

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



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

**Code Switching as a Language Resource among Facebook
Users: Case of EFL Students at University of Ain
Temouchent**

**An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's
Degree in Didactics and Applied Linguistics**

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Academic Year

2022/2023

Dedication

I dedicate this work to the light of my eyes my parents who have supported and encouraged
me all of my life

A final dedication goes to my grand father Maghfour Mehdi may god have mercy on him for
gaving me everything I want with a lot of care and love

Acknowledgements

First, I would like to express my great thanks to Allah for giving me the strength and the ability to finish this research work

Special thanks go to myself for staying strong and patient at the last moment without giving up under all the pressure.

My deepest gratitude go to Dr. Fatima Zohra Elouali for her guidance and support.

My appreciation also go to Pr. Abdelghani Ayad who helped me.

I would like also to thank all members of the jury Dr. Nouria Messaoudi and Dr. Anfal Kadidja Dekhil for accepting to correct and evaluate my research work.

Abstract

Algeria was a perfect illustration of the existence of several languages and dialects including: Algerian Arabic, Standard Arabic, Berber, French, and English language due to colonization or an educational system that led to code switching. Code-switching was studied mainly in connection with bilingualism as a communicative strategy where bilingual speakers tend to switch in the same sentence or clause. This study discussed code switching as a language resource among Facebook users: case of EFL students at University of Ain Temouchent. The purpose of the research was to discuss the patterns of CS while chatting in Facebook and what are the reasons that drive students to code-switch between two languages mainly Arabic and English. Therefore, in order to investigate this phenomenon, the methodology comprised both qualitative and quantitative methods to describe and analyze data collected through two research tools, a questionnaire and observation. Sixty students were chosen as the sample of the M2 English students to be tested. The examination of these study instruments revealed that most EFL learners shifted between Arabic and English during a discussion for a variety of reasons such as to avoid misunderstanding.

List of Acronyms

AA : Algerian Arabic

CMC : Computer Mediated Communication

CS: Code-Switching.

FB : Facebook

H: High

L: Low

MMA : Mixed Methods Approach

MSA : Modern Standard Arabic

SA : Standard Arabic

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General Introduction

General Introduction

By the advent of the 1990s and early 1970s, a new discipline namely sociolinguistics appeared at the boundaries of linguistics and social sciences. Historically, sociolinguistics is closely related to linguistic anthropology, it also studies how language varieties differ between groups separated by certain social variables as age, gender, ethnicity, level of education and status, it studies the language as a communication tool.

This study deals with the sociolinguistics dimension of code switching. Research on CS was the province of specialists in linguistics alone in the late part of the twentieth century and is still a valuable source of insights into the human language faculty. Many sociolinguists study this phenomenon of CS such as Gumperz (1956, 1982) because of its important role in language studies of language contact which lead to language variation especially with bilingual and multilingual communities. Bilingualism as a social phenomenon emerges in every society.

Code-switching has become a common practice among all bilingual and multilingual individuals worldwide. In each country, we may find at least two languages or varieties of the spoken language. The phenomenon of CS has been the subject of many writers, linguists, and researchers, such as Myers-Scotton (1991), Poplack (1980), Milroy and Muysken (1995), and so many others.

In sociolinguistic studies, code-switching is a linguistic conversational phenomenon that generally refers to alternating two different languages or varieties within the same sentence or discourse. In fact, CS is a natural process that occurs among bilingual or multilingual speakers who often tend to switch between their languages while conversing for special purposes.

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The technological progress of the past few decades generated a drastic change in communication. Nowadays, new information and communication technologies such as social media generally and facebook website particularly are at the centre stage because the majority of the population communicates daily via social media in different ways for different needs. Many scholars such as (Bolander & Locher, 2010, p.169), Hamzaoui (2022) studies this phenomenon in facebook. According to Bolander & Locher (2010, p.169) Claimed that medium as well as social and situational factors play an important role for the choice of language use.

Algeria is considered a multilingual country where more than one language is used for communication, including standard Arabic, Algerian Arabic, Berber, French, and English, due to a long period of colonialism and the educational system policy. CS is one of the features that are well-observed and highly used among Algerians. Nowadays the evolution of technology in Algeria. It is rapid in introducing new digital tools with a new language that becomes used and popular among the new generation. Computer mediated communication is becoming the dominant medium of communication all over the world because it encourages learners to interact with each other frequently. The phenomenon of shifting between languages is widely- spread to be observed in CMC. The present study aims to discuss the patterns of CS while chatting in facebook and what are the reasons behind this phenomenon.

Many researchers in the field conducted different studies to investigate and scrutinize the occurrence, reasons, and types of code-switching among EFL learners in facebook website. The focus is on the resulting combination of languages with varying degrees of fluency through several levels in order to illustrate the main aim of this research which is illustrating what, when, and how code-switching occurs. The present research attempted to shed light on

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the case of alternating two languages, or the so-called code-switching in relation to the ability to speak two languages. The example of Arabic-English code-switching among M2 English students was examined and analyzed.

Algeria has a complex and diverse linguistic profile that is why we conducted the current research to examine why do people of the same speech community shift between two languages or more. The fundamental investigation aims to tackle the reasons that drive EFL learners to CS through these two languages including English and Arabic and to seek out in which contexts they change them exactly. Finally, examines whether students' attitudes towards CS are positive or negative. Therefore, the present research work attempts to find answers to the following questions:

- What are the major reasons behind CS on Facebook among EFL learners?
- Which types frequently occur when CS?

Accordingly, the following hypotheses are set

- CS may be used as a linguistic resource among Facebook users to explain/convey thoughts or concepts, or it can be used to communicate effectively.
- Both types occurred when students CS in their daily life depends on where, with whom and for what.

For the purpose of confirming or disconfirming the suggested hypotheses, the research methodology comprised both qualitative and quantitative methods to collect, describe, and analyze data collected through two research tools, a questionnaire, and observation. A sample of the population of English students was chosen to be tested, consisting of sixty students. This dissertation was divided into three chapters.

General Introduction

The first chapter dealt with the theoretical background of Code switching with its related key concepts and introduced the origins of the term. Additionally, we tackled the major reasons that drive the students to shift between language while speaking. Then, the researcher discussed the three types of code-switching according to Poplack (1980) including: intra-sentential, inter-sentential, and tag CS. Furthermore, we mentioned the sociolinguistic situation in Algeria and finally we tackled CS among EFL learners on Facebook website.

The Second Chapter is the methodology used in the current research work. It deals with the definition of research methodology, the population, research instruments, and the various ethical considerations used in the present study. The third and final chapter provides an interpretation of the data obtained from the student's questionnaire and observation. This chapter also discusses several suggestions and implications for further studies relating to the CS phenomenon.

