PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
Belhadj BouchaibUniversity - Ain Temouchent

Faculty of Letters, Foreign Languages and Social Sciences
Department of Letters and English Language

Code Switching and the influence of environment on Youth

Language: Case study of L3 English language students in the

department of letters and English language Belhadj Bouchaib

An Extended Essay Submitted in Partial Fulfillment of the Requirements for a
Master's Degree in Linguistics

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Academic Year: 2020/2021

Dedications

I really would like to express my heartfelt appreciation to my loving parents for

their encouragement and prayers, as well as their love.

To my dear brother Mohamed Amine for his support

To my lovely sisters

To my nephews: Mohamed, Rihem , Douaà , Israe , Abir , Ritaje , Jounid

To my cousins: Manel , Wissem , Farouq

To my friends: Samah , Nesrine , Yousra , Iman , Chahinez

Ibtissem

Dedications

To my dear parents

To my brother "Walid"

To my sisters "Fadwa","Ettaf" and " Amani" To all my family, without exception. To my friends "Amine"," Chaimaa","Farah",and "Ibtissem". To everyone who helped me in my education

Sarra

Acknowledgment

In the name of Allah, the Most Compassionate and Merciful, I thank Him for giving us with the strength, knowledge, capacity, and encouragement to continue this dissertation; this accomplishment would not have been achieved without His blessings.

We would like to express our sincere gratitude to our supervisor, Dr ALLAL Rym for her guidance, helpful comments, as well as patience and advice throughout the work.

Special thanks for the jury members Dr KERKEB Amina , Dr FEHAIMA Amaria

Who accepted our research paper to be examined and assessed.

We want to thank Dr HAMZAOUI Chahrazed and Dr HADI Kheira, Dr BENGHALEM Boualem with all our English Language Department teachers for their aid and encouragement during the University Study and for their valued peace of advice.

Special thank to our sample population; Third year English students at Belhadj Bouchaib University.

We appreciate our family and all the friends who aided us to gather a lot of data for the help and psychological support they provided.

ABSTRACT

The present research work focuses on the study of code switching in Belhadj Bouchaib University of Ain Temouchent in Algeria. Bilinguals employ code switching; it is a phenomenon that sociolinguists are very interested in. The purpose of this study is to determine to what extent and how often teenagers invent new terms and what motivates them to do so. This study aims to shed light on the factors that cause youth code switch, to that end a questionnaire and online observation were administered to third year English students at Ain Temouchent University as a research tool. The data analysis and the interpretation of the findings have indicated that third year students use code switching and mixed languages according to where they involved in a situation that required them to do so. Our extended essay consists of three chapters, the first chapter concerns the literature reviews, the second chapter concerns the data analysis and the last chapter concerns the main findings. At the end we formulated some suggestions and recommendations for students to improve their code switching because they probably lacks of vocabulary in the language.

List of Abbreviations

CS: code-switching

CM: code mixing

MSA: modern standard Arabic

H: high variety

L: low variety

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General Introduction

General Introduction

Thanks to God, all human beings are innately given the ability to learn a language in either a pretty easy way. People may acquire more than one language and so interact in more than one language. All humans have a tendency to express our beliefs, opinions, and emotions using language. Nevertheless, humans may not come from a culture where only one language can be used to converse.

Algeria is a bilingual and multilingual nation, denoting that more than one language is employed for communicating. Standard Arabic (SA), Algerian Arabic (AA), Berber, and French are the languages. The bilingual society is distinguished by several phenomena such as code switching (CS), code mixing (CM), and borrowing. It has been one of the nations where we may conduct sociolinguistic research since it has a bilingual, multilingual, and diglossic society, so this phenomenon is easily seen.

"Code switching" grows as a subdiscipline of sociolinguistics that fascinates a great amount of sociologists, for instance; Jeffrey C.Alexander, Peter Abell, Edwin Amenta. When more than one language is used in a town, the people typically code-switch. As a result, the phenomena of code switching can be found in a wide variety of parts of life, such as administration, education, politics, economics, journalism, entertainment and so on. That's why it has captured the curiosity and consideration of several sociolinguists. For example William Labov , Richard Hudson, Peter Auer .

Due to the diversity of cultures among human beings, code switching has now become a part of daily conversation, particularly among young people who attempt to switch some words and expressions from one language to another until they would like to know anything in secret or fit in a way to solve because it enables to convey and transmit an idea and get what they are searching for.

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General Introduction

This study seeks to provide a view of the impact of code switching in the English language students of the University of Ain Temouchent Belhadj Bouchaib. Code switching get the ability to communicate in a certain language, even meant to enhance the level of the student code switching can also have a positive impact in an academic context because is a practical tool to help teachers transfer the knowledge. The phenomenon of code switching may be found in all types of living, such administration, education, politics, economics, media, and entertainment. Even social media.

The following research questions have been raised in order to find the relationship between CS and environment:

   1) What are the reasons that lead youth to code switch?

   2) How can the environment influence code switching?

The following hypotheses are provided in an attempt to answer these questions:

1) The main reason for the young people's code switch can be linked back to past French colonialism, and the English language has become a second language for them and they have studied it since the first year in middle school until the third year in secondary school

2) The environment has a significant effect on code switching, because whenever people go to other countries and communicate in different languages, also educated parents are bilingual in utilizing code switching even the influence of social media group communication, news and information, entertainment, technology news, access, and problem solving are all commonly used types for social media.

A descriptive research design has been used in the study to collect the essential information regarding the phenomena. Following data collection and data analysis, the findings are considered to support or reject the hypotheses and answer its research questions.

General Introduction

Various research instruments are utilized to carry out this research. First, an observation is applied to measure code switching in the social media Facebook group for both quantitative and qualitative data. Moreover, a questionnaire is used to provide deeper insights answers regarding this sociolinguistic phenomenon as a useful tool for communication in and the relation between code switching and the environment and to analyze the main findings.

The current study's population comprises of Third-year English language students from the department of letters and English language at Belhadj Bouchaib University in Ain Temouchent.

The research paper was split into three chapters. The first was theoretical, focusing on identifying interesting concepts related to code switching. The second tackled about the practical concerns and it was based on a case study. For data gathering, the questionnaire and observation have been used as research methods. The third chapter highlighted the discussion of the findings

Chapter I

Sociolinguistic Theoretical Considerations

Chapter1: Sociolinguistic Theoretical Considerations

1.1 Introduction

Code switching (CS) is a sociolinguistic phenomenon that is widely spread in all over the world. For example Algeria In recent years particularly as a result of the globalization process, it has been found that some persons can utilize at least two lexical elements from other languages. This linguistic situation has attracted the interest of many sociolinguistic investigations and ethnographic studies have been conducted in response to this linguistic predicament. This chapter attempts to highlight the key concepts that are pertinent to the present research work. The current product will shed light on the linguistic landscape of Algeria such as Arabic and its varieties, French, Tamazight…etc. In addition, it will give a glance at language contact phenomenon mainly diglossia, bilingualism, multilingualism, register, language and dialect.

Code switching is a language contact phenomenon in Diglossic, bilingual, and multilingual communities.

1.2 Historical background of Algeria

Algeria has continuously been in contact with other civilizations and nations for illustration Phoenicians, Romans, Vandals and Byzantines due to its geostrategic location within the Mediterranean Ocean. Thus, this shaped its etymology and culture and driven to the appearance of a mixture of languages used within the Algerian society. The Algerian phonetic and sociolinguistic situation may be a particular one to deal with, since it is characterized by both diglossic and bilingual circumstances were borrowing and CS that are frequently used. Algeria suffered from several invasions during the last decades, beginning from the Vandals in the 5th century invasions till the French colonization in 1830. The latter lasted 130 years. Algeria had seen critical changes at numerous levels amid this period. Historical foundation had certain impacts on its current etymological

circumstances and for this provides a glance of its history to show its diverse colonizers and their impacts.

1.2.1 Arabic Language Varities

Algeria was found during Arab nations' colonization of North Africa. All of this shows why the use of the language in geographic location was so important, as it contributed to the growing globalization of Arabic across the country. The Arabic language is divided into three categories: classical, Modern Standard and dialectal Regional. In all Arabic nations, Advanced Standard Arabic is used in formal settings. Colloquial Arabic is the overwhelming talked dialect because it is used in regular discussion and in casual settings.

1.2.2 Classical Arabic

Classical Arabic is the dialect of the Holy Quran and Islam. It is very sacred and exceedingly acknowledged because it occupies a prestigious put within the hearts and minds of all the Middle Easterners. It can be portrayed as the foremost eloquent form of Arabic. Moreover; it was the language of verse amid the pre-Islamic time.

Arabic was spoken by ten Quraish tribes within the Middle Eastern Landmass. Some time recently Islam; Arabic took its glory from the intermittent gatherings in Mecca the Middle Easterner writers utilized to gather to examine their long wonderful verses [al muʕallaqaːt] which suggests the hanged poems. However, CA is considered as the dialect of Islamic religion used as it were in devout discussions since it needs the essentialness that means, its grammar is complex, the lexicon is very difficult and profoundly contextualized. As a result, no one masters it as his mother tongue.

1.2.3 Modern Standard Arabic (MSA)

Modern Standard Arabic has created out of the classical language. This assortment of Arabic was explained from the classical one to satisfy speakers 'needs and requests. Ennaji (1991: 9) defines MSA as being: Standardized and codified to the extent that it can be understood by different Arabic speakers in the Maghreb and in the Arab World at large. It has the characteristics of a modern language serving as the vehicle of a universal culture MSA is executed in all Middle Easterner nations. It is respected as the fitting language for official spaces, government and instruction. MSA is utilized in events calling for more formality such as instruction, devout sermons, composed materials, news report, sermons and media. After the independence of Algeria, The government saw that the Algerian character was denied for 132 a long time of colonization. Appropriately, in arrange to recoup the character that was almost misplaced, the Algerian government encouraged to forsake French and to recapture Arabic by disseminating it to all areas, counting instruction, organization and physical environment (Mostari, 2004). In this respect, the Algerian constitutions embraced in 1963 and 1976, proclaimed that Arabic is the national and official dialect of the state (Bouamrane, 1986)

In numerous intellectuals deliberately use MSA these days since it is the marker of Arab-Muslim personality. Furthermore, they instill the use of MSA to their children in arrange to encourage learning at school and to strengthen their sense of self –identity and belonging for example the French words cahier /kaje/ (copybook) has been replaced by the Arabic : /kurass/ respectively

1.2.4 Algerian Dialect

In Algeria, it is additionally called Algerian Arabic (AA). It is spoken to the vernacular Arabic and mother tongue of the endless lion's share of Algerians. This variety has a verbal frame, and it is utilized in regular conversations and in informal circumstances

just like the road, family. It is additionally known as Deridja. It has a much simplified vowel framework. Its lexicon incorporates numerous words from Berber, Turkish and French which had cleared out extraordinary sums of lexis on the Algerian dialect. The Algerian society was varied in terms of the linguistic oral form that was shaped in conversations of casual situations. The delayed colonization left a phonetic impact, which is reflected within the phenomenon of inclusion of French words inside Algerian Arabic 10 utterances. In this vein, Fezzioui (2013) cited a few cases such as [ku: zina], [ʃombra] , and [məʃwara] which are borrowed from the French words "cuisine" , "chambre" , and "mouchoir" ; respectively. A few Algerian vocabularies are moreover borrowed from other dialects such as Tamazight, Turkish, and Spanish (Guella 2015) .

1.2.5 Berber

Berber also called Tamazight is the oldest language in Algeria; it is local language of 20-30% of the Algerian populace (Benrabah, 2014).

As mentioned by Ennaji (2005:72) who says, in this respect:

> Berber is the mother tongue of the first inhabitants of North Africa. It is spoken in Morocco, Algeria, Tunisia, Libya, Egypt, Mauritania, Canary, islands, Mali, Niger, and Chad. It has been influenced chiefly by Arabic and African languages like Chadic, Kushitic and Wolof.

