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Investigating Arabic-English Code-switching by Algerian Bilinguals Case study: Students of English at University of Mostaganem

SUBMITTED BY:

MENDAS Karima

Board of Examiners:

Supervisor: Ms. BAHRAOUI Sofia

University of Mostaganem

Chairperson: Ms. KHINECHE Soumèya University of Mostaganem

Examiner: Mr. TEGUIA Cherif University of Mostaganem

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Dedication

I am very delighted to dedicate this work to the light of my eyes: my parents

Special thanks go to my beloved sister: Fatima.

To my brothers: Omar, Nessreddine, Tawfiq and his wife "Hayat" and her family members,
specially, Walid and Roueya

My heartfelt appreciation to the candle of my life my brother "Lakhder" and the rest of my
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Abstract

Code-switching is studied mainly in connection with bilingualism as a communicative strategy where bilingual speakers tend to switch code-switching the same sentence or clause. This study aims at disclosing the reasons that drive students to code-switch two languages; mainly Arabic and English, and to seek out whether they are employing it in their daily speech consciously or randomly. It also aims at investigating in which contexts they code-switch them exactly. The present research attempts to shed light on the case of alternating between two languages, or as referred to code-switching in relation to the ability of speaking two languages. Moreover, the investigation sets focus on discovering whether code-switching transmits the meanings. So, in order to investigate this phenomenon, the methodology comprises both qualitative and quantitative methods to describe and analyze data collected through two research tools, a questionnaire and a week-live observation. A sample of the population of English students is chosen to be tested and it consists of thirty students from different levels randomly selected. Therefore, the analyses of the results of the data reveal that there are different reasons that compel bilingual individuals to code-switch. Besides, they use code-switching consciously whenever they are dealing with classroom matters, thus, they predict which code they will employ. By contrast, they often tend to code-switch unconsciously because of familiarity with these English and Arabic. Moreover, they code-switch in several topics and in various contexts and it has been proven beneficial and purposive because of transmitting the meaning they intend.

Keywords: Bilingualism, Code-switching, EFL students, Arabic and English

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List of Abbreviations

- **CS:** Code-switching.
- **CM:** Code-mixing.
- **L1:** First Language.
- **L2:** Second Language.

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General Introduction

General Introduction

Sociolinguistics is concerned with the relation between language and society, and it is commonly used for the study of the relationship between language and society. Bilingualism as a social phenomenon emerges in every society in general, and is particularly investigated at the University of Mostaganem among students of English, where they are code-switching between two languages, English and Arabic. Bilingualism is commonly regarded as the use of two languages by an individual who switches two different codes while communicating. Bilingual speakers tend to switch codes; therefore, code-switching is a widespread phenomenon in bilingual speech.

Moreover, every human community is characterized by the existence of diverse linguistic varieties, and speakers of these varieties; at the same time, share degrees of the outcomes of the linguistic contact which is code switching. Therefore, it refers to the bilingual mode of speaking in which the speaker interrelates two languages that lead to interfering linguistic features. When they alternate between two codes, within the same sentence or clause, it is referred to and called Code-switching.

Additionally, Code-switching is a widespread phenomenon that can easily be observed among the students of English at the University of Mostaganem. This latter is exposed as a real situation where code-switching is widely used since students of English use two different codes namely English and Arabic in their daily lives. The present research attempts to shed light on the case of alternating two languages, or the so-called 'code-switching', in relation to the ability of speaking two languages. The example of Arabic-English code-switching among students of English at University of Mostaganem is examined and analyzed.

This study aims at investigating the needs and purposes, even reasons for and attitudes towards switching these codes in different social and linguistic contexts. Nevertheless, this research sets focus on discovering the extent of employing two different varieties or two different languages at the same time and within the same speech community. Moreover, this research aims at disclosing the reasons that drive the students to code-switch through these two languages, and to seek out in which contexts they code-switch them exactly. Therefore, the present research attempts to raise the following questions are;

- Why do students of English code-switch English and Arabic within the same sentence?

- Do they code-switch consciously or randomly?
- In which contexts do they shift or switch these two codes?
- To what extent is the use of two different varieties or two languages at the same time and within the same sentence beneficial and purposeful?
- Does the use of code-switching convey the meaning intended?

Consequently, it is hypothesized that

- Students of English at University of Mostaganem, when processing code-switching, may be linguistically affected by the two languages English and Arabic and they employ them throughout their conversations. Maybe because they master these two languages and are familiar with them.
- Perhaps the fact of being bilingual and mastering two languages leads to switching codes and maybe they are aware and use it consciously rather than randomly.
- Maybe they often use these two languages during revisions of lectures and discussing the personal topics, as well as, in different contexts, such as, at home, or on the street rather than in their classroom or on social media.
- Code-switching Arabic and English within the same sentence may be a beneficial way to fill the gap of vocabulary and maintain the flow of the conversation.
- Furthermore, code-switching probably transmits the meaning they intend, since they could understand each other better this way.

Speaking two languages and being exposed to them both at the University or at home brings code-switching to the surface. So, being a multilingual at university, it has become almost impossible to disregard this phenomenon of combining two languages within the same utterance. It is commonly observed that code-switching is used regularly among students of English for various purposes and this is the main drive of the present investigation. Then discovering more empirical evidence.

For the purpose of confirming or disconfirming the suggested hypotheses, the research methodology comprises both qualitative and quantitative methods to describe and analyze data collected through two research tools, a questionnaire and a week-long observation. A sample of the population of English students is chosen to be tested and it consists of thirty students from different levels randomly selected.

Therefore, this research is divided into three chapters. The first chapter is devoted to the theoretical issues and overview of bilingualism and code-switching notions. The second chapter deals with the methodology and data analysis of students' speech observations for the reliable results. The last chapter includes the data collection and description of students' questionnaire, as well as, the main findings of the study.

Chapter One:
Overview of Bilingualism
and Code-switching

Introduction

The concept of code-switching has influenced and encouraged the emergence of various research areas that are highly relevant to the field of bilingualism. Code-switching is studied mainly in connection with bilingualism as a communicative strategy. Hence, in this chapter, light is shed on bilingualism and code-switching definitions, explanations and their types; then followed by the linguistic context of code-switching. Besides, the reasons and attitude of code-switching are discussed. Nevertheless, the status of both English and Arabic language in Algeria are reviewed, since the present research deals with the English-Arabic as the case of code-switching in Algerian society among students of English. So, the two concepts bilingualism and code-switching are examined and deliberated by different theorists and several researchers and each one has their own view towards these notions. Therefore, different types of research have got different theories with regard to these two concepts tackled in the literature review.

1.1. Definition of Bilingualism

Bilingualism is generally defined as the use of two languages or two codes by an individual. According to Bernard Spolsky (1998) a bilingual is a person who has some functional ability in a second language. In other word, Bilingualism is the case that even speakers of a single language control various styles of that language, when people develop some knowledge and ability in a second language and they are called bilingual (p.45).

Peter Trudgill (1992) defines bilingualism as the ability of an individual to speak two or more languages. It refers only to the individuals who have native command of more than one language. Besides, the term bilingualism is used to refer to any speaker who has a reasonable degree of competence in the same language other than their mother tongue. Moreover, Trudgill notes that sociolinguists agree that bilingualism is so widespread in the world, which denote show there are probably more people in the world who are bilingual (p.13). In addition, the concept bilingualism refers to the ability of mastering the important skills; such as, writing, reading and speaking the two languages. Carter (1993) defines a bilingual as,

A bilingual is a person who has mastered the essential skills of writing, reading, and speaking in two languages, although in most cases one language will be used in different situations; for example, one language might be used at work, while the other might be used in the home (p.05).

However, a bilingual person who masters the three skills knows how he speaks, reads and writes, even if one language is used in formal situations and the other in informal ones. Bilinguals also code-switch between languages according to whom they are speaking, to the subject matter and according to relative formality of the situation.

On the contrary, not all bilinguals are bicultural; that is, bilinguals may be able to speak; but may not know how to behave according to the other's culture. They only know how to behave according to the value of the communities associated with one of the language. (Carter, 1993, p.5)

Additionally, sometimes people use first language interchangeably anywhere and anytime, and it is called reciprocal bilingualism (give and take). By contrast, L1¹ may be used where L2² is not, and such bilingualism is called complementary bilingualism. For example, mother tongue is used at home only and L2 is used elsewhere. L1 may be used when tackling some topics and subjects, and L2 with other different cases. L1 may be used in communicating with the same individual, and L2 with the other one. Thus, the use of two languages depends on the context and topic.

Besides, bilingualism occurs when the speaker of one language can realize reliable and significant utterances in another language as Diebold (1983) gives what might be called Minimal Bilingualism when he uses the concept Initial Bilingualism, to describe the elementary stages of contact between two languages. Thus, he leaves open question of the minimal skilfulness requires in order to be bilingual and allows for the fact that a person may be bilingual to some degree, but not able to produce significant utterance. In addition, a person might have no productive control over a language, but he has the ability to understand utterances in it. Moreover, Mackey (1968) considers bilingualism as simply the alternate use of two or more languages (as cited in Romaine, 1995, p.12).

¹First language henceforth L1

²Second language henceforth L2

Besides, Spolsky (1998) assess an important feature which is the way each language was acquired. It is useful to distinguish between mother tongue learning, second (informal) language learning, and foreign or additional language learning. It is also useful to note the age of learning and the time spent using the language. Spolsky describes a bilingual in this way, X is a native speaker of Cantonese and learned English in school, Y grew up speaking Moroccan Arabic; but was educated in French and has lived in Paris since the age of 15 (p.45).

Another distinction is that of skill: reading, writing, listening, speaking and understanding speech. It is not uncommon for people to speak one language and read and write another, such as, Navajos use their own language in conversation, but read in English. Therefore, the receptive skills of reading and understanding speech are often stronger in a learned language than the productive skills of speaking and writing. So, many people obtain reading knowledge of a language at school, but cannot speak it (Spolsky, 1998, p.46)

In addition, Spolsky (1998) mentions when describing the bilingualism of an individual that another set of differences sometimes manifests in the performance of certain actions such as, counting, dreaming (some people dream in a language and others do not), cursing, or praying silently.