Chapter One

1.1 Introduction

In bilingual communities all over the world, where two varieties, either of the same or different languages are used in order to meet communication needs. Henceforth CS is one of the best-known and most widely researched language contact phenomena. Languages do not come into contact but people do. When speakers of one language are exposed to another language over a sustained period of time, they will become bilingual, albeit to differing extents. The first chapter starts with defining the term code-switching then a very brief overview of code-switching. Moreover, to introduce the types of CS. This study focuses on defining each type of CS with examples. It also aims at representing the reasons behind code-switching. In addition, it sheds light on different phenomena such as diglossia, monolingual and multilingual. Finally, it represents code switching in different situations and settings.

1.2 Code Switching Definition

Code switching is a phenomenon that has attracted many linguists and sociolinguistics which occurs more often in spoken settings more than writings. It refers to a meaningful shared system that allows people to understand each other while communicating. For instance: Arabs may speak one code Arabic, Spanish speak Spanish language, Chinese people speak Mandarin, etc. In fact, people are supposed to speak one language the one that the members of their community share. However, when it comes to reality people's accurate speech may include many codes. Many scholars have attempted to define code switching such as Gumperz (1982), Hymes (1968), Myers –Scotton (1991), Poplack (1980), Milroy and Muysken (1995) and so many others. There are different definitions of code switching that have been established by various sociolinguists linguists. It is important to emphasize that any one who may switch between codes must be a proficient bilingual or multilingual.

In his book *Discourse Strategy*, John J. Gumperz defined what he calls code-switching the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems as when a speaker uses a second language either to reiterate his message or to reply to someone else's statement (Gumperz, 1982, p 59).

According to Myers Scotton, (2006, p. 236) a general definition to this term which is the use of two varieties in the same conversation. She also suggested that languages involved in code-switching do not necessarily constitute those of standard ones, it can be between languages, dialect, style, and register. In other words, code switching can be between languages or language varieties for instance our case here in Algeria one may shift between dialectal Arabic and French or between dialectal Arabic and the Amazigh in some regions. In the same line of thoughts, Labov (1971, p.741) described CS as an irregular mixture of two distinct systems. This means that CS is a mixture between two codes, in which the speakers use both interchangeably and equally i.e they balance the two while speaking. Adding to the previous approaches, another one was set by the (mention here her nationality) sociolinguist Kathryn Woolard. Her definition of CS denotes an individual's use of two or more language varieties within the same speech event or exchange (Woolard, 2004, p. 73-74). Thus, as it was discussed in the introduction, code switching occurs within the same single utterance.

In addition to that, Milroy and Muysken (1995, p.7) defined code-switching as the alternative use by bilinguals of two or more languages in the same conversation. For Haugen (1973, p.505) CS is the use of two languages in which an unassimilated or isolated word is introduced as a phrase or in the context of the other language. Haugen here refers to the alternation of two languages where bilingual speakers use various words from a different language and introduce them as single words in their language. In multilingual communities, many languages are used in different circumstances in which social rules control the choice of

either language. That is one language can be used at home, and the other is used in other places and for other purposes.

Additionally, code-switching is defined by Gross (2006, p.509) as a complex skilled linguistic strategy used by bilinguals to convey important social meaning above and beyond the referential content of an utterance. Thus, such capacity exists within bilingual/multilingual speakers only. Mahootian (2006, p.512) on the other hand, wrote about CS, saying that it is a systematic rule-governed linguistic behaviour. While CS is sometimes a conscious choice performed by design and on purpose, most of the time, it occurs unconsciously i.e. unplanned on a subconscious behaviour (Mahootian, 2006).

1.3 Historical overview of CS

In the beginning, code-switching was described as a linguistic phenomenon. J. Gumperz and other sociologists were curious about the factors that led bilingual people to alternate between their native language and the language used by the majority.

Nevertheless, code-switching was rapidly detected even in groups of people who only spoke one language. The phrase eventually came to refer to a variety of actions beyond multilingualism. This could involve altering our demeanor, our tone of voice, or our language, transitioning between formal English and a more casual vernacular.

In Hans Vogt's 1954 review of Uriel Weinreich's *Languages in Contact*, the phrase code-switching first appeared. The term switching codes, coined by Weinreich, was reportedly taken from information theory e.g. Fano (1950). Roman Jakobson and Einar Haugen were two of the first linguists to develop the idea Jakobson (1953) Haugen (1956). In truth, CS has been known since the first decades of the 20th century, when Ronjat (1913) and Leopold (1939) made the first identifiable observations about bilingual study. Nevertheless, the phenomena

was not studied for a very long time, throughout the first half of the twentieth century and for the majority of the following. It was considered to be a random occurrence with no discernible pattern. Due to the difficulty of learning a second language. It was viewed as something that occurred randomly, without a logical concept behind it. Indeed, the perspective on CS began to change in the nineteen seventies when Blom and Grumperz (1972) when Blom and Grumperz (1972) released an article submitting their research on a Norwegian community. Blom and Grumperz noticed that the villagers employed two different dialects of Norwegian depending on the circumstances. In the following years, more scholars researched code-switching's systematic character. There has been a lively debate going on since the late seventies, producing various models predicting constraints on code-switching. The process by which native Spanish speakers switched from speaking Spanish to English and vice versa was the focus of the first studies of CS in the United States.

1.4. Types of Code-switching

Code-switching allows people to express themselves in the way they see fit in any given scenario. For instance: in an English-dominant culture, immigrants might speak exclusively in English to strangers but revert to a mixture of English and their native language around family, friends, and other members of their speech community. Different types of code-switching can occur depending on the specific situations. Accordingly, scholars have discussed different types of CS. Poplack (1980) categorized code switching into the following three types: Tag-switching, intra-sentential and inter-sentential. All these types of switching differ from each other according to the placement of switches and to the use of distinct constituents. Furthermore, their use and practice reveal the degrees of bilinguals' proficiency. The three types are well explained in the next paragraphs.

First, the tag switches is the switching of either a single word, a phrase or both from one language to another. Tag switches include small units that are attached to larger monolingual units in the other language, it requires only minimal integration of the two languages. Indeed, this type is commonly used in the Algerian speech community, where elements from AA are inserted into an utterance in French as tags or set phrases of one language. The following example gives more illustrations: oh ! lazem tjib sources bazaf ala sujet hada, tu sais ! the word (tu sais) which is you know is emblematic because it identifies a bilingual in a monolingual speech such expressions are automatically used because of slips of the tongue in this case , the Algerian speaker selected French as a base language and AA as embedded, inserting a tag switch to ascertain and make sure what has just been said in the first utterance. In these two examples, the Algerian speaker selected the AA language as a base language and inserted in it tag elements from the French language (as an embedded one) maybe to make emphasis, to attract the hearer or it was done subconsciously.

Moreover, the language switch is done at sentence boundaries words or phrases at the beginning or end of a sentence. This type is seen most often in fluent bilingual speaker. Lipski (1980) explained that inter-sentential code switches are typically used by individuals who have learned each of the languages in different cultural landscapes, and who can relate contexts and consequently, prepositions with a certain language . for instance : Anyway ,I will figure out , au revoir mon ami. Therefore, in the Algerian community, this type is frequently noticed among educated people or the generation who lived with French colonizers because both of them may have a high competency in the French and English language.