Berber is basically utilized in Kabylia (Tizi-ouzou, Bejaia, Bouira, Boumerdes, Setif and Bordj Bouarreridj) in its most common variant Takbaylit, whose speakers are called kabyl. Within the Aures (Batna, Souk Ahras and Khenchelaa) people utilize Chaoui (or Chaouia). Another variety called Tachenvit (Chenwa) is utilized in Tipaza and Cherchell. The Tamazabit (Tumzabt or Mzab) variety is used in Mzab valley. In other regions of the Sahara there are Zenet in Adrar, Tamhaq (Tamchaq) in Tuareg. In addition to Tachelhit utilized within the western locales. A few of these varieties are commonly

comprehensibly while others are not. Berber was perceived as a national language within the law of the 10th April 2002, and the government requested to promote its use in all Algeria's regulation segments (Queffélec, et al.2002:32). Indeed, the Berber dialect has gained a political status because it is learned in universities like Tizi Ouzou College, schools for educating Berber, books printed in Berber, media, in TV, radio channels broadcast and advertising. Ultimately, numerous French words are utilized in all assortments of Berber and especially when there are no Berber equivalents.

1.2.6 French

The French colonizer tried as much as he could to replace the Algerian cultural identity only with French language and culture. With this specific purpose, even after liberty, Algerian patriots argued the Arabisation must be settled in attempt to reestablish Algeria's language and identity.

Algeria has now recaptured its dialect, cultural identity, and authenticity, and even through the Arabisation policy, the use of French has not been damaged; that's also largely a consequence of colonization language dominance, which has decided to make French the first foreign language, the language of social reform, and inclusiveness to the European world.

French is used in everyday life conversations and not limited to the elite; it is not shocking to listen to speakers utilizing French credits in their interactions. According to numerous individuals, the French language is still respected as more prestigious language of civilization. Subsequently, Algerian speakers especially the ones living within the cities like Algiers, Oran and Tlemcen where the educational level is higher as contradicted to the ones of the wide open. The use of this language deliberately and purposefully gives the impression of being more civilized and taught than the individuals living in rural areas. In other words, the degree of bilinguality depends on the instructive level of the bilingual that

means the higher instructive level a bilingual has the more recurrence of French. An Algerian speaker may use a French word with distinct meaning to the French one used by native speakers. For instance, the word: / rak film /, / rak bumba /.

1.2.7 English

The presence of English within the previous French colony of Algeria has been significantly expanding. The affect of the language in Algeria has changed due to sociopolitical precariousness within the late 1980s and 1990s. Earlier to depicting the affect of English, some general background almost the nation is given, at the side a brief verifiable diagram of the linguistic differing qualities. Authentic highlights of the spread of English in Algeria are moreover portrayed.

A profile of the clients of English within the Maghreb country is point by point as well, some time recently talking about the difference employments of English in different space Benrabeh (2007) expressed that from the end of the 1970s to the early 1990s English was taught as a secondary compulsory outside language (after the French dialect) right from the fourth review within the center school. He included that in September 1993 the service of primary and auxiliary instruction permitted the students to select between English and French; two separate choices for the primary remote dialect.

Tragically, between 1993 and 1997 as it were 0.33% to 1,28% of the school children chose to think about English or maybe than French. This measurement was depicted by Benrabeh as "immaterial". The rate was expected to be much more than that. All in all, English is the most used language in the world.

1.3 Language and Dialect

There are two types relating to language such as standard language and vernacular also dialect has two kinds; regional and social dialect

1.3.1 Definition of language

Language is considered as a system of communication that human can communicate with each other, exchange knowledge, beliefs, opinions, and feelings. It has been studied by different disciplines and in two distinct aspects, participants of mother tongue are normally speakers of dialects, language also can be considered linguistically as an autonomous concept.

Edward Sapir (1921 p.8)" Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". According to Edward Sapir Language is a totally human and nonhuman means of expressing beliefs, feelings, and goals through a system of consciously made gestures.

Language can be understood by its different speech sounds, and it may be explained observing the other person's diverse body language and gestures. It can be presented in verbal and non verbal communication, depending on context and the individual.

1.3.2 The Standard Language

A standard language is a variety of language used among administrations, the public, education, and human rights organizations for interaction. In the world, there are various standard variations of English. North American English, Australian English, and Indian English are some of the standard variations of English spoken around the world. However the languages of this type are always intentionally changed, at least to some extent.. However the language can be both standard and vernacular

1.3.3 Vernacular language

The vernacular is the way common people communicate with each other in informal situations such as at home. A vernacular language (non-standard dialect) is an unique dialect or type of speech of a particular people or place. Furthermore, the language is only spoken like one's native language rather than being acquired or enforced as a second language.

In the instance of Algeria, for illustration, the vernacular language is portrayed in the Algerian people's everyday conversation. Algerian Arabic is the name for that (AA). It is essentially a spoken language, since there are no formal documentation, school books, or magazines published in this language.

1.3.4 Dialect definition

A language variation used by a speech community that is derived from many other variations from the same language by scientific elements (e.g., phonology, lexicon, syntactic). Dialects are lots of different ways of speaking the same item and affect social structure (e.g., social class, gender, and ethnicity)

Chambers et al (2003) said that "a dialect varies from other dialects of the same language simultaneously on all three linguistic levels: phonologically, grammatically, and it terms of vocabulary."(p.17).

According to Edwards (2009: 63) adds "a dialect is a variety of language that differs from others along three dimensions: vocabulary, grammar and pronunciation (accent)"; therefore, as different forms of the same language, dialects are of a like value since they "are potentially functionally equivalent" in accordance to Dialects are "varieties of language that change from the others across three aspects: lexicon, syntax, and intonation (accent)"; thus, dialects are "possibly essentially similar" as different versions of a same language.

 All scholars maintain that dialect is a type of language that can be social or regional.

1.3.5 Regional dialects

A regional dialect is a type of language used in a particular geographical region. It differs in their pronunciation, syntactic, and vocabulary options. Regional dialects have small changes from other's dialects and significant distinctions in separate forms.

Geographic barriers cause regional dialects ,also known as regiolects .they are distinct dialects of a language spoken in specific geographic region of a country .for instance Hillbilly English (from the Appalachians in the USA) and Geordie (from Newcastle upon Tyne in the UK)

Wardhaugh (2006) As you travel throughout a wide geographical area in which a language is spoken, and particularly if that language has been spoken in that area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of words, and in syntax (p.43)

According Wardhaugh Traveling across a long distance where a language is only spoken, especially if such languages are being spoken there for nearly a century, people are mostly accord to observe changes in pronunciation, word selections and patterns, and grammar.

1.3.6 Social dialect

Social dialect is a sort of speech related with a certain social class or professional category inside a culture, according to sociolinguistics. As well as called a sociolect, group idiolect, or group dialect.

The concept dialect can indeed refer to distinctions in speaking that are connected with different social groupings or classes. Social dialects emerge within social categories and are linked to a number of elements, in other words social factors, such as social status, religion, and ethnic.

George Yule (1985;24) declares that social dialects are linguistic variations used mostly by communities determined by society, education, age, gender, and a wide range of other social criteria.

Peter. Trudgill defines it concisely as 'a variety or lect which is thought of as being related to its speakers' social background rather geographical background' (Trudgill 2003: 122). To comment on this quote a sociolect is a type that is assumed to be tied to the social status from its users instead of their geographically context.

1.4 Language versus Dialect

The distinctions between the concepts language and dialect are widely discussed. The distinction between 'language' and 'dialect' may be done in two different ways, according to Haugen(1966), which are 'size' and 'prestige.' A language is larger than a dialect. It has a higher number of linguistic features than a dialect. Dialect is a language variety spoken by a group of people in a specific area, and it is typically considered a subset of language. If we consider Arabic as a language, we might take into account all of the variants used in the Arab World consider as dialects of the Arabic language, or if we consider Classical Arabic in the Algerian speech community consider as language, we can indeed that all of the language varieties used within different regions of the world are dialects of the Arabic language.

1.5 Bilingualism

The common definition for the use of two languages by a speaker or a group of people is bilingualism. Bilingual and bilingualism apply to a wide variety of circumstances and cultures.

According to Mackey (1968:555) Bilingualism is indeed the alternative use of two languages. It is known as an individual's habit of using two or more languages (the alternate use of two or more languages by the same individual). The extension of this

opinion expressed by the extent of bilingualism in terms of mastery of grammatical features, lexical, semantic, and style is expressed in the four language skills, which include listening, speaking, reading, and writing.

According to Grosjean (1985), a bilingual should not be held as the sum of two monolinguals for the fact that bilinguals develop unique language behaviors. Ludi (1986, cited in Harmers & Blank, 2004), also regards bilingualism as an extreme form of polylectality, which is far beyond the addition of two monolingual competencies According to Grosjean(1985), a bilingual should not be regarded the accumulation of two monolinguals so even though bilinguals establish different language habits. According to Ludi(1986, quoted in Harmers & Blank,2004), is a severe type of polylectality which goes way beyond the inclusive education of two monolingual competencies.

According to Beardsmore (1982) A bilingual who is possible to generate and recognize all operational activities and abilities in two languages correctly (Beardsmore,1982) is a maximalist bilingual. A bilingual who is able to manage two or more languages is a local (Bloomfield, 1933 cited in Baker, 2006). In other words, maximalist refers to the ideal bilingual (Chin and Wiggleworth, 2007) and also seems to be too extreme and ambiguous because Bloomfield fails to explain what is meant by "control" (Baker, 2006). While, minimalist is a bilingual who is able to produce and understand the second or foreign language in limited activities a minimalist, on the other hand, is a bilingual who can create and understand a second or foreign language in certain contexts.

Individuals who are passive or recessive bilinguals have the capacity to listen, learn, and comprehend a language but do not actually develop (speak or write) the language (Beardsmore, 1982 and Collin, 2006). It may also apply to those who are less skilled and eventually lose the language, typically due to not using it (Chin and Wiggleworth, 2007).

Binguality is used by Hamers and Blanc (2000) as a regards to human bilingualism. Individual bilingualism is influenced by a range of formal and informal variables such as childhood, schooling, residence, age, attitude, motivation, and so on.

In other words, bilingualism is linked to the ability to produce or express both languages which can be used to describe individuals" ability (Lyon, 1996). Moreover, in order to have more background knowledge of passive bilingualism, it is really important to consider the degree of bilingualism (ability), the context of bilingualism, and the bilingual competence.

1.5.1 Types of Bilingualism

There are different kinds of bilingualism; among these the following can be mentioned:

1.5.2 Early bilingualism

According to Swain (1972), has been further subdivided into two types: simultaneous early bilingualism and successive early bilingualism. Simultaneous early bilingualism happens when a child learns two languages at the same time, initiating at childbirth. This also leads to a high degree of bilingualism. Successive early bilingualism happens where a child has already learned a portion of an L1 (first language) and then learns an L2 (second language) early in childhood; for example, when a child travels to a new location where the primary language is not his mother tongue. Late bilingualism belongs to bilinguals who learned their second language (L2) after the important moment, usually in adult or adolescents.

1.5.3 Late bilingualism

Is a form of successive bilingualism that tends to occur after possessing Target language. Due to the fact that bilinguals have already mastered the L1, Late bilinguals use their first language encounters to further their second language learning.

1.5.4 Balanced and non balanced bilingualism

According to Peal and Lambert, 1962 the distinction between balanced and dominant (or unbalanced) bilinguals is dependent on the relationship between bilinguals' fluency and proficiencies in the respective languages. Balanced bilinguals are those who achieve equal levels of competence and maturity in both languages. On the other hand, dominant (or unbalanced) bilinguals are people whose fluency in one language is greater than their abilities in the other (s). In other words, a dominant bilingual is more advanced and skilled in one of the two languages, while a balance bilingual is more or less equally proficient and qualified in both.