1.2. Types of Bilingualism

Weinreich (1968) presents three types of bilingualism related or concerned (based) to the ways in which it was thought and the concepts of a language were encoded in the individual's brain. He asserts that these distinctions resulted from the way in which the languages had been learned. (As cited in Romaine, Bilingualism, 1995, p.78).

1.2.1. Compound Bilingualism

The person learns the two languages in the same context, where they are used concurrently, so there is an interlaced representation of the language in the brain. For instance, a child who acquired both French and German at home would know both German "Buch" and French "livre", but would have one common meaning for them both. So, both words would be tied to the same mental representation. Besides, for this type the languages are interdependent (p.79).

1.2.2. Coordinate Bilingualism

In this type, the person learns the languages in separate environments, and the words of the two languages are kept separate with each word having its own specific meaning; for instance, a person whose first language is Arabic, who then learns English in school. These two languages are associated with different contexts; as well as, the different conceptual systems that will be developed and preserved on the two languages. Thus, the Arabic term “kitab” would have its own meaning, and English word “book” its own meaning too. In the coordinate bilingual, the languages are independent (p.80).

1.2.3. Sub-coordinate Bilingual

This is a sub-type of coordinate bilingualism where bilinguals interpret words of their weaker language through the words of the stronger language. The dominant language acts as a filter for the other one. Weinreich (1968) exemplifies that if English is the weaker language of an Urdu English bilingual, the English word “book” will evoke the Urdu word “kitab”.

1.3. Code-Switching

1.3.1. Code

Code is a concept which is sometimes used instead of terms like dialect or language variety. It can be used as a synonym for language itself. British sociologist Basil Bernstein explains the term code with a further and more specialised meaning. For Bernstein; a distinction needs to be drawn between an elaborated code and a restricted code. Restricted codes arise between speakers who share similar assumptions and understanding. The language is embedded in specific contexts and contains forms of language, such as, pronouns and tag question which leave meanings implicit.

By contrast, elaborated codes are more explicit and they arise where the social relations between speakers are more formal and less taken for granted (as cited in Ronald, 1993, p.08). Accordingly, from this distinction, middle class children have access to both codes, whereas working-class children are more likely to be limited to a restricted code and to experience difficulty in inquiring the more complex, elaborated and explicit forms of language required, such as, by schools.

Nevertheless, a more widely used term in the context of language is code-switching which refers to the decisions made by speakers to select one language or one variety of language according to the purpose, social context or audience for language use. Moreover, the concept of code refers to any system of signals, such as, numbers, words, or signals which carries concrete meaning. It is a neutral term rather than the terms dialect, language, or style,

which are motivated to arouse emotions. Furthermore, code can be used to refer to any kind of system that two or more people employ for communication. When a particular code is decided on, there is no need to stick to it all the time. However, people can and should shift, as the need arises from one code to another (Sharaf Eldin, 2014, p.81).

1.3.2. Code-switching Definition

In many situations, a speaker may shift from one code to another, intentionally or unintentionally, and this shift may be from one language to another or from one dialect to another. Sociolinguists refer to this shift as “code-switching”. The definition of code-switching varies from one linguist to another; thus, several definitions that are set by various sociolinguists are used to define the term. It must be noted that any person who is capable of switching codes must be a competent bilingual. Therefore, despite the different definitions of code-switching that are introduced next, linguistic competence should always be present.

In the book “Discourse Strategy”, Gumperz (1982) defines what he calls Conversational Code-switching as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical subsystems like the speaker who uses a second language to repeat his message or to react to someone else’s statement (as cited in Sharaf Eldin, 2014, p.79). Additionally, Sociolinguist Kathryn Woolard (1995) puts forward the definition of code-switching as the achievement of an individual’s use of two or more codes varieties in the same speech, event or exchange. Thus, code-switching occurs within the same single utterance (p.79).

code-switching differs from other language interaction phenomena, such as, borrowing. Lexical borrowing is the result of lack of a lexical term in the speaker’s repertoire. While in code-switching, speakers have a genuine choice (as cited in Sharaf Eldin, 2014, p.79). Indeed, Bokmba (1989) defines code-switching as the mixing of words, phrases, and sentences from two different grammatical systems across sentence limits within the same speech event. Furthermore, code-switching refers to the process whereby bilingual or bi-dialectal speakers switch between one language or dialect and another within the same conversation. This linguistic behaviour is very common in bilingualism situations (Peter Trudgill, 1992, p.07).

Caulamas (2005) states that code-switching is a communicative strategy on a widespread bilingual community wherever speakers use two languages identically well and are able to choose a code that conveys their purposes in the appropriate way (as mentioned in Alcnaverova, 2013, p.06). Additionally, Code-switching is an unavoidable consequence of

bilingualism or multilingualism; where any person speaks two or more languages and chooses between them according to the situation he / she is in. At first, the language chosen should be comprehensible to the addressee, as well as, the speaker is to choose a language understood by the participant (Hudson, 1996, p.35).

Nevertheless, in Cambridge Advanced Learner's Dictionary, code-switching is defined as the act of changing two or more languages when you are speaking. It occurs in the middle of a dialogue or sentence, for example, in Algeria, students use English language and Arabic one and they are alternating between these two codes. Mackay (1996) declares, "When two or more languages exist in a community, speakers frequently switch from one language to another. This phenomenon is known as code switching" (p.56). However, code-switching is the action that occurs when two or more codes are used by individuals frequently, as well as, speakers switch codes from one language to another.

Following the same thought, Van Herk (2012) says that code-switching is the fact when speakers shift between at least two languages or language varieties in a single conversation. Furthermore, code-switching could be defined as a term used to refer to the act of conversing in another language, besides the mother tongue. On the other hand, code-switching is also defined as a combination of words, phrases and sentences that result from sentence limitations in similar speech context. Therefore, code-switching in general can be regarded as the act of speaking in different languages interchangeably in order to overcome language constraints, hence, a person is said to be multilingual if he or she is competent in more than one language (p.37).

1.3.3. Types of Code-switching

There are various types of code-switching advanced by several scholars to identify the different contextual and linguistic aspects. These types are listed as follows,

- **Conversational Code-switching**

Gumperz (1982) defines this term as the juxtaposition within the same speech which belongs to the two different grammatical systems (as cited in Downes, 1998, p.80). In conversational setting, speech consists of more than one variety, one speaker speaks in one code, but the reply comes in another. As well as, any speaker can code-switch between sentences inter-sententially, or within a sentence inter-sententially. Besides; conversational code-switching is rapid, largely unconscious and used for communicative effect. The switched

items are part of the same stretch of speech, however the codes switched can be either recognized varieties of the same languages or different languages (Downes, 1998, p.80)

- **Situational Code-switching**

It is the switching of an individual from one variety to the other, and it is not random. The social meaning of the code is the link between the actual linguistic varieties. The situation type predicts which variety a speaker will employ, whether a speaker situationally code-switch or not depends on the orientation of values of the community to which he or she belongs. Moreover, Downes (1998) exemplifies the two groups, the artisans and the merchants and managers, that are oriented to the same local values, and these groups code-switch by situation using Bokmal, such as; in church, in school and outside, and Ranamal in local situations.

In addition, since speakers frequently code-switch in the essential situations, we might state this frequency as a causal generalization. For instance, in domain A, code A occurs and in domain B, code B occurs. On this basis, the prediction could be made, concluding the occurrence of the code, presented the generalization, the situation and the membership of speakers (as cited in Downes, 1998, p.83).

Nevertheless, Van Herk (2012) states that situational code-switching occurs when constrained by the social context. Situational switching generally is being seen suitable for a particular conversation, although factors influencing language choice in this kind of situation involve the domain, the roles or relationship among speakers, the setting, the channel of the communication and the type of interaction (p.191).

- **Metaphorical Code-switching**

Blom and Gumperz (1971) explain how the metaphorical code-switching is the use of the variety hints to the social values it encodes, but is inapplicable to the situation in which it is uttered. In addition, it refers to the situation when a speaker uses a local variety humorously or ironically for a rhetorical effect in a discourse (as cited in Downes, 1998, p.80).

Besides, Blom and Gumperz (1972) distinguish between two types of code switching. In situational code switching; the switch is in response to a change in a situation; for example, when a new participant enters the scene or a change in the topic of conversation or the setting

takes place. A case that occurs when the speaker might switch from the standard language to the local or dialect to inquire about family matters.

Whereas, in metaphorical code-switching, the switch has a stylistic or textual function, for example, to signal a quotation or to signal a change in a tone from the serious to the funny. Code-switching is, thus, functionally motivated. In order to explain code-switching, a theory of language that considers not only the structure of sentences, but the structure of conversation, a theory that addresses not only the grammaticality of sentences, but also that acceptability with references to the function of language and the contexts in which it is used (as cited in Mackay, 1996, p.56).

Carol Mayers Scotton (1995) explains code-switching in terms of a theory of right and obligation. According to her, members of a multilingual speech community are aware of the range of codes that would be appropriate for a particular type of conversation exchange and they assign meanings to choices based on such expectations. Any deviation from the neutral or unmarked choice conveys symbolic social messages regarding the identity and attitude of the speaker. In a different sense, code-switching is governed by grammar of consequences (as cited by Mackay, 1996, p.57).

Tay (1989) states that the typical code-switcher is usually not aware of why he/she switches codes at certain points of the discourse (as cited in Mackay, 1996, p.57). She claims that code-switching will be seen shortly involves quite a piece of interference. Thus, codes in a code-switching situation are not necessarily separated in terms of how they are attitudinally evaluated or related to one another. Code-switching is categorized by several authors according to various rules. In terms of grammatical approach, Popalek (1980) categorizes three types, which are tag, inter-sentential, and intra-sentential.

