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A Sociolinguistic Perspective on Algerian Arabic / English Code Switching among Students at the English Department: The Case Study of 1st year Master at Salhi Ahmed Center University of Naama.

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the Requirement of the Degree of "Master" in Applied Linguistic.

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For my classmates, which whom I spent good times together ,I wish to them all the best in their carriers and private lives.

Fatiha AZOUZ

Dedication

I dedicate this humble work to my sweet and loving parents, and to my dear brothers for their support and care.

A great debt of thanks to my future husband and his family for providing moral support and for greatly encouraging .

I would like to thank my friends and participants at the same time, who kindly agreed to take part in this study.

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Abstract

It is generally argued that bilingualism has become a norm of various societies such as Algeria. A direct consequence of this linguistic phenomenon is code switching which is very popular linguistic practice in Algeria. Even in foreign language learners who study English, they introduced their foreign language into their speech. The aim of this study is to analyse the use of code switching among students at Center University of Naama. This work seeks to find the reasons that push Master English students to switch during their daily conversations outside the classroom, between Arabic and English. Hence, the main objectives is to unveil the factors that motivate student to switch and discover functions that code switching serves. To achieve the goals of the study, the researcher used two instruments namely questionnaire and recordings and then they are analyzed and discussed based on Myers-Scotton's Markedness Model and Gumperz's semantic model. The main findings obtained from this investigation demonstrate that most of the students use code switching: for direct quotation, addressee specification, interjection, reiteration. Furthermore, the gathered data show that students switch dependent on the person they are talking with as well as the topic and the sitting .

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List of Abbreviations and Acronyms

AA: Algerian Arabic

Ber:Berber

CA: Classical Arabic

CM :Code Mixing

CS: Code Switching

Eng: English

Fr: French

H: High variety

L: Low variety

MSA: Modern Standard Arabic

MLF : Matrix Language Frame

ML : Matrix Language

MM: Markedness Model

EL : Embedded Language

RO : Right and Obligation

List of Phonetic Symbols

Consonants				
Manner	Symbol	Arabic consonants	Example	English Gloss
Plosives	/b/	ب	ba:b	Door
	/t/	ت	tufa:ḥ	Apple
	/d/	د	du:da	Worm
	/ţ/	ط	ţɑmɑ:ţem	Tomato
	/ḍ/	ض	ḍ ʕef	weak
	/k/	ك	kursi	Chair
	/q/	ق	qaḍe	Judge
Fricatives	/f/	ف	fi:l	Elephant
	/s/	س	suʔ:al	Question
	/z/	ز	Zahra	Flower
	/ʃ/	ش	ʃamʕa	Candle
	/dʒ/	ج	dʒamaʕ	Mosque
	/ṣ/	ص	ṣaḥifa	Newspaper
	/ɤ/	غ	ɤaba	Forest
	/χ /	خ	χubz	Bread
	/ ʕ/	ع	ʕiqa:b	punishment
	/ħ/	ح	ħajat	life
	/h/	ه	ħulum	Dream
	/ɵ/	ث	ɵaldʒ	Snow
	/ð/	ذ	ða:b	it melted
	/đ/	ظ	đala:m	dark
Nasals	/m/	م	Mlaħ	Salt
	/n/	ن	na:ma	He sleep
Lateral	/l/	ل	liqa:ʔ	meeting
Flap	/r/	ر	rukba	Knee
Approximates	/w/	و	Wərda	Flower
	/j/	ي	jədd	Hand

Vowels			
Length	Symbol	example	English Gloss
Weak	/ə/	wəld	Son
Short	/i/ /u/ /a/	hijjɑ kursi radʒal	She Chair Man
Long	/i:/ /u:/ /a:/	bχi:l ħu:t na:r	Mean Fish fire

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General Introduction

General Introduction

Language has an important part in human life, since it is used to communicate with each other and to express our thoughts, ideas, and emotion. It is a fundamentals tool for social interaction. Hence, there is relationship between language and society, the interdependency between them led to the study of sociolinguistics. In a general sense, sociolinguistics is concerned with the study of language in relation to society. Indeed, it is intersted in explaining who speaks what language to whom and when . Actually, sociolinguistics does not discuss the structure of language but it focuses on how language is used by individuale speakers and also studies how language affects or being effected by social and cultural factors. Thus, it is clear that language changes as result of certain circumstances such as education, migration, colonization ,trade and globalization . Therefore, the contact with other people who have different languages bring other languages to be used. As consequence of this fact is the emergence of bilingualism, which is the ability to communicate in two languages.

Arguably, when bilingual speakers make conversation, they often include phrases, clauses and sentences from different languages in a single discourse. This alternative is called code switching . In most general terms, code switching can be defined as the alternative use of two or more codes. The phenomenon of switching has attracted linguists' attention; hence it is studied from different perspectives such as sociolinguists, psycholinguistics, structural, conversation analysis, pragmatics, etc. Such sociolinguistic outcome is noticed in many societies like Algeria.

Sociolinguistic landscape in Algeria is considered to be very interesting matter to be investigated. Yet, The sociolinguistics situation in Algerian is very rich and complex too, because of the co-existence of many languages namely; modern standard Arabic which is official language in Algerian and first language in school, Algerian Arabic is the mother tongue, Berber is also a native language of a number of Algerians ,French is the first foreign Language and English is the second foreign Language. Thus, Algeria is one of bilingual, or even multilingual society, where code switching is norm of it .

Even in foreign language learners who study English, they introduced their foreign language into their speech. Hence, they are subject to switch between English and their mother tongue Algeria Arabic outside classroom .

Throughout in this study, The ultimate purpose is to investigate the reasons and motivations that stand behind this linguistic behaviour. The current research is, indeed, an attempt to highlight the factors influencing language choice and explores the functions of code switching plays during informal interaction between learners. So, the presented investigation is carried out from sociolinguists and points of view. Therefore, the main question has been put forward: What are the main reasons that lead students to switching between Algeria Arabic and English outside classroom ?. To have avalid answer to this problematic issue, this study puts its practice at Center University of Naama.

In order to facilitate the research work and our investigation of the issue, the following sub-questions are put forward:

1-What are the external factors that impose code choise ?

2- What are the functions that code switching surves?

The above questions engendered the following hypotheses**:**

1-Probably, students switch according to the discussed topic ,the participants involve in the interaction and setting .

2-We hypothesize that student switch to express a word that does not have a equivalent in the other language or to exclud others from the conversation.

Therefore, the present research work is divided into three chapters; initially the first chapter considers the literature review of code switching ,starting with language contact and its outcomes with an emphasis on code switching. Hence, it sheds light on the various definitions of code switching. Its emergence and defines its types. Indeed, it take close look at structural, sociolinguistic analyzes of this phenomenon. Then, presenting the purposes and reasons that led to the current linguistic behavior. In addition to, comparing it with other related phenomena

namely code mixing and borrowing. Whereas, the second chapter deals with linguistic situation in Algerai, some light is shed on the historical background of Algeria, then it deals with the linguistic situation in the country, providing an overview of languages that present in Algeria namely; Arabic, Berber, French and , English . It also touches the sociolinguistic situation of Algeria in terms of bilingualism, diglossia, code switching, and borrowing. The third and least chapter is concerned with describing the sample population, the methodology and the tool that used in gathering data mainly questionnaires and recording. Then, the data analysed and interpreted both quantitatively and qualitatively.

Chapter One: Literature Review

Chapter One: Literature Review

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1-1- Introdction

People living in multilingual areas often have two or more languges and use them regularly for different purposes in their everday lives .One of the characteristic of bilingual talk is the occurrence of langange alternation ,commonly referred to as code switching. It has been the focus of attention of many researchers belonging to different fields.

This chapter aims at exploring the theoretical background of this discipline. It provides a general introduction of bilingualism, in addition to its types and will shed light on the various definitions of code switching ,its emergence.It will also define the three types of code switching: tag switching, intra-sentential and inter-sentential code switching. As well as it will take a close look at structural, and sociolinguistic analyzes of this phenomenon . It also aims at presenting the purposes and reasons of code switching . Finally ,it focuses on comparing it with other related phenomena namely code mixing and borrowing.

1-2-Language Contact

One of subjects in sociolinguistics that makes Language becomes interesting to be investigated is the contact between peoples, who comes from different places in order to communicate designates the contact between two (or more) languages (or varieties). In other words, when speakers of different languages interact very closely with each other, this result in a phenomenon which is called language contact. Thus, Language contact means a contact between different languages(or varieties), especially when at least one of the languages is influenced by such contact. This influence takes place typically when the languages are spoken in the same speech community and involves face to face interaction among group of speakers[1]. According to Trudgill (2003:9) **"A term used to apply to the situations where two or more groups of speakers who do not have a native language in common are in social contact with each other or come into such contact."**. It takes place whenever speakers of two different languages come into contact since the speakers

[1] Mentioned in Thomason, 2001:2

need to interact for several reasons .Hence ,it leads to the language change that facilitates communication between peoples, who come from different places and have different cultures. Thus ,the latter comes from many reasons like: migration, colonization, slavery, trade ,commerce ,globalization and marring. Consciously, this contact between languages leads to the emergent of bilingualism.

2-3-Bilingualism

Bilingualism considers as complex phenomenon. The concept of bilingualism succeeded to grasp the attention of many scholars; it has been studied from different perspectives : linguistic ,social ,individual, psychological and sociolinguist. Different definitions for bilingualism are suggested by researchers depending on their point of view. For example ,an early definition was given by Bloomfield (1933:50) who considers bilingualism as˝**native like control of two language** ˝, i.e. the equal mastery of two languages .In contrast, Grosjean (1997) defines bilingualism as˝**the use of two (or more) languages in one's everyday life, not knowing two or more languages equally well**.˝ This definition maintains that being bilingual does not imply mastery of two language simply minimal proficiency in two languages.

Sociolinguistics defines the concept of bilingualism as the ability to communicate in two languages. Weinreich (1968:5) takes bilingualism as ˝**the practice of alternately using two languages**˝ . In this way, bilingualism refers to the ability of using more than one language in society . Hence, it can be considered as individual capacity and social phenomenon. Seemingly as, Mackey (1984:122)[2]defines bilingualism as˝**the ability to use more than one language by an individual or a community.**˝

Basically, a bilingual person is someone who knows and uses two languages Trudgill (1992:13) defines bilingual as˝**the ability of an individual to speak two or more languages**˝ . For McNamara (1967)[3] a bilingual is˝**anyone who possesses a minimal competence in one of the four language skills**˝. According to him,

[2] Quoted in Romaine (1989 :16)
[3] Quoted in Hammers & Blanc (2000:6)

only minimal proficiency of fourth skills :speaking ,reading writing and listening in another language is required to consider individual as a bilingual.

Bilingual speakers different from one to another. In this respect, Weinreich (1968)[4] classifies three types of bilingualism by relying on the manner in which bilinguals store language in their brains. The fist one is coordinate bilingualism, refer to the person who acquire a second language into different contexts for example, learns one language at home and another at school. The second type is compound bilingualism, refer to the person who learns both languages in the same context for example, child acquires two languages from his parents but different linguistic context; a Spanish from his father and French from his mother. Finally Sub-coordinate bilingualism, refer to the person who have study a second language but cannot understand it without help of the first language (the mother tongue) , he is mostly rely on translation .

In addition , There are another cases of different types of bilingualism are: passive and active bilingual (also referred to as productive and receptive), active bilingual includes individuals who understand both languages speak, read and write them , passive bilingual on the other hand, includes individuals who can understand both languages but cannot be able to speak and write in more than one language

Individual bilinguals can also be classified according to complete mastery of the two languages, so we can distinguish between balanced bilinguals, i.e. those who they have equal competence of two language, and unbalanced bilinguals, who do not have the same competence in both languages, we can say, those whose competence higher in one language than in the other which is often the mother tongue.

Another distinction has been made by Lambert (1975, 1977)[5], who introduces the terms additive and subtractive bilinguals .Additive bilinguals use both languages in an equal and useful value in a prestigious sense whereas, subtractive bilingualism

[4] cited in Namba,(2000:67)
[5] Mentioned in Anthony ,1991:21

occurs when the second language replaces the first language often occurs among immigrant speakers.

A further distinction of types of bilingualism has been made between societal and individual bilingualism. The former refers to a situation where in a given society two different languages are spoken, whereas the latter refers to the way where two languages are used by the same person .

The appearance of bilingualism within the societies related to some factor such as the immigration hence , immigrants have to learn another language in order to communicate in the country they live in. Another prominent cause of bilingualism colonization in which the colonizer's policy impose their language on the colonized people as in case of French colonization in Algeria.

Bilingualism become the main result of acceptance of the powerful and the international language of the economy which is used all over the world as, English which is the most useful mean of communication that helps businessmen to be in touch with other countries.

Education could be the main cause that leads to bilingualism because the child spends his childhood learning his local language from his family at home ,after he go to school where he learns the foreign language. Religion can also lead to spread of languages ;Christianity helped the spread of Latin and Islam help to spread of Arabic language for example someone who converts into Islam is supposed to learn the Arabic language in order to be able to read the Holy Koran. Another recent factor which plays an important role in developing the bilingual receptive skill is mass-media such as radio , television.

In general, the term bilingualism involves the process of using more than one language with the result of two codes can be used in the same conversation ,this phenomena is known as code switching.

1-4-Code Switching

The term code switching combine of two concepts ; code and switching.

1.4.1.Definition of Code

The term code is different from one field to another, for instance in semantics code refers to an essential concept of symbolize .Whereas in sociolinguistic field, the term code refers to the varieties of language, dialect, or system used in communication. In this vain, Wardhaugh (1986) says that˝ **the term code can be used to refer to any kind of system that two or more people employ for communication˝.** Thus, the term code refers to a language system or a dialect. In this study, the term code mainly refers to the two different linguistic systems; Arabic and English. Whereas switching is an action that entails movement, flexibility and change. To switch is to move from one state to another.