1.5.6 Compound, Coordinate, and Subordinate Bilinguals:

Compound, coordinate and subordinate distinctions according to Weinreich (1953), deals with the characteristics of how two or more language's codes are arranged and processed by individuals. Two types of linguistic codes (for example, 'Dog' and 'Sag') are placed in one context unit in compound bilinguals. In other words, have one process of meaning of terms that can be used for either L1 and L2, while in coordinate bilinguals, each language's code is processed and structured completely separately in two meanings, and the bilinguals have two different systems of meaning for words; in other words one process of meaning is for words that the ideas concerning in L1 and the other form of meaning is for words that the ideas concerning in L2.

1.5.7 Folk and elite bilingualism

According to Fishman (1977), bilinguals can be listed either as neither 'folk' nor 'elite 'bilinguals, depending on the social class of the language. Folk bilinguals are often member states of a language minority group whose mother tongue does not appreciate social class in the dominant language culture in which they live. Elite bilinguals, as comparison to folk bilinguals, are the ones who speak a native language in a large

community as well as everyone who can speak a different language, which also permits them of enhanced interest and support inside the society.

1.5.8 Additive and Subtractive Bilingualism

According to Lambert (1974) illustrates two types of bilinguals: additive bilinguals and subtractive bilinguals, depending on how its L2 determines the continuity of the other's L1. Additive bilinguals are bilinguals who must evolve their L2 despite lacking their L1 fluency. In the other hand, subtractive bilinguals are the ones who obtain or learn the L2 at the expense of missing the L1. Two very different languages mastered by people must be appreciated in the environment in which they exist in fact for both of them to be additive bilinguals. In other words, when bilingualism does not start competing with acquiring a first language, all languages evolve, which is recognized as additive bilingualism.

Subtractive bilingualism emerges when acquiring an L2 contributes with trying to learn an L1; so as a result, the L1 is displaced by L1. In other terms, subtractive bilingualism happens when an individual studies the L2 in relation to the determinant of L1. Within that case, the proficiency and dominance of the L1 (usually the most important language) decreases is when proficiency and dominance of the L2 (probably the most widespread language) increases.

1.5.9 Active and passive bilingualism

Some writers also differentiate between active and passive bilingualism (see, for instance, Sharwood Smith, 2017) According to this difference, a passive bilingual is entirely productive in one of the languages but only moderately effective from the other because they are unable to perform the language at an accurate pace, while an active bilingual may use both languages productive way as well.

1-6 Multilingualism

Multilingualism is a strong language phenomenon, developing with the need to interact throughout language communities. The mental capacity in more than one language, whether used by an individual or by a group of people, was indeed regarded as the multilingualism. , whether actively (by speaking, writing, or signing) or passively (through listening, reading, or perceiving)

Multilingualism is a fascinating topic that really has attracted the attention of many theorists and sociolinguists who have devoted their time and energies to clarifying and exploring its various perspectives

'Multilingualism is the presence of a number of languages in one country or community or city'; 'Multilingualism is the use of three or more languages'; and 'Multilingualism is the ability to speak several languages'. In this last sense, multilingualism is widely regarded as 'a natural state of humankind' (Flynn, 2016).

The person speaks more than two languages in the same nation is referred to as multilingualism. In other words, it is the use of multiple languages for social interaction, yet if written or spoken in more than two languages. A native speaker or multilingual person is the one who can speak multiple languages. It stands in contrast only with monolinguals, which is the knowledge of or ability to use only one language.

According to David Crystal 2006; 409 Multilingualism is a genetic human characteristic. 'For three-quarters of the world population, actually talking two or more languages is a way of life, as a result of colonization history; this principle has become distorted in European countries. Those who urgently need to regain it and apply that knowledge, since in the modern world; monolingualism is a disability, not a quality.

1.7 Diglossia

Ferguson determines diglossia as follows: Diglossia occurs when two different dialects of the same speech are spoken different ways within the same region. Ferguson, a sociolinguist, was using word "Diglossia" in the late 1950s to identify the sociolinguistic situation of Arabic states, and also German, Greek, and Haitian social groups where two variations of the same language have been spoken.

> Diglossia is relatively stable language without in which ,in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent ,highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation. Ferguson (1959: 336)

According to Ferguson 1959 diglossia is enough certain condition, in which accretion to the main dialects of the language, there are several dialects of language (which may include a standard or regional standards), which is primarily learned in formal education and is used for less codification and formal spoken aim, but is not used in daily life conversations by any part of the population.

Fasold broadened the idea of diglossia into a broad range diglossia. Separations of two linguistic features are noticed in the idea. Fasold did refer to it as double diglossia since the society within is similarly multilingual. Double diglossia can be classified into three categories: double overlapping diglossia, double nested diglossia, and linear polyglossia (Fasold, 1987: pp.41-5).

The Arab-speaking world is regarded as diglossic, implying that two different dialects with same language are employed. The first is only used in the level of formality it referred as a 'high' variety (H), in contrast the other one is informal referred as a 'low' variety (L) or colloquial. In Algeria, the high for MSA is typically utilized in university classes, religious speeches, political debates, and poetry. The low variety refers with spoken forms of Algerian Arabic including at houses, on the city, in the business, and occasionally on radio and television

Rubrics	Characteristics H	Characteristics L
Function :	Used for formal speeches, writing, and high functions.	Used for informal conversations and low functions
Prestige:	More prestigious.	Less prestigious.
Acquisition:	Learned formally at school, in addition to L.	Acquired naturally and informally at home or playground.
Standardization:	Highly standardized by descriptive and normative studies.	Poorly standardized, though informal standards may exist.
Literary heritage:	Vast amount. Highly esteemed literature	Small amount. Less highly esteemed literature.
Stability:	Autonomous and stable, with some interference from L.	Autonomous and stable, with some interference from H.
Lexicon:	The bulk of the vocabulary is shared with L. But there are also words used exclusively or paired with L.	The bulk of the vocabulary is shared with H. But there are also words used exclusively or paired with H
Phonology:	With L constitutes a single phonological structure. Features divergent from L are a subsystem	With H constitutes a single phonological structure. L, however, is the basic system.
Grammar:	More complex	Simpler.

Table I 1 The Nine Rubrics of Diglossia (Britto, 1986, p. 58)

1.8 Rigester

Register is a sub - field of sociolinguistics, which is studying how we use language in different social situations. Registers are often used in all aspects of interaction, such as written, spoken, and recorded communication. The register may be quite formal or quite friendly relying on pronunciation, sentence structure, and manner of speech.

Register is mentioned by Halliday as "a language variety, referring to a different situation" (Halliday 1985: 29). He states in just the same book, "A register is a semantic term." It also can be viewed as a set of meaning that is commonly linked to a specific area, style, and level of formality configuration in a social context.

The meaning of register is familiar with language differences influenced by applications instead of user groups, and it takes into account assessing the case or sense of use, the aim, question, and efficiency of the communication, as well as the connection between the members.

1.8.1 Types of language register

There are different kinds of language register among these the following can be mentioned:

1.8.2 Static or Frozen Register: Language that has been "frozen" in both time and structure. It is static and is frequently taught by memorization. The holy Quran, prayers, and the Pledge of Allegiance all are illustrations of frozen register

1.8.3 Formal Register: Impersonal and professional, this word is frequently employed in writings. Avoids using slang and speaks in full sentences. Examples are including educational, medical, and technical language.

1.8.4 Consultative Register: Similar to formal register, but most often used in conversation. This is indeed a technical language with a lot of precision. Teacher: pupil,

Doctor: patient, lawyer: client, lawyer: judge, Subordinate: superior, Work colleagues and peers.

1.8.5 Casual Register: Slang and colloquialisms are types of informal language. Words are generalized rather than specific. For instance language shared between friends and mutual friends, families, colleagues, broadcasts

1.8.6 Intimate Register: Non-public, intonation as essential as language and syntax, frequently a private lexicon, Examples: husband, wife, twins (brothers and sisters), pets

1.9 Language Contact

Language contact is defined as any condition in which speakers from a certain speech community contact using two or more different languages. Is a situation in which two or more different linguistic variations either that microsociolinguistically amongst speakers or macrosociolinguistically within its language system overall.

As people speak languages and dialects, they contact and actually effect the others through its cultural and geographical phenomena known as "language contact." Language contact is the important aspect of social activities such as immigrants, war and colonization, enslavement, and extended families marriage from outside the tribe (Thomason, 2001)

Stephan Gramley claims that: "Language contact is a massive impact in language change", and he also said that: "Contact with different languages and linguistics variations from one language generates different pronunciations, sentence structure, and lexicon."

1.10 Accents

The style speakers in a specific location, nation, or religious community know how to spell languages. Accent is a definition of features of pronouncing that distinguish why a speakers is also from, either socially or locally.

An accent is a unique way of pronouncing the identity of the person, place, or country. An accent can indicate the location of its speaker systems (a geographical and cultural accent), their social and economic situation, their nationality, gender or social class, primary language (where another speech in which all the accent is spoken isn't really their mother tongue), etc. it is typically different in terms of speech production, vowels and consonants pronunciation, and paralinguistic.

1.11 Age

Age is an important factor in variety, since sociolinguists have recommended how teenagers look and talk in different ways. This is clarified by the social phenomenon of age classification; it provides gender speech .age is also one of the independent variable the sociolinguist takes into consideration, even though, from its time people are integrated into society to act in a certain way, the language they talk aims to conform out with what would be predicted of another age category. Thus every era of speaker systems adjusts their language behaviors at such a different stage in society, but sometimes during maturity. However, the speech does not really evolve over time.

According to Sankoff and Blondeau(2007) compared society growth to personal lifetime transformation using these tendency and section comparison. Because of this contrast, we separated any chronological sample into two categories: youthful (aged fifteen to twenty-four) and senior (aged fifteen to twenty-four) (age twenty-five to sixty-one).

1.12 Social Class

Concerning the late-eighteenth-century political and economic rebellions, the concept "social class" became widespread like in the early nineteenth century. The term "social class" relates to sociological differences focuses on economic and social prestige. People from the very same social class normally have equal amounts of wealth, education levels, job position

Trudgill (1995) defines social class or stratification as: "a term used to refer to any hierarchical ordering of groups within a society" (p.23). in accordance to identifies social class or class division as a certain traditional order of groups of people.

Labov managed to make a broad statement about New York City's social division: "New York City is a speech community, sharing a common measurement with the same different factors that function to make a distinction about the speakers" (Labov 1972: 106). Labov's sociolinguistic research was based on the idea that certain social variables impacted people's linguistic forms to some extent that means language use takes into remain significant social system). Using socioeconomic status variables, these research allocated individuals to subjective groups and classes (– for example, 'working-class', 'middle-class').

The following table, drawn by Peter Trudgill, shows the differences in language between social classes (2000;23) :

Speaker A	Speaker B
I done it yesterday	I did it yesterday
He ain't got it	He hasn't it
It was her what said it	It was her that said it

Table I 2   The differences in language between social classes by Peter Trudgill (2000:23)

Any fluent In English person would quickly recognize that speaker A belonged to a different social class than speaker B, meaning a lower social class. Distinctions in social class dialect or sociolects are pointed as the deviations in syntax between both the two studies

1.13 Language and Identity

It is commonly assumed that the language used by social group and the identity of that group have a natural relationship. People define them and yet are identified as part of

one or another language and context specific group on their accents, lexicon, and communicative practices.

According to Bucholtz and Hall (2004) sustain, "Language contributes to nationalist identity formation by providing a sense of cohesion and unity for its speakers" (p. 385). Accordingly Language helps to national socialist identity development by giving a sense of connectedness and unification for its own speakers

Identity has been described in a variety of ways around the world, but as a beginning point, consider Norton's (1997) definition. Regardless of the fact that Norton's particular study has focused on second language learning rather than sociolinguistics, she makes identification a central theme in her work.

