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The Impact of Online Code- Switching on Students' Facebook Communication:The Case of Master 1 English Students at Belhadj Bouchaib University Centre

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

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Dedications (1)

This study is whole-heartedly dedicated to my beloved parents who have been my source of inspiration and gave me strength when I thought of giving up, and who continually provide their moral, emotional and financial support.

I also dedicate this dissertation to my beloved sisters and brothers especially my little siblings Serine, Maya, Raed, Rayane and Yacine.You have all been my cheerleaders.

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Abstract

Nowadays, Facebook has become the trendy used social media in communication. Students who are involved in online conversations have to be bilingual or multilingual for the sake of maintaining code switching which is widely used among English students of Belhadj Bouchaib University Centre. This research paper seeks to find out the factors and reasons that push English students to switch from one language to another in their daily conversation via Facebook to look for all the motives that make this social phenomenon occur. It also tries to have an eye on the consequences of code switching. In order to examine the factors that make these students switch between English, French and Algerian Arabic, a questionnaire encompasses all the possible questions to reveal the point of view of the chosen sample population. An observation method is also used in order to collect more relevant data.The general findings show that English students of Belhadj Bouchaib University Centre code switch because of some important reasons such as the lack of vocabulary in one of the languages, this, for a better comprehension and self-expression. In addition, it has been shown that the use of code switching can lead to either positive results in terms of acquiring more vocabulary in both languages, or negative ones such as the use of a new vocabulary, the Facebook one, which most of the time regarded as a deviation of the acquired or learned language.

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List of abbreviations and acronyms

CS: Code Switching

CM: Code Mixing

CMC: Computer Mediated Communication

SAT: Speech Accommodation Theory

CAT: Communication Accommodation Theory

EN: English Language

FR: French Language

FB: Facebook

BBUC : Belhadj Bouchaib University Centre– Ain Témouchent

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General

Introduction

General introduction

Nowadays, the Internet is considered as the worldwide interconnection of individual network hold by government, industry, academic institutions and private parties. Since 1994, the internet has developed to supply billions of users and plenty of purposes all around the world. Its evolution of came up with enormous innovation that changes the way people interact. Facebook has also grown on the social web as a worldwide social media.

As Facebook has become a means of communication and a helpful element, people tend to apply it for daily life conversation using various and different languages to communicate and express themselves, and to convey their messages relying on one language or another. This alternation is called code-switching.

Algeria is widely known for its language diversity which comprises Modern Standard Arabic, Algerian dialect, Berber, French and even English which is sometimes practiced in the domain of Education or Marketing. Code-switching is not only observed in face to face interaction but also in conversations processed on the Internet like Facebook which is widely used by Algerian students in order to communicate with each other and with other people as well. It has been noticed that many of students at the university center of Belhadj Bouchaib are bilinguals and often speak in mixed languages, most commonly Algerian Arabic (mother tongue), French and English during interaction through Facebook. Some concerns have been observed about the reasons that might support the use of code switching and the consequences of this phenomenon. Thus, the research is carried to study code switching practices among Master1 students while chatting on Facebook.

Basically, the main research questions are as follows:

1 - What are the motives that make English students at the university center of Belhadj Bouchaib code-switch when communicating via Facebook?

2- Does the use of online code-switching among English students lead to positive or negative results?

The above research questions have allowed for the formulation of the following hypotheses:

1. Many motives may make English students code-switch when interacting in social media:

   ➢ Students want to express themselves freely and easily.

   ➢ Code-switching is used for better comprehension among students.

   ➢ Students may find difficulties to use the suitable and appropriate terms or words in the foreign language.

2. The use of code-switching can lead to positive and negative results as well:

   -Positive ones: Acquiring more vocabulary in both languages (English /Arabic, English/French).

   - Negative ones: Reducing the students' vocabulary background mainly when using Facebook language.

   To test the hypotheses and provide relevant data, two research instruments are used. A questionnaire attributed to English students at CUBBAT and an observation method dealing with students' Facebook messages.

This research work consists of three chapters:

   The first chapter deals with the theoretical part where several concepts are explained mainly those related to CS. The second chapter gives enough details about the methodology used in this study. It also provides a description of the sample population and the research instruments used for data collection. Finally, the third chapter is mainly devoted to the analysis and interpretation of the findings obtained from the questionnaire and the observation method. Furthermore, it provides both an interpretation and a discussion of the main findings.

Chapter one:

Literature review

Chapter One   LiteratureReview

1.1. Introduction

Code-switching is a worldwide sociolinguistic phenomenon which has inspired many scholars' attentions for the past several decades and has been explored from various views.The current chapter is devoted to the theoretical part (literature review). It focuses on defining some concepts dealing with our research work. It also aims at submitting the different types of code-switching including its functions as well as its purposes. Additionally, it sheds light on the relationship between code-switching and Facebook in online communication.

1.2. Bilingualism

Bilingualism is a sociolinguistic phenomenon which refers to the ability of using two different languages for several communicative or conversational purposes. According to Ermakova (2012):

> Bilingualism is a mutual existence of the individual or society of two
> languages: Native-primary and nonnative-secondary or acquired.
> When certain individuals know two languages it is individual
> bilingualism, if it is greater in a number of people who know two
> languages, it is mass bilingualism.(P.34)

Thus, Bilingualism is regarded as the equal mastery of two languages, someone who is able to speak two different languages is considered as a bilingual.

Furthermore, in the popular view, being bilingual means being able to speak two languages perfectly; this is also the view of Bloomfield (1933:56) who defines bilingualism as "the native-like control of two languages". Mohanty (1994) limits the definition of bilingualism where he said that:

> Bilingual person or communities are those with an ability to meet the
> communicative demands of the self and the society in their normal
> functioning in two or more languages in their interaction with the
> other speaker of any or all of these languages (P.13).

So, bilingualism occurs when a speaker has the ability to use two or more languages when needed. Haugen (1953:6) a bilingual produces "complete and meaningful utterances in other languages". When a speaker is called bilingual, it means that he is competent in producing a meaningful conversation in different languages. Mackey (2000) refers to bilingualism as the ability to speak two or more languages, in other word bilinguals can be productive competence; since they actively speak and write in both languages, in contrast, others have the passive ability in a language. In other words, they may understand or read in a language but may not be able to speak or write very well. Furthermore, not all bilinguals have the same macro skill (listening, speaking, reading and writing) since they may not have the same linguistic levels. For instance, a bilingual may have a native-like pronunciation but undeveloped grammar.

All in all, bilingualism describes how well an individual knows the languages that he uses in his daily conversation.

1.2.1. Types of bilingualism

Bilingualism refers to all people who can communicate in at least two languages. The process of bilingualism may happen at different types, they are classified into Coordinate, Subordinate and Compound bilingualism.

- *Coordinate Bilingualism:* Refers to the separate stored and organized linguistic codes of bilingual. In other words, a bilingual has two different systems, one for L1 and other for L2 (Heredia and Ciéslicka, 2014, p. 13).

-*Subordinate Bilingualism:* According to Moradi (2014) bilinguals have two linguistic codes and the second (L2) is understood through the translation of (L1) to interpret only one meaning unit.

-*Compound Bilingualism:* Shows that bilingual people have the ability to master two different languages, but have only one system of meaning for words they used. This only system is for understanding L1 and L2 Moradi (2014). For example, English-French compound bilingual whose first language is French and second

language is English, have two different words or expressions of certain sentences. However, the distinction between the three types of bilingualism shows that the way and the place where a bilingual acquire or learn a language is an important factor which differentiates between codes in term of their functions and organization.

1.3. Code-switching

Developing communicative competence in two or more languages gives individuals opportunities to express their feeling and thoughts and shape their identity. It also helps them satisfy their individuals and social needs in the different contexts of the language used, this phenomenon called code-switching.

Trousdale (2010:12) defines code-switching as: "The linguistic situation where a speaker will alternate between two varieties in conversation with others who have similar linguistic repertoire". Thus, code-switching is the alternation of two or more codes in conversation done between speakers who share the same linguistic repertoire. It can also be defined as: "The alternation of two languages within a single discourse, sentence, or constituent" (Jamshidi and Nevehebraim, 2013). This phenomenon is commonly used to describe the shift or switch between languages in the course of a single conversation.

A recent definition of code-switching is: "the use of two languages in the same clause" (Myers-Scotten, 2002, p.3). So, code-switching is the act of having two languages within one clause or sentence. Numan and Carter briefly define the term as: "a phenomenon of switching from one language to another in the same discourse" (2001:275). Code-switching is generally known as switching between languages in the conversation. Similarly, code-switching is a language contact phenomenon in which two or more languages are used within the same discourse unit. In other words, Walters defines this process as a bilingual phenomenon, where a single speaker uses two languages in a sentence, across speaking turns, from topic to topic, setting to setting, listener to listener.

Code-switching is also defined as a strategy used to establish a relation between speakers to achieve particular purposes according to different situations. Gross (2006) states that:

> Code-switching is a complex skilled linguistic strategy used by bilingual speakers to convey important social meaning above and beyond the referential content of the utterance. [...] In other words, code-switching is a result of language adaptation in different situations.
>
> (Cited in Farahlexis, 2009, p.3).

Romaine (1995:121) says: "I will use term 'code' here in general sense to refer not only to different languages but also to varieties of the same language as well as style within a language". Code-switching is defined as a process of shifting between two or more languages in which may use various utterances and words or expressions from other language and use them as part of their daily conversations. In addition, Spolsky (2008:121) defined code-switching as: "Changing from language to language in the midst of an utterance". Briefly saying, code-switching is shifting from one language to another within the same conversation. Code-switching occurs when a bilingual alternates between two or more languages, or language varieties in the same context of a single conversation. Moreover, Richards and Schmidt (2002) in their Longman dictionary of language teaching and applied linguistic define code-switching as:

> A change by a [bilingual or multilingual] speaker (or writer) from one language or language variety to another one. Code-switching can take place in conversation when one speaker uses one language and the other speaker answers in a different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence (P.81).

This definition refers to both spoken and written languages, are included when using code-switching, which sometimes take place in the middle of utterance or even in the middle of the sentence to serve for the purpose of this study.

In general, code-switching has a common meaning which is to change languages from one to another based on the interlocutors in a particular topic of conversation. But the occurrence of code-switching is not a simple matter in bilingual or multilingual society; rather it illustrates a person's background and cultural identity.

1.3.1 Types of Code Switching

Code-switching comprises many types and Poplack (1980) divided them into three: Tag switching, Inter‑switching, Intra-switching.

a- Tag Switching

Tag switching is basically the addition of a tag in an utterance which is totally in the other language inserted in various places in a phrase without disturbing the syntactic order. According to Kanakri (2010), in tag switching, the tag and certain of a set of phrases in one language is added with another language (p.183).

Example : Lyomnharchbab, isn't it? (It is a beautiful day, isn't it?).

b-Inter ‑ Sentential Code Switching

Hoffman (2014) explained inter-sentential code-switching, as occurring across a sentence boundary.

Example: I don't think so, 3awed men jdid. (I don't think so, repeat again).

The switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language.In other words, inter-sentential switching appears when an individual shifts from one language to another between different sentences.

c- Intra-Sentential Code Switching

The second switching type is intra-sentential which encompasses switches within a sentence Hoffman (2014). Yletyinen (2004) adds that intra-sentential occurs when words or phrases from another language are added into a sentence of the first language.

Example : ma3andich a precise topic, but I'm thinking f hajawahdokhra.(I don't have a precise topic, but I'm thinking in something different).

Other types of code-switching

*-Conversational Code Switching:*Gumperz (1982:61) defines the type conversational code-switching: "The juxtaposition within the same speech exchange of passage of speech belonging to two different grammatical systems".

Conversational code-switching refers to the occurrence of languages in one utterance or between utterances. Gumperz mentioned several functions of code-switching and they are quotations, addressee specification, interjection, reiteration, message qualification and personalization versus objectification.

-Situational Code Switching: Situational code-switching is associated with particular social roles and the relationship between participants. Gumperz (1982) states that:

> Distinct varieties are employed in certain settings (such as home, school, work) that are associated with separate, bounded kinds of activities (public speaking, formal negotiation, special ceremonials, verbal games, etc) or spoken with different categories of speakers (friends, family members,   strangers, social inferiors, government officials, etc) (P.60).

According to Gumperz, there is a relationship between the language used in a different setting and certain activities that speakers practice.

-Metaphorical Code Switching: In this type, the focus is not related to social context but it's about the unexpected variety (metaphor) which is related to a particular

subject matter. Some speakers use metaphorical code-switching to shed light on their educational level or to show their linguistic skills. Holmes (1997:48) notes that this kind of switching can be used to speech situation in which "Each of the codes represent a set of social meaning".

1.3.2. Functions of Code Switching

There are several functions of code-switching, they are as follow:Referential, Directive, Expressive, Metalinguistic and poetic.

a- Referential Function: Fong (2011) stated: "Speakers can't find a certain concept that available in that language". According to him the occurrence of code-switching is required when speakers do not know the translation of certain words.

b- Directive Function: This function is about conveying a message, it uses language and state another person in their code-switching, Appel and Muysken (2006) reported the directive function of code-switching is one way to involve and affect the hearer.

c- Expressive Function: In this function, speakers are allowed to shift from one language to another to share a feeling, or self- identity. First of all, speakers switch their code for habitual and usual expressions to expose different intent or meanings. Then it affects the speaker's thought. In addition, code-switching can also be seen as a tool to make language easier in use.

*d- Phatic Function :*This function of code-switching emphasizes on important parts of any utterance and states different tones. In here, language can also be used to create contact between speakers. Muysken (2005) mentioned that this change of tone can show whether the content of the conversation is private, hostile, friendly or even formal.