1.4.2.Definition of Code Switching

In bilinguals or multilingual society ,where many people have the knowledge of two or more languages ,when they make conversation they often include words, phrases, clauses and sentences from different languages in a single discourse. This alternative called code switching(hereafter CS). The phenomenon of CS has attracted a great amount of research as it concerns a fundamental part of our lives, communication and interaction .There are various definitions of CS, every linguists has different point of view about it[6] . For example Milroy and Muysken (1995:7) define CS as˝ **the alternative use by bilinguals of two or more languages in the same conversation˝**[7].While Poplak(1980:585) defines CS as˝ **the alternation of two languages within a single discourse, sentence or constituent˝.** In these two quotations, CS is used to refer to the alternation between two or more languages in the same utterance or conversation, between people who share those particular codes.

However ,on the light of Gemperz (1982:59) describe CS as˝ **the juxtaposition within the same speech exchange of passages of speech belonging to two**

[6] One example of the different seems the fact that the term 'code switching' itself is spelled differently by different researchers. The following spellings are used: code switching, code-switching and codeswitching. This study will adopt the spelling code switching.
[7] Makulloluwa ,2013: 583

different grammatical systems of subsystems."[8] For Gumperz, CS may occur either between two languages or dialects. Similar to this view Trudgill (1996:16) defines the term code as being‟ **The process whereby bilingual or dialectal speakers switch back and forth between one language or dialect and another within the same conversation.**″

But, the earliest definition of CS dates back to Weinreich (1953)[9], who defines bilingual people as individuals who switch ‟ **from one language to the other according to appropriate changes in speech situation**″.

Generally, This phenomenon occurs during communication, when bilinguals use or substitute a word or a phrase from one language with a phrase or a word from another language or dialects of the same language within the same conversation.

1.4.3.The emergence of Code Switching

The beginning of the study of CS goes back to the 1940s and the early1950s is mainly emerged by Blom and Gumperzs (1972) "social meaning in linguistics structures. However, The term "code switching" was first used in 1954 by Hans Vogt. In his review of Uriel Weinreich's Languages in Contact (1953)Weinreich's work on the study of the impact of one language on other languages, had used the phrase "switching codes. Later on, Hans Vogt substituted the term "switching codes" to" code switching " .

The widespread phenomenon has been studied all over the world: in India by Gumperz and Singh, in Australia by Clyne, in East Africa by Myers-Scotton, in the United States by Pfaff, Poplack, Timm , in North Africa by Bentahila and Davies and in Europe by Beatens Beardsmore and many other.

1.4.4.Theories of Code Switching

As a matter of fact, CS has been tackled from different perspectives and studied from several angles. Indeed, different linguistic fields started developing theories and models to explain and investigate CS. In general ,there are two main approaches to the study of CS: structural approach, sociolinguistic approach, the

[8]Quoted in Alenzl,2010: 3
[9]Quoted in Redouane ,2005:1921

structural approach focuses on the language system whereas ,the sociolinguistic approach focuses on the speaker who uses the different codes.

1.4.4.1.The Structural Approach to Code Switching

The structural approach focuses on grammatical aspects of CS, it concerned with the syntactic and morph- syntactic characteristics of CS constructions and where code switching can take place in a sentence. The syntactic study of code switching can be divided into three model : Linear Approach (Poplack 19880, 1988,1990, Poplack and Sankoff 1981) ,Government constrain model (DiSciullo, Muysken and Singh :1986) and Myers-Scotton's (1993) Matrix Language Frame (MLF) Model.

The grammatical regularities of CS are explained in terms of syntactic constraints in Linear approach .Under this approach ,Poplack presented two different constraints on CS namely :the free morpheme constraint and the equivalence constraint.

In free morpheme constraint, Poplack (1980: 585)says that" **Codes may be switched after any constituent in discourse provided that constituent is not a bound morpheme.**"[10] It means that the free morpheme constraint allows for CS after any sentence constituent if it is not a bound morpheme. On the other hand, According to Poplack(1980: 586) the equivalence constraint " **Code-switches will tend to occur at points in discourse where juxtaposition of L1 and L2 elements does not violate a syntactic rule of either language, e.i., at points around which the surface structures of the two languages map onto each other**". Switching is free to occur only between sentence elements that are normally ordered in the same way where the syntactic rules of neither language are broken by the juxtaposition of the two codes.

Another theory that focuses on grammatical regularities in CS is the government constrain model. It was proposed by DiSciullo, Muysken and Singh, was inspired from Government and Binding Theory of Chomsky .It focus on phrase structure as the source of constraints. The Government Constraint states that switching between

[10]Quoted in Namba, 2007 :69

governors and their objects is prohibited. In other words, their main contention was that CS can only take place between elements that are not lexically dependent, i.e. there is no switching between verb and object or between preposition and noun-phrase in a prepositional phrase DiSciullo et al. (1986:3) formulate the Government Constraint as follows˝**x governs y if the first node dominating x also dominates, where x is a major category N, V, A, P and no maximalboundary intervenes between x and y.**˝ Switching is only permitted between elements that are not related by government. For example, if PP has language (x), P and PP internal NP must be also in language (x).

Further lines of research that focus on structural linguistic aspects of CS in terms of the theory of Matrix Language Frame Model(hereafter MLF). MLF Model was proposed by Myers-Scottor. She distinguishes between two languages involved in CS into: a Matrix Language (ML) and an Embedded Language (EL) .ML is the main or the dominant(base) language, generally takes a more predominant role in CS in that it determines the grammatical frame of the utterance, and the other hand EL is the donor or the dominated language . She describes MLF model as a "**production-based model**" .Central to MLF theory is the idea that content (often nouns, verbs, etc.) and system (articles, inflections etc) morphemes in the embedded language are accessed differently by the matrix language. Hence, The MLF model is operationalized in three principles.

1-The System Morpheme Principle ,In ML + EL constituents, all system morphemes which have grammatical relations external to their head constituent (i.e., which participate in the sentence's thematic role grid) will come from the ML.

2- The Morpheme Order Principle, In ML + EL constituents consisting of singly occurring EL lexemes and any number of ML morphemes, surface morpheme order (reflecting surface syntactic relations) will be that of the ML.

3-The Blocking Hypothesis,In ML + EL constituents, a blocking filter blocks any EL content morpheme which is not congruent with the ML with respect to three levels of abstraction regarding sub categorization. (Myers-Scotton, 1993:83)[11]

[11] Boztepe, 2005:9-10

According to the first principle, the system morpheme holds that in any CS utterance all system morphemes should come from come from the ML. The second principle the morpheme order requires that morphemes within a bilingual constituent follow the order prescribed by the ML. Finally, the Blocking Hypothesis stresses the congruency between EL content morphemes with their ML counterparts

From structural point of view, two types of CS have been recognized : Intra-sentential switching used for switches within sentences, and inter-sentential switching for switches between sentences.

1-4-4-2Sociolinguistic Approach to Code Switching

Sociolinguistic approach is concerned with the role of social factors in the occurrence of CS, the aim being to determine patterns of occurrence of CS and how social factor affected on context and speakers' role relationships. This study have been conducted from two perspectives: the macro level and the micro level.

At macro level , Joshua Fishman introduced his framework 'domain analysis'(1965)[12]. In his referential work has been crucial role domains play in language choice where he focuses on the correlations between certain activities and specific language. According to him, choice of language is differ for a person to another depending upon the purpose and social setting, or domain. Through his study, Fishman identified five of these domains: family, friendship, religion, education, and employment. Within these domains various settings, topics, and relationships between interlocutors where there are **"a common set of behavioral rules"** (Fishman, 1972)[13] The following table[14], depicting the relationships between domain and possible interlocutors, places, and topics.

[12] Quoted in Namba 2007 : 68
[13]as cited in Nguyen, 2008: 24
[14] as cited in Boztepe, 2005:13

Domain	Interlocutors	Setting	Topic
Family	Parent	Home	How to be a good son or daughter
Friendship	Friend	Beach	How to play a certain game
Religion	Priest	Church	Sunday liturgy
Education	Teacher	School	Telling a story
Employment	Employer	Workplace	How to do your job more effectively

Table 1.1.Fishman Domain Analysis

On the other hand, micro level analysis ,Blom and Gumperz (1972:126) introduced two type of CS, namely situational switching and metaphorical switching .In situational CS, the switch is in response to a change in situation. Blom &Gumperz (1972:425) notes that ‟**the notion of situational switching assumes a direct relationship between language and social situation**″. It occurs when speakers use one code for one situation and another code for another situation, which involves changes of the participants, the setting and the context. Whereas metaphorical code switching depends on the topic to determine which language will be used .Later on, he developed concept of metaphorical and introduced another term ‘conversational CS’ According to Gumperz (1982), a specific language may be chosen to perform conversational functions, such as addressee specification, interjection, quotations, reiteration, message qualification, and personalization or objectification.

In his investigation of conversational CS, Gumperz (1982) draws attentions on the concept of identity; he distinguishes between ‘we codes’, which are typically presented by the ethnic minority language and depicted in-group solidarity, and ‘they codes’ which generally include the dominant and more formal majority language. In this sense, Gumperz (1982:66) explains the ‘we-code’ to be ‟ **[…] associated with in-group and informal activities […]while a ‘they-code’ is used for […] more formal, stiffer and less personal out-group relations**″ . In the same line of though ,Grosjean (1982:136) produced a list of potential factors influencing language choice based on speakers choice of we-code or they-code.

FACTORS INFLUENCING LANGUAGE CHOICE	
Participants	Situation
Language proficiency	Location/setting
Language preference	Presence of monolinguals
Socioeconomic status	Degree of formality
Age	Degree of intimacy
Sex	
Occupation	Content of Discourse
Education	Topic
Ethnic background	Type of vocabulary
History of speakers' linguistic interaction	
Kinship relation	Function of Interaction
Intimacy	To raise status
Power relation	To create social status
Attitude toward language	To exclude someone
Outside pressure	To request or command

Table 1.2 .Grosjean's List on Factors Influencing Language Choice

As an attempt to incorporate the macro and micro level , Myers- Scotton (1993) proposes the Markedness Model in terms of social motivations for code switching. The model assumes that speakers have a sense of markedness and they are able to identify whether it is marked or not on the available linguistic choices for communication . Thus, the markedness model holds that the use of a particular language can be marked (i.e., not standard) or unmarked, depending on the social conventions within the specific social situation. Under her theory ,she asserts that there are norm and rule for communication, this norm is called rights and obligations(RO) set, she argues that" […] **code choices are understood as indexing rights-and-obligation sets (RO sets) between participants in a given interaction type**" (Myers-Scotton 1993:84). In this respect she identifies three

maxims operative in bilingual conversation: The unmarked choice, marked choice, and exploratory choice.

The first one, the unmarked-choice maxim leads a speaker to ‵**make your code choice the unmarked index of the unmarked RO set in talk exchanges when you wish to establish or affirm the RO set** ″(Myers-Scotton 1993: 114).The speaker requires to switch from one unmarked code to another on the basis of situational changes during interaction such that the unmarked code changes. The second maxim, the marked choice maxim, would direct a speaker to ‵ **make a marked code choice which is not the unmarked index of the unmarked RO set in an interaction when you wish to establish a new RO set as unmarked for the current exchange**″ (Myers-Scotton 1993: 131). In other words, the speakers violate the conventionalized expectation in an interaction and deliberately make the marked choices to set up a new set of rights and obligations. Finally, Myers-Scotton also mentions that there are a few situations whereby an unmarked code-choice is not clear and in such cases, the speakers will adopt the exploratory maxim, as she writes‵**When an unmarked choice is not clear, use code-switching to make alternate explanatory choices as candidates for an unmarked choice and thereby as an index of a rights and obligations set which you favor** ″ (Myers-Scotton 1993: 142). It usually happens when there is a conflict of norms or speakers do not know which norm should apply.

1.4.5.Type of Code Switching

Types of CS can be identified into: the contextual types and the grammatical types.

A- The contextual types , Blom and Gumperz (1972) identifies two types of CS:

1-Situational CS is influenced by situation change in a conversation or discourse such as the change in participant, topic or setting.

2-Metaphorical CS happens when there is a change of the topic influencing in the using of different codes. The codes are always changing because of the topic.

B-The grammatical types, Poplack (1980) categorizes CS into the following three types:

1-Tag-switching: also called extra-sentential switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. Common English tags such as, I mean, you know and I wish. For example, Elle est trés belle wla la. (It is very nice isn't it)

2-Intersentential switching:This type of CS is used for switches between clauses or sentences within the same sentence . One clause/sentence might be in one language, and the other clause/sentence in another language. Poplack (1979)gives an example of this type when she said: sometime Iʾ ll start a sentence in English y terminó in español (sometime Iʾ ll start a sentence in English and finish it in Spanish)

3-Intrasentential switching: refers to switches within sentences i.e., the alternation is done in the middle of sentences. Like ,rani maʃia lhôpital baʃ ndir les analyes ntaʕ əddəm (I am going to the hospital for doing blood test).

1.4.6.Factors Influencing the Occurrence of Code Switching

CS does not occur accidentally, but it is driven by particular social factors that influence the structure of the speaker's utterances. According to Holmes there are four main factors which influence CS occurrences namely:

1-The participants: are both speakers and addressees in the interaction. In this factor, depends on participants' age, gender, education level, social status, identity,etc… and also relationship between speakers and addressee .For example, if we talk to the people who have a close relation with us like friend, we may talk in informalway.

2-Topic: speakers may tend to use more than one language within one same utterance according to the topic of conversation.

3-The setting or social context of the interaction : includes location, date, day, time, and situation of conversation

4-The function : is the goal of interaction like exchange information apologize, greeting, etc…

1.4.7.Functions of Code Switching

Appel and Muysken (2005,118) develop six functions of CS .They are: referential function, directive function, expressive function, phatic function, metalinguistic function and poetic function. These functions are further defined.

1- Referential function: refers to instances of CS where bilingual speakers switch code because they do not know how to say the word in the dominant language or when a certain concept no equivalence in that language.

2-Directive function: it is used in a situation when speakers either wants to include or exclude a person from a conversation.

3-Expressive function: is used by bilingual persons to express feelings or emphasize certain perceptions.

4-Phatic function :CS is used to show a change in tone and emphasize parts of a conversation that are of importance.

5-Metalinguistic function: occurs when speakers comment on a specific feature by using the other languages and it is used for providing quotation or a report speech that is composed by other persons, for instance, idioms.