According to Norton, identity is: how people understand their relationship to the world, how that relationship is on strutted across time and space and how people understand their possibilities for the future.(Norton 1997: 410)

1.14 Code Switching

For a great many years, the alternate usages two languages has been regarded as a linguistic deficiency rather than just a bilingual aptitude The studies of code-switching has increasingly chosen a new vision, owing to the development of a conceptual sense in around concept bilingualism. The interchange of two or even more languages throughout the producing from the same speech in a formally or informally environment is referred to as code switching.

Gumperz (1982b) defined code-switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (p. 59). In accordance described code-switching: the contrasts of sequences of discourse mainly categorized into two separate syntactic systems and components in the same speaking interaction

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According to Heller in Lowi (2005). "Code switching is views as a bilingual/multilingual practice that is used not only as a conversational tool, but also as a way to establish, maintain and delineate ethnic boundaries and identities". In accordance Code switching is considered as a bilingual/multilingual habit that is employed mostly as a communication strategy, and also as a means of building, preserving, and defining cultural identities and communities. On the other hand It signifies that code switching is used to transmit not only a conversation's activities, or to represent all aspects of society's value.

Halliday declares CS as " code – shift actualized as a process within the individual: the speaker moves from one code to another and back, more or less rapidly, in course of a single sentence " (1978: 65) Halliday says that code switching as a Code-shift addressed as a phenomenon within individual: the person goes from one code to the other and returns, more or less frequently, throughout the course of a full phrase

Hans Vogt's 1954 article "language contacts" was the first thing the word "code switching" emerged in the area of linguistics. While becoming largely influenced by Weinreich(1953), Vogt views code switching being a psychological process rather than a linguistic ones. As he provides the following definition:

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

According to Romaine (1992:110) "Code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations". Accordingly code switching is described as a

speaker's usage of more than a language, variation, or genre in an articulation or conversation, either between distinct communicators or contexts.

Marjohan (1988: 48) states that code is a term which refers to a variety. Thus, a code maybe an idiolect , a dialect , a sociolect , a register or a language . Accordingly code has become a name that relates to a number of different things. As a result, a code might have been a widely used to identify, dialects, sociolect, registers, or languages.

1.14.1 Types of Code Switching

According to K. Chidambaram (2006), code switching is divided into two types: intra-sentential code switching and inter-sentential code switching.

Intra-sentential code switching is the form of code switching that occurs within the words themselves. It could be a change in a simple sentence, a clause, a phrase, or even a speech. Inter-sentential code switching is the second kind of code switching, which includes switching across phrases. Nevertheless, according to Poplack(1980) and Hanna(2004:14-15), there are three main types of code switching:

Tag switching Speakers regularly employ tag-switching, which enables them to add short tags of few syntax limitations that do not contradict the origin language's grammatical rules. (e. g., you know, and I mean, etc.) This category involves not only tags, but also discourse markers such as "well, ok, all right" interjection and affirmative/negative articles (yes/no). For example, [all right dɒk nətəlaq χadwa]. The sentence contains a tag, which is all right and an Arabic clause, which means we will meet tomorrow.

Intra -sentential code switching**:** It is a switch that takes place at the end of a phrase or sentence, when another clause or sentence is also in a different context. As a result, the speaker moves from one language to another as he or she proceeds from one

sentence or clause to the other as an illustration, Arwahi tfarədzi ləfilm ta3ek ,which means comes and watch your movie

Inter- sentential code switching: According to Poplack (1980) the switches in this kind occur only within phrase or even within the words. Code switching applies in sentences and acquires borrowings Demain rani tal3a l'Oran tomorrow I will go to Oran

According to Romaine (1995, cited in Nguyen, 2014:15-16), intra -sentential code switching represents the highest danger of breaking grammar rules and is thus commonly ignored by some competent bilingual people. Specifically, this kind is considered as one of the most syntax dangerous as it can only be used by bilingual speakers of high performance level for both languages while exceeding the principles of any languages.

1.14.2 Reasons for Using Code-Switching

There's many lots of reasons why a bilingual person would move from a language to the other, including the need to transmit precise definition or to express unity with such a social group of people of different ethnicities or from same ethnic community Holmes (2000) ,according "a speaker may [. . .] switch to another language as a signal of group membership and shared ethnicity within an addressee the person also can code-switch to talk about a given subject as Holmes (2000) argues, "people may switch code within a speech event to discuss a particular topic". Some other reason is when we need to attract and convince the public, since code-switching is usually required in language and rhetorical to bring awareness and persuade others. Speakers can also use codes to express joy, anger, love, sorrow, and a variety of other emotions. Bilingual people and communicators frequently code switch when they feel certain things are clearly easier to explain through one language than another.

Spolsky (1998:49) illustrated some of the factors that influence a speaker's decision to switch from one language to another.

For a bilingual, shifting for convenience choosing the available word or phrase on the basis of easy availability is commonly related to topics. Showing the effect of domain differences, a speaker's vocabulary will develop differentially for different topics in the two languages. Thus, speakers of a language who have received advanced education in a professional field in a second language will usually not able have the terms in their native language

Gumperz (p.144, 1982) provides the following examples of cases:

- To appeal to the illiterate.

- To convey precise meaning.

- To ease communication, that is to say utilizing the shortest and the easiest route.

- To capture attention, that mean 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.

Meanwhile, Hoffman (1991) as cited by Dias Anindya classified the reasons for applying code-switching into two categories:

- Talking about a particular topic.

- Quoting somebody else.

- Being emphatic about something.

- Interjection (inserting sentence fillers or sentence connectors).

- Repetition used for clarification.

- Intention of clarifying the speech content for the interlocutor.

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- Expressing group identity.

1.14.3 Purposes of Code Switching

For a number of purposes, a bilingual speaker can use code switching Holmes (2008) provides a list of purposes of code switching. He claims that bilinguals may shift codes to exclude someone from the conversation or to include someone in the conversation .They, sometimes, shift codes to show solidarity. Moreover, code switching reflects a high social class. Also, people may code switch according to the discussed topic. A speaker may shift between codes to discuss a topic; this is referred to as switching for referential purposes regarding switching for affective functions, speakers may code switch to express their feelings and attitudes. Moreover, code switching reflects lexical borrowing when a language reflects a lack of vocabulary Borrowing can occur when a speaker cannot find a word in the other language .In addition, code switching occurs to persuade the audience (Holmes, 2008).

1.14.4 The difference between code switching and mixing

A few other scholars use the acronyms CS and CM interchangeable terms, ignoring the differences between all these concepts. CM is the mix of two languages or linguistic varieties in conversation. However, most of them think that the both CM and CS are just the same. The very same phenomenon in the act of speaking as well as the other phenomena of interest sees where the CS and CM seem to be different characteristics, with its own simplicity or rules. Hudson (1996:53) defines code-mixing as "a kind of linguistic cocktail- a few words of one language, then a few words of the other, then back to the first for a few more words and so on"

1.14.5 The difference between code switching and borrowing

Despite the fact that numerous linguists have highlighted the differences between CS and borrowing, certain parallels create miscommunication between the two concepts.

The controversy as to whether terms in code switching statements define CS as such which elements constituted borrowing is still continuing.

Borrowing is the method of combining words through one target language into another source language. CS, on the other hand, is defined as a large number of switches (Gumpers, 1982). Borrowing, according to Gumperz, is defined as "the introduction of single words or brief, frozen, idiomatic sentences from one variety into the other" (1982, p. 66).

1.15 Conclusion

 The first chapter included definitions of the key concepts of language contact. Language variation is a world-wide linguistic phenomena by referring to different viewpoints in chapter one, we attempted to emphasize certain themes that we would be employing in our work. Bilingualism, in a simply put, refers to the usage of two completely different languages in the same group. Multilingualism, from the other side, includes the usage of more or two languages in the same society. Diglossia also involves the usage of two dialects of the same language. Furthermore, different researchers show different viewpoints about code-switching. CS, through its largest context, is indeed the systematic use of two or more codes. Throughout a speech, the speakers may switch for a number of different reasons. There seems to be a clear distinction between CS, CM that can enable separating between them difficult.

 The next chapter will shed light the research methodology and research instruments as well as the questionnaire and the observation and also methods of data analysis and interpretation.

Chapter II

Research Methodology and Data Analysis

Chapter 02:   Research Methodology and Data Analysis

2.1 Introduction

The preceding chapter discussed the theoretical aspects of the current study. This chapter represents the work's practical part; it's intended to reflect on the data collected, and also provide an analysis and details of the research methodology that underlies it. First, an overview of the English department at Beldadj Bouchaib University Centre is taken into consideration in this chapter .After that it lists the sample population , mainly contains Belhadj Bouchaib University third year EFL students primary data gathering instruments, a survey was conducted to students and observation on social media (Facebook) than, the two types of data, the students 'questionnaire and the observation were interpreted by some of the students and one teacher in sociology stream. Furthermore, it seeks analysis of data gathering and questionnaire analysis and interpretation

2.2 The Description of the Department

The University of Belhadj Bouchaib of Ain Temouchent was opened as a university centre in 2009. The institute of sciences, the institute of technology, the institution of economics, management and commercial sciences, and the institute of letters and. departments that really make up the institution languages are the four (4) After eleven years it become a university on 22 November 2020.The department of English was not existed when the university was opening until 2012, so there are two specialties available on master one degree such as; Didactics and applied languages / literature and civilization, there are more than 24 teachers.

The numbers of the students contains a total of 639 English students at both graduation levels: Licence and Master.

The Licence classes include about 458 students from the first 3 years, are classified as follow:

There are 148 students in the first year, who are subdivided into six groups and chosen to 11 modules.

The second-year graduates consists of 187 students, who are subdivided in 8 groups all with a 9 subject matters

Eleven disciplines are planned to be dealt at the third year level. Who are split in 5 groups this graduation is really for a 123 students.

The second graduation signifies the Master's degree, which is typically classified into two divisions.

Master 1:

Didactics: a total of 95 students are divided into two groups, including a 10 curriculum.

Literature: this specialty contains only a few students rather than linguistics in number of 22 students

Master 2

Linguistics: There are 48 students in this field and they are divided into two groups. They are studying 9 different modules.

Literature: They are small groups of 16 students in a single class.

2.3 Sample Population

Because the researchers could still examine the entire population, it is paramount to determine an appropriate sample, also known as a "sample survey," that contains a significant amount of responses. As a result, the researchers must hand pick relevant participants based on specific traits and attributes that they should have, in other words relying on the research design. A sample is a part of the population that is illustrative of the whole. A sample is the specified group from the researcher will conduct research. The sample group is indeed smaller than the whole population numbers.

And Roxy, et al agrees on (2008) who note that "*In statistics and quantitative*

research methodology, a sample is a set of individuals or objects collected or selected from

a statistical population by a defined procedure". (p.8)

This study's sample consists of 123 students of third year on the University of

Belhadj Bouchaib at Ain Temouchent of Department of letters and English language so

they are divided in 5 groups for the forth group contains 25 students but the last group

contains only 21 students

2.4 Research Instrumentation

The instruments used among researchers to collect data are determined by the

nature of the chosen topic this regard, we prefer to use procedures relating to the research

question in order to ascertain and achieve particular aims. The primary research instrument

in this study is a questionnaire with students of master one in which certain questionnaire

was administered in order to provide some hints about youth including the use of code

switching and the influence of the environment. According to Edekin(2012), research

instruments are procedures that researchers are using to attain certain aims when

conducting a research study In other respects, research instruments are intended skills that

allow in the gathering of data for analyses and the evaluation of elements..

