐid matansɑʊʃ blli hija *language of technology*.

I like the English language because it motivates me whenever i learn it also don't forget that it is considered as the language of technology

[19] French and English words are written in italic form.
[20] Translation to the English language.

R: tħaʂʊ blli: l # *english* takdərr t # *achieve your dream.*

Do you think that the English language can achieve your dream.

B1+B2: bəjna *for sure*.

Yes for sure.

B3: wəh takdərr *that's why I learn it.*

Yes it can, that's why I learn it.

R+Z: *thanks* ʂaħi:tʊ

Thank a lot.

B1+B2+B3: *welcome.*

- **Topic two: Sport**

R: hi neʒm nʂɑqsi:kəm maʕli:ʃ ?

Hi can I ask you questions?

B1+B2: *yes* tfadli: **…**hada *interview*? ʕndak ʔje question?

Yes, is it interview? Do you have any question?

R: *yes* takdərr tgʊll *interview* ani: dəyrɑ *research* ʕla l # *point of view* taʕ l # *youth* ʕla *sport*, ttfərdʒo *sport* antʊmɑ?

Yes you can say that it is interview,imake research about the youth point of view about sport, do you watch sport?

B1: *yes*... hhh... haʒa bajna, ana baʕda n # praqtisi *sport* w n # sipporti l # *barca*… hhh…

Yes…hhh…for sure I like sport and I support barca …hhh…

B2: ʔna nalʕəb l # *football* bəʐaf w nsipporti: *real, sport* mli:ħ *for… health* .

I play football a lot and I support real, sport is good for health.

R: waʃ raykʊm fil # *algerian team*?

What do you think about Algerian team?

B1+B2: *no*… la …*they are bad* mayalaʕboʃ ɡəʕ mli:ħ …*level off.*

No…they are bad .they don't play good .....Level off.

R: ʂaħa *thanks for your time* ʂaħi:tʊ bəʐʐaf

Ok thanks for your time

B1: ʕadi: *any time* taħħtəʒina nakrəw *first year master English student, good luck bye*

Never mind any time by the way we are first year master English student, good luck bye

- **Topic three: Music**

R: *hi* ləbnaʈ ki:rɑ:km

Hi girls how are you

G1: *hi* ləbas

hi.fine

G2: ʔlħəmdʊli:lləh

alhumdolillah

R: nsaksikʊm maʕlich

Can I ask you question?

G1+G2: wəh!

Yes

R: waʃ homa l # *methods* w # *techniques* li: rakʊm di:rəhʊm bach twali: l # *pronounciation* taʕkom *good* kimɑ *native*?

What are the methods and the techniques that you use it in order to be as native speakers?

G1: hhh.. ana nasmaʕ *English music* bəʐʐaf wnaħfad *lyrics by heart.*

Hhh…I listen to English music a lot and I learn the lyrics by heart.

G2: mmm… *also stories* naqrɑhom… ana nħawwse nʈawwəre l # *four skills* tawʕi: …wl # *movies* tani bɑʂah bla *Arabic translation* ɣiə hakak nʃʊf kifaʃ rahom y # prononso l # *word never mind* ħatta wəllɑw manafhamhʊmʃ.

mmm…also I read stories…… I try to develop my four skills…alsowatching to the movies but without Arabic translation in order to see the pronunciation of the words….never mind even if I couldn't understand them all.

R: mmm…! hədi *good method.*

Mmm…! this is good method.

G1: qɑjan *other solution, listening to native speakers* qiʃ y # pronounso lqɑlmə.

There are other solutions, listening how do native speakers pronounce the words.

R: *thanks* bəʐʐaf

Thanks a lot

G1+G2: ʔdi taħtaʒi: *English songs* wəla *movies* naʕʈʈəlak *never mind*.

Never mind if you need English songs or movies I will send you