6-Poetic function: where speakers change the language when they tell jokes, stories, use puns or rhymes.

From another perspective, Gumperz (1982: 75-80) addresses particular social functions for the use of CS. He identifies six basic discourse functions that CS plays in conversation:

1-Quotation: People use direct quotations or reported speeches by using its original language. Gumperz (1982:75–76) says that **" in many instances the code switched passages are clearly identifiable either as direct quotations or as reported speech "**.

2-Addressee specification: This function explains switches which serve to direct the message to one particular person among several addressees.

3-Interjection: According to this function, the code switch serves to mark an integration or sentence filler such as well, you know, etc . This function is what Poplack calls tag switching.

4-Reiteration: occur when the speaker repeats the message in the other code for clarification what is said or emphasis a message.

5- Message qualification: it occurs when the speaker tends to add information or details on a topic to resolve or avoid any ambiguity or misunderstanding, speakers simplify some messages to make themselves clear.

6- Personalisation versus Objectivisation: such function happens when the speaker wants to personalize or objectivize the message depending on the situation. Gumperz (1982) explains that, the switching may serve to distinguish between talking as action in one code (personalization) and talking about action(objectivization). It also serves to show the degree of implication of the speaker. It means that the switch occurs to show whether he/she is involved (personalization)or takes distance (objectivization).

1.4.8.Reasons for Code Switching

The reasons for CS listed by several researchers, among them Malik. Malik's (1994) review on ten reasons for using code switching

1-Lack of facility :when certain concepts in a variety are not available in the other, bilingual speakers switch code to express themselves and at the same time avoid unnecessary misunderstanding and loss of intended meaning.

2-Lack of register: bilinguals may find difficulties in choosing appropriate words in one language for specific topics and they choose to code switch when they find an appropriate expression or vocabulary item in another languages .

3-Mood of the speaker: CS takes place when bilinguals are in different moods such as angry, anxious or nervous.

4-To emphasize a point: bilinguals may code switch on selected parts of a speech to make sure that listeners know what to highlight and focus on.

5-Habitual experience: CS also happens commonly in fixed phrases such as greetings, commands, requests, apologies and discourse markers such as mais(but), bonjour (good morning).

6-Semantic significance: used as a verbal strategy, CS can convey important and meaningful linguistic and social information like reprimands, directives, requests, and warnings.

7-To show identity with a group: CS is used to signify shared values and experiences by people of a same group or culture. Hence, words and phrases are retained in their original languages to represent a sense of belonging and familiarity to the group.

8-To address a different audience: similar to Gumperz's (1982) addressee specification, different languages are used to convey messages when they are targeted to different listeners or recipients.

9-Pragmatic reasons: is dependent on the context of a conversation or other factors such as formality, participants and location where a conversation is taking place. So, CS may portray a varying degree of speakers involvement.

10-To attract attention: when two languages or more are used in the media or advertisements, audience are often attracted to the language that they are familiar with.

Also, Holmes(1991) classified the reasons to do CS into five points, they are as follow:

1- To Show Solidarity: according to Holmes,˝**a speaker may. . . switch to another language as a signal of group membership and shared ethnicity within an addressee** ˝ (Holmes, 2000)[15] CS used for identity between people from different or the same ethnic groups.

2 -To Reflect Social Status :CS can be used by speakers to imply to distinguish themselves from other social classes. A speaker who can code switch implies that he is a well educated person who is competent in two languages.

4- Affection: a speaker feels free and more comfortable to express their emotions, excitements, or even anger in a language that is not their everyday language.

5-The topic : is the content of conversation or what is being talked about. Different topic will influence the choosing code Janet Holmes says˝**people may switch code**

[15] Sharaf Eldin, 2014: 80

within a speech event to discuss a particular topic˝ (Holmes, 2000). For example, if we talk about serious topic, we may talk with formal code. Then when the topic is joking, we may talk with informal code.

6-To Persuade Audience: speakers use CS to impress and attract attention of the audience. Adina Nerghes says˵ **code-switching will draw the participant's attention and will enhance their motivation to carefully scrutinize the message presented**˝ (Nerghes, 2011).

According to Gumperz (144, 1982) code switchingis seen as the medium to convey both social and linguistic meanings, he lists several reasons why bilinguals switch :

- to appeal to the literate
- to appeal to the illiterate
- to convey precise meaning
- to ease communication, i.e., utilizing the shortest and the easiest route
- to negotiate with greater authority
- to capture attention, i.e. stylistic, emphatic, emotional
- to emphasize a point
- to communicate more effectively
- to identify with a particular group
- to close the status gap
- to establish goodwill and support

1.5.Code Mixing

1.5.1.Definition of Code Mixing

Code mixing(hereafter CM), has been defined by many scholars among them Bokamba (1989 : 278) who defines CM as ˵**code mixing is the embedding of various linguistic units such as affixes (bound morphemes) , words (unbound morphemes) , phrases and clauses from two distinct grammatical (sub) systems within the same sentence and speech event**˝ .In other words , CM is the use of words, phrases, clauses, and sentences from another language within the same sentence same conversation . From another angel, Hudson (1999: 53) defines CM as "**a kind of linguistic cocktail- a few words of one language, then a few**

words of the other, then back to the first for a few more words andso on" In other words , CM is occurs in the middle of sentence .

In this respect , Muysken (2000) defines three types of code mixing: insertion, alternation, and congruent lexicalization:

a) Insertion: occurs when lexical items from one language are incorporated into another. In other word, mixing is a kind of combination of a word or element from language A with language B. But, in this situation, the mixed element must be equivalent in both languages in the sense that there will be no conflict in system.

b)Alternation: occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level. In other word , mixing requires that a phrase in language A substitutes for a phrase in language Beach of which in its own grammatical system.

c)Congruent lexicalization: occurs when words from both languages are inserted unconsciously or randomly in the utterance. But, in this case, the grammatical structures are violated in the sense that both languages have the same grammatical system.

1-5-2-Code Switching vs Code Mixing

Many scholars hold different points of view about code CS and CM. Some of them argue that there is no difference between them, while others hold another point of view, that there is difference between CS and CM

Among those who make the distinction is Bokamba (1988 : 24)[16] . He defines code switching as:

> **The embedding or mixing of words, phrases and sentences from two codes within the same speech event across sentence boundaries, while code-mixing is the embedding or mixing of various linguistic units i.e., affixes, words, and clauses from two distinct grammatical systems or subsystems within the sentence and the same speech situation**

[16] Refer toAyemoni,2006: 91

In other words, CS occurs at the inter-sentential level (between sentences) whereas CM occurs at the intra-sentential level. In addition, CS does not involves of the grammatical rules of the language, whereas CM does.

On the other hand , Kachru (1984:65)[17] states that

> **Code-switching refers to the alternation in which the speech event does not necessarily require that the speaker and hearer share identical code repertoires. The user may be bilingual and the receiver a monolingual. On the other hand, in code-mixing, the codes used and the attitudinal reactions to the codes are shared both by the speaker and hearer**.

It can be inferred from the above assumption that , CS does not require that participants should share both languages. In case, a bilingual speaker may speak with a monolingual one, but in CM, it is required that participants should share both languages.

Also , he (1983:193) adds that

> **There is a distinction between CM and CS, though they have been treated as the language contact phenomenon. The CS entails the ability to switch from code A to code B. The alteration of codes is determined by the function, the situation and the participants. It refers to categorization of one's verbal repertoire in terms of functions and roles. The CM, on the other hand, entails transferring linguistic units from one code into another."**

That is to say ,CS use when speakers change his language according to certain social factors (e.g. of topic, setting, participants) for specific propose on the other hand CM occur when speakers insert words from another language with no specific propose or intention .

But, There are other who reject the distinction between CSand CM they use both concepts interchangeably .For instance , Yin-Bing (1988:23) considers CS and CM as synonymously :

> **For the purpose of this paper the definition of code mixing is limited to the shift of code found within one and the same clause or sentence .changes of the code at the sentence level are not included in this study because it will focus only on the syntactic constraints**

[17] Quoted in Ahmed- Sid,2009:80

within sentences where codes are mixed ,i.e. intrasentential code mixing will be analyzed and discussed .because of this ,the term code mixing and code switching are ,for the purposes of this study ,used interchangeably.

While Spolsky (1988) considers CM as a sort of CS

1.6.Borrowing

1.6.1.Definition of borrowing

Borrowing can be defined as the act of taking an item from a given language and using it as part of the other language according to Gumperz(1982: 66)[18] **Borrowing can be defined as the introduction of single words or short, Frozen, idiomatic phrases from one variety (e, language), into the other** it is the introduction of elements from other varieties into one s mother tongue. Hence, These foreign words are usually adapted to the morphological and phonological.

Furthermore, Haugen (1956) classifies three types of borrowing. They are ' loan words ',' loan blendes ' and ' loan shift '. loan words where the adopted word phonologically and morphologically ,it pronounced as it existed in the native language . In Algerian , for instance , there are some word are adapted from French language, they are pronounced and used grammatically as if they were part of the native language, for example: /fi:sta/ (veste)which means jacket .The second one ' loan blendes 'is hybrid form of words that are composed of two sections from different languages In the Algerian dialectal Arabic, the same noun phrase contains two parts; one is in Arabic and the other is in French. For example, the refrigerator door /bebfrijid:r/. And the third type ' loan shift ' it refers to the process of taking a word from the native language and translate it into the other language ,for example: the English word Monday is loan shift from Latin word ' dies lunae ' (dies means day +lunae means moon). Romaine claims that loan shift occurs when there is greater similarities between languages at the levels of semantic and phonetics. From another angle, Myers-Scotton divides borrowing into cultural borrowing and core borrowing .The cultural borrowed are used for concepts that are new to the culture of the recipient language, such as CD internet, Facebook and the core

[18] Cited in Ahmed- Sid,2009:100

borrowed consist of words that already existing in L1, such as bys instead of hæ:fila.

1.6.2.Code Switching vs. Borrowing

Many scholar distinguished borrowing from code switching. In this respect, Gumperz (1982:66) states:

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

In other words, borrowing means the introduction of single word items or idiomatic phrases from one language to another and that these items are fully integrated into the grammatical system of the borrowing language. Code switching however, consist of juxtaposing two different varieties each with a distinct grammatical system (integration is not necessary). CS involves sentence fragment that belong to one language, but borrowing involves satisfying the morphological and syntactic rules of another language**.**

Similarly, Holmes (2001), distinguishes between switching and borrowing see that switch occurs just to fill the gaps. Whereas, in borrowing, a speaker borrows words from a second language because there are no equivalent words in the language he uses.

On the other hand ,Hudson (1980:58) states that borrowing refers to the use of a word element of foreign origin that has been accepted in the native language, while code switching refers to the act of slipping into that foreign language for a phrase element. In spite of this, CS is not limited to a phrase element; it could be for a word, phrase, one sentence or more.

In addition ,Grosjean (1982:8)[19]state that :

> **A code-switch can be of any length (a word, a phrase, a sentence) and is completely shifted to the other language, whereas borrowing is a word or short expression that is adapted phonologically and morphologically to the language being spoken**

According to this claim, CS can occur at the word, phrase, or sentence level as long as it is a complete shift into the other language, while borrowing occurs at level of words which are phonologically and morphologically adapted to the language being used. They are separated from their original grammar and they conform to the structure of the host language. Moreover, Borrowing may occurs in the speech of monolingual and bilingual speakers ,whereas CS occurs in the speech of bilingual speakers only.

But ,Myers-Scotton (1993b) rejects the idea of distinguishing between borrowing and CS. In this respect, she (1993: 182) states: **"borrowed forms may be the result of words introduces into a host language through code switching after an indefinite period of time and frequency of use."** She suggests that CS forms may be less integrated into the host language than borrowed forms and this is a difference in degree (of integration) not in kind.

On the whole, The characteristics of CM, CS and Borrowing listed in the following table:

[19]Quoted in Ahmed- Sid,2009:100

Salient features	CM	CS	B
Linguistic units involved are essentially sentences	-	+	-
Require speakers to share the same code repertoire	+	-	-
Sometimes occur to fill lexical gaps in L1	-	-	+
Require/imply changes (e.g. of topic, setting, participants) in the speech situation	-	+	-
Occur to mark confidentially or an aside for explanation	-	+	-
Sometimes occur to mark eliteness and /or modernness	+	+	+
Presuppose bilingual competence of the speaker but not necessarily of the hearer	-	+	-
Entails integration (phonological, syntactic, and lexical) of L2 material in L1	-	-	+
Treated as part of L1.	-	-	+
Lexicon L1 equivalent exits.	+	+	-

Table 1.4. Features of CM, CS and Borrowing

1.7.Conclusion

This chapter provides a complete overview about the phenomenon of CS. It can be concluded that CS is described as a skill of bilingual speaker, an ability to select the language according to external factors like the particular interlocutor, the situational context and the topic of conversation. It can also say that CS is different from other phenomena such as code mixing and borrowing. Indeed, there are various types of CS in terms of contextual types or the grammatical types. These phenomena have been studied from different angle, the structural approach focus on the grammar of the sentences such as constituency ,word order and explain the linguistic rules whereas sociolinguistic analyses explores of the impact of external factors on the linguistic behavior of bilingual speaker. Thus , the reasons for CS are different from one speaker to another . More specific it will be deal with this phenomenon in Algeria speech community in the next chapter .

Chapter two :

The linguistic Situation in Algeria

Chapter two : The Linguistic Situation in Algeria

2.1.Introduction

2.2. Algeria: A Glance at History

2.3.Linguistic Repertoires in Algeria

2.3.1.Arabic

2.3.1.1. Classical Arabic

2.3.1.2. Morern Standard Arabic

2.3.1.3. AlgeriaArabic

2.3.2.Berber

2.3.3.French

2.3.4.English

2.4. Arabization

2.5. Algeria's Sociolinguistic Profile

2.5.1 Bilingualism

2.5.2. Diglossia

2.5.3 Code Switching

2.5.4.Borrowing

2.6. Conclution

2.1.Introduction

The second chapter deals with the sociolinguistic situation in Algeria. Algeria is considered as a perfect example of linguistic complexity. Several factors have been responsible for this situation, it is not only a result of geographic and social criteria, but also a matter of history .In fact, the history of Algeria has influenced a lot linguistic situation of the country. This chapter gives an overview on the historical development of language in Algeria and it sheds light on the present languages. Then, it deals with the Arabisation process. In addition to this, it discuss the most important linguistic phenomena which characterize the linguistic situation of Algeria which are: bilingualism ,code switching, borrowing and diglossia.