2.4.1 Questionnaire

They are made up with less configurable, but much more immediate and effective

structured questionnaire that need speedy information. According to Copland, Garton and

Richards (2010), "a questionnaire is an instrument designed to gather information by

means of analyzing responses to a number of questions". In addition, this type of research

instrument has been the most frequently used to describe. Bloomer (2010) thinks that

questionnaires are a common way to collect information. The form of surveys varies

depending on their purpose. It may contain open-ended or closed-ended questions. A questionnaire can often be mainly composed of either of items.

The data collection questionnaire was administrated   L3 student in the English department. It is made up of both open-ended and closed-ended questions. The order in which the questions were asked was chosen on reason. The questionnaire was designed in simple Language to prevent complexity and respondent misreading.

There are different kinds of questions that could really help the researcher gain more about the target situation. Additionally, each kind has its distinctive features that facilitate in the collecting of necessary data. Nunan (1992:143) states in this sense:

> Responses to closed questions are easier to collect and analyze (...) It is also likely that responses to open questions will more accurately reflect what the respondent wants to say

In accordance there were four different types of questions utilized.

Closed questions.

Open questions.

Mixed questions.

Graded questions.

Closed Questions:

This type of questions involves the informant to choose an answer from a variety of options, that is, the investigator must choose the response that perfectly suited his viewpoint without giving any additional information.

Example: When you switch between two languages you do it

Consciously

Unconsciously

Open Questions:

This kind of question allows the informant to freely express himself by offering his personal views and thoughts

Example:

Mixed Questions:

This third type of question is a mixture of closed and open questions, in which the respondent is asked to elect an response from a list of options before defending his selection.

Example: Do you agree that code switching become an important part of our life?

   Yes

   No

 Why?…………………………………………………………………………….

Graded questions:

The respondent is required to identify the offered responses according to his personal opinions in these questions.

Example: Which language do you most used outside the class?

    Arabic

    French

    English

2.4.2 Administration of the questionnaire

The questionnaire were given out to (123) third year students of Belhadj Bouchaib of Ain Temouchent it was submitted on Tuesday 22nd June 2020 on Google Forms on Facebook group that called 3rd year English

2.4.3 Observation

Observation is a research technique that involves observing people in natural situations. It proves to be helpful in obtaining a deep knowledge of the phenomena under investigation. In addition, the researcher may readily get reliable results.

During this examination, we examined at some of the "Talk On Facebook group", in the day of Tuesday 22 June 2021 at the evening 6 pm which contained some of model which observed about how the students communicate through their Facebook group with their friends or with their teachers

The observation of this research is something different from the other observations because it is dealt in Facebook group with the third year English as foreign language it is observe on their group which called 3rd year English UAT about how they are talk with their friends during the publication of the posts so they are split into three categories such as ; the first category use code switching they mix between two or more different languages like French and English and sometimes they use French and French and English and Algerian dialect in their posts

The second category use only two languages they switch between English and French language

The third category are using only English language for example each one of the groups have a delegate and they published a lectures and homeworks or an announcement of something on the department in English language

The forth category use only Arabic language because it is noticed in their group that they are asked in Arabic their friends even they responded also on the same language

Another observation it is notice on the teacher Misses Baghor the teacher of sociology and psychology department she talks to them in Arabic and she asked in Arabic even the homeworks she posted in Arabic language there are some categories that responded in her Facebook post in Arabic language but most of them use the Algerian dialect even

the teacher sometimes use the Algerian dialect when they have problems and also published English language lessons such as grammar and learning English in order to provide help to them

2.5 Methods of Data analysis and interpretation

Because interpreting the data gathered is complicated, the researcher has decided to conduct two methods of analysis**.** "Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement" (Hamzaoui, 2006:130) The investigator, on the other hand, had to properly correlate the distinct types of analysis to the relevant data collected from the research instruments applied in this study.

2.5.1 Qualitative Method

This kind of analysis is based on the investigator's own various amendments. Its aim is to investigate, analyze, and acquire knowledge. These facts "may take the form of verbatim descriptions, interviews, written responses, or unstructured observations" (Weir and Roberts, 1994:159).

After that, the researcher utilized the qualitative method to analyze all of the instruments used in this study. It was conducted in the following sort of way: First, the replies were gathered and analyzed. After that, a key word analysis was used to create categories for the claims of the informants, allowing for the synthesis of statements. This approach also allowed for the quantification of data.

2.5.2 Quantitative Method:

For the students and teachers' surveys, the researcher utilized quantitative analysis. The goal is to measure their responses so that their language capabilities and objectives may be estimated. The information is presented in the following chapter, with quantitative research converted into percentages to allow for contrast**.**

2.6 Questionnaire Analysis and Interpretations

  Question One :

   The first question is all about the language that the students use with their classmates when they are in the classroom. About (74) participants representing the biggest large number (53) communicate in Arabic .However they are using English in the classroom 10 students .While the French language was used by few students (7)

	Arabic	French	English
■ Series1	53	7	10
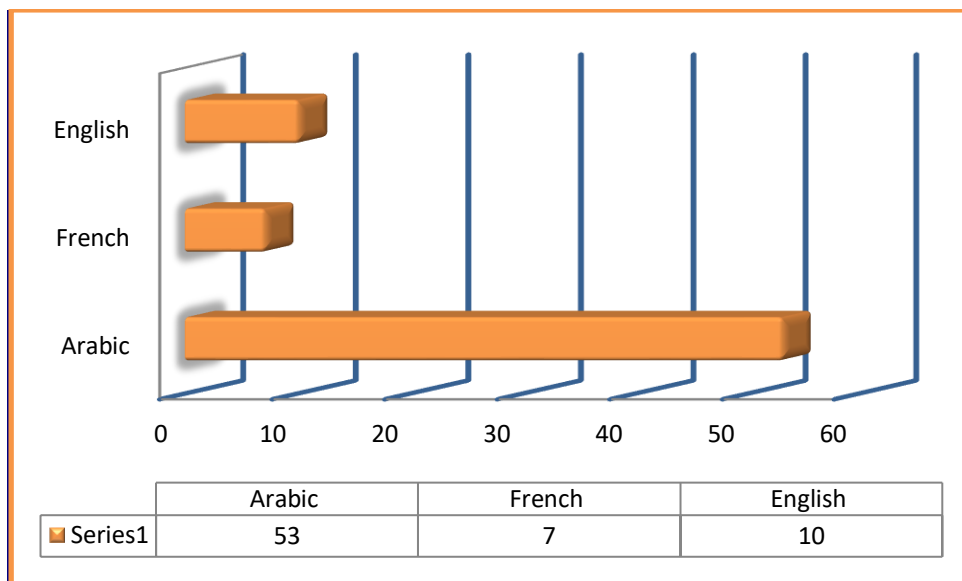
Figure 2.1 The language use in the classroom

Question 2:

The question is related to the use of the language outside the class. The majority of the students uses their mother tongue or speaks in Arabic language with the highest number of students (60) .Whereas the English language is used by (9) only 5 students speak French language outside the class
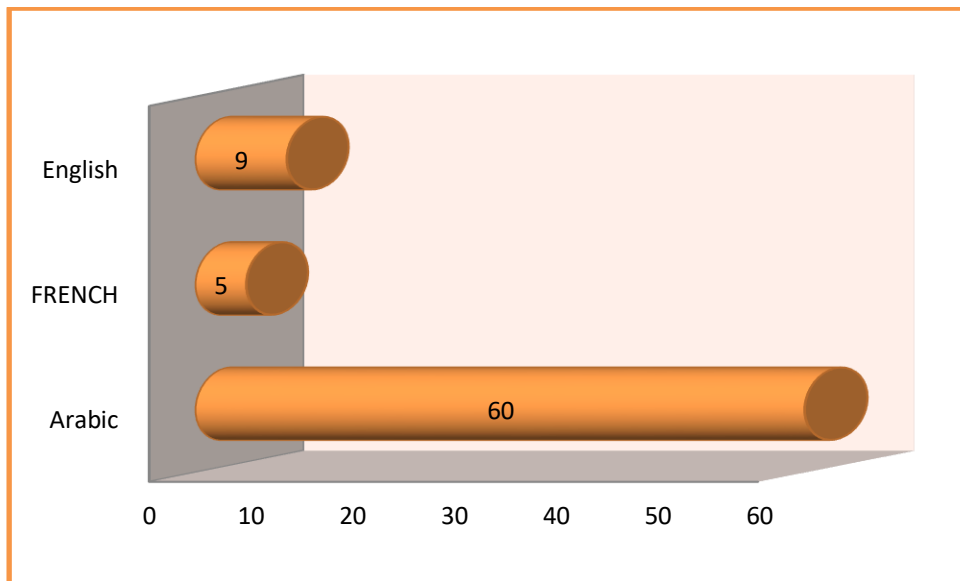
Figure 2. 2 The use of language outside the class

Question 3:

This question was given in order to identify where, when and with whom the students are using these three languages.

Arabic l:

At the university (50) students use their native language use the Arabic at home (20) students , for the administration only (2) of them use the Arabic language as well as (2) students use Arabic language when they are communicate in the street or everyday interaction and talking with neighbors , buying something or other places .

French 2:

The students use the French language at the university is used by (49) students because the majority of the teachers speak in French language ,and home not all use French (11) , for the administration (9) of them use the French language because the point is clear that the Algerian society use the French language in every administrations or any academic places but only (1) use French language in when they are communicate in the street or everyday interaction and communicating with neighbors , buying something .

English 3:

At the university the whole students use English language (65) students because they studied English as field of study that's why they speak in English language.While (3) students use the English language at home, for the administration (2) students use the English language just (1) student use English language in when they are communicate in the street or everyday interaction and communicating with neighbors, buying something or other places.

	University	HOME	ADMINSTRATION	OTHER PLACES
■ ARABIC	50	20	2	2
■ FRENCH	49	11	9	1
■ ENGLISH	65	3	2	1
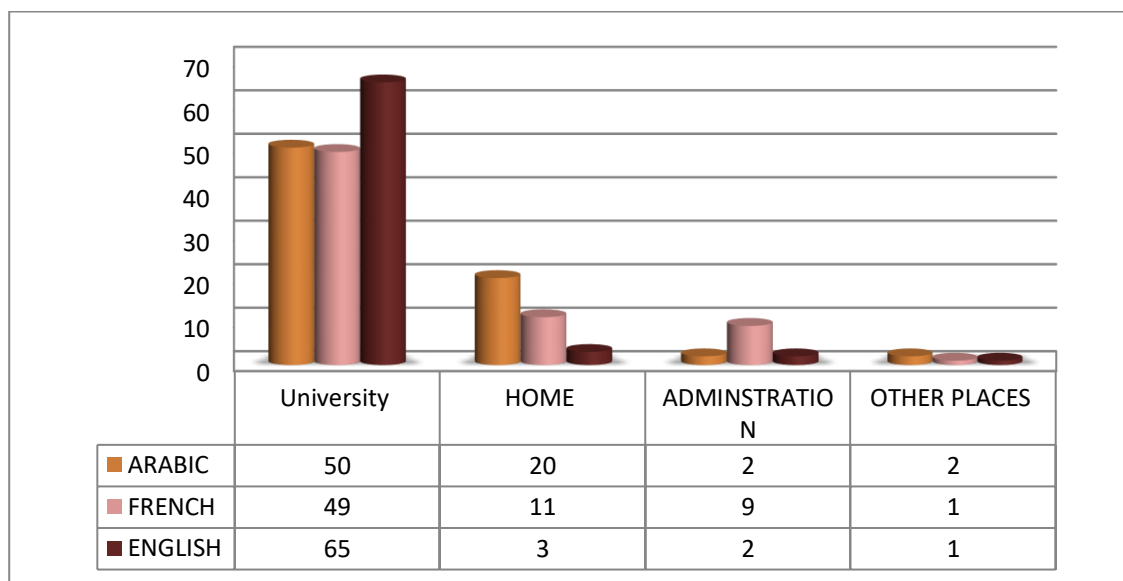
Figure 2. 3 The languages use in different places

Question 4:

Forth question is about the mixture of two or more different languages when they are talking with their classmates most of the students 66 are mix between two or more different at(93 %) but only a 5 students did not mix between two or more different languages only speak in one language or they did not like mixing between two or more languages at (7%) there are some examples of a few students said that when I know I will tell you ,I would rather speak an understood that ease the interlocutor understand then ease my expression

47
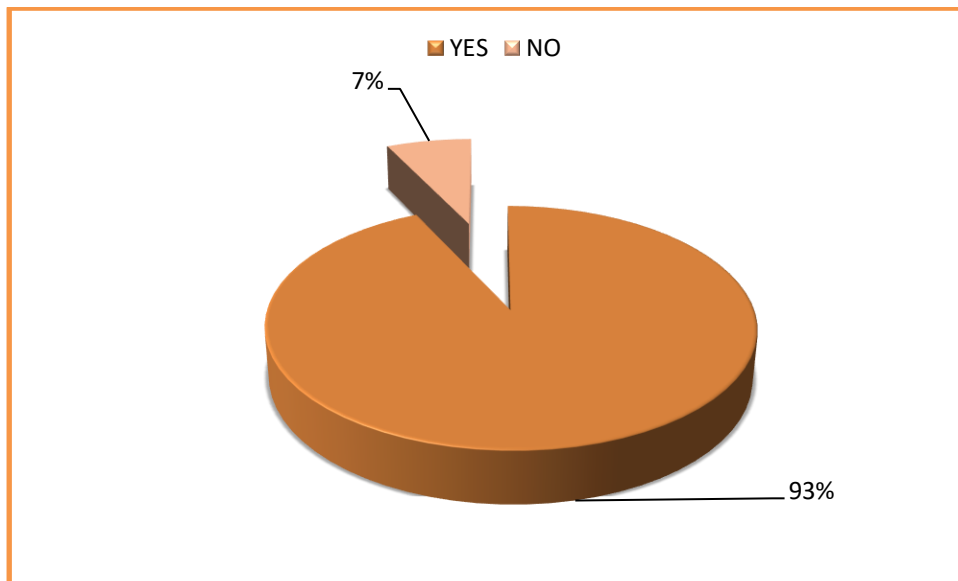
Figure 2. 4 The mixture of two or more different languages

Question 5:

This multiple-choice question is being asked to assess the use of Code switching when they are using their mother tongue and words in a foreign language and the combination they are use and how often are using it. The majority of the students use code switching in their daily life .They uses the Algerian Arabic French and the frequency of using this. Switching always at the number of (50), sometimes (13) students and rarely (10)of them, but never only (1), and the second combination is Algerian Arabic English not all use the code switching or different languages (8) students ,sometimes they use (48)of them, for rarely (14)students and never (4) of students. The third combination not always use English French (25) student ,sometimes they code switch between English French (6) and some of them they rarely mix between the two languages English French (31)students only (12) of informants never use English French when they are talking with others .
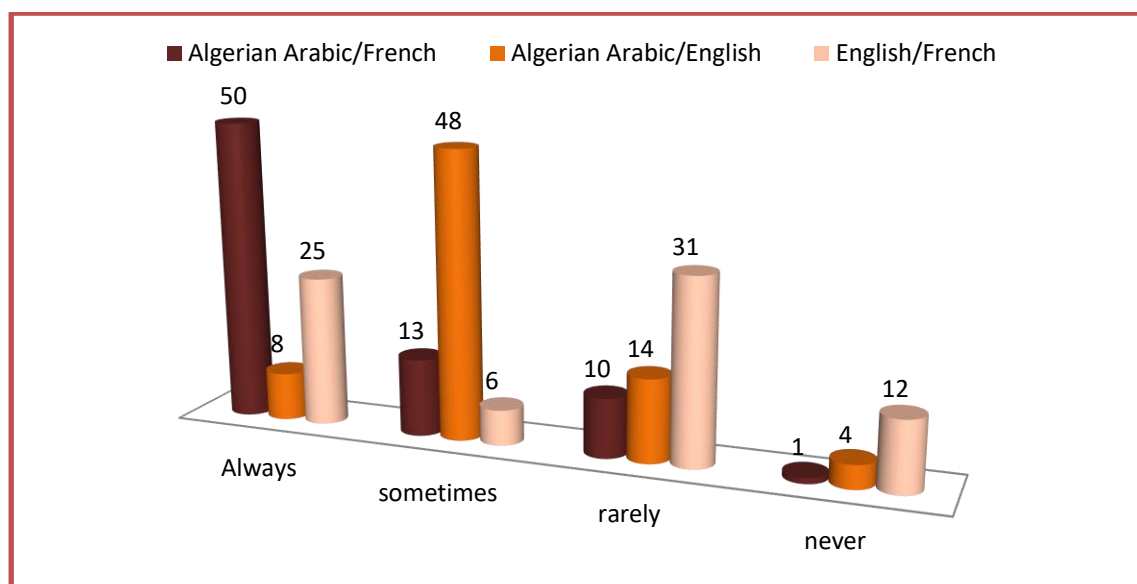
Figure 2.5 Student's use these three combinations during the conversation

Question 6:

This question is to figure out the use of code switching with their parents during the conversation. As a reason, this question has two parts: it is open-ended, which means students should indicate their opinion with a 'yes' or rejection with a 'no.' In terms of providing a justification in concert with the answers if they say "yes" which combination , the whole of students (60) use code switching when they are talking with their parents at the rate (81%)and some of them did not use code switching with their parents at the rate (19%)at the number of (14)

The combination of Arabic French at the highest number of students (60) answer so they use Arabic French a lot for example some of the students said this kind of this answers :

I use code switching with my father; he can't understand me in Arabic so I switch the word from Arabic to French

Because my parents use French frequently and prefer to use. Sometimes because I forget the word then I code switch As an Algerian society we had suffered from colonialism for

many years this why where are influenced by the language of the colonial and we mixed it with our mother language

French Arabic became our daily dialect also in order To deliver the message and clarify more our dialect implies it also my parents are doctors and studied in French and also use Arabic language

The combination of Arabic English 10 students answer they use Arabic English a lot for example some of the students said this kind of this answers :

I use English /Arabic a lot because I love speaking English

Because when I started studying English, I automatically found myself using this language when talking

Switching Algerian Arabic with languages such as English is more of a behavior acquired due to the long term studies or interests such as hobbies and so forth we get used to use code switching often, it is also easier for me to express myself using different languages for example; I'm more likely to mix between Arabic and English since I'm more likely to mix between Arabic and English since I'm an Anglophone

The combinations of French English 2 students use French English a lot for example some of the students said this kind of this answers:

My mother is bilingual (French –Arabic) and now she like to talk with her in English to learn few words

Because it is a nature and a skill that we get through years, basically I use code switching unconsciously

It became our attitude, and so easy to use and useful I use code switching because we are used to it and sometimes I find linguistic gap so I code switch from other languages (French ,English)
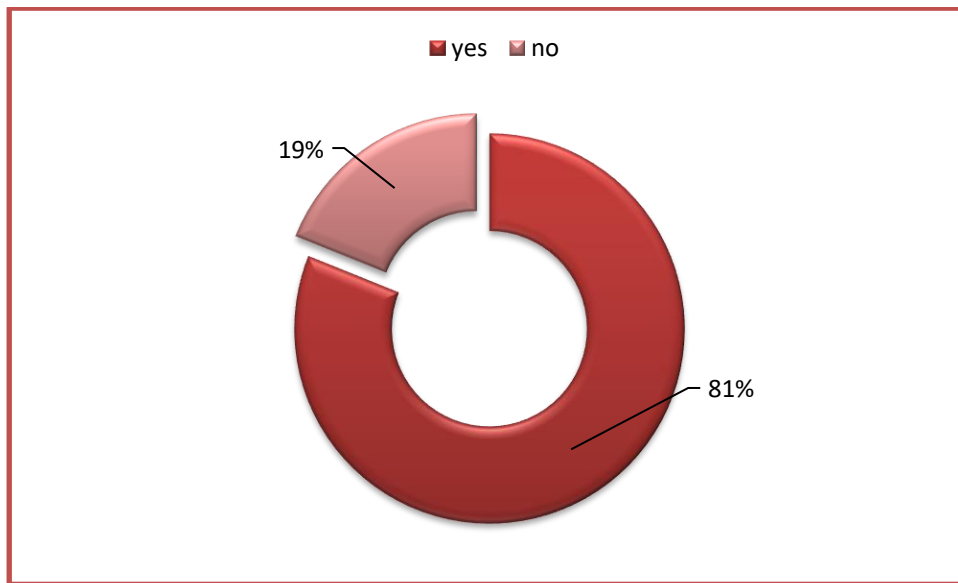
Figure 2. 5 Student's use code switching with parents
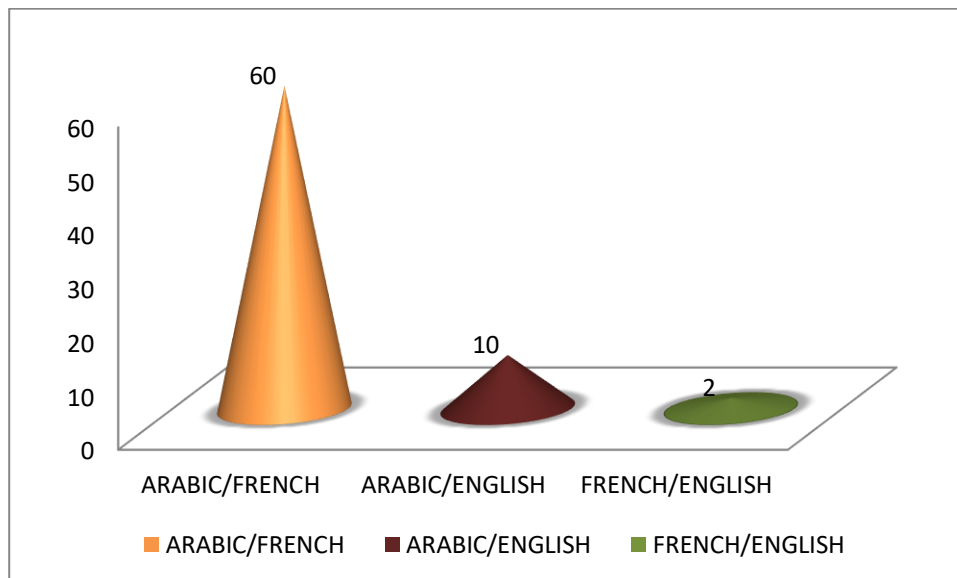
Figure 2. 6 Student's cases using code switching when talking with their parents

Question 7:

The following question is about the usage of code switching on social media (Facebook), when it comes to the use of code switching on social media 60 students said "yes"(80%) , while the other students 14 responded by" no"(20%)

51
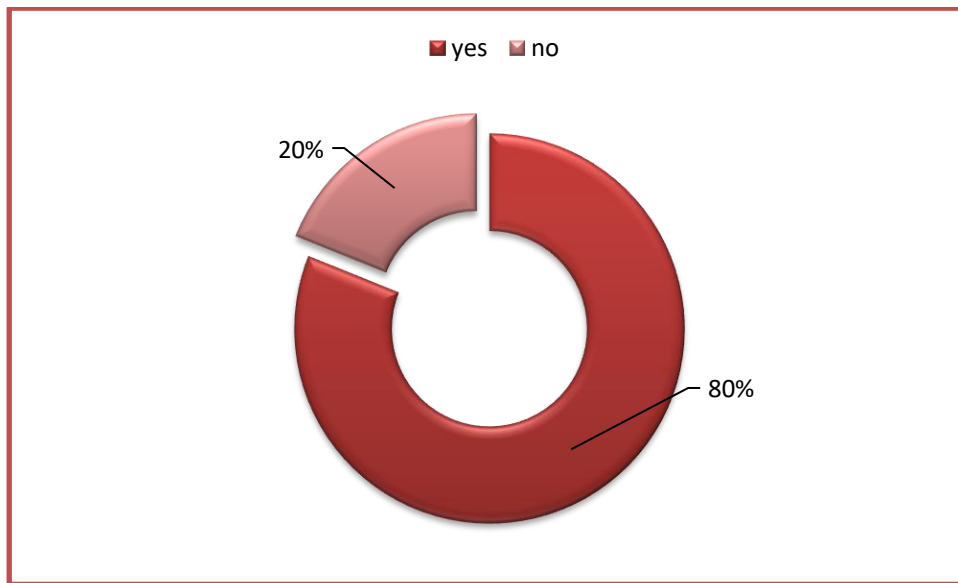
Figure 2. 7 The use of code switching on social media

The majority of the students 80% said yes and they give some evidence to support or to convince their ideas and opinions about the use of code switching on social media:

As I said it feels easier to communicate and express myself using mixing Arabic with English I got used to it especially when I became an English student, it started to dominate my whole life conversation

For example, if we are speaking about subjects has relation with our studies so we need to use code switching for better understanding and to avoid repeating ideas or expressions

Especially with my friends because we speak both Arabic and English

The majority of my friends studied English so they have the ability to understand more when I speak two languages

It can be habit also as I said because we are influenced by colonialism and it can be for prestige more efficient, saves me from using long sentences when I can just switch in a word or two, and also helps me to express myself consciously because nowadays it becomes something necessary most the communications includes code switching even without noticing some phrases are structured using code switching as a irreplaceable tool.