- **Tag Switching**

The first type means to engage a tag in one language into an utterance in another language. That is, it is switching from language B to language A. These include interjection, filler tags and idiomatic expressions. Tags are not related syntactically to the rest of the utterance, and the occurrence of tag does not break any grammatical rule either.

e.g.: “Oh,shit! Se fastidiotodo el mundo a qui”, (Bergman, 2004)
[Oh, shit! Everybody is angry here]

e.g.: “[Fuiste a la presentacion de yèpez, by the way?]”, (Lanz, 2011)

[Were you at presentation of yé paz, by the way?

(as cited in Luzana Alcnauerova, 2013, p.09).

- **Inter-sentential Switching**

This switch occurs between utterances said by the same speaker (Milyar and Myusken, 1995). Here is an example from Puerto Rican bilingual Spanish / English which is given by Poplack (2010), “sometimes I start a sentence in English and y termino en Spanish”, [“sometimes I start a sentence in English and finish in Spanish]. Thus, this kind of switching occurs within a clause or sentence. It takes place at clausal or sentential level, occurring within the same sentence or between speaking turns.

- **Intra-sentential Switching**

It is the most complex type among the three, and it can take place at clausal, sentential or even words level. Besides, according to Meyers-Scotton (1993), it involves the switch of different types that occur within the clause or the sentence. Also, the term “code-switching” may not be represented by bilingual, but mono-linguals too, since mono-linguals may switch between different styles within their language as well (Zentella, 1981, as cited in Ramadani Fatima Zohra, 2010, p.21). Otherwise; Poplack (1980) asserts that there is one more type of code-switching which is ungrammatical code-switching and which refers to the mixing of the structures of both languages to create new words.

However, the intra-sentential switch combines the grammar of each language. The speakers know how these two languages interact and have the ability to avoid ungrammatical utterances. Alcnauerova Lanz (2011), in her analysis of linguistic creativity of Code-Switching, treats intra-sentential switch and Code-Mixing as synonyms, and she considers them assimilar. She illustrates the similarity through the following examples,

- “He termina do mi slabores de today!”, (Lanz, 2011)

[I have finished my today’s tasks!]

- “Lino Juan to say hi!”, (Montes-Alcala, 2005)

[Juan called me to say hi!]

(as cited in Alcnauerova, 2013, p.10).

1.4.Code-switching as a Social Phenomenon

In multilingual communities, different languages are used in different circumstances, in which the choice of either language is controlled by social rules. That is, one language can be just used at home, and the other is used in other places and for other purposes. Dension (1983), (in Hudson, 1996), illustrates this point by the people who live in the village of Sauris- in Northern Italy, and who speak German within the family, Saurian Italian dialect informally within the village, and Standard Italian to outsiders and in more formal village settings. This kind of code-switching is called Situational code-switching that is the choice of using language when switching depends on the situation, such as, the situation when talking to a close friend then switching to talk to a teacher. The choice of language is controlled by rules which are learned by the members of the community experiences, and which are in turn part of linguistic knowledge.

No language can replace another; that is, each one has its social function. Turning back to the Sauris' example and to support the previous information, Sauris people could use just one language in their society instead of three. They could choose Standard Italian and forget about the other languages. But each of those languages has its separate function and the use of one instead of the other might sound strange or unacceptable. Speaking German in the village, for instance, would be like wearing beach-clothes in the church (Hudson, 1996; Sridhar, 1996).

Bilingual individuals choose the appropriate language in order to define the situation and not the opposite. For instance, when having breakfast with the family, classifying the situation is easy because the situation is the one which decides the language as language choice varies with it. In other cases, the situation seems less clear. When the choice of language determines the situation, this is called Metaphorical code-switching.

The bilingual person often switches between the two languages in the middle of the conversation. The code-switched words can take place either between or within sentences. These switches too involve words, phrases, and/or even parts of words (Spolsky, 1998). According to Gumperz (1982, p. 59), code-switching is, "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of sub-systems". Gumperz simplifies his definition by saying that code-switching is the alternating between two or more languages within the same interaction.

According to Haugen (1956), “switching refers to alternating between two or more languages, interference to overlapping between two languages, integration to constant use of words from another language by a bilingual speaker and code-switching to introduce a single word”. Di Pietro (1980) in (Grosjean, 1982, p.145) defines code-switching as follows, “the use of more than one language by communicants in the execution of speech act”. Moreover, Valdes Falhis (1973) in (Grosjean, 1982, p.145 and Dura, 2010, p78.) refers to it as, “the alternation of two languages”, and Scotton and Ury (2002) propose that code-switching “is the use of two or more linguistic varieties in the same conversation or interaction” (p.43).

According to Milroy and Muiyken (1995, p.07 and Boztepe, 2010) code-switching is “the alternative use by bilinguals of two or more languages in the same conversation”. But the earliest definition of code-switching goes back to Weinreich (1953) who defines bilingual people as individuals who switch “from one language to the other according to appropriate changes in speech situation” (as cited in Redouane, 2005, p.01).

By looking at the above-mentioned definitions, it is clearly observed that there is no clear and exact definition that defines the term code-switching. Some writers agree that this term is ambiguous, that's why there is a disagreement among linguists and sociolinguists about the definition of code-switching.

1.5. Contexts of Code-switching

In fact, using code-switching is manifested through the use of Bilingualism. So, there are many other kinds of bilingualism, first there is home bilingualism, where two languages are used at home. Second, there is school bilingual, where two languages are used in teaching the same student. Third, is media bilingualism, where media use two languages to satisfy racial minorities. Fourth, there is official bilingualism, where all official activities are run in two languages. Fifth, there is business bilingualism, where employees use and hear two languages at work. Finally, there is street bilingualism, where two languages are used in streets, cafés, shops and clubs. Hence, the concepts bilingualism and Code-switching are closely correlated and they both require one another, where the former is considered one of the main factors for resorting to switching codes.

1.6. Reasons for Code-switching

There are many reasons that lead people to code-switch from one language to another. According to Trudgill (2000), “the same speaker uses different linguistic varieties in different

situations and for different purposes” (p. 81). Generally, the speaker code-switches to fulfil the interpersonal functions of communication, and he does that according to the context and the purpose that lead him/her to say some utterances in one language and not in others. Gumperz (1982) illustrates where code-switching serves best to fulfil the interpersonal functions of communication by giving some examples, and they are as follows,

- To appeal to the literate.
- To convey precise meaning.
- To ease communication, i.e., utilizing the shortest and the easiest route.
- 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.

So, when the speaker code-switches, it means that he desires to convey a specific meaning in a specific situation and for a specific purpose. Moreover, it is necessary to mention that speakers may switch from one code to another either to exhibit solidarity with a social group, to distinguish oneself, to participate in social encounters, to discuss a certain topic, to express feelings and affections, or to impress and persuade the audience.

Holmes (2000) mentions in her book “Introduction to Sociolinguistics” that a speaker may switch to another language as a signal of group membership and shared ethnicity within an addressee. Thus, code-switching can be used to express solidarity between people from different or the same ethnic groups.

Sometimes, speakers tend to use different languages to imply a certain social status or to distinguish themselves from other social classes. Other reasons that have been found to motivate Code-Switching are to sound elitist or classy. Auer (2002) says in his book 'Code Switching in Conversation: Language, Interaction and Identity' that "Code-switching carries a hidden prestige which is made explicit by attitudes" (p.57). That is, some individuals resort to code-switching for prestigious purposes and this is transmitted through their behaviours and attitudes. Other than those reasons, the topics of conversations, the reflection of the social status, expressing certain feelings and attitudes and persuading the others can be the reasons for code-switching as well.

1.7. Attitudes towards Code-switching

Contrary to current knowledge, people in bilingual and multilingual communities think that there is a language which is "better", "worse", "wrong", and "correct" than another one. They also believe that linguistic variation necessarily leads to value judgments. Bentahila (1983), in his study, examined the language attitudes among Moroccan Arabic-French bilinguals. The results showed that although Moroccan bilinguals have negative attitudes towards code-switching, they switched for lexical needs, and rhetorical purposes, such as, emphasis and contrast. He concluded that Arabic bilinguals switched between Arabic and French in order to resolve a hesitation or make a fresh start when the thread of discourse had been lost.

According to the studies on code variation, for example, in the United States (Lipski, 2005 & Montes, 2000) and Nigeria (Ayeomoni, 2006), most of the findings show both positive and negative attitudes toward code switching behaviour. These attitudes, especially, the negative ones are due to the widespread belief and their lack of linguistic repertoire. Bilingual and multilingual speakers use switched codes.

Moreover, the majority of people whether bilinguals or monolinguals consider code-switching as a threat to their mother tongue, i.e., speakers who code-switch by time their language becomes weak. For instance, Sridhar (1996) wrote that code-switching,

[...] has often been regarded negatively by teachers, prescriptive usage legislators, and even by the speakers themselves [...]. Code-switching has been regarded as a sign of laziness or mental sloppiness and inadequate command of language. It has been claimed to be detrimental to the health of language. (p.59).

1.8. The Status of Algerian Arabic and English Languages in Algeria

Algeria is considered as a bilingual country that has several languages spoken in its society in general, and among its students in particular; where the students of English code-switch between the two languages Algerian Arabic and English language in their conversational practices.

1.8.1. Algerian Arabic

Algerian Arabic, vernacular Arabic or dialectal Arabic is the native language of the majority of Algerians (mother tongue), used for everyday communication and discussion which represents the second language for the Berber population. It is known as “Derija” in Algeria. Thus, it is a spoken dialect not a written one in comparison to Standard Arabic. Additionally, Algerian Arabic has been mastered by most of Algeria's population, and it is primarily featured in acting and day to day communication. The language has a more simplified vowel system than standard Arabic.

1.8.2.English Language

English, because of its status as a language among the two global lingua Franca, along with French, is taught from the middle school years onward. The Algerian government implemented English as the secondary required foreign language for students beginning in the fourth grade in the middle school cycle, from the end of the 1970s to the early 1990s. In September 1993, the Ministry of National Education made French and English two separate choices for the first required foreign languages. Students were required to pick one over the other. The Minister of National Education declared that English was to be promoted because it was "the language of scientific knowledge".