2.2. Algeria: A Glance at History

Historically speaking, the origin inhabitants of Algeria were the Berbers[20] called that time Numidia, who spoke varieties of Tamazight. In fact, due to its strategic place in the Mediterranean Sea, Algeria was subject of many invasions, and colonization (Phoenicians, Romans, Byzantines Arabs, Turkish and French) and it was deeply influenced by their languages. It was first invaded by Phoenicians ,later on, they were eliminated by the Romans in 146.B.C. Romans settled for nearly seven centuries consciously the Latin language was being adopted. However, in 499 AD vandals came to replace the Roman Empire who occupied the country for a hundred year before being defeated by the Byzantine rulers.

In the seventh century (1st century of the Islamic calendar, the Hegira), Arabs came into Algeria[21]. They drove out most of the Byzantines. The settlement of the Arabs in Algeria was a very important event in the history of the region. Hence, the Arab consequence aim was to introduce the Arabic language and Islam as result ,the Berbers who were converted to Islam they learnt the Arabic language. The Arab rule lasted almost nine centuries .

By the end of 15 century , the Spanish entered Algeria ,many towns and outposts were conquered and occupied; Mers ElKébir , Oran , Algiers and Bejaia. They wanted to spread over the whole country, therefore in 1516 Algerians ask for

[20] Collyer, M. FMO Country Guide: Algeria. In: http:// www.forcedmigration.orgguidesfmo023fmo023.pdf
[21] Quoted in Mostri ,2005: 39

the protection of the Ottoman Empire two Turkish pirates: Arudj and kheireddine better known as the Barbarossa cam to save the Islam. After succeeding in their task kheireddine declared himself the governor of Algiers and Tlemcen. Consequently Algeria was put under the Ottoman protectorate[22], it seems that the Turkish language does not have any effect on neither Arabic nor Tamazight but there are some borrowed words.

The Ottoman ruled Algeria more than three centuries. It was brought an end by the French occupation was caused by the famous incident called 'fun stroke event' between the last Turkish Dey Hussein and the French consul Duval Rierre in 1827, the Turkish Dey stroke the French consul with his fun and this led to the invasion of Algiers by the French whose started at Sidi Ferrug in June 1830. France had two major objectives: first, to exterminate the Algerians language, Benrabah (1999:44) posits ˝ **The most effective way to dominate this country is to spread our language in it ˝.** Then, introduce the French culture into the Algerian society[23]. However, after 1880, French became the official language of Algeria, Arabic became as a foreign language, the French administration closed all schools and changed them into French ones ,they aim to destroy everything related to teaching Arabic language. As a result certain Algerian acquired a competence in French as was declared by Ben Bella **" we think as Arabs, but we speak French"** (in Heggoy, 1984:115) .Hence, for the first time since the antiquity, the Tamazight language was influenced by the new foreign language .

The French conquest was long and so brutal .Consequently, the National Liberation Front «FLN» launched attacks throughout Algeria calling for independence. French lasted one hundred and thirty two years until Algeria gained its independence on July 5th 1962.

As a result of this historical events, Algeria is a nation of many languages, namely: Berber, Arabic and French ;each period left its specific dialect characteristics.

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[22] Mentioned in Chami ,2009: 390
[23]Quoted in Chami ,2009 :393

2.3Linguistic Repertoires in Algeria

Because of its location and its historical background, Algerian linguistic situation is very intricate where the co-existence of more than one language which are : Arabic having three form classical Arabic ,modern standard Arabic and Algerian Arabic in addition to Berber ,French and English.

2.3.1. Arabic

Arabic was first introduced to North Africa with the Arab conquest, in the 7th and the 11thcenturiesA.D., in order to spread Islam. Hence, Arabic is the language of Islam's Holy book . According to Rouzdjia (1991)[24]"**the Arabic language and Islam are inseparable. Arabic has a privileged position as it is the language of the Koran and the prophet and the shared language of all Muslims in the world** ". There is a strong link between Arabic and Islam, so many Muslims are obliged to learn Arabic in order to read Holy Book.

Moreover, Arabic is considered as central Semitic language. Thus, it is now the 6th most spoken language in the world. In addition, it is the native language of 200 million people living in 22 Arab countries. Besides, Arabic has also a long tradition notably with the pre-Islamic poetry when they used to meet in Mecca on special occasions in order to read their long poems named "Almuallakat"

In fact, Algerians embraced Islam and consequently adopted Arabic language and it became the official language. Yet, Arabic have three varieties: classical Arabic , modern standard Arabic and Algerian Arabic.

2.3.1.1. Classical Arabic

Classical Arabic (hereafter CA), literary Arabs called it "fuṣḥá al-turāth" .It is the language of Quran and Islam. Yet, Arabs consider CA as an important part of their culture. Historically speaking, CA has been the language of royal court and it used as a spoken language of the Arabian Peninsula between the seventh and ninth century .Besides ,the formal version that was used in the Al-Hijaz region 1500 years ago . In addition to that, it was also used in the literature such as prose and poetry even in the pre-Islamic era.

[24] Cited in Benrabah,2007:67

Accordingly, Mouhadjer(2002:989), illustrates that CA is considered as a dead language. Arguably, it is very sacred and highly appreciated. Supporting this view, Murphy(1977:4)says ‟ **when somebody says he does not speak Arabic well, he usually means the Classical one″.**Moreover ,it has own vocabulary and pronunciation. In this respect Marçais (1960: 566)[25] said in his description of CA that:

> **[Classical Arabic] had an extremely rich vocabulary, due to the Bedouins' power of observation and partly to poetic exuberance; some of the wealth may be due to dialect mixture.**

Therefore, CA is used for religious purposes. For example, in the mosque the imam uses CA to make his sermon. However, it is modified and replaced by Modern Standard Arabic**.**

2.3.1.2. Modern Standard Arabic

Modern Standard Arabic (hereafter MSA) is the form of Arabic that results from the modernity of the classical one to meet human needs of modern life .Holes (2004: 5) claim that‟ **the modern descendent of classical Arabic, unchanged in the essentials of its syntax but very much changed and still changing in its vocabulary and phraseology.**″ In other word, in syntax ,MSA and CA are quite similar. However, the exigencies of modernity have led to the adoption of numerous terms , whether taken from other languages (e. g. film) or coined from existing lexical resources (e. g. hātif "telephone" "caller").

Arabs call this language al fusha″ (meaning: more eloquent) or simply al-'Arabiyah (Arabic)which is also known as Standard Arabic, or Literary Arabic. Standard Arabic is not acquired as a mother tongue, but it is learned as a second language at school .In the respect , Sunita(2007) states that MSA is formal written language that is learned in school and is not used for daily life communication. Thus, MSA was declared as official language in Algeria. It is used in public speeches, formal meetings, mass media ,school ,newspaper ,television ,radio ,and in the internet .In this line of thought, Laraba (1992:57) said that:

> **Standard Arabic is both oral and written. It is the**

[25] Quoted in Derni, 2009: 38

variety used in the mass media of communication and all formal occasions. What characterises this variety is the overwhelming wish to speak or write classical Arabic. Indeed, Standard Arabic is a typical example of many deviations from classical Arabic norms and much admixture of colloquial Arabic.

MSA alphabet is made of twenty six letters as illustrated in the following :

/b //t//ɵ//dʒ /ħ/ χ/ /d/ɖ/ /r//z//s// ʃ//ş//ţ// ʕ //ɤ// f/ /q//g//k/ /l//m//n//h//w//j/

ب ت ث ج ح خ د ذ ر ز س ش ص ض/ط ع غ ف ق ك ل م ن ه و ي

And six vowels :three short and three Long. Short vowels /u/(damma), /a/ (fatha) and /i/ (kasra) are represented by symbols placed on top of or under the consonants. To transform them to long vowels, we add « ا » to obtain /a:/, « و » to obtain /u:/ and « ي » to obtain /i :/. The symbol « ° » (soukoun) placed on top of the consonant in the absence of vowels.

2.3.1.3. Algerian Arabic

Algerian Arabic(hereafter AA)is considered as a spontaneous form of the language used in the daily conversations in Algeria. It is often referred to as colloquial Arabic, dialects, or vernaculars. Thus, the main language of**.** In this vain ,Abd al-Rizaq al-Durari(2004:9) asserts that¨**Algerian Arabic is used as a significant common link between all Algerians and is their mother tongue˝.** It is used by 70 - 80% of the population as their mother tongue. It is known as "Derdja" or" El-Amia" meaning habitual and popular.

This variety of Arabic use for everyday communication in informal situations like the street, family, and friend. However, AA is only used orally; oral heritage of plays, songs ,poems, stories and saying .It does not have a written form. According to Kaye (1970: 67)[26], AA refers to¨**The colloquial varieties number in the hundreds, being spoken and not written, they are distinguishable from classical Arabic as a result of a grammatical simplification in structure with fewer grammatical categories.**˝ It has a much simplified vowel system and has been affected by language of colonizers consciously, it vocabulary includes many words borrowed from Berber , Turkish and French the letter had left great amounts of lexis on the Algerian dialect.

[26] Benrabah, 2007 **:** 47

In spite of the fact that Algerian Arabic exhibits a great deal of significant local varieties. It changes from place to place. In other words ,The Algerian Arabic has different accents like in the pronunciation of / q / which is realized / q / in Algiers , / g / in Oran, /ʔ / in Tlemcen , / k / in Jijel and / ts / in Ghazaouet .

2.3.2.Berber

Berber is the term used by Europeans to refer to languages of the Maghreb,It is not only spoken in Morocco, but also in Algeria. Brahimi (2000:71) writes that˝**…Berber in Algeria, a language spoken natively by between 20%-30% of the population.˝.** Historical speaking, the Romans give the name "Berber" to North African people, which came from the Latin "barbarian" that means an Alien land or people. In this regard, El aissati (2005)defines Berber[27] language as one of the branches of language of large Semito-Hamitic linguistic family.

Actually, it is a pre-Islamic vernacular that was used by the first inhabitants of Algeria,Abdel Hamid Ibn Badis, on his side, states that ˝ **We are a Berber population who have been Arabised by Islam** ˝. Berber is the mother tongue of many Algerians. It has been recognized as a national language after the constitutional amendment of May 8th, 2002.Additionally, Berber in Algeria, can be divided into four main dialects

• Kabyle: spoken in Kabylia., East of Algeria; especially in Algiers ,Béjaia , TiziOuazou , Bouira , Sétif and Boumerdes

• Shawia :spoken in the Aures.South East of Algeria especially in Batna ,Khenchla , Souk Ahras , Oum El Bouagui and Tebessa

• Mozabite :spoken in Mzab.Ghardaïa , Northern Sahara

• Tamashekt: spoken in the Sahara Desert And is also the mother tongue of Touareg, Haggar

Massif

2.3.3 .French

French originated from a Latin language of the Roman empire and it is spoken by 80 million people all over the world as an official language, about 190 million people as the second language and about 200 million people acquired this

[27] also called Tamazight(singular Amazigh),meaning "free men".

language. French language exists in Algeria as a result of the colonization which lasted more than 130 years .Though the French left Algeria a long time ago but their language has not .

Indeed, it is considered as first foreign language and it is no longer seen as the language of the enemy. Hence, it regards as the language of modernity and development .The same opinion is states by Taleb-Ibrahimi (1995:108) who reports that" **It is the language of modernity, technique, language of social promotion, and the language of opening on the world** ".As a matter of fact, French language in Algeria still plays an important role in the community in various domains namely in the administration, government ,the mass media, health, commerce, etc… Algeria has given a big importance for teaching French in schools so, it is part of the school curriculum from the third grade in primary education until university.

In spite of this, it is one of daily language communication beside AA and Berber and present in Algerian society though printed books, news papers such as 'le quotidien', 'El Watan', 'Le Soir'. On the other hand, there exists a radio station (Alger chaine3) which broadcast daily, a national television channel (Canal Algeria) etc…

2.3.4.English

In nowadays, English takes place in Algeria, it is not associated with colonialism but as the result of huge boost in science technology, business and communication Rubdy and Saraceni (2006: 117) quote Kachru (1986) who states that

> **knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power .**

English is the most prevailing language in the world. .Hence, English is the lingua Franca of the modern world. Today, more and more people are learning English in order to fit-in the high demands of global economy and international communication. They are fully aware that English has become synonymous with advanced technologies, international trade and even more .Burshfield claims in this respect that" **any literate ,education person on the fact of the global is deprived**

if he does not know English˝ .The following tables juxtapose the two lists of characteristic of English language according to Dhamija and Tomlinson.

Dhamija's list of English language roles	Tomlinson's list of English language roles
1. English as link language 2. Medium of literacy and creativity 3. Medium of science and technology 4. Language of reference and research 5. A source language or media language	1. English as a conference language 2. English as an academic language 3. English as Internet language 4. English as business language 5. English as commercial language 6. English as industrial language 7. The language of air and sea control 8. A language of social intercourse 9. English as diplomatic language 10. A language of sports, entertainment, and popular songs

Table.2.1**.** English Roles and Functions (drawn upon Dhamija's andTomlinson's lists)

Algeria, like any other developing country has adopted English in its educational programmes, according to Mazrui (2004: 27)[28] who underscores that˝**Algeria is of course, one of the countries hitherto regarded as Francophone. In 1996, however, it opted to make English the chief foreign language in schools ˝.** Hence, it is consider as the second taught foreign language. It is taught from the first year of middle school . Dendane (2006:76) divulges that:

> **It is worth mentioning at this point that English is gaining ground in Algeria as a world language associated with advanced technology and scientific research, international economy and trade, and is thus increasingly favored by the young in secondary schools and at the university.**

2.4. Arabization

Arabization is the extensive use of Arabic in all domains of life: political, social, and cultural. Algeria was affected by the French language because of the long

[28] Quote in Crystal,1997:5.

period of colonization that lasted (one hundred and thirty two years), the knowledge of Standard Arabic reduced sectors during the French colonization , Algerians were obliged to learn French as a national language while Arabic was redefined as a foreign language in 1938. Thus, In 1963, a year after independence , the process of Arabization was launched in order to replace French the language of the colonizer, and bringing back Arabic. Hence, Arabic was considered as the language of Islam and the Algerian culture and symbol of national identity. As the first step of the Arabization process, the first Algerian president, Ahmed Ben Bella, in 1963 decreed MSA as the national language of Algeria. Indeed,The major objectives of Arabisation were promoting the status of MSA and giving to Algeria its Arabo-Muslim identity. Arabisation process was spread in all domains starting with education; schools teach all subjects in MSA and French is a foreign language taught at second grade. At the university level, medicine, engineering and all technical subjects are taught in French.