In addition to intra- sentential CS that type occurs within the sentence or a clause, the shift is done in the middle of a sentence with no interruption, hesitations or pauses that indicate a shift. Lipski (1985) concluded that intra-sentential code switches are typical used by individuals who have learned and used both languages in similar context and thus indicates

very strong bilingual integration and a good balance of bilingual grammar. for example: you are sleepy , rouh tergoud plus do not sleep fal bed tai . which means go and sleep but don't sleep in my bed .

1.5 . Code-switching Motives

The phenomenon of code-switching is sometimes seen as a safe choice by Myers Scotton (1979, p.71): She reasons that code-switching often takes place because the switcher recognizes that the use of either of two languages has its value in terms of rewards and costs which accrue to the user. The switcher chooses the 'middle road' in terms of possible rewards and decides to use both languages in a single conversation.

There are several reasons why people switch codes. Speakers may switch from one language to another either to show solidarity with a group (identity). Janet Holmes mentions in her book introduction to sociolinguistics that : a speaker may switch to another language a signal of a group or membership and shared ethnicity within an address. Gumpers (1982) claims that : language differences serve primarily to mark social identity and are perpetuated in accordance with established norms and traditions .

Bailey (2002, p.91) stated that: language is directly linked to identity and people native language is a signal and categorizes them from other speech communities. He mentioned that : identities are not reified dichotomies but rather involve multiple alignments and oppositions that are situational. The linguistic forms and varieties have ranged of metaphorical social situation that individuals exploit in particular context for particular ends in highlighting various aspect of their identities .

First, CS is used to convey precise meaning in this case, the speaker shifts from an elevated variety to another one which is casual and better understood in order to clarify the

meaning and avoid misunderstanding, for example: Assohba saliha yaani taref tkhtar shabek which means good companionship means to know how to choose your friends.

Code switching is also used to amplify and emphasize a point when the speaker wants to emphasize something he/she says something, then he/she repeats what has been said using another variety, like in attention ahraz rohak (be careful) .

Moreover, to capture attention (stylistic, emphatic and emotional): when someone shifts from one variety to another accompanied with a shift in style or tone for the sake of gaining people's attention. In Algeria, people when they show surprise, they shift to For example saying: c'est pas vrai! which means no way !with high pitch and exclamatory tone. Then to communicate more effectively whenever there is an idea which is better transferred through another code, people find it more effective to use that code. In addition to easy communication in this case, people who switch aim to shorten the number of words and provide the meaning at the same time. So, they switch to another variety where meaning is conveyed economically. For example: rak retard. Instead of: majitch fel wakt elmatloub (You are late. Instead of you did not come on time. To negotiate with greater authority like when speaking with someone that you feel yourself as responsible or having greater authority over him, one may shift from one variety to another like in: dork nchouf fel kadiya , et après on va parler. (I will think about this case, then we will discuss)

Besides to appeal to the illiterate-e Literate people tend to switch to a more simplified variety when addressing illiterate people. In Algeria, people tend to switch from MSA or For instance to AA in specific cases such as when they are speaking to illiterate or old people because AA (Dialectal Arabic) is understood by everyone. A doctor speaking Fr to a patient will shift to AA when he recognizes that his patient does not understand Hoffman (1991)

suggests that there are reasons which make speakers switch from one code to another. They are summarized as follows.

For quoting whenever there is a quote, people are obliged to refer it to by the original language in order to be ethical and to keep its originality. Describing the Arabic language by a French man, he would say: *c'est la langue des belles lettres* to mean that this language fits arts and poetry, and this was said by French linguists that is why it is quoted. To talk about particular topic people sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his/her emotional feelings in a language that is not his/her everyday language.

Lack of facility and lack of register (untranslatability): Sometimes it is difficult to say a word at the level of pronunciation or grammar. People feel the need to switch to a variety which is easier and simpler. There are certain words which may exist in a code and not in another for people. This is what leads them to switch in order to be able to provide a given vocabulary. For instance, let us take the example of religious topics for Arabic which require MSA vocabulary.

Repetition Used for Clarification when a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages (codes) that he masters to say the same message. Frequently, a message in one code is repeated in the other code literally.

The mood of the speaker is also considered as a reason behind code switching. The speakers will automatically CS whenever something sentimental is stated or brought up. The speaker's CS is engaged by emotional states as anger, excitement, weariness, happiness, surprise, fear, or distraction. As a result, when the speaker is in the right frame

of mind, they can choose the suitable word or expression. To make an interjection: The use of words from another language that show astonishment, amazement or surprise

1.6. The sociolinguistic situation in Algeria

Since different languages are spoken in Algeria it is characterized by the existence of different sociolinguistic phenomena namely : diglossia , bilingualism and multilingualism.

First, diglossia is the existence of two language varieties in a speech community. Each variety has its own function. The high variety is the codified one which is used in formal purposes. The low variety is used in informal settings. Ferguson (1959) .In Algeria , MSA represents the high variety. On the other hand , Algerian Arabic represents the low variety since it is not standardized. In fact ,the high (H) and low (L) varieties are used for different purposes and in a specific domain .Moreover, the literature is written in (H) variety. In addition to this, the high variety is learned at school .Whereas, (L) variety is the first language that is acquired at home. Furthermore, high variety is standardized by the government and it is stable. Also, the Algerian Arabic French MSA English /mafina/ /Machine/ /Mæ:kina/ /Machine/ , /Kuzina/ /Cuisine/ /Matbay/ /Kitchen/ , /Conge/ /otla/ /Holiday/ , /Stilo/ /kəlam/ /Pen/ , /Kartab/ /Cartable/ /mihfadæ/ /Schooling bag/ the grammar of the two varieties differ from one language to another . Finally, the vocabulary and phonemes of (H) and (L) varieties are different. (Shiffman , 1999).

Bilingualism refers to the existence of two languages. According to Bloomfield(1933): bilingualism is the result of learning a language in addition to the native language . In Algeria different languages are used for communication .Arabic as the official language, French as the first foreign language and English as the second foreign language .

Multilingualism is the ability to use two or more languages. It is safe to say that Algerians are bilinguals in the broad sense of the term. Many Algerians master three languages. Most of them are late bilinguals since they learn French in the primary school. Educated people such as doctors, teachers are bilinguals using French frequently. Speaking at a microsociolinguistic level, individuals master different languages.

For instance, some Algerians master Turkish, Spanish, Chinese and Italian because of the wide exchanges and commerce between these countries and Algeria, in addition to tourism. This multilingual situation motivates Algerians to switch between different varieties.

1.7 The languages used in Algeria

The sociolinguistic situation in Algeria is complex since it is characterized by the existence of more than one language in the verbal repertoire of its speakers. The spoken languages include Standard Arabic, Algerian dialect, French, and Amazigh. Several factors have been responsible for the linguistic complexity existing in Algeria, including historical, political, and socio-cultural. Indeed it is a consequence of various events that the country has gone through. The Algerian society has acquired a distinctive identity whose particular dynamic intra and interlingual variation as it has been colonized for more than 130 years. The impact of the French language and its culture was so powerful, and this is reflected in the Algerian daily speech. Linguistically speaking, Algeria's rich history led, in the first place, to language contact which in its turn resulted in bilingualism in general and extensive code switching and even mixing specifically.