*e- Metalinguistic Function:*In this function speaker used code-switching to provide a sentence that include phrases and words, which can be a quotation of lyrics, idioms or speech. Myers-Scotton (1979) shows that speakers sometimes alternate between different languages to add comments, critics or point of views.

*f- Poetic Function :*Words and sentences are switched to another language, in order to amuse and entertain a language. I.e. speakers change the language when they want to tell jokes, or when they try to avoid taboo words and phrases in the main language used in a particular conversation.

1.3.3. Reasons for Code Switching

People code switch between two or more languages when speaking or writing, Hoffman (1991) states that there are seven reasons that lead to the use of code-switching between bilinguals or multilingual speakers.

a- Talking about Certain Topics: People sometimes choose to switch between languages when expressing their feeling, they feel more comfortable when speaking in one language rather another.

b- Quoting Somebody's Words or Expressions: As Hoffman (1991:115) states that: "Sometimes people like to say of some well-known facts or quote a prominent expression". When a speaker is good in particular languages he can quote from those languages, such famous expression, proverb, or some well-figures in his original language.

c- Being Emphatic about Something or Expressing Solidarity: When someone wants to be emphatic about something he will intentionally or accidentally switch from the language he is using to his native language or he will switch from his native language to the second language since he feels more proper to one language rather the other.

d- Interjection or Inserting Sentence Connectors: Hoffman (1991) recommends that sometimes people intentionally or unintentionally may create sentence connectors or interjection in the time when switching to different languages. They insert words or expressions into a sentence to indicate surprise, strong emotion or attract attention. They are noticed more in speaking rather than in writing.

e- Repetition used for Clarification: When a bilingual person wants to clarify or emphasize his message, a repetition can serve not only in one language but also in the

languages he master, the same message in one language is repeated in the other language word for word.

f- Intention of Clarifying the Speech Content for Interlocutor: Hoffman (1991) mention that: "When a bilingual person talks to another bilingual code-mixing or code-switching helps the smooth running of the content of the speech and makes the speech comprehensible to the listener", in order to the speech can be understood by the listener, the content is repeated in another language.

g- Expressing Group Identity: Code-switching can be useful between bilingual speakers especially who are from different communities since a speaker can express his identity or talk about his culture. So that the person he is talking will be more familiar and close to know about the new culture.

1.3.4. Factors Influencing Code Switching

Social factors and social dimensions are the crucial elements for explaining the choice of one language rather than another. They are considered as the basic mechanisms in analyzing the type of social interaction in utterances.

a-Social factors: According to (Holmes, 2013), social aspects include the social context, the participants, the topic and the purpose have strongly influenced the utterance of a speaker in using sociolinguistic phenomena such as borrowing, diglossia, code-switching, register, style, and interference.

-The Participants: They are language users who interact in a particular conversation and who have an impact on language choice.

-The Social Context: It is the setting where the speech takes place.

-The Topic: It is the subject held in a spoken or discussed conversation between the participants. Thus, the selection of a particular language is determined by the topic to be discussed.

-The Purposes: It consists of the goal or the aim that the participants are willing to achieve during or after the conversation.

b- Social Dimensions: Social dimensions are very useful aspects of describing language choice between participants in their conversation within particular content. They consist of:

-*Status:* It refers to the social role and position of the participants which determine the language choice that must be done in a particular situation.

-*Solidarity:* It is about the social distance which shows the relationship between the participants and how well they know each other is a relevant factor in the linguistic choice.

-*Formality:* This factor is useful in assessing the influence of social setting or type of interaction on language choice. In other words, there are social settings which require either a formal or an informal language.

-*Functions:* Language can convey objective information of a referential type or it can express how someone is feeling. So, language has a referential function (informative) that is used to inform as well as an effective function which is used to express one's feeling.

1.4. Code Mixing

Code mixing is a well-known trait in the speech pattern of the average bilingual in any human society over the world.Kachru (1978) defines code mixing as:

> The use of one or more languages for consistent transfer of linguistic units from one language into another and by language mixture developing a new restricted and not restricted the code of language interaction (P.28).

So, code-mixing is the use of more than one language or mixing between languages to reach a new code useful for language interaction.In addition, Crystal (1997:66) sees that code-mixing "Involves the transfer of linguistic elements from one language into another" (quoted in Walwadkar, 2013, p.45).In other words, code-mixing is the transmission of linguistic units (words, phrases, clauses…) from one language to another within a single sentence.

Furthermore, it is noticeable that code-mixing and code-switching are not the same phenomena and they act differently in the speech process, Kachru (1983) observes:

> There is a distinction between code-mixing and code-switching, though they have been treated as the language contact phenomenon.The code switching entails the ability to switch from code A to code B […]. The code mixing, on the other hand, entails transferring linguistic units from one code into another (P.193).

In brief, code-switching is about altering between different codes, whereas code mixing is just transmitting new linguistic elements from one language to another.

1.5. Borrowing

Borrowing is a different way of switching which requires the insertion of linguistic items from one language to another through which the borrowed words become parts of the recipient language.As Hudson (1996:55) states that: "[…] borrowing involves mixing the systems themselves because an item is borrowed from one language to become part of another language". That is, bringing a new linguistic item so as it belongs to the recipient language.

Another definition of borrowing was given by Hornby (2005:179) "Borrowing can be a word, a phrase or an idea that somebody has taken from another person's word or from another language and is used in their own".Thus, borrowing is the process of taking a word or a linguistic item to insert in the speaker's native language.

All in all, it is obvious that researchers attempted to distinguish between code-switching and borrowing from different perspectives.They consider code-switching and borrowing as a fundamentally different phenomenon where others consider them as similar ones.Both phenomena are related to language contact depending on what a speaker chooses either to borrow words and phrases or to code switch in a particular conversation. However, the speaker is more limited in borrowing, since it is more

formal and linguistically controlled in contrast to code-switching which follows no rules or a structured form.

1.6. Linguistic gaps

Is when a speaker has a blank to fill it in his speech to complete his idea or thought. It occurs when speakers don't have the equivalence of certain words in one language. In addition, this leads to code switch from one language to another. In the view of Ping (2008:8): "A speaker may not be able to express himself in one, so he switches to the other language to compensate for the lack of his words or the deficiency". Speakers tend to shift between languages in order to find suitable words and to achieve their purposes. Moreover, and according to Mahsain (2015), bilinguals use code-switching in order to fill their linguistic gap as a result of silence, hesitation, and uncertainty or trying to remember certain words which cause a pause.

1.7. Communicative Competence

Communicative competence is the ability to use language in order to participate effectively and exchange communication with others.

Hymes (1972:182) shows that the knowledge that the speaker uses in the utterance is influenced by the situation where speech takes place for the sake of maintaining comprehension between speakers. In the same view, Saville-Troike (2006:101) refers back to this term by stating that communicative competence is about the knowledge required in the communication process, As well as the good acquisition of knowledge depending on the social context by which a language is learned and used. Additionally, the knowledge that a speaker needs must be successfully produced according to the social context.

Unlike hymes, Canale (1983) and Swain (1980) suggest that communicative competence is not only about the knowledge the speaker needs but also the skills he must have for communication. According to them, knowledge is about what a speaker knows about language and its different aspects. Another point in which they refer to the concept of "skill" as the way knowledge is used in communication. Moreover,

Canale (1983) refers to skills as the ability to communicate which are known as performance.

As it has been previously cited, communicative competence is the ability to use language in communication; that is to say when a speaker is knowledgeable about language aspects and skillful enough in language use, he will communicate effectively with no constraints.

1.8. Speech Accommodation

Linguistic accommodation is about the intent speakers have in an attempt to make their speech more or less like their interlocutors. However, when a speaker tries to adopt the other person's communication characteristics to reduce social differences, we speak about convergence, while the speaker is against the adaptation of other's speech and emphasizes on social differences, we speak about divergence (Thakerar et al., 1982, p.207).In other words, speech accommodation is a variation in speech style according to the function of the speakers and where they come from. For instance, it can be influenced by the perception of the listeners. This style of variation is usually described in term of audience design, that is, who they are talking to. But it is more generally known as speech accommodation.

As a result, speech accommodation is about our ability to modify and adjust our speech towards or away from the speech style of the person be talking to. People can adopt a speech style that attempts to reduce social distance described as convergence and use forms that are similar to those who are by a speaker's addressee. In contrast, when a speech style is used to emphasize on the social distance between speakers, the process is called divergence. In brief, if two speakers use similar speech forms they convert, if not they divert.

1.9. Communication Accommodation Theory

Communication accommodation theory is a widespread theory which encounters the interest of many disciplines such as writings, songs, and human social interactions (Giles et al., 1991). However, there are two essential concepts for CAT, convergence,

and divergence. Convergence is the strategy whereby individuals adapt to each other's communicative behaviors in terms of a wide range of linguistic –prosodic-nonverbal features including speech rate, pausal phenomena, and utterance length phonological variants, smiling, gaze, and so on (Giles et al., 1991:7). This means that convergent linguistic behavior shows solidarity and reduced social distance which tends to achieve social acceptance and approval. Unlike when a speaker imposes his speech with an emphasis on social differences, unshared solidarity and disapproval this is the divergent behavior.

To sum up, CAT is a communication theory which focuses mostly on the modifications people make on their speech while communicating. So, this phenomenon is about how to include or exclude people from the communication process i.e. how to convert or divert.

1.10. Definition of Facebook

Facebook is a social network website that provides an extensive number of features to its users, to socialize and share information about their divergent identities through the creation of a Facebook account confirmed by a valid email address. By that, users can keep in touch with their friends and having access to different Facebook activities. Consequently, Facebook has become the most globally used social network platform on the Internet and a worldwide tool for communication. Wei (2000) thinks that social networks contributed greatly to the enhancement of language practice and language standardization. Facebook allows its users to keep updated with friends' social activities, upload photos, share links and videos and connect with people.

Thus, Facebook became the most useful social network in the world that facilitates communication among people even between students. That is what has made it in correlation with some sociolinguistic phenomena especially code-switching which has been widely occurring in Facebook communication.

1.11. Code-switching in Computer-Mediated Communication

Facebook is the world's largest social network used by people to connect and communicate with each other online. It is an electronic media in which code-switching occurs often. However, bilinguals are conditioned by different situations for using code-switching. One important feature of computer-mediated communication (CMC) is the allowance of bilinguals to be more creative in using the available languages for them in online communication that contribute to the occurrence of code-switching in their interaction.

According to Einsenstein (2013), the appearance of (CMC) and social media have basically affected the natural language processing that intrigued many linguists to study the impact of new media on language change. In other words, computer-mediated communication means any communication form made by speakers with the help of computer technology (Software). It is the type of communication that needs a direct response as the sender and receiver do not necessarily be online.

1.12. The Role of Facebook in Creating a Linguistic Subculture

The advancement of the Internet has facilitated the rapid emergence of various social interactions between people with shared interests by uniting them across the globe. Ultimately, it has led to the creation of a virtual world which connects people from different cultures with each other. According to Dominick (2013: 24): "Social media are online communications that use special techniques that involves participation, conversation, sharing collaboration and linkage". In other words, social media are considered as very interactive tools for communication.

Additionally, Dominick (2013:94) states that: "Social media are media for social interaction, using highly accessible and scalable communication techniques. Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue". That is, social media require the availability of communication techniques and technologies which are used to maintain communication between people online by enabling them to participate, share and collaborate with each other.

To sum up, Facebook is considered as the largest and most used social media in the world that has created a correlation between people from different sides of the world by serving as culture conveyor, this has helped to create a lasting connection between people despite their cultural differences.

1.13. Conclusion

Code-switching has become a naturally occurring phenomenon among bilingual and multilingual people. It has plenty of functions and purposes falling under different motives which lead to code-switching occurrence in social life. The following chapter will focus on code-switching as a sociolinguistic phenomenon used by university students in their daily Facebook interactions to check their attitudes towards it.

Chapter Two :

Research Methodology and Data Collection

Chapter Two   Research Methodology and Data Collection

2.1. Introduction

The present chapter is concerned with research methodology of the current study. It includes the following elements: research design, sampling, participants and data collection instruments. This chapter also sheds light on the quantitative and qualitative approaches used to analyze data which were collected from different sources through the use of questionnaire and observation method.

So, the purpose of this research work is to find out the main reasons leading master1 English students at Belhadj Bouchaib University Centre to use code-switching in their daily Facebook conversations and the impact of this social phenomenon on their linguistic background mainly: vocabulary and spelling.

2.2. Motivation for Research

Among all the networking sites, Facebook has been selected as the core element of this study since it has strongly taken our attention. Because it is one of the most used social media in Algeria. In Facebook, the computer-mediated communication on the internet is where code-switching is highly occurring.

To tackle this research, some strong motives encouraged us to make a study on this topic. Firstly, our curiosity; we wanted to know more about code-switching since it is a very interesting phenomenon to be observed and studied. Secondly, because we noticed that code-switching is widely used by bilingual students and it manifests greatly in social media more specifically on Facebook. Thirdly, it is an interesting phenomenon that attracts the attention of many foreign languages learners.

The first motive which empowered us to choose this topic is that we experienced it when we were chatting with friends. Since we are foreign language learner, we used to mix between the languages we master in order to convey our messages more accurately. So, this phenomenon has enticed our attention because we have learned many new words that we had never heard about before. It helped us to avoid the lack of comprehension and create a well understanding with our friends. Thus, code-

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switching seems a very motivating subject which enables us to communicate with foreigners, to learn from them and got opened on their culture.

To sum up, we both fell under the inspiration of making a dissertation about Facebook on foreign language learners, since we were one of them and we have been clearly affected by this experience and got the idea that switching between languages via Facebook can have negative and positive aspects on Facebook users, especially on students (Foreign languages students).