In spite of the fact that under the Arabization process led to conflicts among Algeria's political society. Hence, two groups of intellectuals have developed: Arabophones and Francophones .The first group, Gafaitic (2002:22) reports that" **According to Arabophones, French is the language of the enemy; the language of colonialism; the expression of Western culture; and the negation of the Algerian national identity".** These people have negative attitudes towards French and prefer to use Arabic since they see it as:" **… the language of the Algerian nation, the recuperation of Algerian identity, the expression of the Algerian soul (the language of the Koran and Islam); and the crucide of the Arab-Muslim community to which Algeria belongs** " (Gafaitic, 2004:22)**.** In opposition to that , Francophones ,they learned French during colonialism they have positive attitudes towards French in their view French regards as the language of modernity, science, and technology**.**

2.5. Algeria's sociolinguistic profile

The act of the co-existence of two or more languages at the same time give birth to the phenomenon known as language contact. This latter resulting of the

emergent of bilingualism and consequent code switching, and borrowing in addition to the well-established phenomenon of diglossia .

2.5.1 . Bilingualism

Bilingualism is one among outcomes of language contact. It refers to the ability of speaking two languages. In this sense, Sridhar (1996:47) stated that the term is used ‟ **to refer to the knowledge or use of more than one language by an individual or a community** ″**.** On the other hand, some consider bilingualism as the perfect mastery of two languages. In this respect ,Bloomfield (1933: 56) defines bilingualism as ‟ **The native like control of two languages** ″ Thus , bilingualism implies only two languages whereas in case of multilingualism there are more than two languages.

Specifying Algeria, Mouhadjer, (2002:999) writes that Algeria bilingualism is special one, it consequence of the long period of colonization by France. Even after the independence the French language became part of the linguistic repertoire of Algerian people. The coexistence of two unrelated languages in Algeria :Arabic (by considering both of the standard and the Vernaculars)and French, makes the country bilingual and even multilingual by the use of Arabic, French and Berber.

In this sense, Bilingualism can take three different forms which are: MSA\Fr bilingualism, AA\Fr and Ber\Fr bilingualism .Another characteristic of bilingualism is represented by active and passive bilinguals, as active bilinguals refers to who are able to understand and speak French and this is noticed in the pre-independence generation. However, passive bilinguals have capacity to understand but they cannot speak , read or write. In this view, Mouhadjer (2002:999) give example of this case of children of Algerian immigrants in France; they master French but, they have not the ability to speak their parents' mother tongue, though they are able to understand it.

Another distinction between societal bilingualism and individual bilingualism. The first type refers to the result of historical process mainly the French occupation of the whole country whereas the second one, it is the result of several factor such as social ,cultural, economic and educational background. In addition, each individual can be balance or unbalance bilingual balance bilingual refers who

master equal first language and second language it is mostly refer to those who where in direct contact with French in pre-independent period, while unbalance bilingual includes people who come after independent they know two language but they master their mother tongue(Arabic).

2.5.2. Diglossia

Like bilingualism, diglossia is another social factor which affects language change. The term 'diglossia' was first introduced by Karl Krumbacher, in his book "Das Problem Dr Modermen Griechischen Schriftsprache (1902)[29], in which he spoke about diglossia. Later on, in 1959, Ferguson introduced the term in his article called 'Diglossia'. Thus, Diglossia situation exists in a society when it has two distinct variation of the same language show clear functional separation. Ferguson (ibid: 245) says: **"One of the most important features of diglossia is the specialization of function for H and L"**. The former variety is usually called 'High' ('H' for short) or simply 'standard' and the latter 'Low' ('L' for short) or simply 'vernacular'. In the case of Algeria, the high form is Modern Standard Arabic and the low is the spoken Algerian Arabic. According to Marcais diglossia notices the duality of spoken language vs. written language.

Linguistically speaking, the high and low varieties differ from each other as it is noticed by Romaine (1994:46)[30] :

> …**not only in grammar, phonology and vocabulary, but also with respect to a number of social characteristics, namely function, prestige, literary heritage, acquisition, standardization and stability**

As far as the Algerian diglossia concerned , Ferguson listed criteria of diglossia. They are: function, prestige, literary, heritage, acquisition, standardization, stability, grammar and phonology .

- ✓ **Function**: H and L are used for different purposes, i.e. there are some situations where only the high variety is appropriate and in others only the low variety is suitable ,the following table include some situations with their possible varieties.

[29] Mentioned in the article written by Zoughoul, (1980:201) and that is available on: http://www.jstor.org/ppr/30027777.
[30] Quoted in Mouhadjer, 2002: 991

Situations	H	L
Sermon in the church or mosque	X	
Instructions to servants, waiters, workmen, clerks		X
Personal letter	X	
Speech in parliament, political speech	X	
University lecture	X	
Conversation with family, friends, colleagues		X
News broadcast	X	
Radio 'soap opera'		X
News editorial, news story, caption on picture	X	
Caption on political cartoon		X
Poetry	X	
Folk literature		X

Table 2.2. A sample listing of possible situations for H or L usage Ferguson (1959:347).

It is clear from the table above that H is used in formal situations while L is used in informal ones. Thus, In Algerian, MSA is mainly used in religion, official settings, TV news, as well as in education, whereas the L which represents AA is used in daily conversation and in informal settings(family ,friends, etc.).

- ✓ **Prestige**: In diglossia the H variety is always given more prestige than is the L variety. Thus in the Algerian situation, Algerians MSA is used in the domains of education, religion, great literature, and the media on the other side, AA is used at home, in street, in everyday conversations, and is always felt to be less worthy than H, corrupt, and with no prestige at all., generally H variety is seen as more logical, more beautiful, and better in expressing important thoughts.
- ✓ **Literary Heritage**: In diglossia languages, all prose and poetry are in H variety; the L variety is not written. This can be seen in Algeria where MSA is used in the written form unlike AA which have only a spoken form .

- ✓ **Acquisition:** L variety is acquired first; it is the mother tongue ,whereas the H variety is learned in school. In Algeria, for instance, children acquire AA at home and learn MSA via formal education.
- ✓ **Standardization**: the H variety is standardized. Yet, it has books on grammar, pronunciation ,style and dictionaries, while the L variety is full of variations in vocabulary, pronunciation, and grammar .This can be seen in Algeria where MSA is the standard one, whereas AA have no settled orthography and there is wide variation in pronunciation, grammar, and vocabulary .
- ✓ **Stability :** Ferguson consider diglossia as stable situation which exists for long period or centuries that is to say ,the situation in which H and L occur persists for several centuries.
- ✓ **Grammar:** in Algerian country ,The grammar of H is more complex than the grammar of L Ferguson (1959:435) calls H‟**grammatically more complex**″ ; it has more complex tense systems, gender systems, agreement, and syntax. The grammatical structure of H is learned in schools in terms of rules while the grammar of L variety is learned spontaneously without explicit explanation of grammatical rules.
- ✓ **Lexicon:** It seems that the two forms have a shared lexis with some differences in use and meaning. H may have vocabulary that L lacks and vice-versa. Like in Algeria the verb(ðahaba) "to go" is used in H variety whereas in L variety it is used (mʃa) to mean "he went".
- ✓ **Phonology:** There is a single phonological system of which L is basic, H has phonological distributions that L does not have.

However, many other scholars have dealt with the concept but not always with the same view. Fishman (1967) is one of the scholars who have diverged from Ferguson's view. He points out that diglossia could be extended to situations found in many societies where H and L are not varieties of the same language, but two different languages **.**According to Fishman 1967‟**Diglossis has been extended to cover situations where forms of two genetically unrelated or at least historically distant languages occupy the H and L varieties**″. Extended diglossia can be applied in the Algerian context, where the existence of French as another H

variety which is genetically unrelated to MSA, AA, and Berber as another L variety that genetically different from MSA, AA .As a result, the H and L possible distributions are as follows: French /AA, French /Berber, and MSA/Berber.

Arguably, the characterization of diglossia in Algeria can be :

A) Ferguson's classical diglossia

- MSA vs AA intralingual diglossia (intralingual means two varieties are genetically related).

B) Fishman's extended diglossia.

- French vs AA interlingual diglossia (interlingual means two varieties are genetically unrelated).
- MSA vs Berber interlingual diglossia .
- French vs Berber interlingual diglossia.

In sum, the following diagram provides a simple characteristic of diglossia in Algeria:

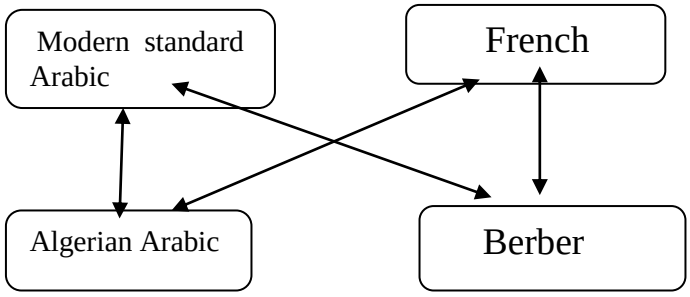


Figure 2.1. Characterization of diglossia in Algeria[31]

2.5.3 Code Switching

At the micro-sociolinguistic level, The existence of two or more languages in a speech community makes speakers frequently switch from one language to another. In this framework, Sridhar (1996:56)states that: ˝ **When two or more languages exist in a community, speakers switch from one language to another.**˝ This phenomenon is known as code switching.

Accordingly, It refers to the use of many languages or dialects of the same language in conversation .

[31]Quoted in Djennane,2014: 54

In Algeria , code switching is used in daily life of communication. That is to say, many Algerians can switch between Arabic, French and Berber. In this respect, Milroy & Muysken (1995: 26) said :

> **Moreover, particularly complex linguistic behaviours can be at work when code-switching does not arise from the migration situation: in Algeria, code-switching between French and Algerian Arabic is part of ordinary everyday conversation**.

Beside this and according to Bullock & Toribio (2009: 12)[32], the existence of can be illustrated in Algeria as the alternation of Algerian Arabic and French found in the Algerian 'rai' song like the songs introduced by Cheb Hasni. Indeed, there are three types of switching: intersentential , intrasentential and tag switching are part of the Algerian speech.

- Inter-sentential requires switching between sentences in the sense that each clause or sentence is in a different kind of language. For instance, the beginning of the sentence is in AA, and then the rest of the sentence is in French For example, a conversation between a teacher of French and a student

1)Student: je m'excuse monsieur ,hadi deux jour sratli un accident f dar magaditch ndʒi. I m sorry sir I didn't come because I had an accident two days ago.

Teacher: Oh, derwak rak mlih? Oh, are you okay now?

Student: labas khir meli kont. Yes, I feel better.

Teacher: Mais vous avez manqué beaucoup de leçons dans ce derniers jours.

But you missed many lessons in those days.

2)Manotʃ bkri lju:m, c'est dommage. I could not wake up early , it is a pity.

- Intrasentential switching in a kind of switching which happens within the sentence

1) rani rajha la chambre ntfara match I'am going to the room to watch the match

2) rani rajha f taksi I am going by taxi .

3) svp rodli cahier li selefthoulek. Please refund me my copybook that I gave you.

[32] Stated in Benguedda,2009: 37

❖ tag-switching occurs by inferring a tag of different language into sentence or utterance as:you know, I mean.

1)ranj nastana fik , d'accord I'm waiting you okay

2)Elle est trés belle wla la It is very nice isn't it

3) Bon,tmʃi wla la Well, will you go or not?

It can be clearly heard, that code switching occurs at the beginning , middle and the end of sentences in speech of Algerian

2.5.4.Borrowing

Borrowing it said to be another way which different languages may become mixed up with each other .It is regarded as very common linguistic phenomenon and it occur when a word or phrase taken from one language and use it in another one . Milroy and Muysken (1995:263) define borrowing as the act of ‶**taking a word or short expression and adapting it to the basic language** ″.Similarly, Hornby (2005:169) defines borrowing as being ‶**a word, a phrase or an idea that sb somebody has taken from another person's work or from another language and is used in their own**″**.** According to Grosjean (1982:8) borrowing is a word or short expression that is adapted phonologically and morphologically to the language being spoken.

Actually, borrowings have become part of the Algerian society, where many populations mainly French, Spanish Turkish diversity is due to historical, social, economic and geographical events and also from trade or immigration . The Algerian society will certainly adapted some words from their language. But , the long period of French colonization has made French deeply rooted in the daily life of Algerian and a large number of French words are used as if they are part of their native language. They integrate French words phonologically and morphologically.

At phonological level, the production of borrowing word leads to phonology modification such as /p/ and /v/ have become /b/ and /f/ because the /p/and /v/ sound which does not exist in Arabic. Here are some examples of borrowing words which are adapted phonologically.

Spoken Algerian Arabic	French	English
Fakuns	vacances	holidays
Baba	papa	dad

Table.2.3. Borrowing words which are adapted phonologically

At morphological level, there are word which carry the same meaning as in French ,but are differently spelled by adding a prefix to them .The suffix {a } for example, is added in the morphological assimilation of the feminine French word machine to give maʃina, f r ʃetḍ a instead of 'fourchette' (fork) , and the plural form by using the plural suffix of Arabic grammar {a: t}as in

Algerian Arabic/ Plural	French / Plural	English / Plural
biroja:t	bureaux	offices
maʃina: t	machines	machines

Table.2.4. Borrowing words which are adapted morphologically

Myers-Scotton (1993a:206) divides lexical borrowing into cultural borrowing and core borrowing. The cultural borrowed forms are used for objects that are new to the culture of the recipient language. Concerning the situation in Algeria, these new lexical items were introduced from French and English such as internet, sms, web , film, technology, video. On the other hand the core lexical borrowed forms consist of words that already existing in L1, such as kuzina instead of matbaχ, bys instead of hæ:fila, reportage instead of taqri:r.