Out of two million school children between 1993 and 1997, between 0.33% and 1.28%, chose English over French, a statistic Mohamed Benrabah, author of "Language maintenance and spread: French in Algeria," refers to as “insignificant”, (as cited in Benjamin Elisha Sawe, 2017, p.5).

Some 100 institutes associated to 13 Algerian universities needed nearly 250 English teachers in early 2012. Therefore, English is taught in Algerian schools, and there have been calls to replace French in the education curriculum with English since the latter is the global language of science.

Furthermore, English is one of the languages that exists and is widely spoken among students of English at University of Mostaghanem, where they are regularly using it in their conversations since they are studying and mastering it. Hence, they are considered as coordinate bilinguals, because of the educational level.

1.9. The Switch of Arabic and English in Algeria

In Algerian context, code-switching tends to occur in the situation of shifting between the two codes; Arabic and English since the latter is spoken by the students of English as a result of the level of their education and due to the degree of their command over it. As well as, the fact that is widely used informally in their daily life thanks to the development of technology.

Consequently, the students of English code-switch these two languages in their conversation in all places; not just at University, but also in the street and at home. Here some examples are provided from anecdotal experience,

1) Show me shaktebtou!

/Show me what you have written!

2) Come on!Hada howa elwakt!

/Come on! this is the time! /

3) Maalbalich! What do you want me to write? /

/I do not know! What do you want me to write? /

4) Sabtan amazing movie

/I found an amazing movie /

5) Rani fel house maa my mother

/I am in the house with my mother/

6) Aawnini, please!

/Help me, please! /

7) I am hungry! Haya nroho naklo

/I am hungry! let's go to eat/

• **Conclusion**

Throughout this chapter, it is attempted to provide an overview about bilingualism and code-switching concepts and show their correlation. Numerous attempts have been made by

linguists to describe and fully explain these two terms. Thus, code-switching is regarded as a widespread communicative strategy, as well as, in bilingual communities where the people are able to speak two languages comparably well. So, the two concepts are examined and deliberated by different theories among several researchers and each one has his own view toward these concepts. Furthermore, English / Arabic examples are taken as a case of the fact of code-switching among the students of English who use and shift between the two codes English and Arabic throughout their conversations.

Chapter Two :

Methodology

• Introduction

This chapter highlights the methodology applied in this study, and it presents the research method which involves two kinds of investigation that consist of qualitative research of the observed sentences and the quantitative one which includes a questionnaire for students of English. Besides, the sample of the study is introduced, that consists of students of English at University of Mostaganem. Moreover, the present investigation begins by analyzing and interpreting the observed sentences which involves code-switching of the two languages English-Arabic. After that, the students' questionnaire data is analysed.

2.1. Research Method

This research is based on qualitative and quantitative data. The quantitative data collected has to do mainly with the close-ended questions which are asked in the questionnaire administered to the students of English, and the qualitative data which has to do with the observation of the sentences used among students of English in which they shift between two languages English and Arabic.

2.2. Sample

In order to collect data, a selected sample is required. A group of students of English from different levels in the Department of English at Abdel Hamid Ibn Badis University in Mostaghanem is opted. Therefore, observed sentences are to be analysed, which include the two languages English and Arabic in the same speech and where the students switch/shift these two codes.

In order to collect more reliable data, a questionnaire to thirty students of English from different levels is provided, in order to examine the different attitudes of using code-switching during /throughout their conversations. Purposefully, students are asked basic questions whenever they are using code-switching between English and Arabic to meet the requirements of the investigation.

2.3. Description of the Setting

The practical part took place in the Department of English at Abdel Hamid Ibn Badiss University in Mostaganem, where the students of English switching the two codes English and Arabic outside classroom during February, 2018 were observed. In addition, they were consequently and kindly requested to answer all the questions prepared for them in a questionnaire on April 15th, 2018.

2.4. Research Tools

This research design of work is based on data collection by using two instruments, a questionnaire and students' observation. In this research, we rely on two main approaches which are qualitative and quantitative methods.

2.4.1. Observation

The observation is a helpful tool for authentic anecdotal results whereby the researcher has the opportunity to witness all the actions and reactions of the students through their conversations in an indirect way. The observation of the students during switching the two languages English and Arabic is used in order to check their conversations immediately then, reach more validity of the results and reliable data.

2.4.2. Questionnaire

A questionnaire is a formalized set of questions for obtaining information from respondents and it is the most common means of collecting primary quantitative data. In addition, it is a series of questions that respondents are requested to answer in order to gather valuable data for the present investigation of peoples' attitudes and opinions.

For the present study, a questionnaire for the thirty students of English is designed. It contains questions of the multiple-choice type, where the students put a cross in the corresponding boxes after reading the questions attentively. Additionally, there are questions that require instant justification for the answers, as well as, the appreciation of their examples that they provide and which include the use of code-switching of the two languages English and Arabic. Subsequently, the result of the questionnaire serves to examine and obtain statistical data and interpret the attitudes and reasons of using code-switching throughout their accurate conversations.

2.5. Procedure

In order to investigate the issue and collect data, we start the examination by observation and drafting at the department of English at Abdel Hamid Ibn Bidis University in Mostaganem, where we observed the students of English from different levels code-switch the English and Arabic languages throughout their conversations outside the classroom. The observation is done without informing them; and the students' conversations were natural during the observation. It took place outside their classroom where they gathered and some were recorded and written down during February, 2018. After collecting data, the observed sentences are analysed for concluding the main results.

For gathering reliable and precise results, the researcher designed another instrument which is a questionnaire for thirty students of English from different levels. The students' questionnaire consists of ten questions, and the questionnaire is written in English. The language used in this questionnaire is simple in order to help them to understand the meaning and to answer easily without any ambiguities. After checking the clarity of the questions, the questionnaire was handed to the students on April the 15th, 2018. As well as, my presence was required during the filling of the questionnaire, in order to explain to the respondents what is meant to be obtained from some questions. Additionally, the students answered the questions in about 20 minutes. Then, they handed me the questionnaire on the same day. Furthermore, the questionnaire is to be analyzed and examined in the next chapter.

2.6. Data Analysis of Observation

The observation of one month (one hour in each week) took place outside the classrooms, where students of English were talking with each other and tackling their topics by shifting between the two codes English and Arabic. Additionally, the observation is done without informing the students for not alarming them, however, the students' conversations were natural during the observation. Besides that, the observation has been done from February 4th, 2018 until February 24th, 2018. Hence, their discourse is selected and reported subsequently where the following sentences offer the phenomenon of code-switching.

So, we will mention some conversations that represent the code-switching phenomenon. The following conversations were gathered from University of Mostaganem, exactly the Department of English, among students of English.

1. Sbah elkhir, kiraki, are you well?

/sbah əlxɪər kɪraki, ɑ: jə wel /

(Good morning, how are you, are you well?)

2. Iam doing well, wentiya?

/aɪm du:ɪŋ wel wəntijə? /

(Iam doing well, and you?)

3. Rani ghaya hamdoulah, thanks

/rɑni ɣɑ:jə hɛmdu:lɛh θæŋks/

(Iam doing well, thank God, thanks)

4. Okay, see you menbaad inchallah

/əʊkeɪ si: jə məmbəʔd ɪnʃɑ:lɑh/

(Okay, see you laterif God will!)

From the above selected conversation, it is observed that these sentences are uttered by two girls, and when the girl greeted her friend outside the classroom, they used code-switching throughout the whole conversation. Besides, they alternated between two codes: English and Arabic, and they used the inter-sentential code-switching type, hence, they are present in each sentence or clause in languages different from the other, thus; they used a sentence that start in English and finished in Arabic as mentioned in the examples number one and number four. They also used sentences which start in Arabic and finish in English, such as, the first example and the third one.

Furthermore, we observed that these two students switch the two languages unconsciously, because these two students were talking as if they were using words existing

in their native or mother language, thus, this refers to the impact of English language exposure on the Arabic language, hence, students of English are familiar and habituated with these two codes. This is why they alternate between English and Arabic, moreover, they master these two languages. Each one can understand each other. Additionally, they can transmit and convey the meaning they intend comfortably. Therefore, this result can be related to what has been mentioned previously in chapter one.

1. Show me chaktebto!

/ʃəʊ mɪ ʃektəbtu: /

(Show me what you wrote!)

2. ana djawebt aala soual number one

/ænə dʒæwəbt ʔlæ sʊæl nʌmbər wʌn/

(I answered the question number one)

3. Miss Benyoucef djat?

/mɪs bənju:səf dʒæt?/

(has Miss Benyoucef come?)

4. Wah, she's always here gaa matghayebch

/wɑ:h ʃi :z ɔ:lweɪz hɪə gæʃ metɣeɪbʃ/

(Yes, she is here, she is never absent)

5. How did you find it? Khdemt fi exam hada?

/haʊ dɪd jə faɪnd ɪt? xdəmtɪ fi ɪgzæm hædə? /

(How do you find it? did you do well in this exam?)

6. aalabali I did well, kont fahem dorous taa had el module

/ʔləbæli, aɪ dɪd wəl, kɒnt fæhəm dɔru:s tæʃ hæd əl mɒdju:l/

(I know I did well, I have understood the lessons of this module)

7. hdartlehaala Middle Ages fil part lawla w fil part number two hdertlahaala
Modernism

/hdərtleħ ʃla: mɪdəle ɪdʒɪz fəl pɑ:t ləwlə wə fəl pɑ:t nʌmbə tu: hdərtleħ ʃla:
:mɒdənɪzəm/

(I talked about The Middle Ages in the first part and in part two I talked about
Modernism)

8. Ih byna beli aatakom two topics

/Ih beɪnə bæli ʃtɑ:kɒm tu: tɒpɪks/

(It's clear he gave you two topics)

we have mentioned different statements which are produced by group of students (male and female), and which include code-switching. Besides, they used the intra-sentential type too, hence, they switched from one language to another within the same clause; still in English and Arabic. Additionally, despite that they were having a comprehensible discussion, they code-switched consciously since they are discussing and dealing with classroom contexts 'not randomly'. In this situation type, students predict which variety they will employ. Whether a speaker situationally code-switches or not depends on the orientation of values of the community to which he or she belongs. Also, these sentences are considered as situational code-switching because they are taking the topic and setting into consideration. Therefore, the use of code-switching in this case reflects the educational level.