Algeria is considered as a multilingual country as it has various languages which are : Modern standard Arabic (MSA) , Berber , French , Dialectal Algerian Arabic (AA) and English as foreign language .

1.7.1 Standard Arabic

In the seventh century with the arrival of the Muslims Arabs, the Arabic language becomes the official language of Algeria and the first is the language of Holy book-Quran. Arabic descended from a proto-semitic family. It becomes used in the Maghreb because of different factors one of them is that Arabic is the language of Islam it is considered as a language of high variety it is taught at school and is codified, it has its specific rules and is used in written or oral press, mosques, administrations and media etc .

1.7.2 Algerian Arabic

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

AA is characterized by borrowing. This is due to many historical events, civilizations and cultures that Algeria witnessed through many centuries. For example, words from Spanish are adapted to AA due to the Spanish invasion especially in the west of Algeria Oran in 1732. for instance: couzina (la cucina) which means kitchen. Due to the Ottoman occupation in the sixteenth century, many Turkish words became parts of AA. For instance, the morpheme (dji) which refers to the doer, in words such as: qahwadji (the waiter). AA also got words from Berber, this is because of the mixture of Algerians with Berbers in big cities like Algiers (khodmi, smiqri). (knife) (frozenness). However, Fr is the most influential language on AA due to the long era of colonialism and contact with French people. There are core borrowings when there are no equivalents in AA, and cultural borrowings when there is an equivalent but

still Algerians keep using French words (frigidaire, tabla, sac, vista) (fridge, table, bag, coat). There are some phonological (accent) and lexical differences among AA speakers, but still there is mutual intelligibility. AA constitutes a dialect continuum with other Maghrebi dialects: Morocco and Tunisia.

1.7.3 Berber

The early inhabitants of Algeria were the Berber tribes. Berber is the mother tongue of many Algerians it has been recognized as a national and official second language in Algeria, after the constitutional amendment of May 8th, 2002 it has its own written form. And it has four major dialects: Chaoui in the Aures, Kabyle in Kabyle regions, Touareg in southern Algeria, Mozabi in Mzab or Chelha in the south of Oran, etc.

1.7.4 French

In 1830, France colonized Algeria; the colonization lasted one hundred and thirty-two years until 1962 when Algeria got independence. The French language is considered as the first foreign language in Algeria and is used generally as the second language. Thus, it is omnipresent in the country, used in administrations and taught as a compulsory subject from the third year of primary school. Besides, there are various newspapers (Le Soir d'Algérie, Le Quotidien d'Oran, etc.) and TV news (in Canal Algérie or Beur TV, etc.) in French. Indeed, a great number of Algerians prefer to read the news in French rather than Arabic or to watch TV in French, also, there are several Algerian families who express themselves in the French language with their relatives. It's part of the school curriculum. Many Algerian people master the language because of the colonization. It is a sign of high social class (high prestige) it is also considered as the language spoken by the elite.

1.7.5 English

English due to its standing as a language among the two global lingua Franca, along with French, is taught from the middle school years onward. The Algerian government implemented English as the secondary required foreign language for students beginning in the fourth grade in the middle school cycle, from the end of the 1970s to the early 1990s. Furthermore, English is one of the languages that exists and is widely spoken among students of English at University of Mostaghanem, where they are regularly using it in their conversations since they are studying and mastering it. Hence, they are considered as coordinate bilinguals, because of the educational level.

1.8 Code switching in Algeria

Language is a mirror that shows the personality of individuals. It gives them opportunities to express their feelings and thoughts even in spite of their prestige and level of education, as well as shaping, it shapes their identity. Also, it helps them to interact correctly with others in different contexts of the language used in common. Code-Switching is one of the opportunities for bilinguals to shift from one language to another in their daily life conversations according to the situation they are in. In the Algerian context, CS tends to occur in all situations and in all places within language word groups (sentences, clauses or phrases). Algerian switching is mostly concerned with Arabic- French mixture, since the latter is spoken by the majority of Algerians as a result of French occupation and the fact that is widely used informally in their daily life. For instance : Taarfi not retard lyoom. (You know, I woke up late today. Another example was taken from the Algerian society which is : kont fi l'hospital (I was in the hospital) . nkemel lqraya à 12h du soir .(I finish my studied at two in the afternoon). rani ntapé fi pc (I'm typing on the lap top) . climat lyoom raha chaba (The

weather is nice today) .From the above examples, it is observed that Code-Switching in Algeria is found in all the positions of a sentence: the beginning, middle and the end of the sentences.

1.9 Code switching in university

The use of vernacular dialectal Arabic among students in Algerian universities is clearly visible; it is the means of communication that they control fluently, but it is a mixture of French, Classical Arabic and Algerian Arabic. As most scientific and technical branches in Algeria are taught in French, the teacher may, sometimes, resort to the use of the vernacular if the lesson requires explanation of something mysterious. As for some other branches such as human and social sciences, the teacher uses both Modern Standard Arabic and Algerian Arabic simultaneously. The use of code switching by some teachers is mainly due to their formation which has been in French, especially the elder ones who studied in the French colonial era. In the implementation of the project of Arabicisation in Algeria, they began teaching directly in Standard Arabic without mastering it; a fact that led them to be forced to present their lessons and lectures in Algerian Arabic mixed with French.

1.10 .Computer-mediated communication

The term Computer mediated communication defined as any human conversation that involves the use of two or more electronic devices .According to Baron (1998 , p142):defined as a domain of information exchange via computer .CMC was used in different ways by different scholars. December (1996.p 142) stated that CMC involves information exchange that takes place on networks. Messages can be sent through social media.

Computer mediated communication facilitated the communication process through the encoding and decoding different forms of messages between the sender and the receiver by using the computer. Using mobile phones, internet and different websites such as Email, Facebook, WhatsApp and Instagram.

1.11 Facebook

Facebook is one of the biggest and quite popular social networking websites around the world used by people of all ages, races and nationalities. It was created in February 2004 by Mark Zuckerberg with the help of Andrew McCollum and Eduardo Saverin. Tiryakioglu and Erzurum (2011) stated that Facebook can be defined as a unique online service platform, or an area where social relations can be established and individuals intensely share information. Facebook is rich by an endless list of features that provide many chances for its users. One of the major features is sharing an unlimited number of photos or videos on their Facebook profile. In addition to that, Facebook users can communicate with their families or friends easily and at any time.

Facebook has two sides, despite being the most successful and valuable social network. On the one hand, it is beneficial and positive, but it may also be dangerous. First, it is the best and most affordable means of communication, allowing us to connect, communicate, and share records, videos, and photographs to anyone in the globe with ease. Second, Facebook is a great resource for information. One of Facebook's disadvantages is that it wastes time because so many people use it 24/7. Furthermore, Facebook has a bad impact on health. We can say that Facebook is a double-edged sword.