Here is a table where some examples of borrowing words from French language are used unconsciously in daily Algerian speech.

Algerian Arabic	**French**	**English**
ḍabla	Table	Table
akadem	Academie	academy
karta:b	cartable	school bag
administχasjo	administration	administration
stilu	stylo	pen

Table.2.5. Borrowing words from French language

Some other words are borrowed from other languages like English as bye-bye, week-end.In addition, Italian word like pizza. And Some Spanish words may be heard particularly in the western part of the country (Oran, Ghazaouet,etc…) Because of the Spanish trade or conquest that occurred as Bogado, Spardina, Miziriya, Gosto, Falta meaning respectively (Lawyer, Snickers, Misery, Desire, Mistake) and borrow from Turkish word like tabsi ,quahwaji ,zerda ,mangoush meaning respectively(Plate, Cafe boy, Feast, Ear ring).

2.6. Conclusion

The Algerian linguistic background is very rich and complex too .It has been influence by different invention conquest . Thus, The Algerian sociolinguistic situation is characterized by a variety of existing languages indeed , Algeria can be characterized as a diglossic context by the use of two varieties in different contexts bilingual by the use of Arabic and French , and even multilingual by the use of Arabic, French and Berber .Thus, Algerian speakers may switch or borrow words from these languages for different reasons .Then, the next chapter addresses the research methodology used in this dissertation. It deals with the sampling procedures, instruments used for the data collection and finally analyses the result both quantitatively and qualitatively.

Chapter Three :
Data Collection and Analysis

Chapter Three : Data Collection and Analysis

3.1.Introduction

3.2.Research Design

3.3.Sampling

3.4.Data Collection

3.4.1.Research Instruments

3.4.1.1.The Questionnaire

3.4.1.2.Recording

3.5.Data analysis

3.5.1.QuantitativeAnalysis

3.5.1.1. Quantitative Analysis of Questionnaire

3.5.2.Qualitative Analysis

3.5.2.1.Qualitative Analysis of Recordings

3.6.Conclution

3.1. Introduction

This chapter is a practical in form. Therefore, the study is based upon collecting data through the use of different tools, which are restricted on questionnaire and recording, the result has been analyses and interpreted both quantitatively and qualitatively in order to find the answers of the research questions.

3.2. Research Design

Research design refers to the general plan of data collection and the procedures used in the analysis of data in order to shed light on the problems under investigation. The aim is to obtain data which will serve to answer the research questions. Thus, a research design, can be defined as the procedures for conducting the study, including when, from whom and under what conditions data were obtained. Its purpose is to provide the most valid, accurate answers as possible to research questions. Further explanation dealing with design of the research, how to get the data and how it will be analyzed, will be explained below.

3.3.Sampling

Studying the whole population is considered to be a complex task for researchers; therefore, they often need to be able to obtain data from a smaller group or division of the total population. The process of choosing particular units from the entire population is referred to as sampling.

In this study, The sample for this research are forty- fife (45) students from 1st year master in the branch of English at Center University of Naama .Their age ranged from 22 to 45years old. They were 10 male and 35 female participants. In fact, they have received English lectures for six years before entering the university; they dealt with English from their first year in the middle school.

3.4. Data Collection

In any research study, the most appropriate method to check the these former research questions and test the validity of the proposed hypotheses is to collect data. Hence, the researcher use a set of tools in order to gather the data.

3.4.1.Research Instruments

The research requirements by means of collecting data lead us to rest on two main instruments used for gathering information mainly questionnaire and recording .

3.4.1.1.The Questionnaire

Questionnaire is a type of data collection procedure contains a set of written questions, which can be used to collect information about people's beliefs, attitudes toward a particular topic of research. It is defined by Brown (2001, cited in Dornyei, 2003: 6), as **" are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers**. In fact, survey questions can be classified into three structures:

- ✓ Factual questions: these questions ask for specific background information such as age, sex ,work experience, level of education and residential location.
- ✓ Close-ended questions: precise a variety of responses from which the respondents have to select. In general, this type includes many kinds of questions such as
    - ❖ Dichotomous questions which allows respondents to choose one of two answer choices ,either 'Yes' or 'No'.
    - ❖ Rating scale is the one in which degrees or intensity of response are offered in a form of choices to a given question or statement.
    - ❖ Multiple choice questions are the kind in which a range of alternative responses is prescribed for the respondents to tick only one or several choices.
- ✓ Open-ended questions: are those that allow respondents to answer in their own words through the provision of a blank space(e.g., dotted lines) to fill in. This type of questions seeks to obtain respondents' opinions .

In this research work, The questionnaire is the first instrument which was used to collect data. Hence, a questionnaire was held for 1st year master English students.

Therefore, the researcher designed a questionnaire which was created specifically to meet the needs of the current study .It includes three types of questions : factual , close-ended and open-ended questions, students were given version of questions consisting 12 questions straight in two sections. The first section requires of personal information about the respondent concern their gender and age, whereas , The second section contained questions related to the research project concerning the students' factors behind switching from AA to English when they communicate outside classrooms .The objective beyond this questionnaire is to find out the factors that influence or encourage students to mix code.

3.4.1.2.Recording

Technique of recording is another method of data collection. Broadly speaking , there are two types of recording, opened recording and closed recording. An opened recording is a technique of recording in which the targets are aware that they are being recorded. On the contrary, a closed recording is a technique in which the targets are unconscious being recorded. In this research, recording is another method for the sake of getting reliable data, the researcher used because the data are in spoken form. The conversations have been recorded without the participants being aware, through the use of a hidden recorder, in other words the researcher applied the second type of recording(closed recording) to avoid any pressure on the informants. The recordings took place outside the classroom in different conversation between students and also during students-teachers interaction .While collecting data through recording, the researcher aims to find out which functions does code switching serves in student speech, to test the second hypothesis and check its validity.

3.5.Data Analysis

Cooper and Schindler perceive the process of data analysis as **"editing and reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques"** (qtd. in Jonker and Pennink, 2010: 142). In fact, analysis is the process by which the researcher organizes, simplifies, abstracts transforms and summarizes the obtained data.

Therefore, the analysis of data are systematically exposed and treated both quantitatively and qualitatively.

3.5.1.Quantitative Analysis

Broadly speaking, quantitative analysis incorporates the use of a range of mathematical procedures, called statistics. According to McMillan& Schumacher (1993:32) the quantitative approach "**adopts a positivist philosophy of knowing the emphasized objectivity by using numbers, statistics and experimental control to quantify phenomena"**. In this approach, the researcher reports the statistical results in

- ✓ Tables that sum up statistical information in rows and columns. In fact, a specific table is designed for each variable mentioned in the rating scale.
- ✓ Pie-Charts that represent the data gathered from every quantitative question or statement used in the questionnaire.
- ✓ And passages that provide detailed explanations after each table and pie-chart.

As far as the present study is concerned, , The data collected by means of the questionnaire are analysed quantitatively (experimental)**.**

3.5.1.1.Quantitative Analysis of Questionnaire

After administering the questionnaire, the researcher has treated the collected data in tables and diagrams. Indeed ,it analysed according to their appearance and order in the questionnaire

- ✓ Part one:
  - ❖ Question One and two : Students' age and gender

Gender / Students Age	Female	Male
22-28	35	07
29-45	0	03
Total	35	10

Table 3.1.The Distribution of Informants in correlation with Age and Gender.

The researches purpose is to classified their participants according to their gender and their age. The group is made up of forty- five ; it is clear from the above table

that the leading majority is females which largely exceeds males number representing ten only, while their age the informants are young adults aged between 22 and 28 as the maxim average for both sexes except three men who are certainly older (their age is between 29 and45.)

✓ Part two:

❖ Question one: Which language(s) do you usually use at home?

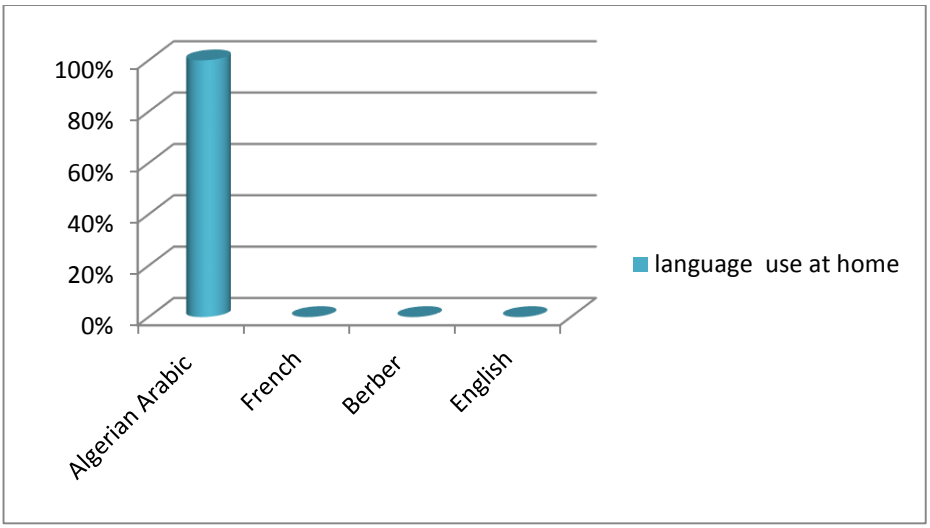


Figure. 3.1. Language use at Home.

The first question of this questionnaire concerns the languages mostly used at home, as presented in the above diagram all the informants relied on using the Algerian Arabic as the correspondent variety to discuss their family affairs .

❖ Question two: In which language do you prefer read books , watch movies and listen to music?

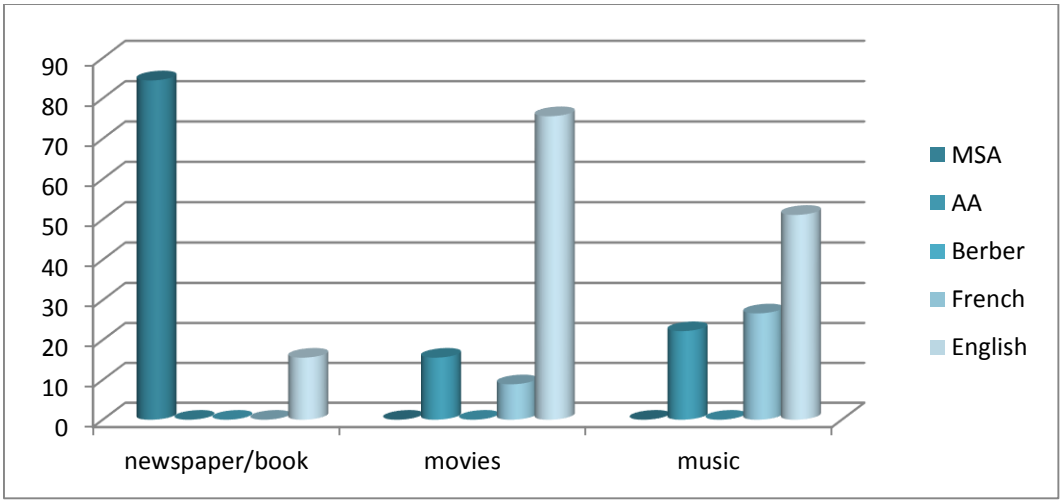


Figure 3.2. English language students' preference in read books ,watching TV and listening music .

The above diagram reveals that 84,44% of the students prefer to read books and newspaper in MSA while 15,56% like to read in English to develop their reading skill and to enrich their vocabulary. In the other hand, concerning the movies and music, it was noticed that student choose English language as the top language thus, 75,56% watch movies in English,15,56% in AA and 8,88% in French while 51,11% listen to music in English.26,67% in French and 22,22% in AA. Students say that watching movies and listing to music in English help them develop their competence.

- Question three: Which language(s) do you use in university lectures?

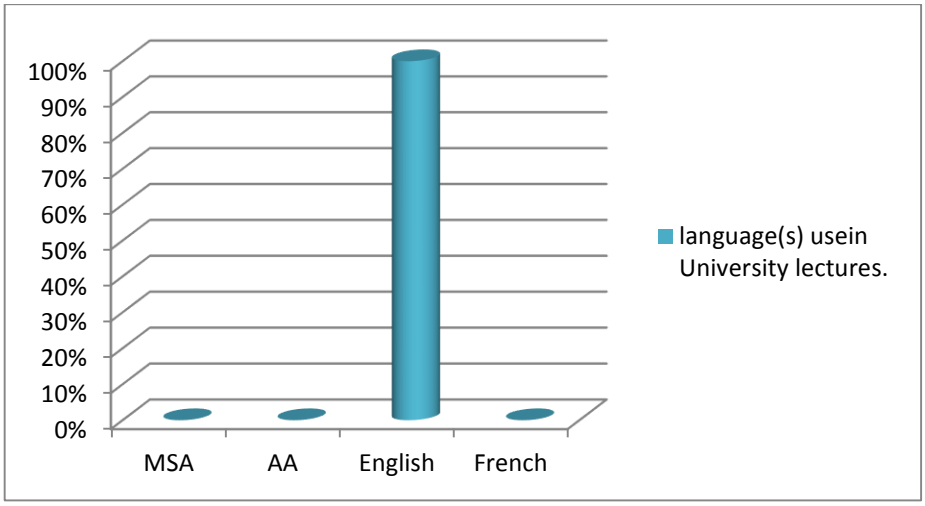


Figure 3.3.Codes used in University Lectures.

Since our informants were students in the English department , all argue that they studies in English language.

- Question four: With whom do you use English language ?

Regarding the students interaction using English language .They reported that they use English language with their teachers. Furthermore, other students stated that they speak English with their classmate. Nevertheless, a small number of students reported that they use English with their friends outside the country in facebook interaction.