2.3. Research Design and Methodology

In order to get the desired data for this research, a questionnaire and an observation method have been used. The questionnaire's aims at revealing the point of view of the sample population towards code-switching in Facebook chat. The observation method is used in order to observe the different occurrences of code-switching in Facebook. To achieve this research purpose, our research design attempts to give a full description of the quantitative and qualitative methods used. Then, the data will be analyzed.

Recently, researchers are in a strong debate concerning which of the research approaches is more useful and adequate for social sciences. However, some of them considered both approaches as separate ones, while others see them as combined ones by proving that mixing both approaches is the best approach for getting relevant and accurate data. For example, Bryman (1988) agreed that both approaches should be used in correlation. However, Two broad approaches are used to fulfill the needs of the research: qualitative and quantitative.

2.3.1. Qualitative Method

Is a research approach which aims at collecting data through the description, it follows an unstructured, flexible, and open approach to inquiry. It also explores perceptions and feeling rather than facts and figures. According to (Blaxter, Hughes and Tight, 1996. P. 61): "[…] Qualitative research, on the other hand, is concerned

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with collecting and analyzing information in as many forms, chiefly non-numeric, as possible. It tends to focus on exploring in as much detail as possible […]”.

Qualitative research is an approach which explores data in a descriptive and detailed manner for generating hypotheses or a theory needless numeric data. On one hand, Punch (1998. p. 4) states that: “Qualitative research is more open and responsive, qualitative research is empirical research where the data are not in the form of numbers”. This means that this approach is used to explain and describe data out of using numbers and statistics and it relies heavily on human behavior in a social context. These human behaviors are examined in depth to generate a conclusion, knowing that the use of this approach itself will enable the researcher to be in contact with his participants by making them a crucial part of the investigation process. (Sherman and Webb, 1990. p. 5). On the other hand, Chilisa and Preece (2005) argue that qualitative method is a type of inquiry by which the researcher conducts a study about people's life experiences, using various techniques such as observation and interviews. By the end, data will be given in a descriptive way rather than statistics and numbers.

Richards (2003. p. 9) mentions four reasons for using qualitative methodology as data collecting instruments:

✓ The analysis is based on various features
✓ It gets the researcher more familiar with the events happening in a community and enables him to be integrated with his field of interest.

All in all, this research approach seems to be more relevant for doing this study, since it will provide us with the appropriate data for our topic by enabling us to be more in contact with the participants we have chosen. Yet, in collecting qualitative data, we seek to demonstrate multiple people's experiences and behaviors by producing a wealth of detailed information.

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2.3.2. Quantitative Method

Is a research approach which aims at measuring information through the use of numbers, it follows a structured, rigid, predetermined methodology. It tries to make a generalization to the total population.

Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers […]. Though quantitative research is based more directly on its original plans, its results are more readily analyzed and interpreted. (Best and Khan, 1989. p. 89-90).This means that data must be presented and measured in a statistical form which open doors for analysis and interpretation. In addition, quantitative research is, as the term suggests, concerned with the collection and analysis of data in numeric form. It tends to emphasize relatively large-scale and representative sets of data and it is often, falsely tends in our view, presented or perceived as being about the gathering of "facts".(Blaxter, Hughes and Tight,1996. p. 61). Furthermore, quantitative research is especially efficient at getting numeric data in a good representative way that has been gathered from a certain fact. The quantitative approach gives evidence which helps in generating conclusions and theories.

All in all, both types of research are valid and useful. They are not mutually exclusive. It is possible for a single investigation to adopt both methods together.

2.4. Research Objectives

This research paper is made to reveal the impact and the factors of using code-switching in Facebook, for this study a questionnaire which encompasses all the possible questions, in addition to the observation method are used as tools to come up with the desired results. This study investigated the messages found on Facebook in these students' chat. The study aims to achieve these objectives:

  ✓ To determine the reasons for using code-switching on Facebook among Master1 CUBBAT students.

- ✓ To determine the occurrence of code-switching in the students' Facebook messages.
- ✓ To demonstrate the impact of code-switching use in Facebook communication among   English students.

This study will make a contribution to the existing literature on code-switching, especially on online communication. It will help to provide insights on how and why code-switching manifests not only in spoken but also written form (Online communication via Facebook). As a result, code-switching can be used to obtain positive or negative impacts on the online conversation by bilingual students.

2.6. The Setting

To conduct this research, the researchers chose two methods to deal with (questionnaire and observation) in order to get appropriate data. We distributed a questionnaire to 40 participants, we gave 1copie of questionnaire to each student, the meeting took place in classroom at university center of Belhadj Bouchaib, located in AinTémouchent, Algeria. The setting was suitable since we were studying there and it was easier to get the desired information. In other hand, as part from that we had access to social network and Facebook chatting for conducting observation method and analyzing screenshots of students who were aware of this investigation process.

2.7. Data

Data is a set of information, facts, input and acquaintance which are gathered for achieving a specific research goal or to find out answers for questions related to a particular subject matter.

According to Hicks (1993, p. 668): "Data: A representation of facts, concepts or instructions in a formalized manner suitable for communication, interpretation, or processing by humans or by automatic means". Data are truths, resulting from process of measuring events, objects, or instances of reality, which can be understood by everyone in order to communicate it.

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Clare and Loucopoulos (1987, p.2) state: "Data: Facts collected from observation or recording about events, objects or people". Thus, data are the vast numbers of objective facts that exist in the universe and that could be measured and be collected.

Martin and Powell (1992, p.10) suggest that: "Data: The raw material of organizational life; it consists of disconnected numbers, symbols and syllables relating to the events and processes of the business". Data represent information and are the only way to make information explicit, it encompasses facts that have relation to real life situation in form that can be communicated and interpreted.

2.8. Data Collection Methodology

As it is mentioned, the objective is to determine the reasons leading master1 English students to use code-switching in conversation via Facebook and the impact of code-switching on students, the data of this study is taken from the questionnaire answered by 40 students from CUBBAT whose mother tongue is Algerian Arabic, studying English as a foreign language. The study concentrated also on 4 copies of Facebook messages which were evaluated by using the observation method. Besides, both qualitative and quantitative methods were adopted in this work to confirm the validity of the finding and seeking to discover the underlying social phenomenon shaping interaction. According to Khadim (2014,p.76): "In qualitative research, the researchers conduct to collect the data through careful analysis and in-depth personal interviews and also based on what they observe, hear, comprehend from various events". It means that qualitative research helps the researcher to gather data depending on what he observes or by making personal interviews with the participants to get a large number of details which will contribute for completing the research process and present it the way it should be. Besides, the qualitative methods, there is quantitative elements. According to Babbie (2010), quantitative research refers to the systematic study which is more about statistical, mathematical, numerical or computational techniques through which data will be given in percentage.

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At the end of this study, we will introduce statistically the motives behind using code-switching by English students in Facebook as well as giving a full explanation about the impact and consequences of code-switching occurrence in Facebook chat.

2.9.Sampling

Sampling is a process used in statistical analysis to select a few respondents (a sample) from a bigger group of students. It allows researchers to obtain information about a sample population depends on the type of analysis being achieved. Lobiondo-wood and Haber consider a sample as: "A portion or a subset of the research population selected to participate in a study, representing the research". So, a sample is a part taken from a whole population selected for a specific research goal. Moreover,in (Webster 1985), it is stated that a sample is a fraction of a large population whose characteristics are analyzed to get information about the whole.

2.9.1. Description of the Sample

Informants were students at CUBBAT, who were addressed to respond to the research instruments chosen for this investigation, namely the questionnaire and observation method. However, from the larger population, 40 participants were chosen as a sample from master1 English students. In fact, the informants were selected randomly for the sake of allowing different genders and ages to cooperate in the data collection process.

2.9.2.   Random Sampling

According to Milroy and Gordon (2003,p. 24) the random sample is a suitable step which helps the researcher to tackle his study. By using this procedure, he will be able to achieve representativeness and to avoid bias. However, through random sampling all the chosen population for the sample will take part in the investigation process, in this respect they say: "The key to achieving a representative account of the language of a group of speakers is the avoidance of bias. Selecting speakers of a particular subgroup is an obvious source of bias if the goal is to describe the population in general". (P. 24)

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Additionally, Milroy and Gordon (2003) state that: "The guiding principle of random sampling is that anyone within the sample frame has an equal chance of being selected". (2003, p. 25). So, this type of sampling is significant for this study, since it allows the two genders to participate in the inquiry by providing the desired data for the researcher.

2.9.3. Participants

For this study, 40 active Facebook users were selected randomly aged between 21 and 23, they were given a version of a questionnaire consisting of 14 questions and the results will be explained in data analysis. As researchers on this topic, we asked the permission of master1 students to make screenshots of their Facebook messages in order to find answers for our investigation.

Likewise, participants were English language students who are bilinguals (Algerian Arabic, English, French) able at mastering more than two languages and are able to use code-switching to update Facebook status, comments and writing messages. Then, we tackled our research based on random sampling because it can help us to gather as much information as possible which is available to build and increase the research data.

2.10. Research Instruments

In the present work, a questionnaire and observation method is the research instruments used for the analysis of data. Within this part, the impact of code-switching on English students, especially master1 students will be represented in an attempt to reveal its effects on online FB communication among them. The questionnaire will be used to quantitatively inquire about the students' perspectives of using code-switching in a virtual setting, namely Facebook. This research purpose will be achieved by:

-Investigating students' perspectives towards using code-switching in their daily Facebook interaction.

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-Mentioning the motives that led them to use CS as a tool for maintaining communication.

-To reveal the impact of using CS in Facebook conversation on English students' linguistic background (vocabulary and spelling).

Furthermore, data will be gathered also through the observation method by which Facebook messages will be observed to qualitatively portray the impact of code-switching on Facebook online interaction as well as its consequences.

2.10.1   The Questionnaire

Is a research instrument consisting of a set of questions which can be both qualitative as well as quantitative in nature, and that aims to gather information from respondents. According to O'Leary (2014), questionnaires have many uses, most notably to discover what the masses are thinking, these include: Market research, political polling, customer service feedback, evaluation, opinion polls, and social science research. This means that questionnaires are used for various purposes, usually for social science, to collect data and provide accurate outcomes related to his domain.

The questionnaire is a research instrument designed for master1 English Students. It consists of 14 questions for the sake of gathering information from the respondents. The questionnaire is a set of close-ended and multiple-choice questions. However, participants were chosen randomly in order to examine the factors that make the students switch between English, French, Arabic in Facebook conversation as well as the impact of code-switching on the participants.

For this research study, a questionnaire was used to collect data depending on two different types of questions: Open-ended questions and Multiple-choice questions.

2.10.2. Open-Ended Questions

Is a type of questions which allow the respondent to give a free answer depending on his own perception. However, one of the most important advantages of using this type of questions is that they enable the researcher to find more answers than he experts

by getting feedback on the respondents' own words. It is a form of questions which encourage people to express their attitude or point of view about a given topic and not being directed to a specific answer, but rather answering more freely and comfortably. By that, they will help in increasing the amount of data through offering various perspectives which contribute for the establishment of a better understanding.

2.10.3. Close-Ended Questions

In this kind of questions respondents are asked to answer by Yes or No and sometimes justifying their choice by answering the question (Why?). It is usually a type of questions in which the respondent is asked to choose one or more items from a limited list of choices, i.e. offering several alternative answers from which the correct one is to be chosen. These questions tend to give a specific and limited responses used for quantitative analysis of data.

2.10.4. The Observation Method

Observation is a method of viewing, to carry out certain resources and information that are needed by the researcher and fulfill a specific research purpose. In addition, observation can be either overt that is when the participants know that they are part of this research analysis or covert in which the researcher hides his identity from the participants. Observation is a method which is used in social sciences to give detailed data about people, processes, and cultures. According to Marshall and Rossman (1989,p. 79) observation is: "The systematic description of the events, behaviors, and artifacts of a social setting".

Furthermore, observation is helpful to identify and see how people interact with each other in a particular social environment. It is an outstanding instrument for gathering qualitative data in various conditions.

Observation is the second research instrument used for this study. Data were collected through observing student's Facebook conversation. We observed some copies of students' Facebook messages. We took only conversations in which code-switching occurs most between these participants. In this method, (4) copies were observed and all these messages were among friends and colleagues.

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2.11.   Conclusion

This chapter discussed the study design and methods that were used to collect data, both qualitative and quantitative approaches were also used for this research study. The qualitative approach involved the observation of Facebook chat messages taken from some students' conversations. Whereas the quantitative approach required the use of questionnaire as a data collection tool from Master1 English students at CUBBAT, where each question was addressed to them to fulfill our research purpose.Each approach was used to determine the reasons for using code-switching via Facebook and its consequences on these students, as well as the participants.

Chapter Three:

Data Analysis and

Interpretation

Chapter Three   Data Analysis and Interpretation

3.1. Introduction

This chapter is a portray of the findings obtained through the questionnaire and observation method. It seeks to reveal the evidence which supports our research questions and hypotheses. For achieving the required results, we aim at analyzing and interpreting the data quantitatively and qualitatively. This chapter will detect the results drawn upon the analysis of the selected data, to generate a conclusion which demonstrates our main purpose behind tackling this research paper. That is, proving the existence of code-switching in Facebook conversation and its hidden impact on foreign language students.

3.2. Data collection and Analysis of the Results

The present data analysis involves an overview of the data that have been collected from the questionnaire and observation. In addition, these two instruments were used to provide more relevant data and give clear answers to our research questions.

3.2.1. Analysis of Questionnaire

In this section of the study is the analysis of data that we have gathered from master1 students, knowing that the large number of the sample that we have chosen is 40 informants and the questions were divided into two parts: the first part consists of 5 questions, whereas the second one of 9 questions. So, there are 11 males and 29 females who are chosen for investigation.