1.12 Code switching on Facebook

The arrival of internet and related technologies such as the existence of smart phones today had significantly changed the language. Social media is a digital platform that enables

written speech and offers a new area of study for the analysis of multilingual language use in direct communication. Facebook as one of the means social media significantly affected the students way of writing. The majority of students stated that Code switching was used mainly for personalization and interjections. There was also some code-switching for message qualification. However, some code-switching serves such as addressee specification, quotation, reiteration, and referential functions, were rendered unnecessary by the characteristics of the digital media. The result that CS functions are not as important in face-to-face communication and social media.

1.13 Review of Previous Studies related to CS on Facebook

The act of deliberately alternating from one language to another or one dialect to another attracted the attention of many researchers and scholars as Hamzaoui(2022) conducted her studies on how the language or language variety used by Algerian Internet users on Facebook with a special focus on their interactive networking through comments and posts. It has also attempted to find out the reasons why they switch from one language/variety to another. She addressed different sample of population who were divided into three groups. The first group called Master 2 LS (2020-2021) consisted of 109 students who possess a Facebook account. The second group named 'S.O.S l'antiquité Tlemcen l'authenticité embroils 61,037 participants and the third group called Algerian University Teachers Club encompassed 1,209 participants. Because of the extensive number of members belonging to each group, and as some of them were not interested in participating in her survey, she decided to submit the questionnaire to a smaller sample consisting of 40 participants from each group. The choice of these participants and groups was done on purpose to delve into the amount of Arabic, French and English used among them. The age of the participants in the selected groups ranges between 22 and 70 years. She used questionnaire as an instrument to collect her data ;the

questionnaire used in this study is in English and it has been translated into Arabic and French to facilitate the task to the participants and to avoid any bias or ambiguity. The findings of her study have revealed that each group relies on the use of a particular language or language varies depending on the context of the group itself and the post. Another interesting result that has emerged from this study relates to the fact that CS is inevitable among the three groups, although it occurs to a lesser extent among G3 participants. The participants of her present study switched back to English and AA, English and MSA, French and AA, and sometimes between MSA and AA, mainly because they lack fluency in a certain language or language variety (MSA, AA or French) and to facilitate the comprehension of their message and thus enhance socialising with members of the same group.

Besides, Hamzaoui(2022) another researcher named Marlyna Maros conducted studies on the functions of CS interactions. She addressed English educators who were teaching in tertiary institutions in Malaysia. The status updates where CS practices took place from 1 June 2011 until 31 March 2012 were collected from the users of Facebook profile.

Therefore, from the findings showed above we noticed that her study demonstrated all of the Facebook users employed code-switching as a tool to enhance their interaction in Facebook. It is also used as a strategy to communicate and negotiate meanings effectively in their electronic discourse. The users' manipulation of both English and Malay serve them well to achieve both their communicative and stylistic objectives.

1.14 Conclusion

The phenomenon of code switching has undoubtedly attracted the attention of many writers, linguists and researchers in the field. This chapter is to put forward the different linguistic phenomena that may occur through the existing language interaction in diverse societies. The purpose of this conducted research is to highlight the code switching phenomenon in the Algerian community and to investigate and scrutinize, the definition, the origin, the reasons, types and the functions of code switching.

Chapter Two

2.1. Introduction

This chapter highlights the methodology applied in the present study; it represents the used research methodology that involved various procedures and techniques to ensure the validity and reliability of this research. In this investigation, two types of research tools, including questionnaires and observation, were applied to facilitate the collection of qualitative and quantitative data. It also gives a glimpse into the sample of the study, which consists of students of English at the University of Ain Temouchent. After discussing the research procedure, this chapter ends with a section that clarifies the methods we used to analyse data obtained from questionnaires and observation.

2.2. Research Methodology

The research methodology outlines the sequence of steps involved in achieving a specific research objective. It starts with formulating research questions and hypotheses and concludes with the research finding. The steps vary depending on the type of the study, such as a survey design, experimental design, or case study. Thus, understanding the nature of the research, whether exploratory, experimental, or descriptive is crucial in determining the appropriate research steps to be followed (Sahu, 2013).

Accordingly, the research methodology is the design that facilitates the research journey. In this vein, Mouton (1996, p.175) highlighted the importance of research design, saying that it is used to plot, organise, and conduct the research in order to optimize the validity of the results. This investigation is a descriptive case study; it relies upon a mixed methodology because studying such a sociolinguistic phenomenon (code-switching) requires both descriptive and statistical facts. It relies on qualitative and quantitative data. The collected quantitative data has to do mainly with the close-ended questions that are asked in the questionnaire administered to the students of English, and the qualitative data have to do with

the observation of the text messages used among students of English in which they shift between two languages, English and Arabic.

A case study is a comprehensive study of one individual, group or event. According to Gomm, Hammersley, and Foster (2000), a case study refers to research that investigates a few cases in considerable depth. It is perceived as a research method that relies on the study of an instance, a group of people, or a community. In the same line of thought, Yin (1993, p.11) stated that a case study refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real-life context using multiple sources of evidence. Moreover, there are several categories of case studies. Yin (1984) mentioned three categories, namely exploratory, descriptive, and explanatory case studies. Descriptive case studies are set to describe the natural phenomena occurring within the data in question.

The goal set by the researcher was to describe the data as they occur. According to McDonough and McDonough (1997), descriptive case studies may be in a narrative form. In this study, the researcher selected the descriptive case study because it describes a given problem and it attempts to answer the question of how. The researcher has observed a widespread trend of switching between languages, mainly Arabic and English, in Facebook group settings. It has been noticed that CS usage in social networking websites has been explored intensively in higher educational institutions this is the reason that attracted the researcher to conduct this study using a different setting. This study explores students' linguistic practices, their attitudes towards various languages, and the main motives behind using CS as a linguistic resource on Facebook.

2.3 Mixed Methods Approach

This research aims to demonstrate the major reasons behind CS among English students at Belhadj Bouchaib University. The focus of this study is to investigate how the phenomenon of CS influences the speakers' language behaviour, and the frequency and motives of CS in social media. In addition, this study aims to gather different points of view concerning the usage of CS in learning the English language at the University of Ain Temouchent.

Mixed methods approach (henceforth MMA) is a research approach where a researcher collects and analyses both quantitative and qualitative data within the same study. According to Johnson and Onwuegbuzie (2004, p.17) defined mixed methods research as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. This type of research is used for the goal of exploring a topic before collecting any data as in the current investigation we observed how students change their language with their friends on Facebook network by conducting observation and then using questionnaire to further explore and measure these changes.

2.4. Sample Population

Sampling is a method of choosing individual members or population groups to make inferential statistics from them and evaluate the population's characteristics as a whole. According to Herdiansyah (2010, p.103), the population is the whole object or element examined. Besides, Creswell (2012, p. 142) says that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The current study population is undertaking code-switching as a linguistic phenomenon. In this

research work, the participants were chosen to represent EFL Facebook users mainly those enrolled in Belhadj Bouchaib University of Ain Temouchent, Algeria.