- Question five: .Do you switch between AA and English?

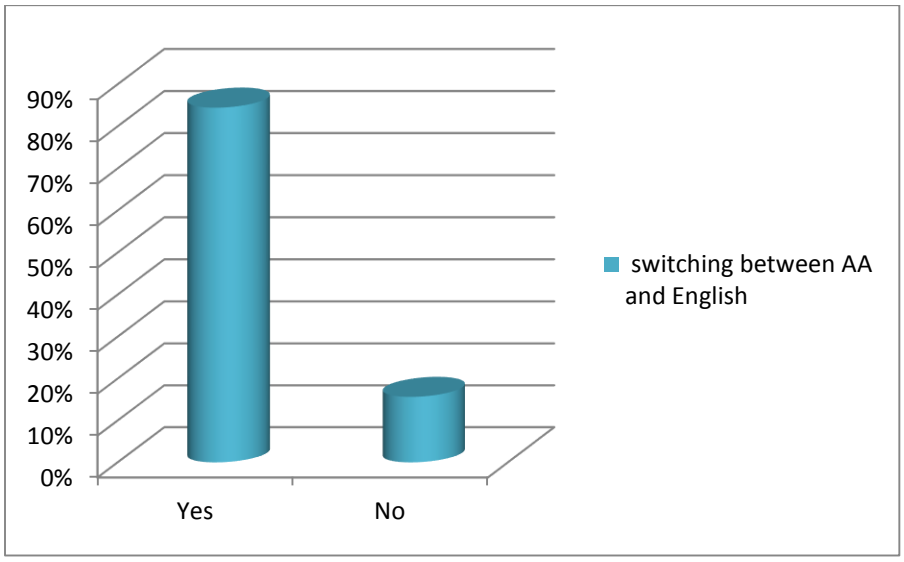


Figure 3.4. The percentages of English Language Students' use Code Switching.

The fifth question of this questionnaire is very important and a negative response may extirpate this research work. Fortunately ,as presented in the above diagram 84,44% of the students said that they switching between AA and English and only a minority of 15,56% reported that they don't switching between them.

- Question six : How much do you switch between them?

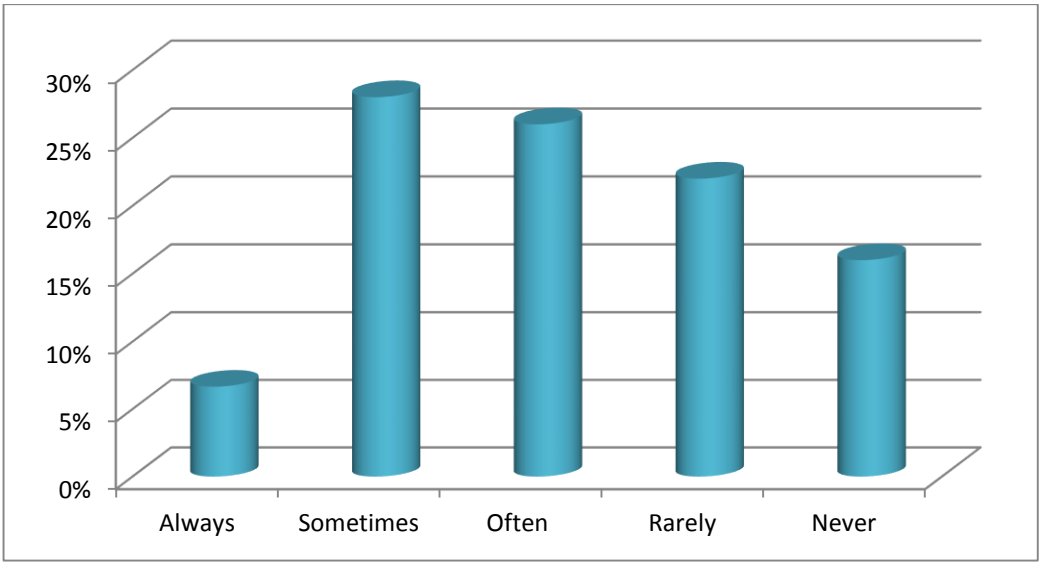


Figure 3.5.The Frequency of Students' use English Language .

From the obtained results, we notice that 6,66% of the participants assert that they always use words and expressions from English in their speech while, a great proportion estimated by 28.88% revealed that they tend to switch between AA and English sometimes when it is necessary i.e. they claim that they use English words and expressions behind their mother tongue AA when they speak with their

teachers. At the same time, 22,22% of student asserted that they rarely include English in their speech while, 15,55% never switch between AA and English.

- Question seven : In discuss the lecture, Which language do you use with your classmate ?

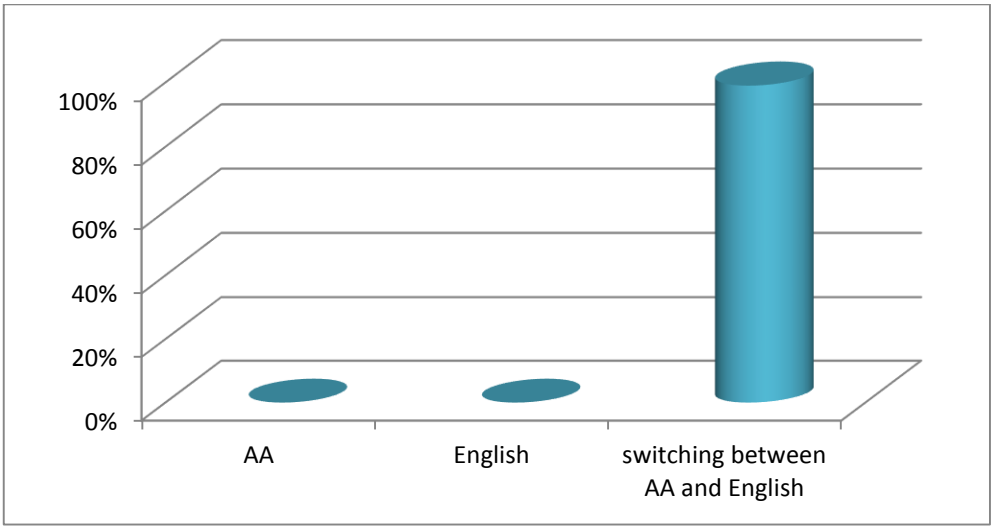


Figure 3.6.Codes mostly used with classmates to discuss the lecture .

The above diagram shows that all student tend to switch between AA and English when they discuss the lectures .

- Question eight : Which language do you speak to your teachers during break time?

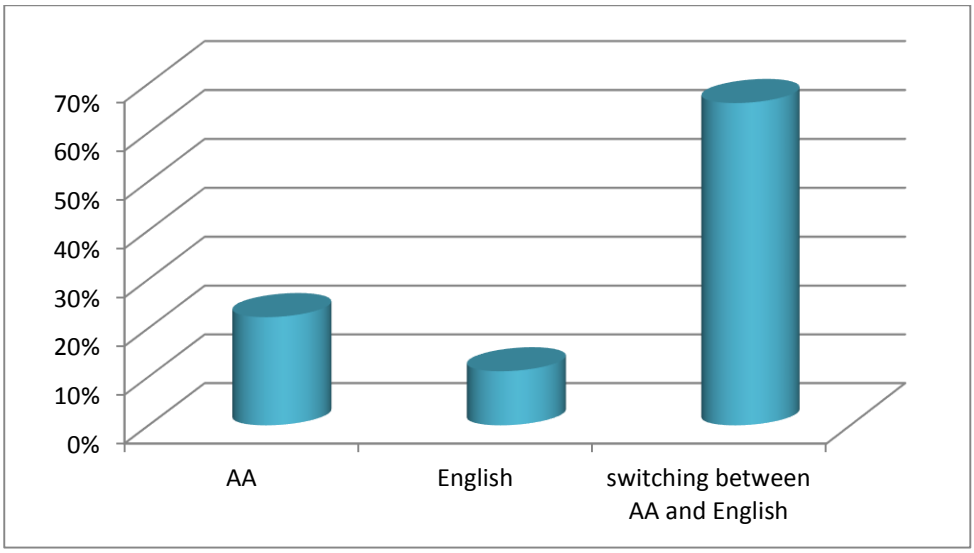


Figure 3.7.Codes Mostly used With Teachers

On the light of the result obtained, the majority of the students 66,66% uses both AA and English when they speak with their teachers in addition to, a few portion

estimated by 11,11% use English to show the level of their capacity. On the other hand, 22,22% reported that they use AA .

- Question nine: Does your teachers advise you to use English outside classrooms?

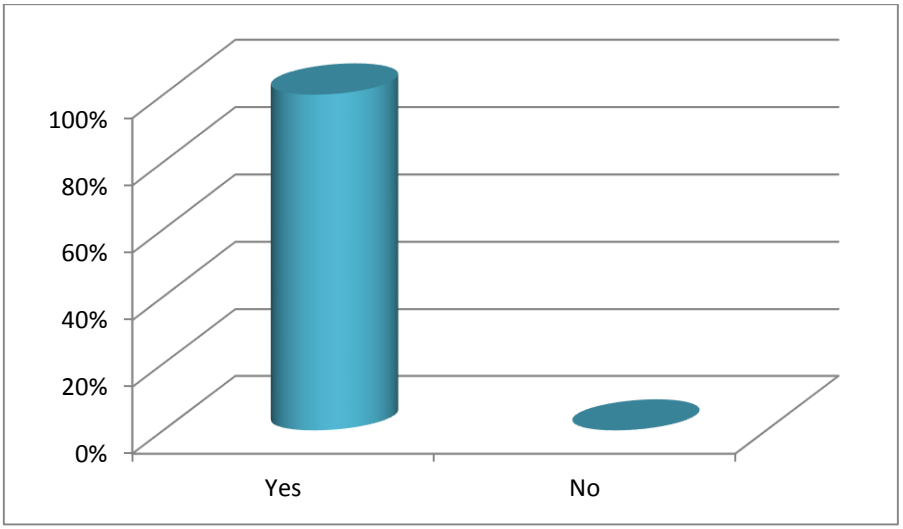


Figure 3.7.The Percentages of Teachers advise to use English outside Classrooms

As far as this question is concerned, The results demonstrate that all student choose yes, teachers advise their student to use English outside classrooms because they believe that practice make perfect.

- Question ten: When you mix Algerian Arabic and English, is it?

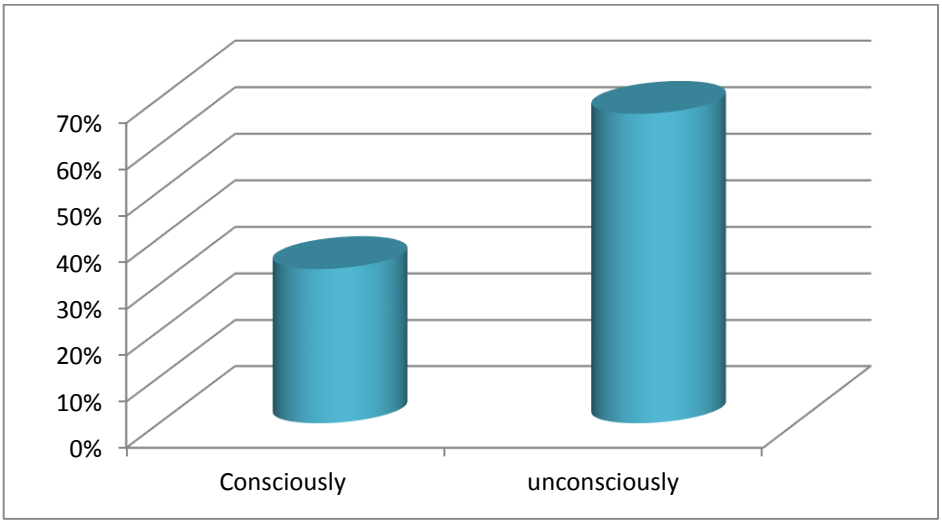


Figure 3.8.Students award by Switching

Results show that 66,66%, which is the highest of the informants see that they switch between Algerian Arabic and English unconsciously. While 33,33%of student switch consciously .

- Question eleven: According to you, what are the reasons that make you shift from AA and English and vice versa?

Through this question the students confirmed that they switch to show that they are well-educated. Some students stated that they speak English because they challenge with friends to improve their abilities to communicate. The majority stated that there are some word have not equivalents in Arabic so it better to say it in English liken title of English movies . In just a few comments, it habit and one student comments as: I don't know. It should be noted that (17,5%) of the students did not provide any answer for this question.

- Item twelve: When you code switch, is it to?

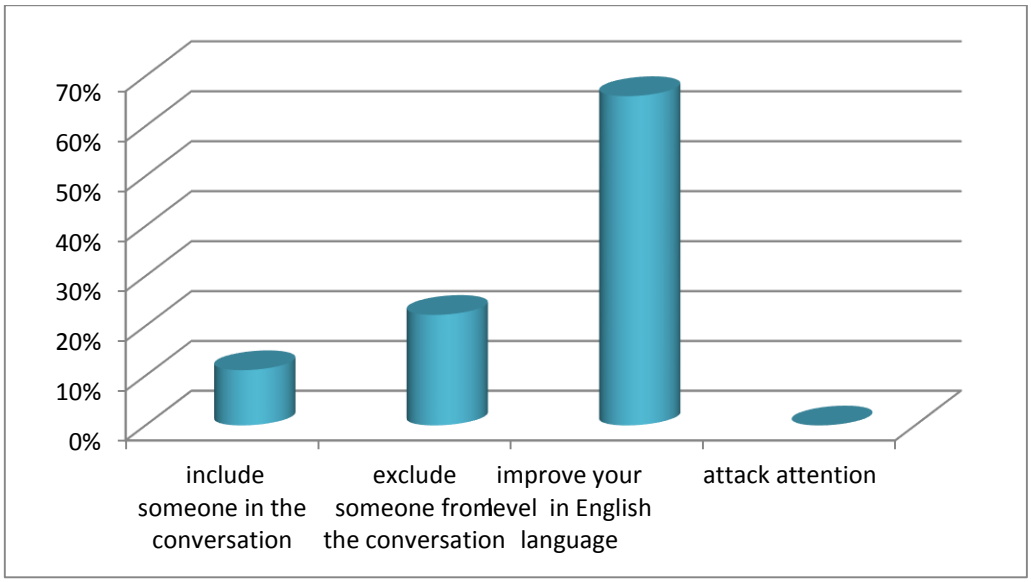


Figure 3.9.The Reasons of Switching

The data introduced in the diagram show that 66,66 %of students use code switching to improve their level in English language,22.22%claimed that they mixed languages exclude someone from the conversation while 11,11%stated that they switched to include someone in the conversation.