Table 3.1 : The percentage of students' participation

Possible Alternatives	Male	Female
Number	11	29
Percentage	27,5%	72,5%

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40 students have been chosen randomly in the department of English at Belhadj Bouchaib University center, where 15 questions have been given to them through a questionnaire. However, the results showed that 11 males and 29 females answered the questionnaire. The number of females was higher than males as has been represented in the figure above, 72,5% of females and 27,5% males.
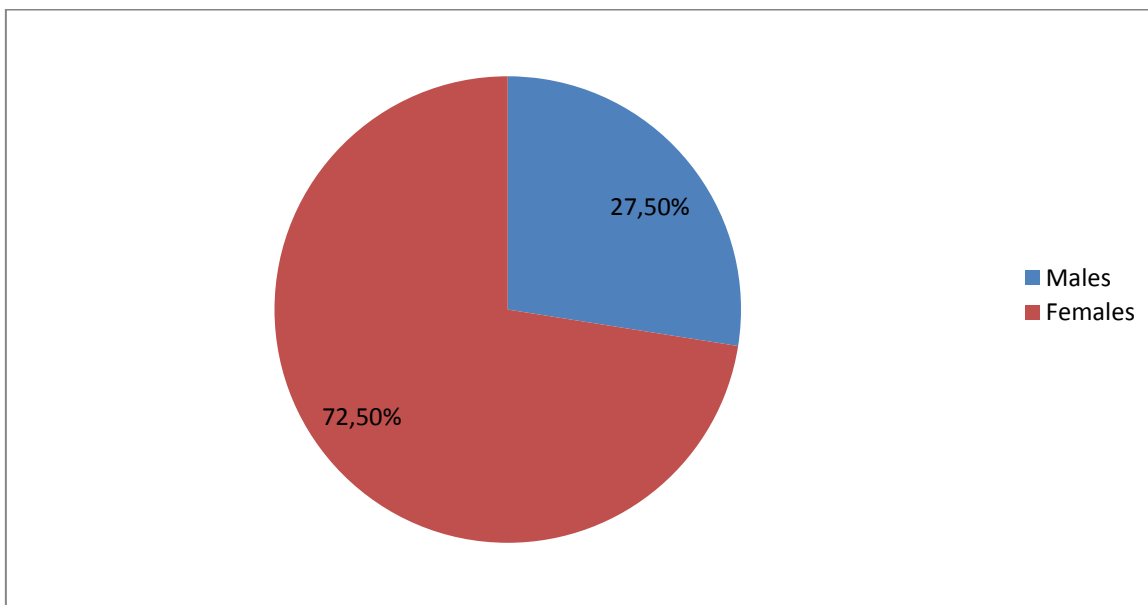

Figure3.1: The percentage of students' participation

Question 1: How often do you use Facebook?

Table 3.2 : The frequency of Facebook use among students

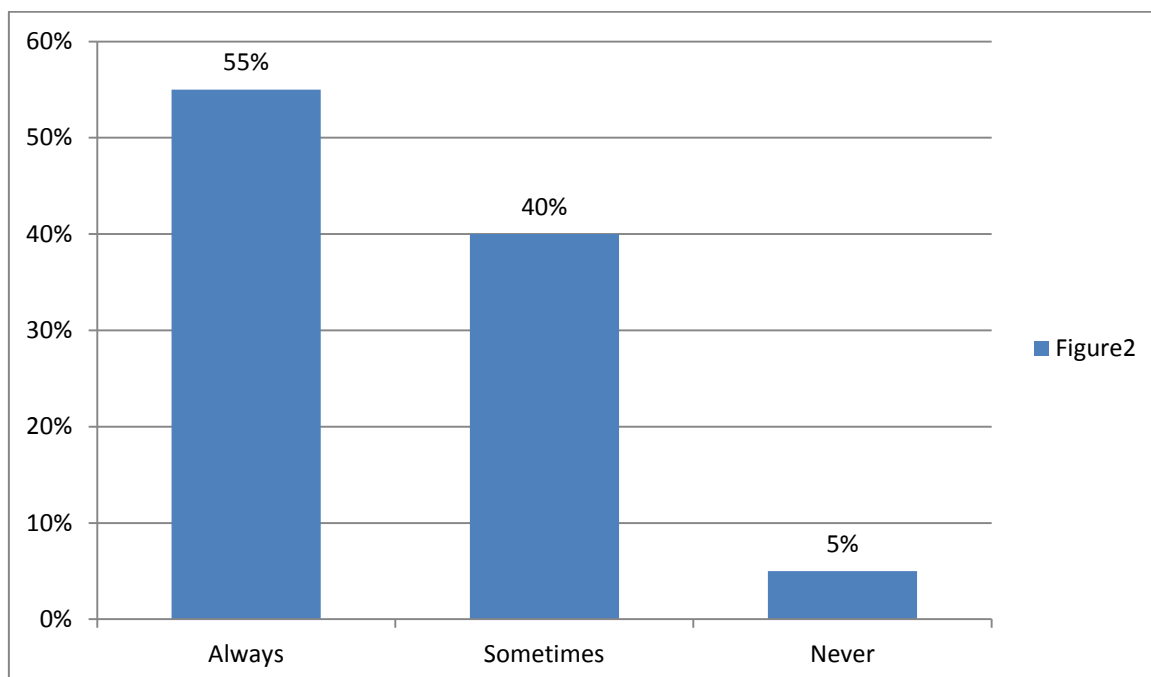| Possible Alternatives	Never	Sometimes	Always
Number	2	16	22
Percentage	5%	40%	55%

Figure3.2: The frequency of Facebook use among students

    According to the results, most of students have always used Facebook with a degree of 55%. This means that these students were active Facebook users as they engaged in different Facebook activities such as texting with friends, adding likes and commenting on publications, posting on their walls, tagging friends and uploading new images. 40% of students sometimes used it, and only 5% of students never used Facebook or had access to its various activities.

Question 2: which language do you use the most when chatting via Facebook?. Why?

Table 3.3 : The dominant language used by students in chatting via Facebook

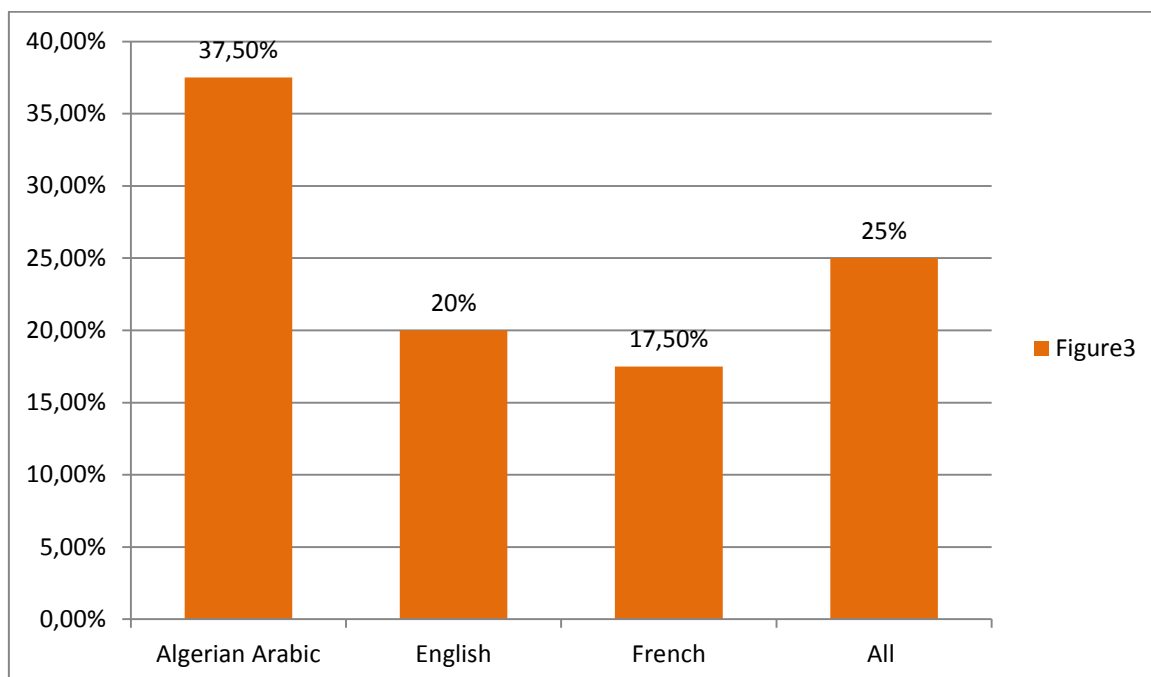| Possible Alternatives	Algerian Arabic	English	French	All
Number	15	8	7	10
Percentage	37,5%	20%	17,5%	25%

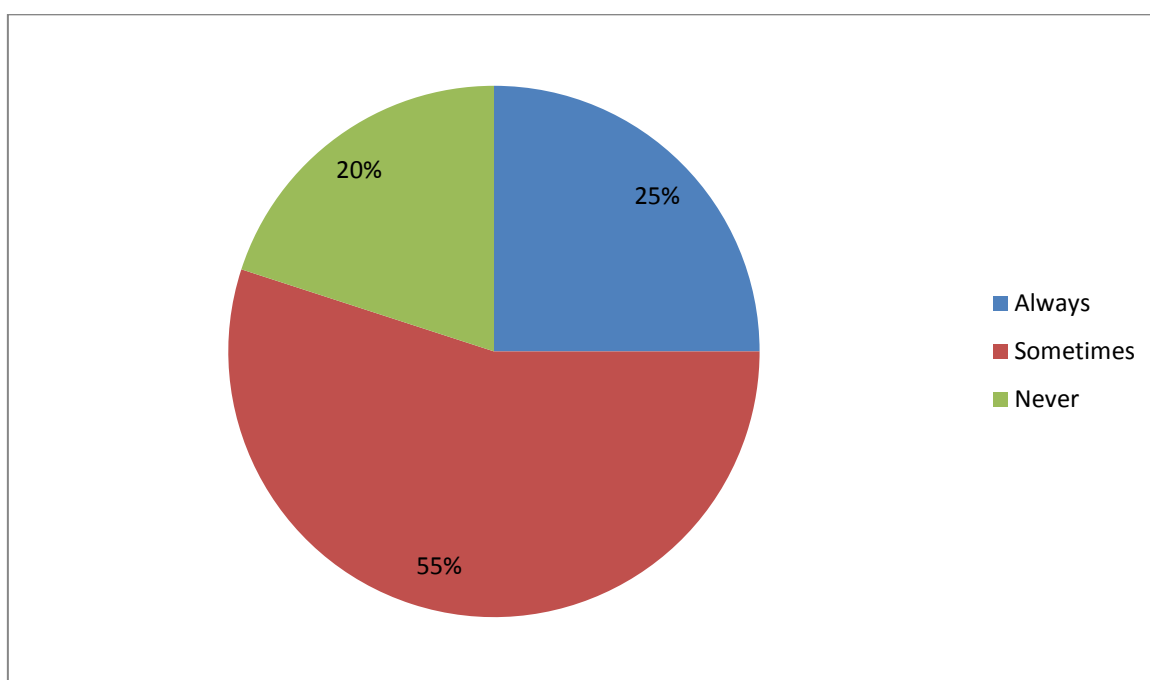*Figure 3.3 :* The dominant language used by students in chatting via Facebook

The pie chart above showed that 37,5% of the students preferred using Algerian Arabic in Facebook chat because it is their mother tongue and is considered as an effective language for the continuity of communication. In addition, 25% of respondents used all of the three languages proposed in Facebook conversation, whereas 20% of them used English, and finally, the lowest percentage of 17,5% of students used French in chatting via Facebook.

Perceptually, students say that using Algerian Arabic in their Facebook chat is more useful and effective to maintain comprehension and better understanding with their partners.

Question 3: Do you mix between French, English and Algerian Arabic in your conversation?.

Table 3.4 : The degree of mixing languages in conversation

Possible Alternatives	Never	Sometimes	Always
Number	8	22	10
Percentage	20%	55%	25%

Figure 3.4: The degree of mixing languages in conversation

From the figure 4, we noticed that 55% of the students sometimes mixed between the three languages (Algerian Arabic, French and English) depending on their communicative needs and regarding their interlocutors, students have tend to choose the appropriate language which fit their utterances. 25% of students always mixed between languages, since it is their habitual communicative behavior, whereas the rest with 20% never mixed between languages which mean that they kept only one language for interaction.

Question 4: Which language do you find useful for interaction via Facebook?