1. It is an amazing story, kritiha?

/ɪt ɪz əməɪzɪŋ stɔ:ri kɪtɪ:hə?/

(It is amazing story, have you read it?)

2. wah, bessah bkawli ten pages

/wɑ:h bæʃəh bkɑ:li ten peɪdʒɪz/

(Yes, but there still are ten pages left)

3. Sometimes, nakra five chapters

/sʌmtaɪmz nʌkrə faɪv tʃɑ:ptəz/

(Sometimes, I read five chapters)

4. My family myebghouch literature

/maɪ fæməli mʌjəbɣu:ʃ litərətʃə/

(My family does not like literature)

This discussion seemed very interesting to those students, that is why they tried to convey their ideas in different ways, using two different codes: Arabic and English. They are competent in both languages, that is why they were shifting from one language to another smoothly. Additionally, they used the intra-sentential type, they placed the English language within the sentence which is in Arabic language. In the examples one and four, they use words, such as, amusing and literature in order to express their feelings, attract and persuade the listener.

1. Aatini phone taaek !

/ʔti :ni fəʊn tæʔək ! /

(Give me your phone!)

2. Makontch mlihal bareh, sorry!

/mækɒntʃ mli:h əlbærəh, sɒri !/

(I was not well yesterday, sorry!)

3. Jawebli aala hadi lasiila, please!

/dʒæwəbli ʔlæ hædə læsi:lə , pli:z! /

(Answer these questions, please!)

4. Ghadi nroh, okay!

/ɣʌdi nrɔ:h, əʊ'keɪ!/
/ɣʌdi nrɔ:h, əʊ'keɪ!/
(I will go, okay!)

5. Aareftha, thank you

/ʃrəfthə, θæŋk ju:/
(I knew it, thank you)

(I knew it, thank you)

6. I will be here next Monday Inshallah, Saha?

/aɪ wɪl bi hiə nekst mʌndeɪ, sʌhə, ɪnʃɑːleh ?/
(I will be here next Monday if God will! Okay?)

(I will be here next Monday if God will! Okay?)

7. Rani rayha leddar, see you!!

/rɑːni rahə lɛdɑːr siː juː!!/
(I am going home, see you!!)

(I am going home, see you!!)

8. Menbaad nerselak lektouba li goultili 3lihom w lakhsi menhom, Good luck!

/mɛmbɛʃd nɛrsɛlək lɛktuːbɑː li ɣlɔːtɪːli ʃliːhɔm wəlɒksiː mənɦɔm ɡʊdɫɒk!/
(I'll send you the book you told me about later, make a summary, Good luck!!)

(I'll send you the book you told me about later, make a summary, Good luck!!)

The Students shifted from one language to another, because they felt that this word was more appropriate, and because it reflected the habit and familiarity with English language. The use of such words gives the impression that these people utilize such words more frequently in their daily conversations. That is why they became usual words. This type is called the tag code-switching. Hence, they used the frequent interjection words, such as; okay, thank you, see you, good luck, please, and sorry.

1. Just two types, berk

/dʒʌst tuː taɪps bɛrk/
(Just two types, only)

(Just two types, only)

2. Allright, nichan

/ɔ:lraɪt ni:ʃæn/

(allright, true)

3. Manebghich fish, I hate it

/mænəbyi:ʃ fiʃ aɪ heɪt ɪt/

(I do not like fish, I hate it)

4. Yes yes, wah aandek sah, you are right!

/jes jes wɑ:h ʃændək səh jə: raɪt!/

(Yes yes, yes you are ri ght, you are right!)

5. Raki aarfa chkoun dar hadik theory?

/rɑ:ki ʃɑ:rfə ʃku:n dəər hedɪ:k θiəri?/

(Do you know who created that theory?)

6. Emotionally mechi physically

/ɪməʃənəli məʃi fɪzɪkəl/

Emotionally and not physically

7. Unfortunately malkithach

/ʌnfɔ:tfənɪtəli mʌlkɪt hæʃ/

(unfortunately! I did not find it)

We observe that, they use English and Arabic languages for intending the same meaning, instead of English only because it is more appropriate to transmit their strong feelings, and because they are more contextually appropriate than Arabic. This student could utter it just in one language only. Thus, it gives us the impression that the student he was talking to who did not understand the item, that is why his friend reproduced it in Arabic, and

that is to explain and clarify it by using another code. Moreover, to make it sound strong and attract the listener.

In the example number four, all these words reflect an answer which can be given in one word that is "yes", but the student here wanted to demonstrate the importance of this condition to the listener that is why he produced two mixed items with the same meaning. It is the same result in the first and second examples, in which they used words from different codes within the same sentence and presenting the same meaning. Thus, the speaker switched from one to another to emphasize this point and to show that he agrees strongly insists on this condition. They find that some items are better expressed in either language, more appropriate in one language than in another, such as, the rest of the listed examples above. The lack of the appropriate terminology in one languages considered as a main reason that leads them to code switch the English and Arabic as well.

2.7. General Analysis

When considering all the afore-mentioned examples with their different analyses, it is concluded that there are different reasons that drive bilingual individuals to code-switch. Among the reasons there are: the absence of the appropriate words or expressions that are needed at the time of speaking that is, the lack of the appropriate terminology in one language. The Code-switching phenomenon appears when the spoken language does not have the items requested or the appropriate translation for the vocabulary which is needed. Moreover, the students code-switch when they find that some items are better expressed in either language, more appropriate in one language than in another. It also helps in emphasizing a particular point, and it is considered as a means of communication by which people can communicate a message or intent.

Furthermore, speakers sometimes code-switch unconsciously. They are often unaware that they are shifting from one language to another. There are students who code-switch to show off, that is to tell the others that they are capable of using two different languages. The final reason is thanks to the educational level, people are generally competent in both Arabic and English; as well as, thanks to the familiarity and habit with either one. Therefore, the phenomenon of code-switching is beneficial and purposive because of transmitting the meaning that they intend and each one can understand the other effortlessly.

- **Conclusion**

To conclude, this chapter highlights the methodology applied in this study. It presents the research method which involves two kinds of investigation tools. One refers to qualitative analysis of the observed sentences. Besides, this research deals with the sample of the students of English at University of Mostaganem. Moreover, the investigation begins by analyzing and interpreting the observed sentences which contain two languages: English and Arabic where students code-switch throughout their conversation. The results drawn from the observation confirm the hypothesis proposed early in this investigation which asserts that there are different reasons that compel bilingual individuals to code-switch. Besides, they use code-switch consciously whenever they are dealing with classroom context. Thus, they predict which variety they will employ, whereas they often use code-switching unconsciously because of familiarity and habitual with these two languages. Moreover that, they use code-switch in several topics and in various contexts. Therefore, code-switching is beneficial and purposive because of transmitting the meaning that they intend.

Chapter Three :
Data Analyses of
Questionnaire & Findings

• Introduction

As mentioned in the previous chapter; the research design of the study comprises two tools; observation and questionnaire. After analysing the observations previously, what follows is the analysis of the questionnaire in this chapter. In order to figure out more details, the result of the current survey is displayed, explained and analysed as well. The questionnaire requires the viewpoints of students of English about the use of code-switching in their conversations, and to know their attitudes towards the code-switching phenomenon. The results are compared to those of the observations’.

3.1. Description of the Questionnaire

A questionnaire is designed for thirty students of English from different levels. Students from various and random levels are taken as a sample of the investigation, in order to examine different attitudes and to know whether students with elementary level also code-switch, such as, first and second year LMD students or just the master students. The questionnaire is written in English, and the language used in it is simple in order to help them to understand the meaning intended and to answer easily without any ambiguities. After checking the clarity of the questions, the questionnaire was handed to the students on April the 15th, 2018. As well as, my presence was required during the filling of the questionnaire, in order to explain to the respondents what is meant by some questions. Additionally, the students answered the questions in about 20 minutes. Then, they handed back the questionnaire on the same day.

Students’ questionnaire consists of ten questions, some of them are closed-ended questions, in term of yes/ no questions, and the others are open-ended questions in which they pick up the appropriate answer with justification. They are also requested to provide some examples that include code-switching.

This investigation begins by asking personal questions concerned with gender and level. The first question aims at knowing if they are able to use the two codes English and Arabic at the same time and at the same degree or not. The second and third ones aim at knowing whether they master the two languages English and Arabic and use them smoothly or not. Next question aims to explore which skills they are good at. Also, the fourth and fifth questions’ purpose is to perceive in which topic and context they code-switch these two languages. The sixth question aims to find out if they alternate the two languages consciously

or randomly by justifying the answer no. In addition, the seventh tackles the reasons that persuade them to code-switch. The eighth and ninth questions aim at knowing whether the use of code-switching transmits the meaning or not and to discover to which extent it is beneficial and purposeful. In the last one, they are kindly asked to provide some real life examples in order to examine and analyze their sentences which include the case of code-switching.

3.2. Analysis of the Students' Questionnaire

Gender

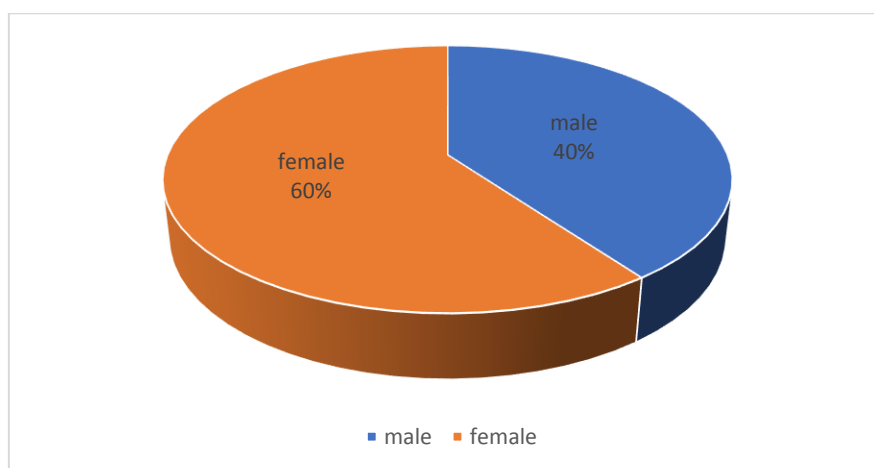


Figure 01.Students' Gender

The respondents are thirty, twelve males representing 40% and eighteen females representing 60%. The majority of students who have answered the questionnaire were females. Therefore, the sample reveals that females 60% are dominant compared to male 40%.