3.5.2.Qualitative Analysis

The qualitative approach is described as the method of analysis that provides results not arrived by means of numbers but they are transformed into a textual form. In addition, McMillan & Schumacher (1993) agrees and add that it is a method which does not make use of statistical procedures in the examination and interpretation ; it makes use of words rather than numbers, i.e., it is narrative and non experimental in character. A qualitative approach, as asserted by Nunan (1992), uses textual analysis and is very effective in the exploration and interpretation of participants' beliefs, opinions, attitudes and motivation. In this research, the data collected by recording are analysed qualitatively (descriptive).

3.5.2.1.Qualitative Analysis of Recordings

The recordings was used in addition to the questionnaire to give a more complete picture to understand the students' linguistic behavior. Data collected by means of recordings are analysed through the qualitative analysis. The method used is related to discourse analysis. The first step of the analysis is to examines the factors which influence the choice and then it investigates the functions behind any language choice.

A-Factors that impose linguistic choice

There are three external factors influencing language choice, they are: participants, setting and topics. The data in the recorded conversations show that an individual chooses code to use depend on whom he/she is speaking, about what he/she is discussing and where the conversation is taking place. Will be explain below:

1.The Participants and Setting as Code Determinant

This aspect will be discussed in the light of Myers-Scotton's Markedness Model. Myers-Scotton (1993a) proposes the Markedness model to show that certain code choices of the speakers depend on the situation and the social roles , in which she notes that a bilingual has sense of markedess , the individual makes selecting one language over the other either 'marked' or 'unmarked' taking into account the relationship with the interlocutor who is responsible for choosing the appropriate

codes in the conversation according to the hearer. In other words, Myers-Scotton(1993) believes that the speaker' s linguistic behaviour is triggered by different social motivations as well as the code choices are determined by the negotiation of the rights and obligations (RO)between interlocutors .She argue that "[…] **code choices are understood as indexing rights-and-obligation sets (RO sets) between participants in a given interaction type"** (Myers-Scotton 1993:84). So, RO sets determine a linguistic choice marked and unmarked between participant in given interaction.

From the data, Participants motivate student's choice. The recording indicate when student interact with their teachers they automatically switch between Arabic and English. That is to say teachers motivate students to switch as in the following excerpt shows:

Student: sbaħχir sir (good morning sir)

Teacher: good morning, how can I help you ?

Student: sir madertʃ the exam because I was ill ʕandi justification baʃtʕawdahli.

(Sir I didn't make the exam because I was ill and I have justification in order to repeat it)

Teacher: since you have justification no problem

Student: so ,when I will make the exam?

Indeed, when student talk with their classmates ,if a student switch to AA the other student will pick up the same code and then when they move to English the other student is likely to use English, as the following conversation shows:

D:sbaħ χir (good morning)

E: sbaħ χir (good morning)

F:good morning kidʒ k exam ntaʕ jams

(good morning how you find the exam ofyesterday)

D:don't remand me ,marakaztʃ mlih hat χradʒ ʕla mawduʕ (don't remand me I didn't concentrate very well.)

Indeed, changes in setting also plays a great role in code choice. According to Markedness mode, each conversational setting has its own rights and obligations and the interlocutors are expected to behave accordingly. For instance, when

students are in the classroom (during the lecture) the teachers –students interaction and even students- students is exclusively in English with no interference of Arabic. But, when students are outside the classroom they switch between Arabic and English .

2.-Topic as a Code Determinant

This factor will be discussed under Gumperz' s semantic model. In blom&Gumperz's (1972)' Social Meaning in Linguistic Structures 'concept of metaphorical switching happens when a change of topic requires a change in the language used.Topic refers to the subject matter that is being spoken about or discussed in the very moment of the conversation between the participants .Thus, selection of a code is mostly determined by the topic of discussion. The following examples show excerpts revealed by data in relation to some topics by English language student :

- ✓ **Topic 1**: lecture

E: bagilna half hour ʕla exam dʒbdichaireba ʃ nrifizo (Half hour laft on the exam let revise)

C :ok ,nabdawble speech community (Ok let start with speech community)

D: definition of speech community is a social group have one nation and one language maʕnthahomamadʒmoʕa men nasʕandhomnafsdʒnsijanafsloɤ

- ✓ **Topic 2**: music

A: smaʕtoʕonjantaʕ Adel 'hello from the other side '

(Did you heard the least song of Adel hello from the other side)

B:smaʕthabsaħmaʕdʒbtniʃʕonjaithantaʕ someone like you ʃabaʕliha

(I heard it but I didn't like ,her song someone like you better than it)

- ✓ **Topic 2**: movies

C :tfaragtah ,fakartuniljunʕla MBC two jdiro film ntaʕ the hanger game part three.

(Yes I watch it, you remand me today on MBC2 they will show the movie of the hanger game part three.)

According to data above shows the code chosen by students where the two codes AA and English are used interchangeably within topics like ;education ,music and films , 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 famous films and music are in English so the English students like to watch films and listen music to develop their linguistic skill.

B- Functions of Code Switching Among Student 's Speech

To find out the function of code switching employed in the conversation, the analysis is mostly based on Gumperz, Appel and Muysken functions of code switching. The researcher finds that there are five functions of code switching those are: quotation, injection, directive, referential, reiteration .Further explanations are bellows:

1.Quotation**:** when quoting or reporting someone's discourse, speakers will often switch into that person's language as the following conversation demonstrates:

C: masmaʕlish le profe waʃ ɡal ʻ be careful try to understand the question very well ʼ (You did not hear what teacher say be careful try to understand the question very well)

Student switch from Algeria Arabic to English to report word for word what the teacher told them .

2.Interjection: People insert an interjection or a sentence filler, such as well, you know, etc. This kind of switching is what Poplack calls tag switching. In fact, English student in general use a lot of English words as interjections or sentence fillers in their speech, for instance: yes/no, well, please, thanks, so, etc as in the examples:

Student: so wgtaʃtʕawdli (so ,when I will make the exam)

Teacher: letter on I will tell you

Student: ok , ʃokrain (Ok thank you)

Both sentences of student begin with English words as an interjection then they immediately switch to Algerian Arabic.

3.Directive: it is refers to a situation in which a speaker either wants to associate with, or dissociate themselves from other interlocutors. Therefore, the function is referred to as "participant-related switching" hence a participant in conversation can be excluded or included people in an interaction. This kind switching refers to one

of Gumperz„s (1982) function which is addressee specification**.** In the current data set it was found that all learners and teachers shared the same languages; no one speaker could have been excluded by CS because almost all of the learners are native speakers of AA and they typically speak English as well. 4.Referential:refers to instances of CS where bilingual speakers switch code because they do not know how to say the word in the dominant language or when a certain concept no equivalence in that language; in other words, code switching functions as a remedy for lack of facility as in the following conversation demonstrated:

C:tfaragtah ,fakartuni ljun ʕla MBC two jdiro film ntaʕ the hanger game part three.

Yes I watch it you remand me today on MBC2 they zill show the move of the hanger game part three.

The title of the movie ' the hanger game' does not have equivalent Arabic words so that have to use English.

5.Reiteration**:** Gumperz (1982: 78) proposed this function which means when a speaker may converse in one language and repeats what he said in another code. As in the sentence of student :

C:ok ,nabdawble speech community Ok let start with speech community

D: definition of speech community is a social group have one nation and one language maʕntha homama dʒmoʕa men nas ʕandhom nafs dʒnsija nafs loɤ. From the exemple student repeat in Algerian Arabic what he have said in English.

3.6.Conclusion

The third chapter was devoted to the research methodology, which was based mainly on the students questionnaire and recording . The analysis of the results found that there are some factors of university students push them to switch their code. The factors are the participants, the topic and the setting. The results indicate description of speakers' use of code-switching as a personal communication strategy. The data clearly illustrate how speakers organized, enhanced and enriched their speech through code switching strategies such as quotation, message qualification. The majority of English language student use switching between AA and English according to the language comprehensive to the persons addressed.

General Conclusion

General Conclusion

Code switching is a language contact phenomenon which has gained the attention of several linguists and scholars over the last century and has been explored from a number of different perspectives. Yet, this social language skill refers to the alternate use of two or more language in the same utterance or conversation.This study focused on the use of code switching among English university students at Center University of Naama. The practice resulting from the contact between Algerian Arabic and English, in which attempts to identify the reasons behind this language behaviour.

To tackle effectively the research problem, two research instruments were used: a questionnaire and recording. The outcomes were analyzed qualitatively and quantitatively. Therefore, the results revealed that the choice of a language is not arbitrary but is governed by a number of factors. There are three factors that motivate the student to apply code switching, namely the participants, students select the language comprehensive to the persons addressed. The type of topic, relating to education, title of movies, and setting, students switch in informal situation. This finding supplements the first proposed hypothesis.

Despite this, code switching seen as a purposeful activity, that is, there are certain functions in a conversations used as a device to achieve the communicative intent. The results demonstrate that there some of the participants switched because they do not know the words in Arabic. As a result, they used words in English are to fill in the gap to complete their utterance or exchange. Others, switched to show his language skills , to quote or addressee specification. This finding supplements the second proposed hypothesis.

The results of the study have shown that code switching behavior is not random nor it is seen as a sign of linguistic deficient or inadequacy. Rather, it is a negotiation between language use and the communicative intents of the speakers . Code switching is employed as a tool to achieve these intents. It is also used to express a range of social meaning.

Thus, it can be concluded that there are many reasons why code switching takes place in particular social contexts. The ability of the interlocutors who are able to

speak more than one language fluently plays an important role during their interaction. The study has shown that student switch to show that they are well-educated as their main reason. Besides that, lack of vocabulary is also another contribution cause for code switching.

The present research focused on sociolinguistic perspective on Algerian Arabic/ English code switching , what about structural analyses . This may be a fascinating topic need to be need to be investigated in the future research.

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Appendices

English Students' Questionnaire

This questionnaire is part of a research for Master Degree .We would be so grateful if you could answer the following questions by putting across(x) in the appropriate box and commenting when necessary .Thank you for your cooperation.

Part one

Gender: Male ☐ Female ☐

Age:

1.Which language do you usually use at home?

Algerian Arabic (AA) ☐ French (Fr) ☐ Berber (Ber) ☐ English (Eng) ☐

2.In which language do you prefer read books/ to watch movies and listen to music?

	MSA	AA	Berber	French	English
Newspapers/books					
Movies					
Music					

3. Which language(s) do you use in university lectures?

MSA ☐ French ☐ English ☐

4.With whom do you use English language?

……

……

5.Do you switch between AA and English?

Yes ☐ No ☐

6. How much do you switch between them?

Always ☐ Sometimes ☐ Often ☐ Rarely ☐ Never ☐

7.In discuss the lecture, Which language do you use with your classmate ?

AA ☐ English ☐ switching between AA and English ☐

8.Which language do you speak to your teachers during break time?

AA ☐ English ☐ switching between AA and English ☐

9. Does your teachers advise you to use English outside classrooms?

Yes ☐ No ☐

10.When you mix Algerian Arabic and English, is it?

Consciously ☐ unconsciously ☐

11.According to you, what are the reasons that make you shift from AA and English and vice versa?

……..

12.When you code switch, is it to?

include someone in the conversation ☐ exclude someone from the conversation ☐

improve your level in English language ☐ attack attention ☐

If others, state the ……

Conversation one

The following is an extract from a conversation between student and teacher

Student: sbaħ χir sir (good morning sir)

Teacher: good morning, how can I help you ?

Student: sir madert ʃ the exam because I was ill ʕandi justification baʃ tʕawdahli.

(Sir I didn't make the exam because I was ill and I have justification in order to repeat it)

Teacher: since you have justification no problem

Student: so when I will make the exam

Teacher: letter on I will tell you

Student: ok , ʃokrain

Conversation two

It is between three girls in the dormitory

A: smaʕto ʕonja ntaʕ Adal hollow from the other side (Did you heard the least song of Adal hollow from the other side)

B:smaʕtha bsaħ maʕdʒ btniʃ ʕonjaitha ntaʕ someone like you ʃaba ʕliha

I heard it but I didn't like ,her song someone like you better than it

A: wnti C (What about you C)

C: la masmaʕtha ana nsmaʕ hip hop kima Jain Smith

No I didn't heard it I prefer to listen to hip hop like Jain Smith

B: dar tanji ʕonja mʕa Justen Baiber never say never ,baina tfaradʒti film li darah

He also sing with Justen Baiber never say never .I am sure that you watch his move

C:tfaragtah ,fakartuni ljun ʕla MBC two jdiro film ntaʕ the hanger game part three.

Yes I watch it you remand me today on MBC2 they zill show the move of the hanger game part three.

Conversation three

D:sbaħ χir (good morning)

E: sbaħ χir (good morning)

F:good morning kidʒ k exam ntaʕ jams(good morning how you find the exam of yesterday)

D:don't remand me ,marakaztʃ mlih hat χradʒ ʕla mawduʕ (don't remand me I didn't concentrate very well)

C: masmaʕlish le profe waʃ gal 'be careful try to understand the question very well'

(You did not hear what teacher say be careful try to understand the question very well)

D:lazem nχ dam fi sociolinguistics lyom wla man balaʕch ,this is my last chance

Today I have to work in sociolinguistics or I will have bad mark this is my last chance

E: bagilna half hour ʕla exam dʒbdi chaire ba ʃ nrifizo

C :ok ,nabdaw ble speech community (Ok let start with speech community)

D: definition of speech community is a social group have one nation and one language maʕntha homa madʒmoʕa men nas ʕandhom nafs dʒnsija nafs loɤ