Table 3.5 : The most used language for Facebook interaction

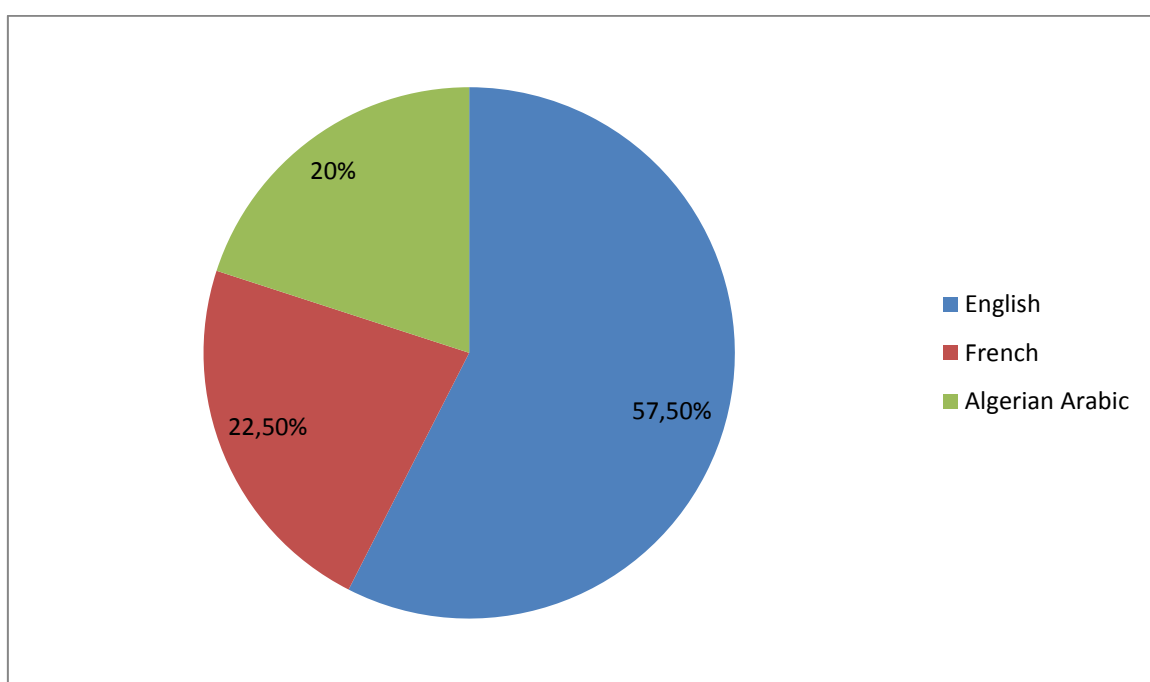| Possible Alternatives	English	French	Algerian Arabic
Number	23	9	8
Percentage	57,5%	22,5%	20%

Figure 3.5: The most used language for Facebook interaction

The results showed that 57,5% of students have considered English as the most used language in Facebook conversation since they are English students and it is the language of their educational domain. While 22,5% of them have found the French language as the preferable language to convey their messages because they were more competent in French and they can communicate easily using this language. Whereas 20% of them claimed that Algerian Arabic is the useful language for interaction in view of the fact that it is their mother language and they seemed to be less competent in English and French language.

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Question 5: Why do you code switch in online communication?

Table 3.6 : Reasons for using code-switching in the online conversation

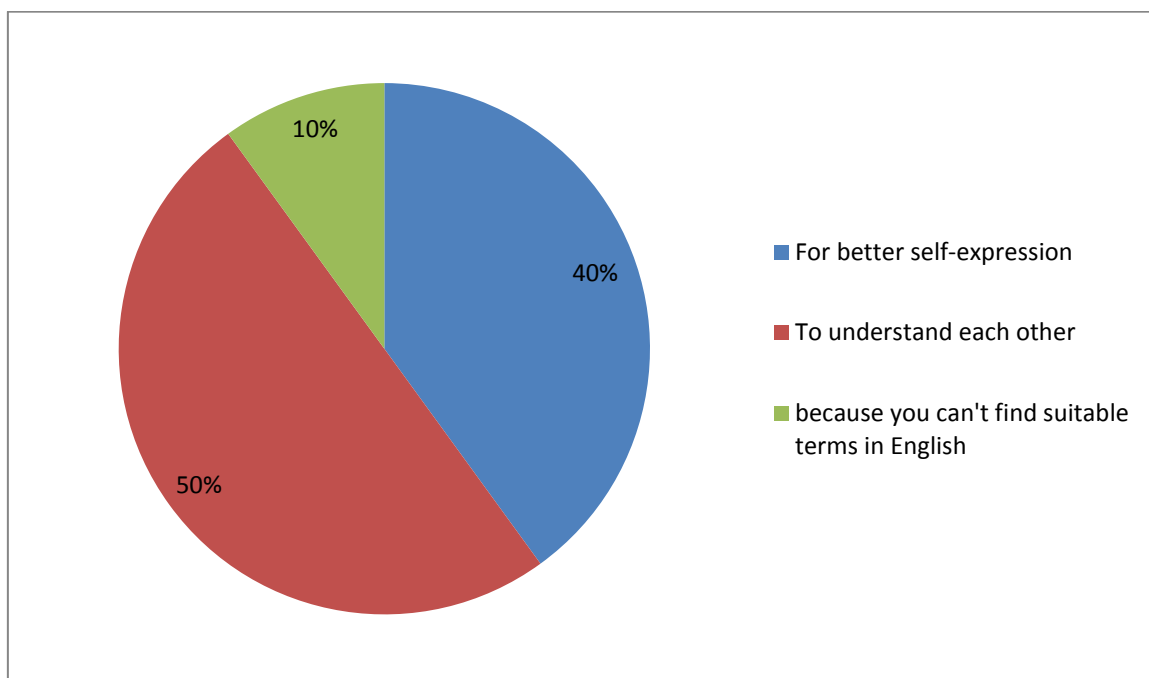| Possible Alternatives	For better self-expression	To understand each other in chatting	Because you can't find suitable terms in English
Number	16	20	4
Percentage	40%	50%	10%

Figure 3.6: Reasons for using code-switching in the online conversation

As have been shown in the figure above only 50% of the students used code-switching in Facebook to understand each other better. Moreover, 40% code-switched in order to better express themselves. However, 10% of them proved that they code-switch because of the lack of suitable terms in their English language.

According to them, using code switching in online communication was an effective way for guiding the conversation into its right path without creating any misunderstanding or comprehensive difficulties with each other. So, code switching

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have played an important role in delivering messages, thoughts or ideas appropriately to the receivers.

Part two

Question 1: What is your attitude toward mixing languages in conversation?

Table 3.7 : Students' attitude toward mixing languages in conversation

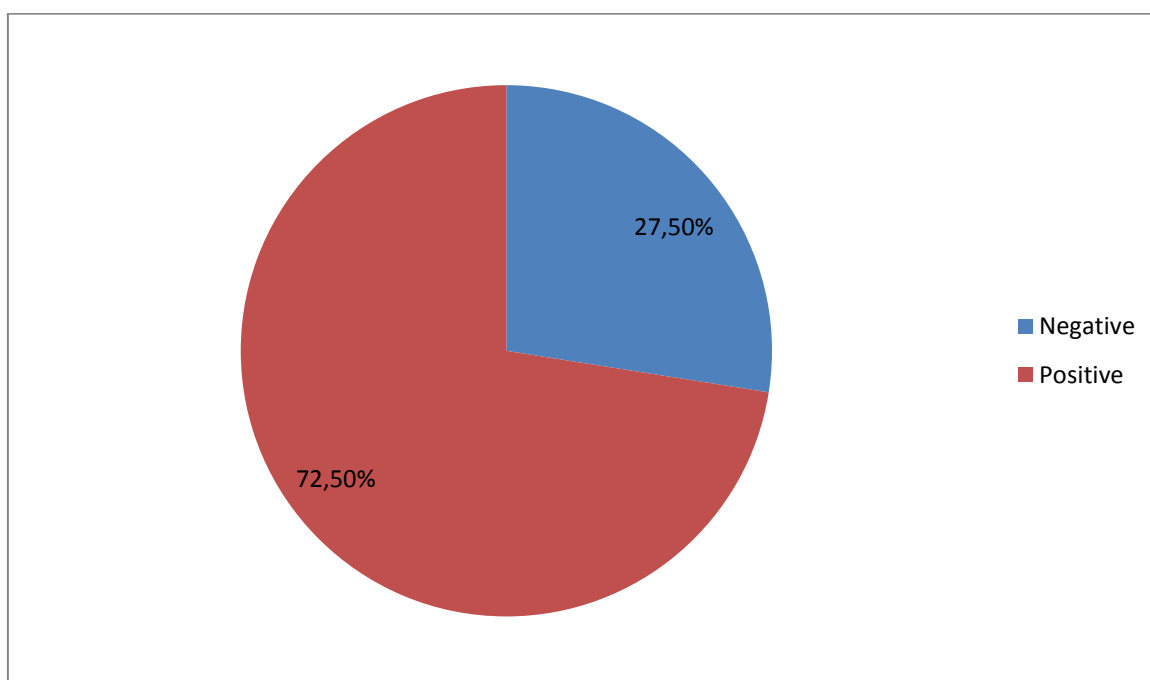| Possible Alternatives	Positive	Negative
Number	29	11
Percentage	72,5	27,5%

Figure 3.1: Students' attitude toward mixing languages in conversation

Considering the above results, it was clear that most of the respondents' attitude was positive with the percentage of 72,5%. Because of their bilingual trait, students changed their language while they wanted to be understood by the hearer. So, this phenomenon has enabled them to simplify the conversation and create a new style by being aware that the insertion from one language to another will not change the meaning of the language used. Finally, the rest of them have had a negative attitude

with 27,5% as they didn't consider language mixing as a beneficial strategy for communication.

Question 2: How do you qualify a student who uses two languages or more in the same conversation?

Table 3.8 : Student's qualification when using more than two language

Possible Alternatives	Competent	Well educated	Skillful in language use
Number	11	15	14
Percentage	27,5%	37,5%	35%

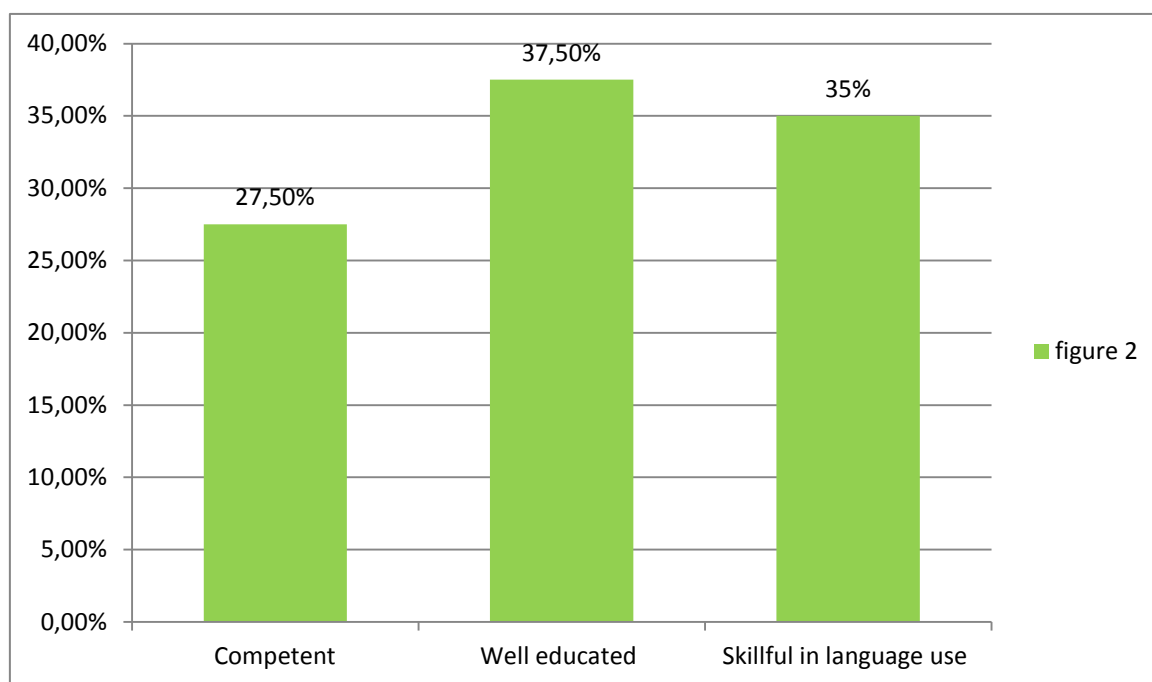*Figure 3.2:* Student's qualification when using more than two languages

    In considering the above scores, it is noticed that 35,5% of respondents consider the user of more than two languages as a well-educated person while 35% of them consider it as a skillful person in language use. Finally, the percentage of 27,5% shows that the use of more than two languages is just a case of being competent in these languages.

Briefly saying, a person who uses more than two languages is the one who had a good educational background as well as a good language proficiency which enables him to use these languages when necessary and in an adequate manner.

Question 3: Does the switched language affect your English vocabulary and spelling?

Table 3.9 : The effect of the switched language on English vocabulary background and spelling

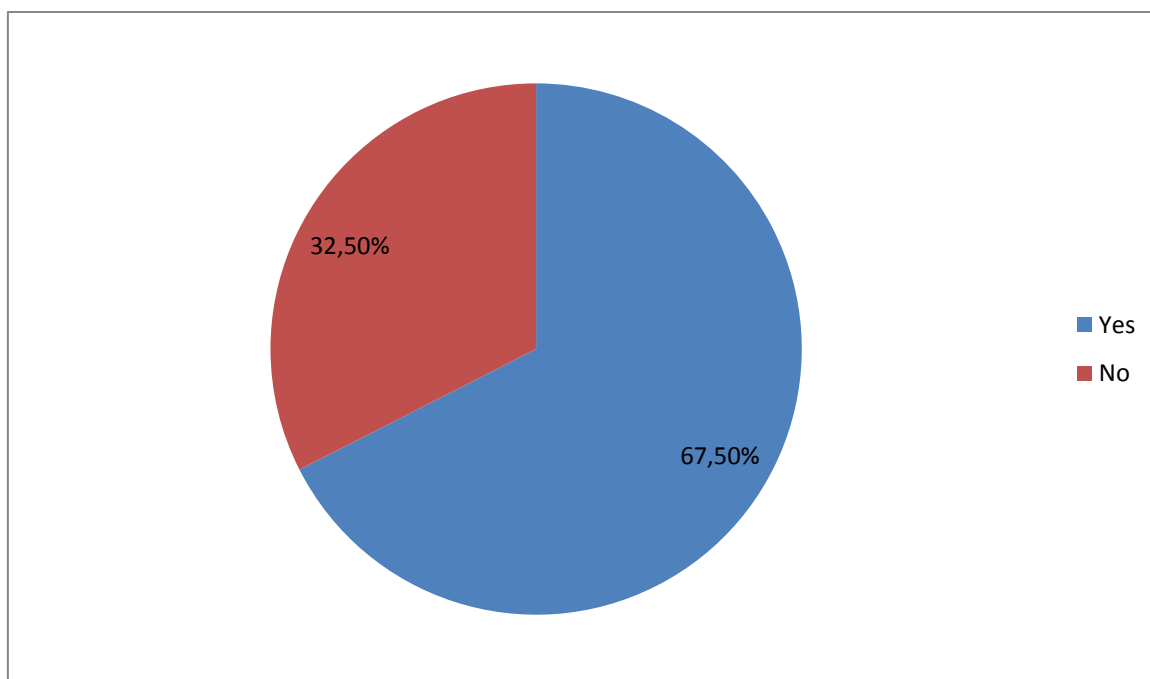| Possible Alternatives	Yes	No
Number	27	13
Percentage	67,5%	32,5%

Figure 3.3: The effect of the switched language on English vocabulary background and spelling

The represented graph showed that 67,5% of students have answered with "yes" as they have been affected in their English vocabulary and spelling by the switched language. Consequently, students started to forget their vocabulary in English and their

skills have been reduced especially in speaking and writing. However, 32,5% of them answered with "no" as they have not been affected in their English language since they didn't use more code-switching in their Facebook interaction to preserve their linguistic background in English and not to be affected in their spelling and vocabulary.