Question 01.Can you Use English and Arabic Interchangeably?

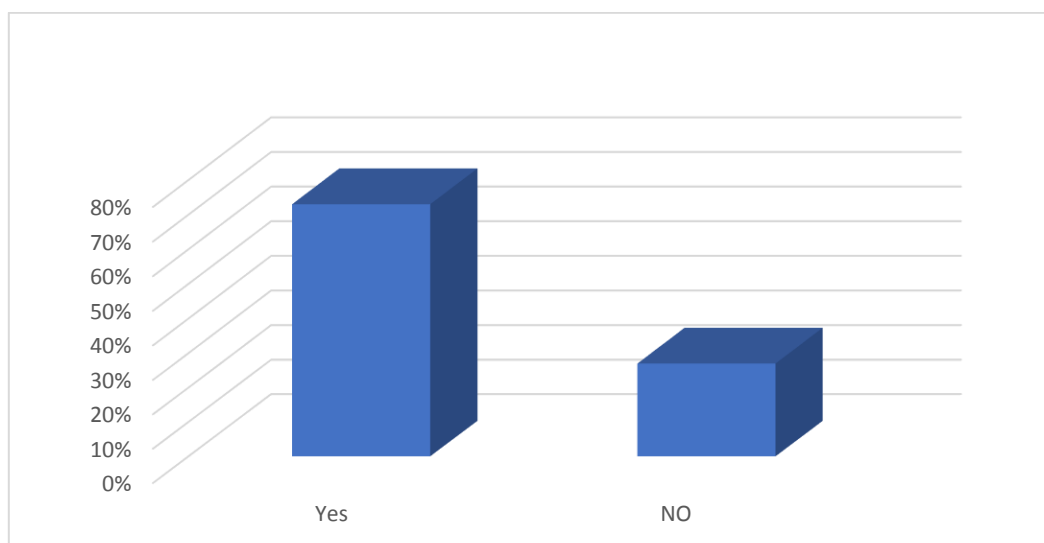


Figure 02.The Interchangeable Use of English and Arabic

This question aims to figure out the ability of students to alternate between English and Arabic language at the same time. As shown above by the figure, we notice that the majority of students are able to use the English and Arabic languages in an exchangeable manner. Hence, it is obvious how they master these two languages. This result can be related to what has been mentioned previously in the first chapter, that the use of code-switching among students requires the capability to use the two codes English/Arabic.

Question 02. Do you Master the English and Arabic languages?

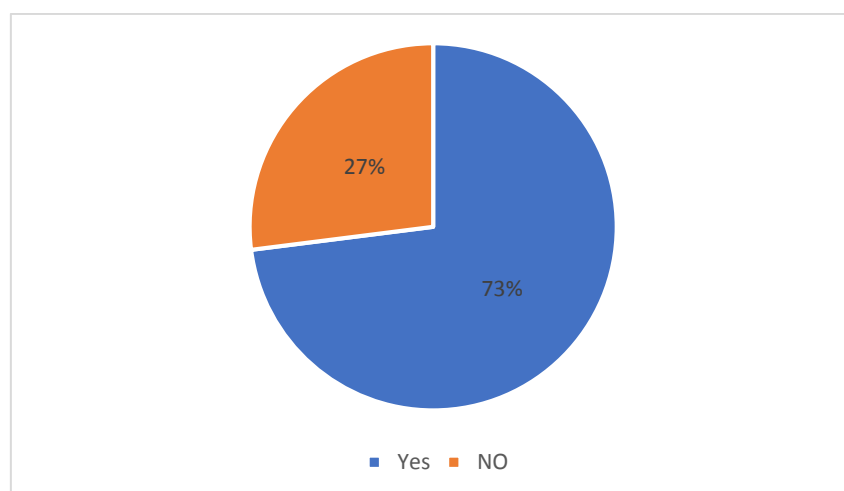


Figure 03.Mastery English and Arabic languages

The aim behind this question is to know whether students have a command over the two languages or not. So, the graph above shows that almost all respondents master the two languages (our research deals with a sample that is able to use the two codes English and Arabic). It is apparent that (73%) of students master English and Arabic languages, while the rest do not entirely.

Questions 03. Which One do you Use Comfortably?

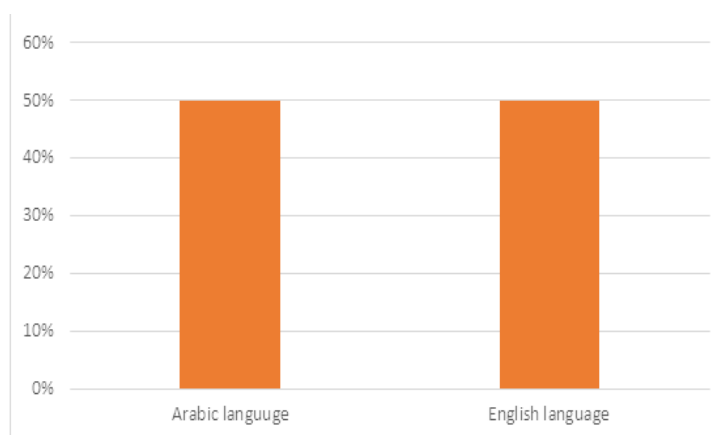


Figure 04. The Comfortable Use of Language

This question's aim is to know which language they use more smoothly and easily, however, from the figure above, (50%) of the respondent students opted for English, and the Arabic language has gained similar percentage (50%). It shows that both languages are similarly or equivalently used by students. Besides, the following figure shows in which skill they can use the two languages easily and comfortably among the four skills by asking them the following sub-question; in which skills?

The aim behind this sub-question is to know which skills they are accomplished to use the two codes (English and Arabic) more easily, and this statistical result shows the different percentages as presented in the following figure.

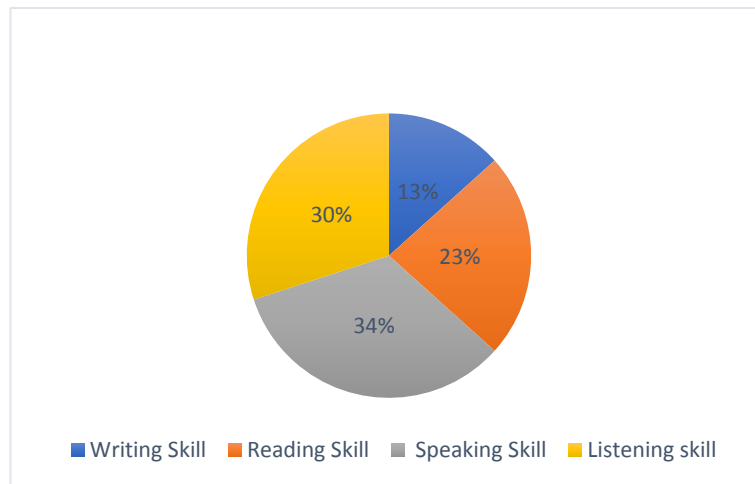


Figure05. The Four Skills

So, in analyzing the data, we figure out that (33%) of students are able to use the two languages in speaking skill, thus, they have the ability to speak English and Arabic more easily than the other skills. In addition, (30%) of students are skilled in listening to the two languages. However, the (24%)students are able to read the two languages. Finally, the small amount can use the two codes in writing skill that represents (3%).

Question 04.In which Context do you Use the Two Languages?

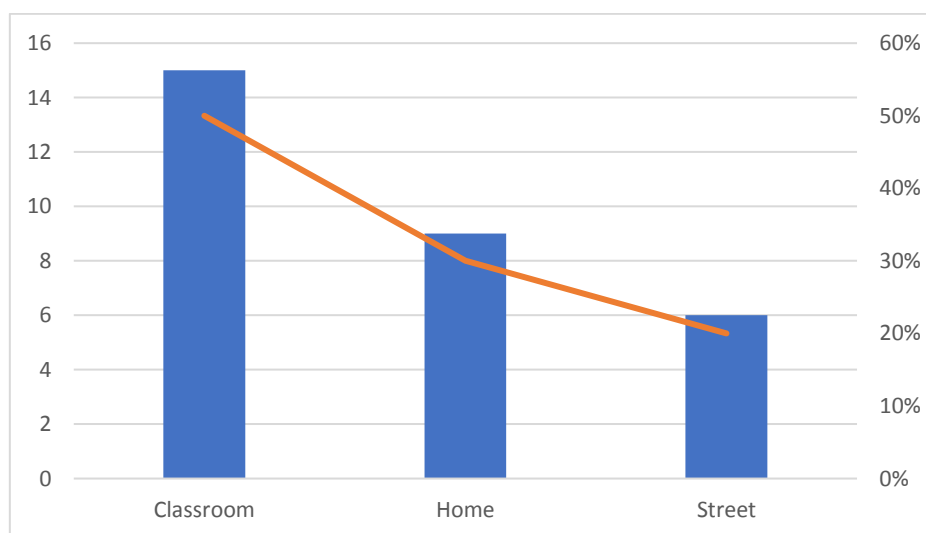


Figure 06.The Contexts of Using the Two Languages

From the figure above, it is observed that most of students use English and Arabic in classroom context, and they represent (50%) as the largest amount of answers. Whereas, the (30%) represent the students who use these languages at home and the last amount forms (20%) which describe the students who use English and Arabic outdoors.