Probability sampling refers to the selection of a sample from a population, when this selection is based on the principle of randomization, i.e. random selection or chance. Stratified According to Creswell (2009) in probability sampling, representative sample from a population provides the ability to generalize to a population. Probability sampling has four methods: simple random sampling, proportionate random sampling, disproportionate random sampling and cluster sample.

Moreover, Creswell (2009) continues explaining probability sampling, for him, it is a representative sample from a population providing the ability to generalize to a population. Probability sampling has four methods: simple random sampling, proportionate stratified random sampling, disproportionate random sampling and cluster sampling. The function of simple random sampling is to choose individuals became sample who will be representative of the population. Creswell (2012, p. 142) explains that a slight variation of the simple random sampling procedure is to use systematic sampling. In this study, the researcher used simple random samples as it made the data simple and balanced. As a result, the researcher understood various situations where students alternate between languages when using Facebook.

2.4.1. Students' Profile

As mentioned previously, the researcher took the sample because each member of the population had an equal probability of being chosen, simple random sampling was used. Students involved in this study were M2 EFL learners at the English department at the University of Ain Temouchent. The data of this study was taking from the questionnaire answered by Master 2 didactics and applied linguistics students at Belhadj Bouchaib

University English Department. It consists of participants of both genders (male and female) in order to examine their code-switching on Facebook social network. The present sociolinguistic study contained a sample of 60 participants. Their age ranged between twenty and twenty-five years old. There were many reasons for choosing M2 EFL students. First, they studied English for five years so automatically they use CS while speaking. Furthermore, they are well experienced and aware of what they are doing, which can help the researcher collect honest answers or information from them.

2.4.2. Setting

The practical part took place in the Department of English at Belhadj Bouchaib University in Ain Temouchent generally and on the Facebook platform precisely, where the students of English tend to switch codes outside the university. The period of this investigation was between February to April 2023, when observation took place. In addition, they were kindly requested to answer all the questions prepared for them in form of a questionnaire on December 31st, 2022. Social media refers to different websites and applications people use every day to share content with other users. According to Tuten and Solomon (2015.p.4), Social media are the online means of communication, conveyance, collaboration, and cultivation among interconnected and interdependent networks of people, communities, and organizations enhanced by technological capabilities.

Facebook is an online social network that allows its users to post images, photos, videos, files, documents, exchange messages, attach and create groups. It considered the most visited website in all over the world and, of course, Algerian EFL learners are included. In fact, Facebook has become the leading social network platform on the internet because it attracted the attention of all the categories of the society with no exception including men and women, students and teachers, and friends depending on their

needs. Algerian Facebook users may switch because it may help them convey a thought certain concepts need that come across effectively. Moreover, Code-switching happens naturally for many multilingual speakers, code-switching happens at a subconscious level of cognition, they may not even realize they are exchanging pronouns, verbs, and sentences from one language to another; sometimes this sort of code-switching happens in a rapid-fire way. This alternation procedure helps to find the right words in, second language learners might code-switch to their native tongue since they have a greater vocabulary in their primary language. EFL students, on the other hand, code switch between languages in order to understand difficult aspects that related to lessons, to fill vocabulary gap, and to express themselves. On a broader level, sometimes EFL learners switch on Facebook to explain some points to their friends, to transmit messages, to quote, build identity, etc.

Thus, the actual research aims investigating CS related to Facebook social network because is the most used platform by students were they felt comfortable so that they can speak and use text messages freely also they expressed themselves without being unconfident. In addition, they can share anything they want even if is not related to their studies. This platform was mainly used as it includes large spaces, some for fun and others for learning, offers a wide range of data illustrating CS, and includes students from all categories and gender.

2.5. Research Instruments

Any conducted research requires data-gathering tools or techniques. Tests are the tools of measurement to guide the researcher in data collection and evaluation. The complexity, interpretation, design, and administration of a tool may differ. Creswell (2012) stated that research instruments help the researcher assess, monitor, and record data devices. The researcher adopts primary research instruments, including qualitative and quantitative tools, to

ascertain the validity of the result. Takona (2002, p. 73) described research instruments as “essential tools to measure such variables as opinion, attitudes, concepts, attitude, composition and so on”, and they suggested questionnaires and interviews as effective tools when conducting research in education. Different tools are used for data collection, including questionnaires, interviews, schedules and observation. Each research tool is appropriate in a given situation to accomplish a specific purpose depending on the research investigation .From that, indeed, we can notice that these tools might be utilized mutually or in a mixture as they supplement each other to come up with effective results.

In the present investigation, we selected two main research instruments; questionnaire and observation because they serve as raw material for analysis. Observation provides the fact and reports things as they occur, thus, it gives an illustrative image about students linguistic behaviour notably switching codes on Facebook. Moreover, it can provide the researcher with a better understanding of how a program or activity operates. Questionnaires on the other hand, provide quantitative (sometimes qualitative data) they helped us to gain insights about students’ acts, attitudes, opinions, and ways of identity construction using CS as a linguistic resource. The collected data using questionnaires will reported in tables or figures preparing various measurement scales; they also make the results of the study publicly available .In addition, using questionnaires, makes the researcher able to obtain answers based on the same context. Hence, using mixed research tools help the research to get a wider overview about the investigated phenomena and build a constructive image based on valid and reliable data.

2.5.1. Questionnaire

Questionnaire is a research tool, consisting of a set of questions that are designed to gather information from the respondents. The electronic or online questionnaire provides a relatively cheap, quick, and efficient way to obtain a large amount of information from a large

sample of population. A questionnaire, according to Creswell (2012, p.382) is a form used in a survey design that participants in a study complete and return to the researcher. Simply, a questionnaire contains a set of questions which are filled by the respondents. According to Cohen (2013), a questionnaire is the instrument for collecting the primary data typically includes open-ended questions, closed-ended questions, or a combination of both. This allows researchers to collect data that qualitative and quantitative in nature depending on their needs.

First, open-ended questions can be used in a questionnaire to explore a substantive area as part of an inductive research approach that can be employed with the purpose of developing a new hypothesis (Johnson & Christensen, 2014). Open-ended questions have the advantage of offering a wide range of responses that help to capture the flavour of people's answers this helps to capture the essence of what people are trying to say in response to the question. Second, close-ended questions are questions that have predetermined answers for respondents to choose. In some cases, close-ended questions can be answered by a simple one-word answer for example, yes/no. Other varieties provide a series of multiple-choice responses. Close-ended questions are commonly used in questionnaire in order to collect quantitative data that subsequently added up to provide totals, percentages, or statistics that are monitored over time. One of the major advantages of questionnaire is being able to ask as many questions as you like. Researcher used the questionnaires because they are an inexpensive way of gathering data from a potentially large number of respondents. Adding to that, self-administered questionnaires offer respondents the flexibility of filling in the questionnaires at their own convenient times and they had enough time to think about their responses. They also saved time and they gave respondents time to gather facts.