Question 4: How much vocabulary do you use when code-switching in your daily Facebook conversation?

Table 3.10 : The frequency degree vocabulary use in code-switching

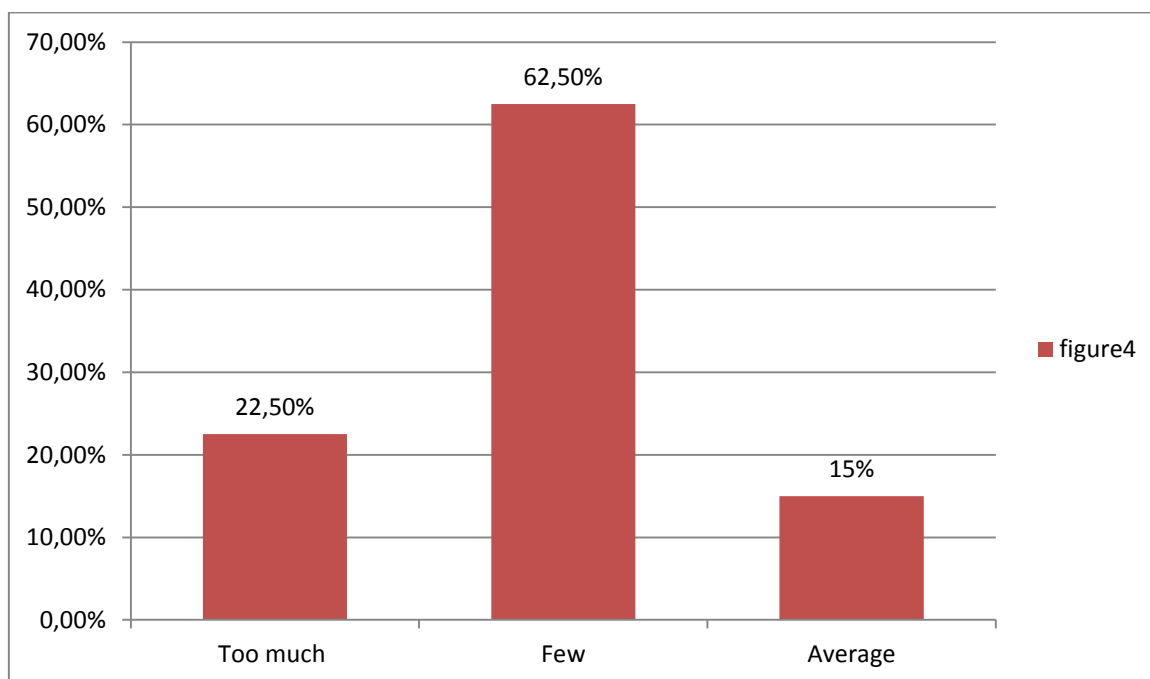| Possible Alternatives	Too much	Few	Average
Number	9	25	6
Percentage	22,5%	62,5%	15%

Figure 3.4: The frequency degree vocabulary use in code-switching

Figure 4 showed that 62,5% of the informants used few vocabulary when they code switched in Facebook. However, 22,5% of the respondents have stated that they

used too much vocabulary for code-switching, whereas 15% of them are average users of the vocabulary.

Accordingly, students who used more English vocabulary to their conversation have been considered as competent users of this language. Since it is their field of study, students were more likely supposed to communicate in English in order to enhance their English skills as well as highlighting their fluency.

Question 5: Do you learn new vocabulary when using code-switching in your Facebook chat?

Table 3.11 : Learning new vocabulary when using code-switching on Facebook

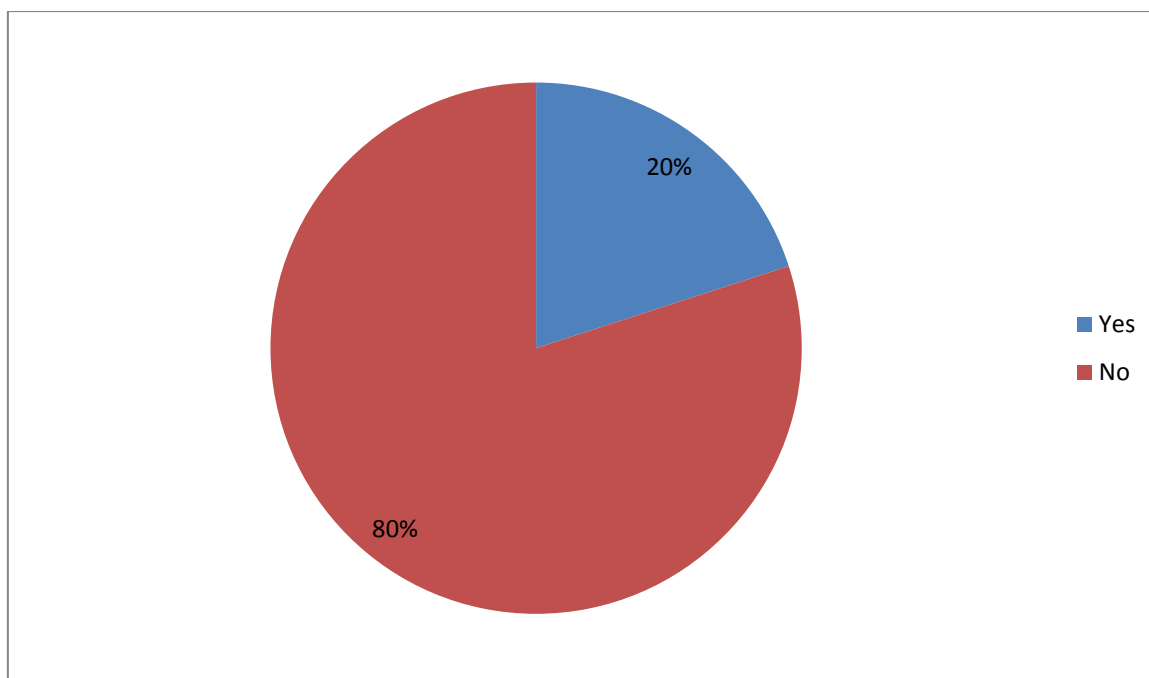| Possible Alternatives	Yes	No
Number	8	32
Percentage	20%	80%

Figure 3.5: Learning new vocabulary when using code-switching on Facebook

The obtained results above revealed that 80% of the students said "no" as they didn't learn new vocabulary through the use of code-switching, whereas 20% of them said "yes" as they learn vocabulary from using code-switching in their Facebook chat.

To sum up, students didn't learn a new vocabulary because the use of code-switching prevented English language from occurring mostly to their conversation due to the dominance of other languages (Algerian Arabic and French).

Question 6: Why do you write the word "thanks" in the form of "Thnx" or "10x"?

Table 3.12 : Reasons behind Writing "Thanks" in the Form of "Thnx" or "10x"

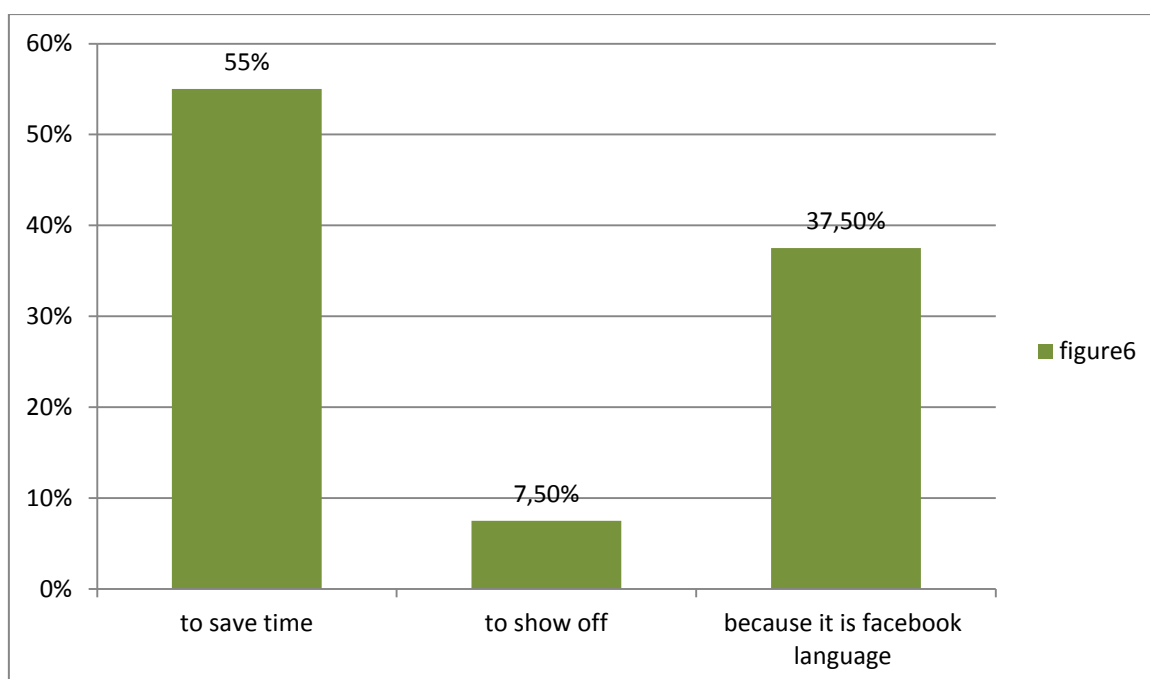| Possible Alternatives	To save time	To show off	Because it is Facebook language
Number	22	3	15
Percentage	55%	7,5%	37,5%

Figure 3.6: Reasons behind writing "Thanks" in the Form of "Thnx" or "10x"

The above percentage indicated that the highest amount of students (55%) used this form of writing for the word "thanks" in order to save time, while 37,5% of the

informants used it because it's Facebook language and the lowest percentage of 7,5% of them stated that they use it as a way to show off .

All in all, it has been noticeable that most students used this form of writing   just to save more time and not spending a lot of time in typing messages. So, this type of writing was considered as Facebook language (10x, Thnx…) and was commonly used between Facebook users especially between these students.

Question 7: Does the use of this writing form affect your English vocabulary?

Table 3.13 : The effect of writing the word "Thanks" in different forms

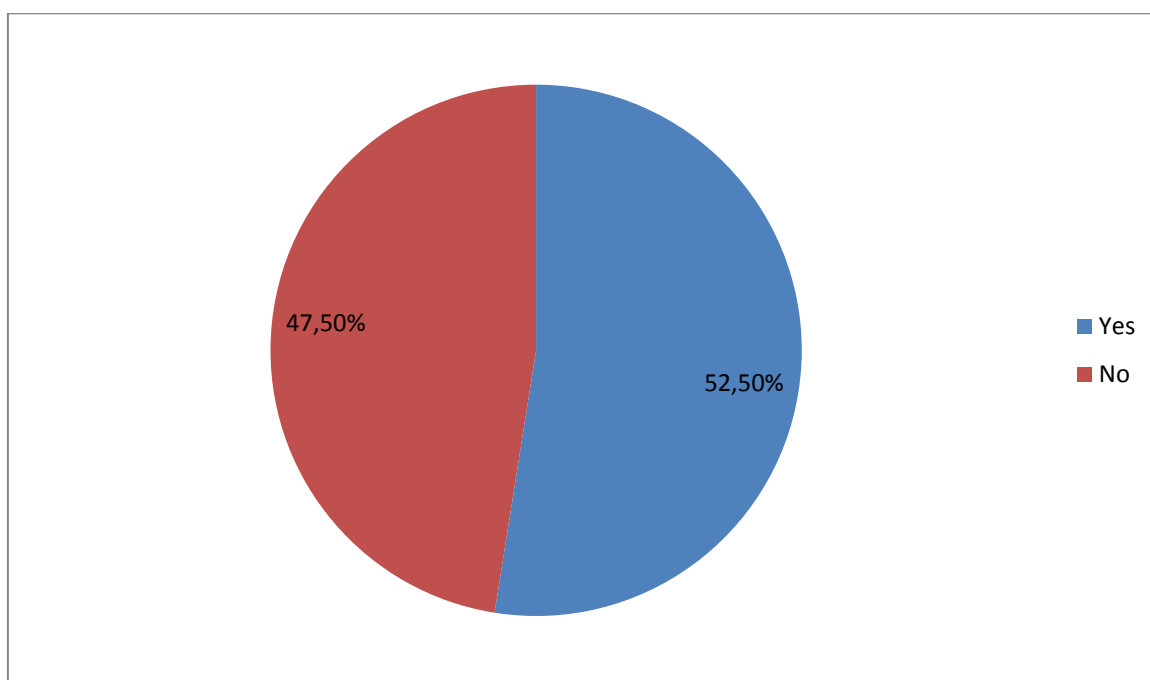| Possible Alternatives	Yes	No
Number	21	19
Percentage	52,5%	47,5%

Figure3.7: The effect of writing the word "Thanks" in different forms

The graph above showed that 52,5% of the respondents said "yes" as they have been affected by this form of writing in their vocabulary while the rest of them with

47,5% said "no" as they don't have been affected by this form of writing in their vocabulary when chatting.