Question 05. In which Topic do you Code-switch?

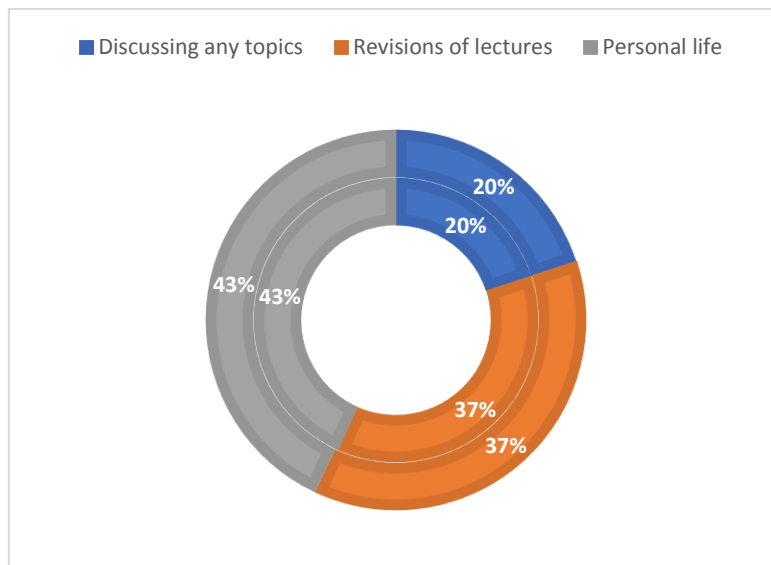


Figure 07.The Topics of Using Code-Switching

Since code-switching is used in different topics, the purpose of this question is to figure out in which topic the students of English code-switch the two languages English and Arabic. Therefore, the result shows that thirteen students code-switch throughout their personal life conversations and they present the majority (43%), while eleven students code-switch during revising their lectures which represent (37%). The rest of students use code-switching whenever discussing any topics, and they present (20%).

Question 06. Do you Code-switch Consciously?

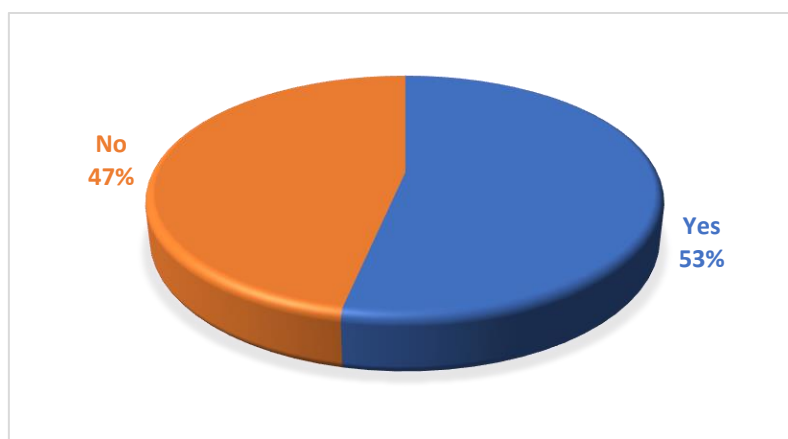


Figure 08.Whether Using Code-switching Consciously or Not

The aim behind this question is to perceive whether the students code-switch English and Arabic consciously or not. From the above figure, we realize that sixteen students who represent (53%) indicate that they code-switch consciously; hence, they give their justifications as follows;

- They declare that they alternate between the English and Arabic languages consciously; because of the needs for acquiring the target language which requires practice in order to improve their speaking and communicative skill, thus, they will be accomplished and skilled in the two languages.
- Besides that, they claim also that they code-switch whenever they are revising and discussing topics related to their study, and this latter can be related to what has been mentioned in the previous chapter.
- Another justification is that because they like English language and it is their favorite language, this is why they shift within the mother tongue.
- Moreover, they insist that code-switching aids them to express their feelings and thoughts easily and in an appropriate manner for attracting the listener.
- Additionally, they substantiate that they are aware when code-switch, since it transmits the meaning and makes the ideas and message clear and fluid to the other one.

Whereas, all fourteen students who represent (47%) indicate that they code-switch English and Arabic unconsciously,

- Because of the familiarity and habit with these two languages. In addition, they also prove that due to the stress and pressure sometimes they shift between them.
- The lack of the vocabulary in either one.
- Furthermore, thanks to the educational level and the usefulness of both languages in different contexts in discussing several topics, such as, personal life and among their friends.

Question 07. Why do you Code-switch?

This question looks at the reasons that drive the students to code-switch English and Arabic languages, and to realize which one contributes as the main driver and motivates them to use the phenomenon of code-switching.

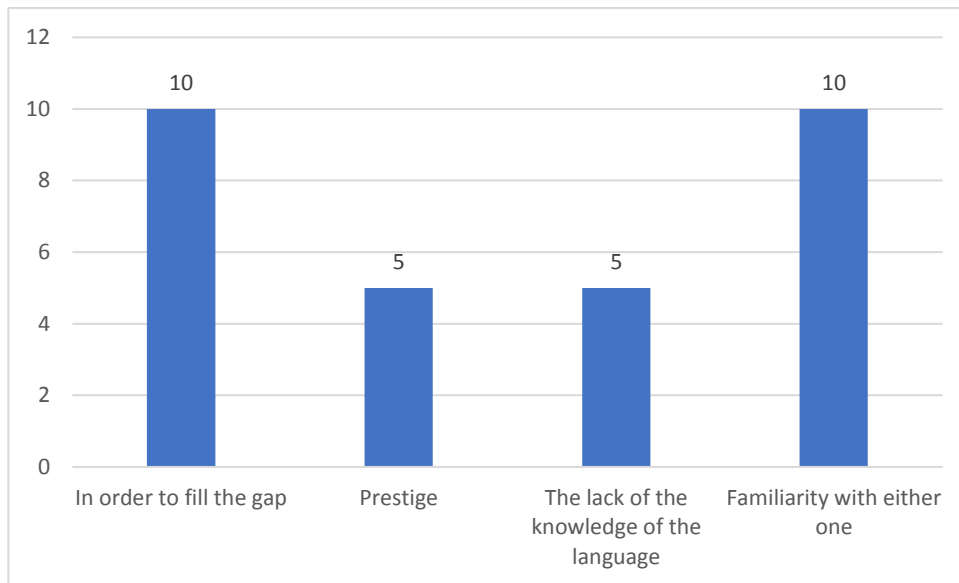


Figure 09. The Reasons of Code-switching

From the figure above, we figure out the different reasons, therefore, using code-switching for filling the gap is presented by ten students (73%), which is the same percentage of other ten students who state that they are familiar with both of (73%). Besides that, five students claim that reason behind using code-switching is the lack of knowledge of the language; they are denoted by (33%) which is similar percentage to that of the students who believe code-switching is a tool for prestige.

Question 08: Do you Think that Code-switching Transmits the Meaning You Intend?

This question seeks to know whether code-switching conveys the meaning and transmits the intended messages and ideas or not.

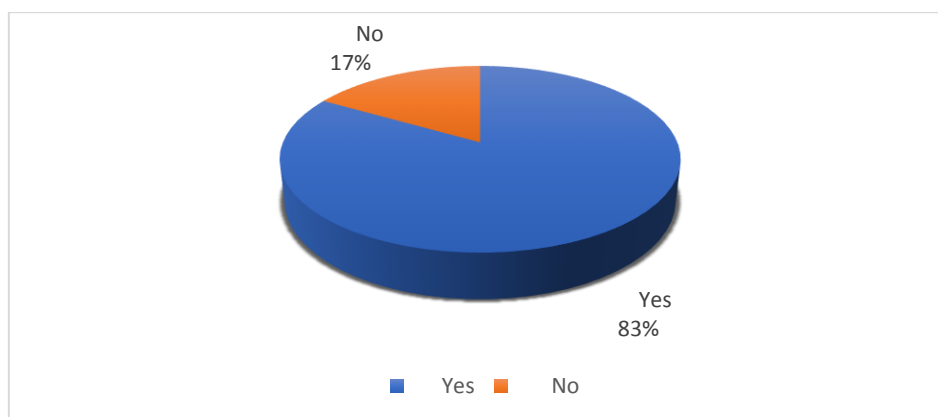


Figure 10. The Transmission of Meaning Through Code-switching

The graphs show that most of the respondent students who represent 83% claim that code-switching transmits the messages and conveys the meaning they intend perfectly. They prove that when switching between two languages they can express their feelings and ideas in a better way more than using one language. It is easier than looking for the equivalent words, additionally; it is a better way to fill the gap of the lack of vocabulary. Furthermore, it allows the ideas to be comprehensible, as well as, being familiar with it when communicating their opinion to their classmates.

Whereas, the rest of students who represented (17%), assert that code-switching does not transmit the meaning, and their justifications are the following answers;

- They cannot understand both languages interchangeably.
- They cannot get what the exact meaning behind the switched speech is and which purpose it serves

Question 09. To which Extent do you Think that Code-switching is Beneficial and Purposive?

This question addresses the extent of the benefit of code-switching in conversations.