In this research work, the Questionnaire of 10 questions was addressed to M2 EFL students. it aims gathering information about them, their linguistic practices, and their use of CS on Facebook. This questionnaire distributed in January 2023, and it was posted on the M2

EFL Facebook groups. The questionnaire used in this research work included two main parts the first one consists of questions that represent general information about students such as their age, gender, and level. Whereas, the second part involved questions that dealt with student's linguistic practices, and reasons behind CS on Facebook. The purpose of this questionnaire is to investigate code switching as a linguistic phenomenon and its impact as an online linguistic resource used by EFL learners. These sections are discussed in details in the following paragraph.

As mentioned above, the questionnaire contained three sections. The first one includes demographic data; it deals with general information about the participants such as their gender, age, how many languages they speak and how long they have learned English as foreign language (see the Appendix A). This kind of questions were asked in order to know the participants' profile. Whereas, the second section dealt with the students' frequencies and where they CS. questions in this section tend to demonstrating and describing the place where students CS, how often they change languages, and which language is most used while alternating. The last section is concerned with CS as a linguistic resource, motives of CS, and students' attitudes. We intended to use these questions to explore the motives behind the use of CS.

2.5.2. Observation

Observation as a research method consists of watching, listening, touching, and recording the behaviour, attitudes, and characteristics of objects or phenomena or living beings. According to Merriam Webster dictionary, the word observation can be defined as an act of recognising and noting a fact or occurrence often involving measurement with instruments or a record or description so obtained. Thus, Observation is a research tool used to examine persons in natural settings. Gorman and Clayton (2005,p.40) defined observation

studies as those that involve the systematic recording of observable phenomena or behaviour in a natural setting. There are three types of observation such as controlled observations, naturalistic observation, and participant observations. One of the major benefits of observation tool is that helping the researcher to get a deep understanding of the studied phenomenon. Also, the researcher can collect reliable information easily as s/he is supposed to report data as they are. Different types of observation are discussed in details below.

In a controlled observation, the researcher conducts observations of participants in a controlled environment, In other words, the researcher choose which people to watch, as well as where and when to watch them. The information and data obtained through a controlled observation method are organized and analytical. It is thus easy to analyse and considered less-time consuming than the other observation methods. Furthermore, naturalistic observation is a study where the observer objectively records the behaviour of participants in their natural environment. This type of observation is beneficial because it represents exactly what happens naturally. In addition, participant observation is in some ways both the most natural and the most challenging of qualitative data collection methods. Through immersion, it links the researcher to the most fundamental human experiences and participation the how and why of human behaviour in a particular context. It is often considered a variant of the naturalistic observation method because it has some similarities with it. The key distinction is that the researcher is no longer an impartial by stander because he has joined the subjects and their group, he does this in order to gain a deeper understanding of their life. It is easy to study and observe the natural behaviour of the participants in the group by becoming a part of that group. The respondents generally do not know that they are being observed and behaviour recorded, so they are not restrained or constrained in their activities and behaviour. This, indeed, helps the researcher to gain an in-depth knowledge about each member.

In this study, participant observation was used because it allowed the researcher to know other participants in a more intimate and honest way, providing better data. It allows the researcher to receive a clear picture of how people are living and interacting with each other in normal settings. Participant observations aid the researcher in selecting pertinent questions and the language used. We also had the intention to check their linguistic practices through conversations immediately then, reach more validity of the results and reliability of data. On that account, we observed frequencies, CS as used by both genders (male and female).

2. 6. Research Procedure

As stated by Creswell (2014), procedures in the data collection phase comprises the plan for the research, collecting the data or information. In order to investigate the issue and collect data, we started by observing EFL students at the department of English at Belhadj Bouchaib University in Ain Temouchent. We noticed that students of English (M2) code-switch using English and Arabic languages throughout their conversations. The observation was done without informing them but since the time was restricted and the period of observation was very limited, we decided to shift intention and observe this linguistic practice in a more concrete place where language does not fade rapidly. Henceforth, observation was applied on Facebook and Messenger groups where students are supposed to write and language may last. After collecting data, the observed sentences were carefully analysed to get the needed data.

For gathering reliable and precise results, the researcher designed other research instrument which gives more precise data. Hence, we adopted for an online questionnaire that contained two sections and distributed to sixty students of English. The student's questionnaire consisted of ten questions, and the questionnaire was written in English. The

language used in this questionnaire was simple in order to help them to understand the meaning and to answer easily without any ambiguities.

2. 7 Data Analysis

Data analysis is defined as statistical analysis, transforming, and modelling process to discover useful knowledge about a specific issue. Marshall and Rossman (1999) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is described as messy, ambiguous and time-consuming but also as a creative and fascinating process. According to Miles & Huberman (1994,p.10) the analysis consists of three activities that occur simultaneously : data reduction , data display , conclusions drawing verification. Besides,Creswell(2014)defined analysis as an investigation of participant's data, data arrangement, data formation, and data information as the classification of findings construe components of data analysis.Thus, the purpose of data analysis is to extract useful information from data and taking the decision based upon the data analysis.

In this research work, to analyse the questionnaire, mixture of data analysis methods were applied to guarantee validity and reliability. The applied methods included quantitative and qualitative data analysis. For analysing the collected data of a questionnaire,the researcher had to use qualitative data analysis, and for analysing the collected data of Facebook group observation, the researcher has to rely on quantitative data analysis methods.

Qualitative analysis is essentially a measure of quality rather than quantity. When the researcher makes a qualitative analysis, he explores how to identify and describe something, and usually, the researcher does not use numbers or numerical expressions to define these things, because Qualitative analysis deals only with data that is intangible and inaccurate and can be difficult to obtain and calculate. Creswell, (2014) stated that qualitative researchers collect data themselves through examining documents, observing behaviour, or interviewing

participants. They may use a protocol or an instrument for collecting data but the researchers are the ones who actually gather the information. Qualitative data analysis aims to make sense of the abundant, varied, mostly nonnumeric forms of information that accrue during an investigation.

Quantitative analysis is a method used to understand a specific event or an issue by using mathematical and statistical modelling, measurement and analysis. Quantitative analysis, in terms of a numerical meaning, reflects a given fact. The Quantitative method is regarded as a procedure of gathering and analysing statistical data. It can be used for identifying trends and averages, making forecasts, evaluating casual associations, and generalizing outcomes to larger populations.

In the present investigation, many steps were selected for the sake of having a strong and effective data from the questionnaire. First, we selected all the needed information that helped us to facilitate the work such as the sample size, how many informants we need to take a survey and complete responses. Second, we classified questions starting from the demographic questions like age, gender then moving on the frequencies after that reasons behind CS. Third, organizing the researcher data i.e a quick overview of the results to familiarize with the info look for the most common answers. Finally, we summarized and described each one of the responses of each question and interpreting the questionnaire results.