Since social media employed web-based technologies to create highly interactive platforms via which students communicate particularly on Facebook which lead its users to create a new style of writing called Facebook language. So, this form of writing had negatively affected student's vocabulary because when technology has been involved, students became unaware of their writing and they seemed to make no efforts to deal with their problems about newly learned words. As a result, they started to forget how to write words in English the way they should be written and spelled.

Question 8: How often do you use Facebook language to your conversation?.

Table 3.14 : Students' frequency use of Facebook language in the online conversation

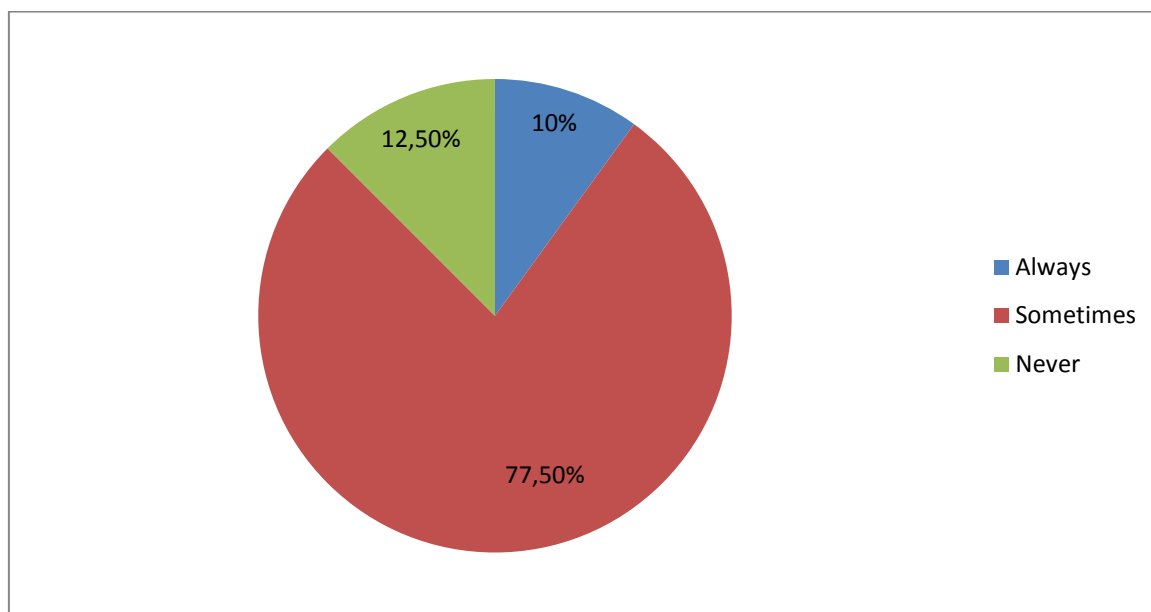| Possible Alternatives	Never	Sometimes	Always
Number	5	31	4
Percentage	12,5%	77,5%	10%

Figure3.8: Students' frequency use of Facebook language in the online conversation

It has been shown that 77,5% of the answers revealed that sometimes students used Facebook language in their online conversation, and 12,5% of them never used this kind of Facebook chat. Only 10% of these respondents always used it via Facebook.

Because of Facebook emergence, students created a new style of writing for them namely Facebook language to fit their communicative needs in a way make it more commonly used and mutually shared between them.

Question 9: Do you think that code-switching has negative effects on foreign language learners?

Table 3.15 : Students' attitudes towards the effect of code-switching on foreign language learners

Possible Alternatives	Yes	No
Number	25	15
Percentage	62,5%	37,5%

Figure 3.9: Students' attitudes towards the effect of code-switching on foreign language learners

Chapter Three   Data Analysis and Interpretation

It has been noticed that the highest degree of 62,5% shows that most students said "yes" to the fact that code-switching had negative effects on foreign language learners, while, 37,5% of informants said "no" as they didn't consider code-switching as a negative phenomenon used in Facebook.

As a consequence, code-switching had negative effects on foreign language learners because it prevented them from developing skills in one language especially the language of their educational domain by reducing their linguistic ability.

Observation Analysis

The object of this research is to shed light on the use of code switching in Facebook between Master1 English students at Belhadj Bouchaib University centre. The type of this method is descriptive and qualitative which does not encompass any calculation or numeration. Thus, the data concerned appear in words rather than numbers. To gather data for this research, we utilize observation and extend it as a way to collect information. Moreover, as we are Facebook users, we login in our Facebook accounts, then, we observed messages of students (Master1 English students) by reading their screenshots. In addition, when we find conversations, sentences or passages which can be interesting and consist of relevant information we take it as an example.

Data analysis is based on the aim we want to achieve (Describing the motives that lead students to code switch when using Facebook) which can be as follows:

-Because of the lack of vocabulary

- To better express themselves

- To achieve a better understanding between each other.

Then, after analyzing the data, we found that these students code switch between three languages (Algerian Arabic, English, French) using words insertion, Emojis, extended words, and abbreviations to reach a particular communicative purpose
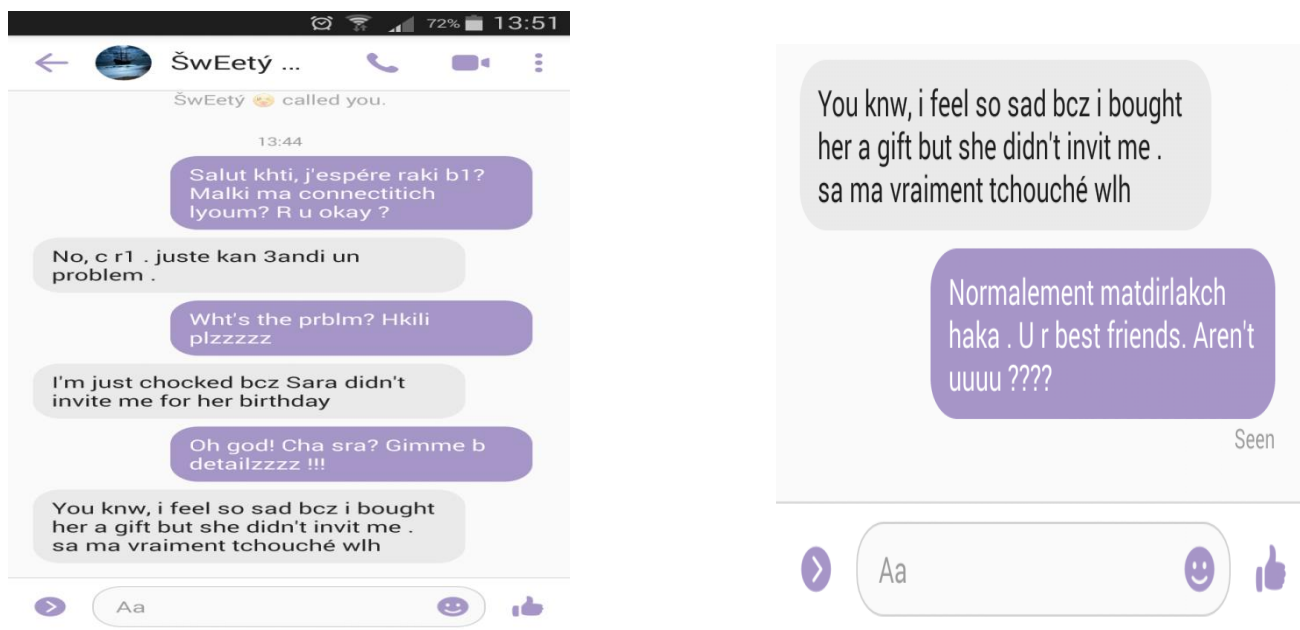
Figure1: Facebook messages in which code-switching is used for better self-expression

From the above conversation, it has been noticed that both respondents wrote in an informal way. It is obviously seen that "B" started using the English language to express her feeling (not being invited to her friend's birthday), that what made"A" asking the question "R u okay?" which is intra-sentential code-switching to show more solidarity to her friend. Additionally, "A" extended the words "plllz" "detailzz" to insist more on details as to show her curiosity about her friend's problem. After knowing the problem, "A" expresses her surprise by saying "oh god!" . In brief, it is observable that "B" uses English/French code-switching to better express herself (Her attitude towards her best friend's behavior), another important point which shows that using abbreviations in chat is mutually acceptable between these two partners (B1, cr1, plz, bcz, wlh, u …).
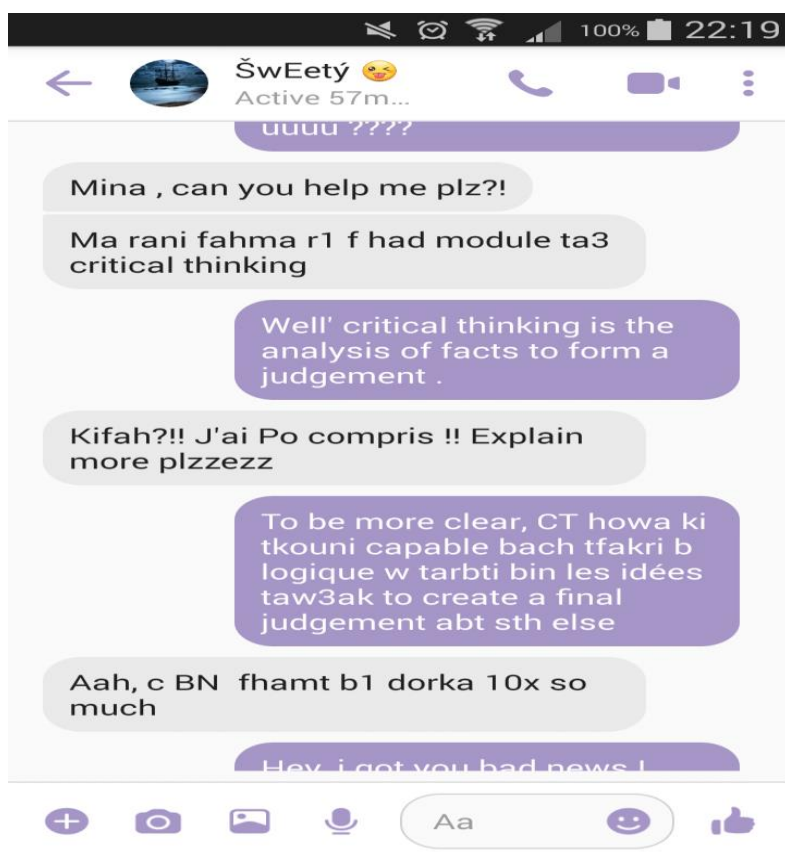
Figure2: Facebook messages in which code-switching is used when someone can't find Suitable terms in English

From this conversation, we noticed that "A" had issues with understanding the term "Critical Thinking". So, she asked her mate for better clarification and explanation. "A" tries explaining the term using English language and the explanation still unclear for "B" because of the lack of vocabulary she has in English. That what led "A" to use code switching between (Algerian Arabic , French and English) to convey the message appropriately as well as being unable to find suitable words in English which can be easily understood by her friend to finally grasp the meaning of the term. Additionally, some abbreviations are found in this conversation and they reflect the spelling of written text. For example, 'plz' stands for 'please', 'r1' stands for 'rien', 'po' stands for 'pas', 'CT' stands for 'critical thinking', 'abt' stands for 'about' and 'sth' stands for 'something'. It is clearly viewed that writing with abbreviations is commonly used between the two partners whoshow no misunderstanding to convey the message.

Figure3: Facebook messages in which code-switching is used for better understanding between partners

This conversation shows a special characteristic of using code-switching in Facebook. The sender and the recipient wrote the message concisely to describe what happened in the classroom using the two types of code switching (Inter-sentential and Intra-sentential). However, code switching is clearly occurring in this conversation to create a better understanding between them, also the use of the word "Shakira" to refer back to someone they know and the use of Emojis(☹, ☺, …)   has proved that both partners share something in common which they can only understand.

Chapter Three   Data Analysis and Interpretation

Discussion of the Findings

Because of globalization and languages' diversity, code-switching has become a trendy communicative behavior and an option in everyday conversation not only spoken but also written. It is mostly seen and used in Facebook for different communicative purposes.

This chapter is devoted for the analysis and interpretation of data using a questionnaire and observation method in order to investigate the impact of using code-switching in Facebook chat among Master1 English students at Belhadj Bouchaib University center as well as mentioning the motives and factors that led them to concentrate more on using this phenomenon as a tool for maintaining communication.

Based on the quantitative method, it can be revealed from the analysis of the questionnaire that the majority of students use their mother tongue (Algerian Arabic) because it shows their real identity and belonging.

As far as the first hypothesis is concerned, it has been shown that students are restricted by some motives for using code-switching via Facebook. According to the results, most of the informants code-switch to better understand each other, using Algerian Arabic which is their mother tongue and the most useful language for their daily interaction. In addition, the findings also reveal that most of the students sometimes use English in their Facebook chat because it is their specialty,i.e. they use English simply because they are English students. So, through analyzing data, it is noticed that the switched language affects students' vocabulary background as well as their spelling, maybe because they rely more on their mother tongue (Algerian Arabic) instead of developing their English skills. Concerning the second hypothesis which states that code-switching may have negative or positive impact, the obtained results from student's answers of the questionnaire mention that students don't learn any new vocabulary through the use of code-switching via Facebook because they use less terms in English to their conversations. It is noticed that students change their writing form when communicating and this has no effects neither on their spelling nor on English vocabulary.