Question 2.8

The reason behind this close-ended question is that to know the use of code switching in conscious and unconscious way when they are communicate with other people , 50 students utilize code switching in unconscious way without thinking and it is natural maybe some of them are bilingual or they use different words in different languages in their daily life the highest rate (68%). Meanwhile, the rest of student 24 use code switching in conscious way on order to show themselves or to be in a high prestige and to show their belonging status or they get used using code switching apprehensive way at the rate (32%)
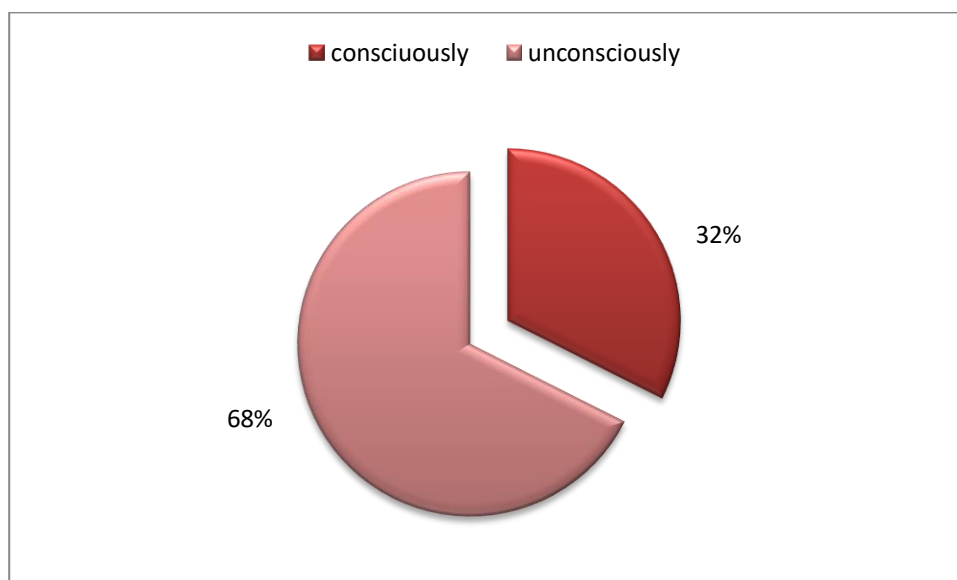
Figure 2.8 The way of the students in using code switching

Question 2.9

When asked about the importance of code switching and it became part of our life the most of student 64 agree that code switching take a place of daily life because they adapted with using another foreign languages or the majority of them want to advanced their level of education at the highest rate (86%) a few of student (10) disagree about the idea or the

opinion that code switching became an essential part of our life because some of them did not like to switch between two or more

different languages another reason they don't like using foreign language for example French , English also they are not competent in both languages the French and the English language , they don't have enough vocabularies or the package of knowledge to speak or maybe they are not accustomed to using code switching at the percent of (14%)

 The whole of the student (64) say" yes" and they give some interesting suggestions about the importance of using code switching in our life:

Because it is a part that explains what we need or what we are in need to fulfill our thoughts

It helps us to have a successful communication and if we talk about here in Algeria ,I may say that it's part of our identity

Because the different thoughts and subjects which can be discussed with can be discussed with other language and the influence of other cultures like American or British culture in our daily life and in social media yes because learning new language or more than our mother tongue take a place in our brains so we say the very first words in any language that cross our minds when speaking I think code switching is for prestigious reasons and it makes life and communication more easier

Only 10 students disagree and say no and they give some evidence in order to convince their ideas and opinions they illustrate some examples:

It's not that important because we can live with only the Arabic language since it's too rich of a language

Because it does not make sense and our Arabic language and our Algeria dialect are enough to communicate

I don't think there is a specific importance to it; it's just a phenomenon that happens due to language contact it is true that I use code switching ,yet it does not play an important role since the most important thing is sending the message which can be send through using only one language
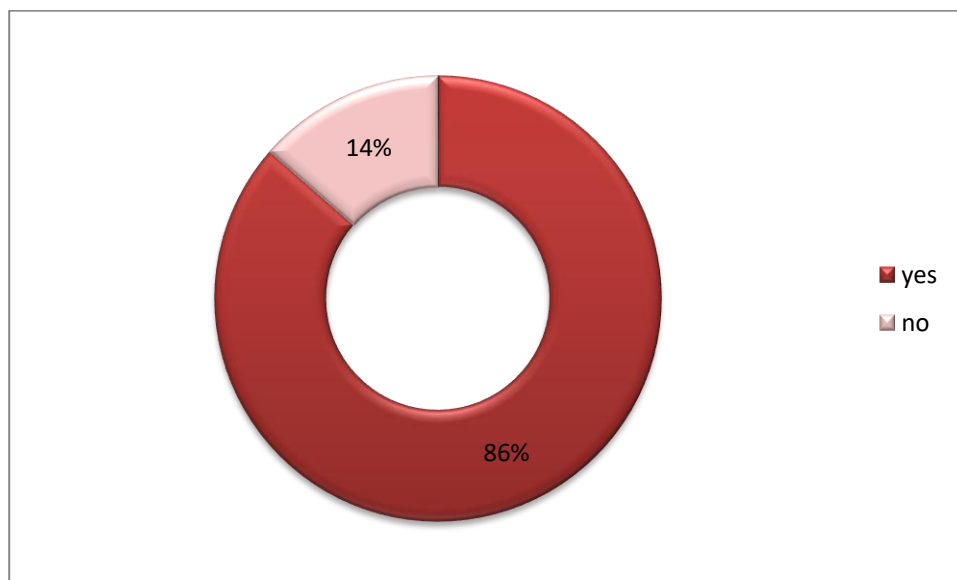
Figure 2. 9 The impact of using code switching in life

Question 2.10:

This question attempts to gather comments to know why young people code switch of students responded in this three suggestions such as ; to be more prestigious , to be fashionable also for educational reasons and there some students who choose that they use code switching to show their belonging to a certain social class, the others selected the suggestions of using code switching in order to show their belonging to a certain status, there are some students who illustrates another examples about why they are code switch such as ;

Sometimes they cannot find the exact word , I think it silly to code switch in order to be prestigious or fashionable because everybody from all the social classes with different backgrounds just code switch ,also they are just comfortable using it ,to let you know different languages, because this is the nature in Algerian but each one do it for specific

55

reasons ,unconsciously ,we just found it in the society so I don't think it has something with fashion or prestige , to make themselves understood ,to be cool , it is unconscious process , it depends on the person

 2.7 Conclusion

      The presented chapter has dealt with the description of the department and the setting where the study takes place "Belhadj Bouchaib University ".Then, the inquiry has shed light on the sample population of the investigation. Moreover, it has highlighted the research instruments utilized (such as questionnaire and observation) which have been used to gather the necessary data. Besides, researchers have analyzed the data using both quantitative and qualitative approaches.

The next work is dedicated to the research's practical aspect, with the aim of analyzing and interpreting the data gathered in able to find the findings about the research's problem.

Chapter III

Data Interpretation and Recommendations

Chapter 03: Data Interpretation and Recommendations

Chapter III   Data interpretation and recommendations

3.1 Introduction

  The aim of this chapter is to test the validity of the hypotheses that have been proposed. It is focused with examining and evaluating the main findings collected from students who participated in the current study. It also supplies some suggestions about how to use code switching for future research, also the use of code switching to improve and evolve students' opportunity to learn new languages

3.2 Suggestions and Recommendations

  These are some recommendations for further research based on the findings and data gathered from this study:

  The first recommendation for future research is to replicate this study by looking into how code-switching would be used in teaching and learning strategies.

  The second recommendation code switching as useful tool for better communication in the classroom

  The third recommendation the use of code switching to enhance and evolve the capability of the students in order to acquire different languages

  The forth recommendation the importance of applying code switching in songs and movies to learn a foreign language.

  The sixth recommendation which can include in the future research the impact of the social media in using code switching .

  The seventh recommendation is the impact of code switching in enhancing the level of the students and learn more vocabularies and get knowledge.

The eighteenth recommendation is the application of code switching on TV channels

3.3 Interpretation of Findings

  Considering the answered questionnaires of the respondents as well as the researchers have attempted to achieve the research objective in this part through the

60

74 interpretation of the collected data. According to the findings, the youth of today in the University of Belhadj Bouchaib of Ain Temouchent plays an important part and influenced of the environment since they switch and mix different languages to adapt and discovered new words.

The biggest reason that lead youngsters code switch was linked back to the previous French colonialism, which lasting 132 years and led to French's stabilization also as second most commonly known language after Arabic. French is an essential component of the Algeria cultural repertory, as well as its origins in Algeria extends back to French colonization, which tried to spread the use of French as the first primary language. Nevertheless, even after freedom and the Arabisation strategy,

As a result, the French language maintains a significant role in proficient fields like education, administration, health, political speeches, and social relationships.

At the university, French is the essentially dominant working language in a wide range of disciplines, notably medical studies, biology, chemistry, science, and technology. engineering, industry.

The majority of the informants were invaded by the French language that's why they use and add French language during the conversation so they mixed it with the official language which is Arabic language

The second reason used by the young people which are the classroom such as middle school and secondary school So English has become a second language for them and they have studied it since the first year in middle school until the third year in secondary school English has become an international language in the whole world and it is worldwide language. It is the language of innovation and technology. There are a lot people who are learning English it became as field of study in the Algerian's universities

like our case study third year English of the University of Belhadj Bouchaib of Ain Temouchent

The students considered English as much more of a habit developed as a result of long research or activities such as hobbies and so on. Because as soon as they began studying English, they found themselves conversing through this language

The environment influence code switching when they are traveled in any country they speak in different languages also educated parents are bilingual in utilizing code switching when they are communicating with their children for example some of the informants their parents mostly use French and use it regularly, for instance their parents mostly use French and use it regularly. Some of them claim that they recognized that their parents, family, environment, and society are all code switching. And also the places such as; administration and talking with neighbors or buying something has a relation with the influence of the environment on young people

In present era multimedia, connectivity, and consumer content characterize social media. The usage of social media has become an extremely important ordinary thing. Social media is frequently used for group communication, news and information, entertainment, technology news, access, and problem solving.