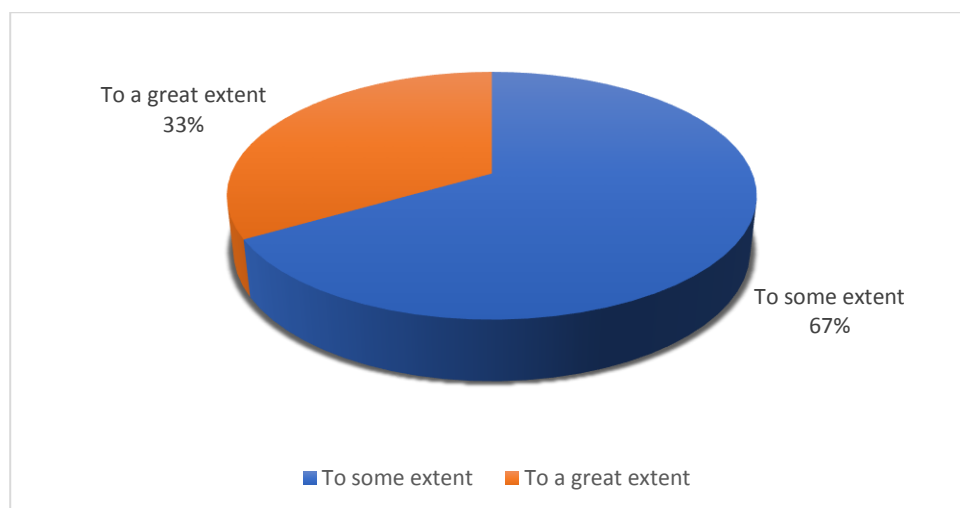


Figure 11.The Extent of Benefit of Code-switching

So, the statistical result shows that the most of students opted for a great extent, and they represent (67%).who think that code-switching is beneficial and purposive to a great extent. While, the small amount, which represents(33%), declares that code-switching is beneficial and purposive to some extent only.

Question10: Would you be Kind to Provide your Own Examples?

The respondents were asked kindly to provide some examples in order to examine and analyze their sentences which include the case of code-switching.

*** Students' Examples**

1. I am about to eat w nroholeddar

(I'm about to eat and then we go home)

2. Writing is hard when you do not have ideas bachtahderaalihom

(Writing is hard when you do not have ideas to talk about)

3. I didn't know chkoun Edward

(I didn't know who Edward was)

4. Maalichnkemlou later

(It's OK, we'll resume later)

5. Guys seriously ayanrouho

(Guys! Seriously! let's go)

6. Ayanrouho, please!

(Come on let's go! Please!)

7. This sound is boring manebghihch

(This sound is boring, I don't like it)

8. Come on hadahowalwakt

(Come on! This is the time)

9. Mobaratkoratkadam is amusing

(A football game is amusing)

10. Manichbaghiykounaandi feelings

(I don't want to have feelings)

11. Maalabalich what you want me to write

(I don't know what you want me to write)

12. Sabt amusing movie

(I found an amusing movie)

13. Nokherjo I'm bored

(Let's go out! I'm bored)

14. Give me kalambaghinakteb

(Give me the pen! I want to write)

15. Arawah with me

(Come with me!)

16. Rani nkaraa don't be late

(I'm studying, don't be late)

17. Where have you been? Kontnhawesaalik

(Where have you been? I was looking for you)

Subsequently, from the above examples, we observe that students code-switch between English and Arabic in different topics and for several purposes. Moreover, they use different types of code-switching and from their sentences we notice that they place code-switching in various contexts and for different reasons.

3.3. Discussion and Findings

The results obtained from the questionnaire and observation reveal some points of similarities. First, concerning gender, the result of the questionnaire is similar to the observation's, that is, the number of female students is more than male's in terms of using code-switching. It is observed that the female respondents code-switch more than male respondents do. It is like the result obtained from questionnaire; the sample reveals that

females 60% are dominant compared to male 40% in the use of code-switching. Second, it is noticed that the majority of students are able to use the English and Arabic languages interchangeably. Hence, they quite master these two languages, and this result can be related to what has been mentioned previously in the first chapter; that the use of code-switching among students requires the capability to use the two codes English and Arabic. Besides that, the current research deals with a sample of students who are able to use the two codes English and Arabic easily. We found that (73%) of students possess a command over English and Arabic, while the rest does not. Moreover, (50%) students tend to opt for the English language, and the Arabic language is similarly opted by (50%) students. This result shows that there is a correspondence between students in using these two languages comfortably.

So, throughout analyzing the collected data, we figure out that (33%) of students are able to use the two languages more at ease with the speaking skill, thus, the students have the ability to speak English and Arabic more easily than the others skills. In addition, another (30%) of students are skilled in perceiving the two languages emphasizing the listening skill. However, (24%) of other respondents are able to read the two languages as well. Finally, the small amount that remains can use the two codes in writing skill which represents (3%).

Additionally, it is observed that most of students use English and Arabic languages in classroom context, and they represent (50%) as a big amount. Whereas, the (30%) denote the students who use these languages at home and the rest of participants forms (20%) which describe the students who use both English and Arabic in the streets. Accordingly, the results show that (43%) of students code-switch throughout their personal life conversations, while (37%) code-switch during revising their lessons. The rest of students employs code-switching whenever discussing any common topic, and they represent (20%).

Additionally, it is worth mentioning that (53%) of participant students indicate that they code-switch consciously, hence, they justify by declaring that they alternate between English and Arabic languages consciously; because of the need for acquiring language and this necessitates constant practice in order to improve their skills. Besides, they claim that they often code-switch whenever they revise and discuss matters related to their studies. It can also be due to the fact that they like English and it is their favorite language; this is why they shift when speaking their mother tongue. Moreover, they believe that it can be a quick way to express their feelings and thoughts to the listener. Additionally, they confirm that they are fully aware of using code-switching, since it conveys the meaning and makes the ideas

clearer. Whereas, the rest of students (47%) indicates that they code-switch English and Arabic unconsciously, because of the familiarity and habit with these two languages.

- **Conclusion**

To sum up, this chapter summarises the results drawn from the questionnaire that was administered to thirty students of English. The questionnaire was helpful in the discussion which illustrated the data shown through graphs in this part for more visual clarification. The result discloses that students of English switch between English and Arabic throughout their conversations in several topics and in various contexts, such as, revision of lectures, personal life. They code-switch when expressing their ideas and describing stronger feelings sometimes controlled by stress. Moreover, students tend to code-switch for different reasons, such as, filling the gap of vocabulary, the lack of immediate knowledge, and the familiarity with either one. Furthermore, most of them think that code-switching transmits the meaning and is beneficial to a great extent. So, the results concluded from their questionnaire are closely similar to observations' results.

General Conclusion

General Conclusion

Bilingualism is commonly regarded as the use of two languages by an individual who switches two different codes while communicating. Hence, the use of two languages that vary within the same interaction is called code-switching and it refers to the bilingual mode of speaking in which the speaker connects two languages that lead to interfering linguistic features.

Code-switching is a widespread phenomenon which can easily be observed among students of English at university of Mostaganem. This latter is exposed as a real situation where code-switching is widely used since students of English speak two different codes namely English and Arabic. The present research attempts to shed light on the case of switching these languages, in which contexts and the manner which it is employed. Therefore, the example of Arabic-English code-switching among students of English at University of Mostaganem is examined and analysed.

During the investigation process, the results drawn from the observation confirm the hypothesis proposed early in this research which asserts that there are different reasons that compel bilingual individuals to code-switch. Besides, they use code-switching consciously whenever they are dealing with classroom matters, thus, they predict which code they will employ. By contrast, they often tend to code-switch unconsciously because of familiarity with these English and Arabic. Moreover, they code-switch in several topics and in various contexts and it has been proven beneficial and purposive because of transmitting the meaning they intend.

Through data obtained from the respondents' questionnaire and previously illustrated in graphs, the results disclose that students of English switch between English and Arabic throughout their conversations in several topics and in various contexts, such as, revision of lectures, personal life or when they are outdoors. They code-switch when expressing their ideas and describing stronger feelings; sometimes overwhelmed by stress. Moreover, students tend to code-switch for different reasons, such as, filling the gap of vocabulary, the lack of immediate knowledge, and the familiarity with either one. Furthermore, most of them think that code-switching transmits the meaning and is beneficial to a great extent. So, the results concluded from their questionnaire are closely similar to observations' results.

So, throughout the analysis of the observations and students' questionnaire, different reasons that drive bilingual individuals to code-switch are revealed. Among the reasons there are: the absence of the appropriate words or expressions that are needed at the time of

speaking. That is, the lack of the suitable terminology in one language. Code-switching phenomenon takes place when the spoken language does not have the items requested or the appropriate translation for the vocabulary which is needed. Moreover, the students code-switch when they find that some words are better expressed in one language rather than another. The final reason is that thanks to their educational level, speakers are generally competent in both Arabic and English; as well as, thanks to the familiarity with both of them. It also helps in emphasizing a particular point, and it is considered as a means of communication by which people can communicate a message or intent.

Besides, speakers sometimes code-switch unconsciously, yet, they shift to code-switching consciously whenever they are dealing with classroom subjects and topics related to their studies. Thus, they predict which code they will employ instantly; whereas, they often use code-switching unconsciously due to the habitual use. They are often unaware that they are shifting from one language to another, that is, to inform the listeners that they are capable of using two different languages. Therefore, the phenomenon of code-switching is beneficial and purposive because of transmitting the meaning they intend and each one can understand the other effortlessly. Subsequently, the results of the present study confirm and support the hypotheses. It is worth adding that the present research work serves as a doorway for further research concerning code-switching of Arabic-English among students of English which remains under-researched compared to Arabic-French.

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Appendix

Questionnaire

Dear students of English, we would be grateful and thankful if you accept to answer this questionnaire which requires your viewpoints in your daily conversations about the use of code-switching. Please, put a cross in the appropriate box and give your answer whenever necessary.

-Personal information

Gender:

Female Male level.....

1- Would you use the English language and Arabic language comparably?

Yes no

2- Do you master these two languages?

Yes no

3- Which one do you use more comfortably?

English language Arabic language

-and which skills?

Writing skill reading skill speaking skill listening skill

4- In which context do you use the two languages?

Classroom Home Street

5- In which topic do you code-switch?

a) Discussing any topics

b) Revision of lectures

c) Personal life

6- Do you switch codes consciously?

No Yes

If yes justify.....

.....
7-Why do you code-switch?

- a) In order to fill the gap
- b) Prestige
- c) The lack of the knowledge of language
- d) Familiarity with either one

8-Do you think that code-switching convey/transmit the meaning you intend?

Yes

No

Justify.....
.....
.....

9-To which extent you think that code-switching is beneficial and purposive?

-To a low extent

-To a great extent

10-Would you be kind to provide your own examples(give me some examples)

-
-
-
-

Thank you