Additionally, the results obtained from observation show that there are code-switching instances of different types and with different average in the conversations of Master1 students. One example for each motive used by the speakers is taken for analysis in form of screenshots. However, each screenshot taken from students' Facebook messages demonstrates one of the motives stated for the analysis process. It can be observed that from each screenshot, there is a conversation done between two students, each one includes evidence such as: abbreviation, emojis (☺, ☹), shorting words (wht, 10x, tkt, b8, tjr, gd8…), extended words (pllllz), word insertion, which clarify the reason.

English students at university center of Belhadj Bouchaib are likely to mix between English, French, Algerian Arabic when they communicate, this is inevitable because they strongly use these languages during their courses. They are also exposed to many specialized English vocabulary which may or may not have its equivalence in Algerian Arabic or French languages. Sometimes they also mix the three languages when they communicate with each other either through social media such as Facebook or when being outside the classroom context.

2.6. Limitation of Data

The research instruments chosen for this study are the questionnaire and the observation method which was affected somehow by the limitation of data due to some difficulties. The questionnaire helped us in collecting and gathering data about the degree of the impact of code-switching on students' Facebook chat and the main reasons for using code-switching. Whereas, the observation method contributed to showing the motives that lead Master1 English to use code-switching on Facebook by mentioning its effects and consequences on their linguistic background. Because any research study has its own difficulties. There were some limitations that we encountered during the process of doing this research; such as the limitation of time since we haven't enough time to complete our chapter1 (Literature Review) since we couldn't find more titles to include in this chapter in order to reach the required number of pages. Another limitation is the lack of relevant sources due to the lack of books.

And the last one is the long delay we had due to the manifestations that happened this year (Manifestations against the political system[1]) which affected our work in term of time and the distribution of the questionnaire to our chosen sample.

Conclusion

To conclude, and according to the findings, it can be said that all of the participants seem to be aware of this language shift; their manipulation of both Algerian Arabic, English and French help them to develop their communicative skills through Facebook interaction.

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[1]**Manifestations against the Political System:** The Algerian capital, Algiers, has had its biggest street demonstrations in over a decade in recent days as crowds protested against AbdelazizBouteflika seeking a fifth term as president after 20 years in power . Students are expected to lead fresh demonstrations after several days of angry protests when tens of thousands of people took to the streets in towns and villages across the country, including the capital.

General

Conclusion

General conclusion

Code-switching and Facebook have become two inseparable elements. People code switch under various motives and factors considering their bilingual trail. A study on this phenomenon is tackled on Master1 English students at Ain Témouchent university center with the aim of finding out the reasons which lead students to code-switch between different codes via Facebook, and revealing the impact of this phenomenon on their linguistic background, especially, on their vocabulary and spelling.

This investigation has shed light on code-switching occurrence on Facebook among Master1 students. Its main objective is to investigate the reasons that make students switch between codes (Algerian Arabic, French, and English) as well as the effect of code-switching use on their English language.

The main purpose of this study was to attain the desired outcomes that can either confirm or reject the hypotheses and emphasize on code-switching impact on the students.

The research work is divided into three main chapters. The first chapter is concerned with the literature review which covers an overview of the whole topic including code-switching and code-mixing. The second chapter elucidates the research methodology used in the current research paper. Moreover, the third chapter included the analysis and interpretation of the findings.

It is worth mentioning that two research tools were used for collecting data. First, a questionnaire allowed the researchers to gather more information about the issue under study. The second is the observation method used for noting all the discernible data.

In sum, the findings have shown that Master1 English students use more code-switching in their daily Facebook interaction. However, it has been identified that there are several reasons for code-switching. First, as ease of expression i.e. being able to convey their thoughts, feelings, emotions, and opinions appropriately without difficulties. Second, for better understanding, which mean that students use code-

switching as a way to clarify matters between each other in a comprehensible manner. Finally, due to the lack of exact lexical terms in English because of bilingualism and deficiency in language proficiency.

Concerning the outcomes resulted from this investigation, the researchers realize that the findings are convincing and prove that both hypotheses are of great correspondence with the topic in which the motives are mentioned as well as summarizing that the application of code-switching in Facebook has a negative impact on Master1 students.

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Appendices

Appendix A

Students' Questionnaire

This questionnaire is a part of a sociolinguistic research which is about the use of English code switching in Facebook chat among Master1 English students of Belhadj-Bouchaib University Centre . Since you are familiar with Facebook chat, you are kindly requested to fill in this questionnaire by putting a cross (X) in the appropriate square and answer the questions where necessary.

Part 1

Male ☐   Female ☐

Age …………..

1- How often do you use Facebook ?

a- Never ☐   b- Sometimes ☐   c- Always ☐

2- Which language do you use the most when chatting via Facebook ?why ?
   a- Arabic (Algerian Arabic) ☐
   b- English ☐
   c- French ☐
   d- All ☐

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

3- Do you mix between English, French and Algerian Arabic in your conversation ?
   a- Never ☐   b- Sometimes ☐   c- Always ☐

4- Which language do you find useful for interaction via Facebook ?
   a- English ☐   French ☐   c- Algerian Arabic ☐

5- Why do you code switch in online conversation ?

       a- For better self – expression ☐

       b- To understand each other in chatting ☐

       c- Because you can't find suitable terms in English ☐

Part 2

1 –What is your attitude towards mixing languages in a conversation ?

       a- Positive ☐

       b- Negative ☐

2- How do you qualify a student who uses two languages or more in the same conversation ?

    a- Competent ☐   b- well educated ☐   c- skillful in language use ☐

3- Does the switched language affect your English vocabulary background and spelling ?

       a- Yes ☐

       b- No ☐

4- How much vocabulary do you use when code switching in your daily Facebook conversation ?

       a- Too much ☐

       b- Few ☐

       c- Average ☐

5- Do you learn new vocabulary through using code switching in your Facebook chat ?

       a- Yes ☐

       b- No ☐

6- Why do you write the word "Thanks" in form of " Thnx " or "10x" ?

a- To save time ☐

b- To show off ☐

c- Because it is Facebook language ☐

7- Does the use of this writing form affect your English vocabulary ?

a- Yes ☐

b- No ☐

8- How often do you use Facebook language to yourconversation ?

  a- Never ☐

  b- Sometimes ☐

  c- Always ☐

9- Do you think that code switching has negative effects on foreign language learners ?
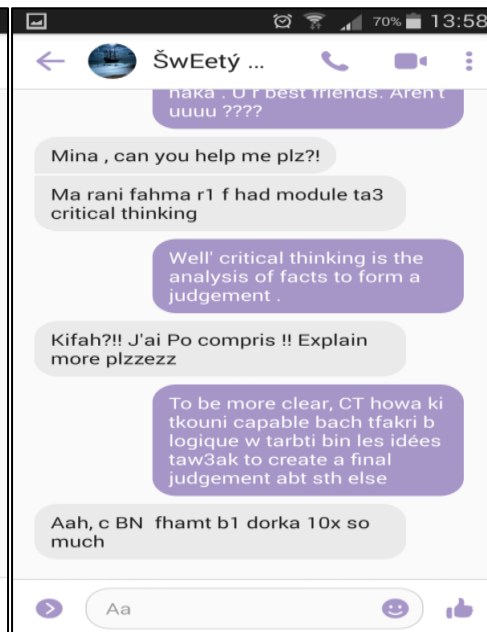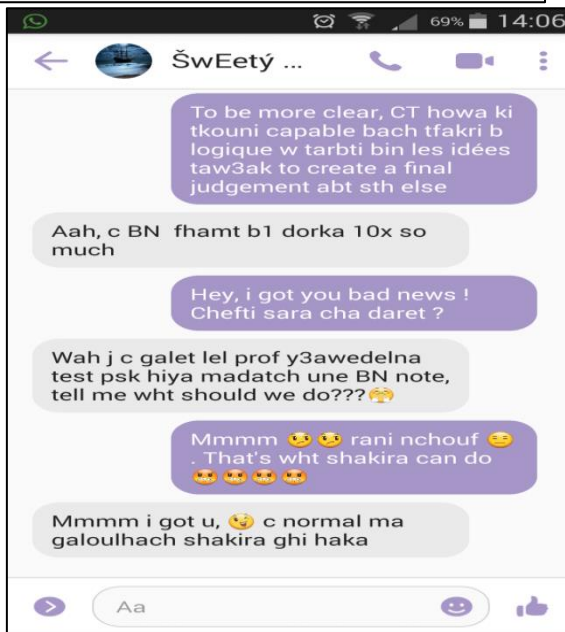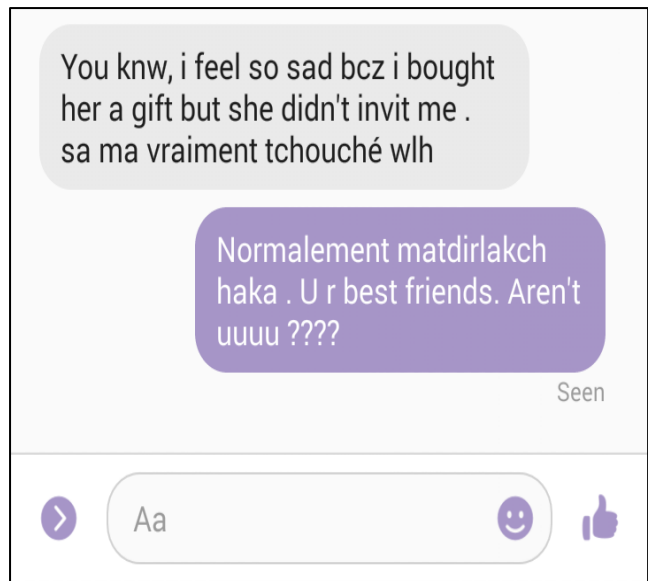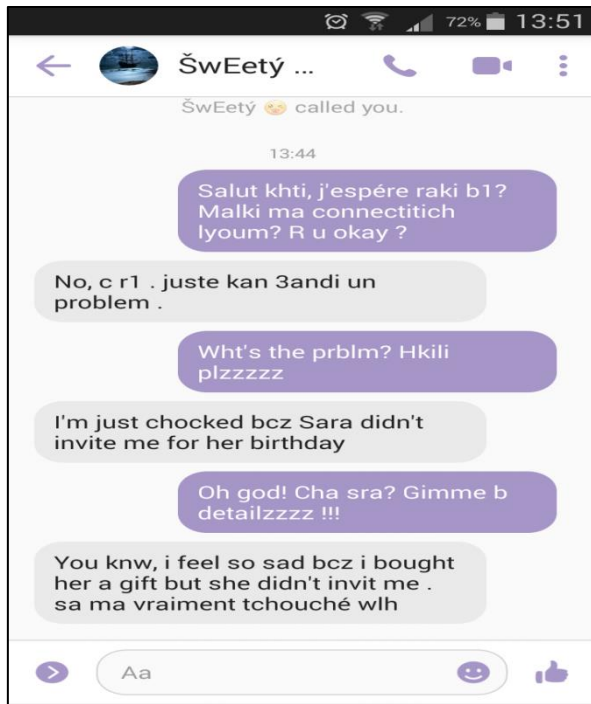
  a- Yes ☐   b- No ☐

Thank you for your collaboration

Appendix B

Facebook Messages

<div dir="rtl">

الملخص

هذه الاطروحة عبارة عن بحث شامل حول تحويل اللغة, و الذي اصبح شائعا للغاية في الوقت الحاضر. حيث اصبح الطلبة يستخدمونه بشكل متكرر في محادثاتهم عبر شبكة الانترنت. و تكشف نتائج البحث ان طلبة ماستر1 انجليزية بالمركز الجامعي بلحاج بوشعيب يحولون كلامهم من لغة الى اخرى نظرا لبعض الاسباب الهامة مثل عدم وجود المفردات في واحدة من اللغات, و هذا لفهم افضل و كذا للتعبير عن الذات . بالاضافة الى ذلك فقد تبين ان استخدام هذه الظاهرة يمكن ان يؤدي الى نتائج ايجابية من حيث اكتساب المزيد من المفردات اللغوية في كلتا اللغتين و اخرى سلبية .

الكلمات المفتاحية تحويل اللغة , الفايسبوك, المفردات اللغوية

</div>

Résumé

Cette mémoire est une recherche complète sur le changement de code, qui est devenue très courante de nos jours, en particulier sur les sites de réseaux sociaux, tels que Facebook, où les étudiants l'utilisent fréquemment dans leurs conversations. Les résultats de la recherche révèlent que des étudiants en master1 en anglais à CUBBAT utilisent l'alternance codique pour des raisons importantes telles que le manque de vocabulaire dans l'une des langues, ceci pour une meilleure compréhension et expression de soi. En outre, il a été démontré que l'utilisation de la commutation de code peut aboutir à des résultats positifs ou négatifs en termes d'acquisition de davantage de vocabulaire dans les deux langues.

Les mots-clés: Alternance codique, Facebook, vocabulaire.

Summary

This thesis is a comprehensive research on code-switching, which has become very common nowadays, especially on social networking sites, such as Facebook, where students frequently use it in their conversations on the net, the research results reveal that master1 English students at CUBBAT code-switch because of some important reasons such as the lack of vocabulary in one of the languages, this, for a better comprehension and self-expression. In addition, it has been shown that the use of code-switching can lead to either positive or negative results in terms of acquiring more vocabulary in both languages.

Keywords: Code switching, Facebook, vocabulary.