From these things people are getting used to using code switching on social media People are increasingly addicted to utilizing code switching on social media when conversing with friends or knowing about other ethnicities from other places across the world. They use it a lot on social networking sites and learn more about the phenomenon code switching in order to get cultivated about code switching through watching videos, listening to music and so on. Nowadays media and technology are open to world diversity and different language if we are discussing issues that are relevant to their studies, they should apply code switching to facilitate comprehension and prevent repeating ideas

or sentences. Most conversations contain code switching, even if someone don't notice it. Some sentences are designed utilizing code switching as an essential tool, prestigious, and it makes life and interaction better

The results shown that the application of code switching is limited by some students because they consider that code switching serves no purpose because Arabic language and Algerian dialect enough to talk with, and they did not believe it has any significance; it's just a phenomenon that came as a result of language contact. Though do utilize code switching, it has no significant part.

3.4 Limitations of the study

There were several limitations that limited the significance of the research findings.

It was planned to have a classroom observation with EFL students, unfortunately because to the Coronavirus, it was not possible. Due to the fact that the majority of students did not study since they did not consider attending in the department because of the epidemic. As a result, the findings of this research must be evaluated within the parameters of its design, its target population at a certain time, place, and setting, and finally, its methodology.

First, because this study's subject is so broad, it needed a long period of time and a high sample size in order to collect more accurate data. Unfortunately, the number of participants was limited, and they also refused to comply.

As a consequence, a single method of collecting data, a questionnaire, proved to be insufficient. Finally, the respondents may not provide the correct responses and instead focus on the good aspects. Some of them skip to answer the questions and some of them answer randomly to the questions. As a conclusion, highlights the strength and range of

this language phenomena, the work contributes was an opportunity to open the way for

future research.

3.5 Conclusion

To sum up, this chapter discussed the advantages of digital games and the improvements they have brought to English learning, especially in terms of improving speaking abilities. It has addressed all of the findings from the questionnaire the inquiry took place at the University Center of Belhadj Bouchaib. It has also given a number of recommendations for students, including numerous topics for employing code switching to learn other languages; each one of them includes things in different areas, such as television songs and movies.

General Conclusion

General conclusion

The current study work has dealt with language contact, which has resulted in a variety of language phenomena**.**

The purpose of this study was to look at a small community in Algeria, where code switching is widespread. The experiment was done at Belhadj Bouchaib at Ain Temouchent University, where we investigated the language used among students as well as the utilization of code switching in various places from a sociolinguistic view in order to determine the reasons and purposes of code switching in the environment

The main objective of the research was to shed light on the issue of code switching in Algerian society. The purpose was to seek answers to two questions. The first was to learn the reasons for using code switching another. The second was on the influence of the environment on young people

Two hypotheses have been proposed. In addition, data analysis has revealed that all speakers code-switch in multiple ways; they code-switch from AA to French or conversely; the major reason for this is the impact of French. Importantly, the results support the idea that parents with different educational levels lead the students to code switch separately. Also, the findings show that many of the participants code-switch in specific contexts (social context) and for specific targets.

Three chapters made up the research paper. The first one was theoretical and dealt with defining the key concepts relating to code switching. The second dealt with practical issues; it was based on a case study. The questionnaire and observation were chosen as research methods for data collection. The third chapter dealt the main findings

Data analysis revealed that there are features that distinguish between speakers when it comes to code switching, such as social media and educational background. Furthermore, students move between languages in appropriate environments such as

administration or university. They mix up codes, they make effective advantage of it on social networking sites and discover more about the phenomena of code switching in order to cultivate.

This paper was an opportunity to increase to the current discussion in Algeria about the issue of code switching, specifically how the environment influences the youth by using code switching. In summary, this short study was an attempt to investigate some of the reasons of such phenomenon of code switching that pushed the students to code-switch.

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Appendices

Appendix

Questionnaire

Dear student

This questionnaire is a part of master degree research. It aims to gather information about youth language and its impact on youth language It would be great if you answer the following questions precisely it aims to gather. You can choose more than one answer

1- Which language do you use in the class to communicate with your classmates?

☐ Arabic   ☐ French   ☐ English

2- Which language do you most used outside the class?

☐ Arabic   ☐ French   ☐ English

3- Where do you use the following languages?

	University	Home	Administration	Street every day interaction (for buying-neighbors....)
Arabic				
French				
English				

4- Do you mix two or more different languages when you talk with your classmates?

Yes ☐   No ☐

Why …………………………………………………….

5- Code switching is when you are using your mother tongue and words in a foreign language are you using code switching? Which combination do you use and how often do you use it?

	Always	Sometimes	Rarely	Never
1- Algerian Arabic French	☐	☐	☐	☐
2- Algerian Arabic English	☐	☐	☐	☐
3- English French	☐	☐	☐	☐

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6- Do you use code switching with your parents?

      Yes ☐   No ☐

a) If yes which combination?

      Arabic ∕ French   Arabic ∕ English   French ∕ English

b) Why / why not?

…………………………………………………………………………………………
…………………………………………………………………………………

8- Do you use code switching when you are communicating on social media (Facebook) with your friends?

      Yes ☐   No ☐

If yes give some reasons

…………………………………………………………………………………………
…………………………………………………………………………………………
……..

9) When you switch between two languages you do it?

      ☐ Consciously   ☐ Unconsciously

10) Do you agree that code switching become an important part of our life?

      Yes ☐   No ☐

Why?

....

....

11) According to you why do young people codes switch?

      To be more prestigious ☐

      To be fashionable   ☐

      To show your belonging to a certain status ☐

      To show your belonging to a certain social class ☐

For educational reasons ☐

Others (please mention)……………………………………………………….

Some Examples of the observation that was made in social media which is Facebook group

Picture number one of the teacher Mrs. Baghor the teacher of psychology and sociology in sociology stream

Picture number two and three is for student's posts on their Facebook group and how they switch between the two languages such as; French and English language

The third one is using code switching in different way with using Arabic letters

👍 J'aime   💬 Commenter   ✆ Envoyer

Écrivez un commentaire...   📷 🖼 ☺

•••

☕ • 17 janv. • 🖼

مساء الخير

طلبة الفوج الأول الذين لم يرسلوا بالواجب المنزلي (آخر أجل كان اليوم) أعطيكم مهلة حتى يوم الأربعاء من لم تصلني إجابته لن يتحصل على نقطة الإمتحان

👍 10   3 commentaires

👍 J'aime   💬 Commenter   ✆ Envoyer

Écrivez un commentaire...   📷 🖼 ☺

a partagé un lien.   •••

☕ • 18 janv. • 🖼

صباح الخيرات هذا رابط المحاضره السادسه في مقياس علم النفس المعرفي

محاضرة رقم 6: الأخلاق والقانون

الأخلاق هي منظومة قيم يعتبرها الناس جالبة للخير وطاردة للشر

هي شكل من أشكال الوعي الإنساني وهي مجموعة من القيم والمبادئ التي تحرك الأشخاص والشعوب كالعدل والحرية والمساواة، وقد ترتقي لتصبح مرجعية ثقافية للشعوب وسندا قانونيا تستقي منه الدول الأنظمة والقوانين.

تنطوي القوانين التي تطبقها أي حكومة على عناصر أخلاقية قوية لهذا العدالة بوجه عام من المبادئ الموجهة للقانون لكن الحكومة قد تطبق بعض القوانين التي يعتقد كثير من الناس عدم عدالتها لأن المسؤولية القانونية تختلف عن المسؤولية الأخلاقية باختلاف أبعادهما.

||| ○ ‹

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24 nov. 2020 · 🖼

Hello, "Li 3andah kash problem f les notes ta3ah, (par example module traduction kayen li daro l homework w ki jat fel affichage matla9ouch la notes) wela ay mochkil wa7dakhor, dm1 a 10h rana ray7in l departement madabikom li 3andah ay problem yji yahdar 3la 7a9ah" salem.

👍❤ 8   39 commentaires

👍 J'aime   💬 Commenter   ⊘ Envoyer

---

11 févr. · 🖼

Group 1,2 and 3 we will all study together with miss yahia in "grand Salle B" now

👍😮 4   4 commentaires

👍 J'aime   💬 Commenter   ⊘ Envoyer

Écrivez un commentaire...   📷 🖼 ☺

Hello everyone,

السلام و عليكم

بون خوتي بخصوص نقاط فونيتيك ليوم هدرت مع إدارة بخصوص الإتفاق لي متفهمناش عليه و إضطرني نخدم زوج تع لي ليست، لقيت بلي الأستاذة كانت بدورها مقدما تبرير و تقرير بعد تصحيحها للإختبار مفاده انه لي ماجابش في الإختبار و في تيدي تنعد غلطة تعه مشي تع استاذ و هذي حاجة الإدارة مقتانعين بيها مفيهاش مناقشة يعني لي مخدمش فيهم في زوج على رغم من تشابه الموضوع و تكراره (for exmpl in assimilation) ، يعني الأساذة ستانات نتائج الإختبار باه تقول بلي مشي انا ظلمتهم ظلمو رواحهم.

هي من جيهة حنا غلطنا كي مخرجناش بقرار واحد نضربو عليه وين وصلنا حتى بالفوط و ناس مشي متفاهمين و من جيهة حتا تقرير تعنا لي سنيناه كان فيه عناصر ماخدمت ني فتاست ني فإختبار مما إعتبرته الإدارة أنهم يستغلو الموقف باش يديرو نقطتهم كيما يبغو.

ألوغ الإدارة باه تإيفيتي يعاود يصرا مشكل قامت بالإتفاق مع الأستاذة ان كل من كانت له نقطة غير منطقية تحت خمسة غادي تبلعهاله خمسة باه مطيحهش بزاف و فالإختبار لي جاب بين 8 و 5 لي يديه يوليله لا نوت تيدي، هنا راني نهدر على لي كانت عندهم هاذ النقاط (0/1/2/3/4) ببساطة باش تفهم أقل نقطة فتيدي رجعت 5 و قاع لي داو فتيدي نقطة مشي شابة تطلعله 5 و اذا جاب فالإختبار أقل من 8 لي داه يوليله نوت تيدي.

الملخص

خلال نفس الحوارات ,يتحول المتصلون ثنائيو اللغة و متعددو اللغات من للغة إلى أخرى, الهدف من هذا البحث هو التحقيق في دور وظائف التبديل اللغوي بين إستخدام اللغة العربية و الفرنسية و الإنجليزية بإضافة إلى التحقيق في للعناصر الإجتماعية التي قد تؤثر على هذا السلوك اللغوي في المجتمع الناطق في عين تموشنت ,كما أنه يبحث في الوظائف الإجتماعية المختلفة ويلعب السياق و الموضوع و العوامل الإجتماعية الأخرى مثل العمر , الجنس و مستوى التعليم دورا مهما في إختيار اللغة

الكلمات المفتاحية:ثنائية اللغة,التبديل اللغوي, العوامل الإجتماعية, الدوافع

Résumé :

Au cours des mêmes conversations, des communicateurs bilingues et multilingues passent d'une langue à une autre. L'objectif de cette recherche est d'étudier le rôle des fonctions de commutation de langue entre l'utilisation de l'arabe, du français et de l'anglais en plus d'enquêter sur les éléments sociaux qui peuvent influencer cette Conférencier à Ain Temouchent, il étudie également diverses fonctions sociales et joue un rôle important dans le choix de la langue, du contexte, du sujet et d'autres facteurs sociaux tels que l'âge, le sexe et le niveau d'éducation.

 Mots-clés: Bilinguisme, Alternance de code, Facteurs sociaux, Motivation

Summary :

During the same discourse, bilingual and multilingual communicators switch from one language to the other. The primary goal of this research is to investigate the role of code switching in daily communication between using Arabic, French and English, as well as to investigate the social elements that may influence this linguistic behavior in the Ain Temouchent speaking community, It also looks into the various socio-pragmatic functions of code switching, as well as how context, topic, and other social characteristics like age, gender, and educational level influence language choice

Keywords: Bilingualism, Code Switching, Social Factors, Attitude and Motivation