In the current research we analysed observation data based on the following notes: first the researcher determined what we are interested in observing and why. Then, we chose type of and which technique to be used in order to facilitate the work. After that the researcher Set up observational study before conducting the observations. Furthermore, we started rely on note-taking because other methods, like video or audio recording, run the risk

of changing participants behaviour. Finally, we Conducted ,analysed, and interpreted the results.

2. 8. Ethical Considerations

Validity and Reliability are concepts used to determine research efficiency. They mean how well something is done using a mixture of methods, techniques or examination. Reliability is the accuracy of a measure while the precision of a measure is about validity. In the same line of thought, Patton (2001) argues that validity and reliability are primary components that will be of concern to any qualitative researcher when conducting a study, analysing results and evaluating the quality of the study.

Furthermore, reliability is important because it measures the quality of the research. According to Drost (2011), reliability is the extent to which measurements are repeatable when different people perform the measurement on different occasion, under different condition, supposedly with alternative instruments which measure the construct or skill.

Making ensuring that data are reliable and reproducible and that the findings are accurate is the main goal of establishing reliability and validity in research. The evidence of validity and reliability are prerequisites to assure the integrity and quality of a measurement instrument (Kimberlin & Winterstein, 2008).

In order to guarantee the validity and reliability of this dissertation, the researcher followed the following steps

- Ensure careful study planning and adequate quality control and implementation strategies-including adequate recruitment strategies, data collection, data analysis, and sample size.
- Students were given a consent form before answering the online questionnaire

- They had the chance to drop out at any level.
- The asked questions were optional and they had the chance not to respond if they wanted.
- The identity of informant was kept anonymous
- We reported data as they are, qualitative ones were presented in form of theme while quantitative data were presented in a numerical from.
- Formulate good and appropriate questions related to the research topic.
- Use tables to record data, constant testing and comparison of data.
- Informants were told that they were observed after finishing the procedure of observation.
- The obtained data were used only for research purposes.

2.9. Conclusion

To conclude, this chapter highlighted the methodology applied in this study. It presented data collection procedures and analysis, and it adopted research design and case study. This chapter demonstrated the research work's objectives and research instruments (questionnaire and observation) that took place in Ain Temouchent University. Furthermore, we provided a clear interpretation of the validity and reliability and analysis of the collected data. The following chapter will be devoted to the analysis of research instruments and the discussion of the main results, and it will provide some suggestions and recommendations concerning the code-switching phenomenon.

Chapter Three

3.1. Introduction

The third chapter in this dissertation is concerned with the concrete part as it reports the collected data. It is divided into two main parts; the first one illustrates students' linguistic behaviour typically code-switching and language transition in their discourse, from Algerian Arabic to English or from English to Arabic. Therefore, this chapter aims at providing the analysis of data collected from questionnaires and observation. Hence, in accordance with the aims of this research work, both qualitative and quantitative analysis techniques are combined to analyse the collected data and obtain accurate outcomes and sufficient information from the respondents. Moreover, the second part of the chapter deals with discussion and interpretation of the main results. In the end, it provides some insightful recommendations for future research.

3.2. Research Findings and Results

This part of this study is devoted to the analysis, examination, and reporting of the collected data and the finding of the present research study. The opted research tools (questionnaire) and observation are discussed in detail. In this regard, the first part of this section analyses questionnaires, while the second one deals with observation findings.

3.2.1 Results Related to Students' Questionnaires

Students' questionnaire aims to collect the needed data to explore code switching as linguistic resource among EFL learners. It was designed to analyse students' linguistic behaviour considering CS, their attitudes towards CS, and the motives and frequencies of CS on Facebook. The students' questionnaire was distributed to (60). The procedure was done online using Google Forms yet, only the received answers were (50). The questionnaire starts with a brief definition about code switching; the term CS refers to a person changing

languages or dialects throughout a single conversation and sometimes even over the course of a single sentence. The questionnaire consists of (11 questions) which are logically organized and reported in tabulations and figures.

Table 3.1 Gender distribution

Students	Number	Percentages
Female	39	77%
Male	11	22%

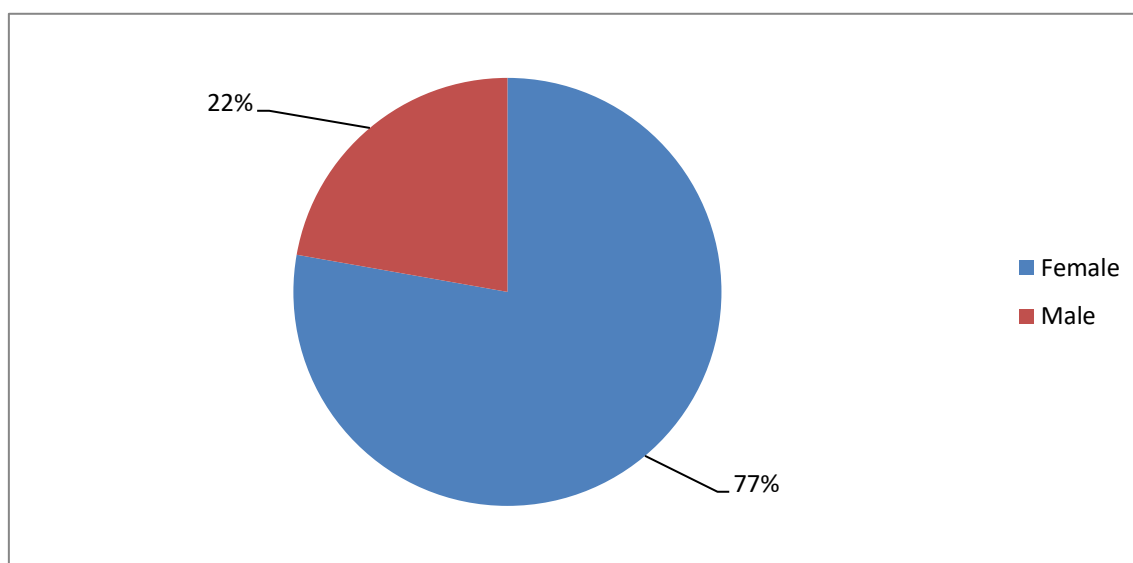


Figure 3.1 Students' Gender

Question one was asked because many works have shown that gender affects language choice. The sample answering the following questions consists of 62 EFL learners at Belhadj Bouchaib, 47 females and 15 males. Participants were asked to precise their gender due to its significance and its influence on one's decisions and choices. This precision enriches the findings and helps to provide valuable analysis and a better understanding of EFL learners. The gap between the number of female and male participants in this study reflects mainly the

use of code-switching among EFL learners. In other words, females switch between languages more than males do. As a result, gender plays a role in defining EFL learners' code-switching on facebook which will impact the analysis of the questionnaire since females represent 77.6 % of participants while males represent 22.4%.

Table 3.2 Informants' Age

Age	Number	Percentage
18 -21	7	14.3 %
22-24	39	79.6 %
Above 25	3	6.1 %

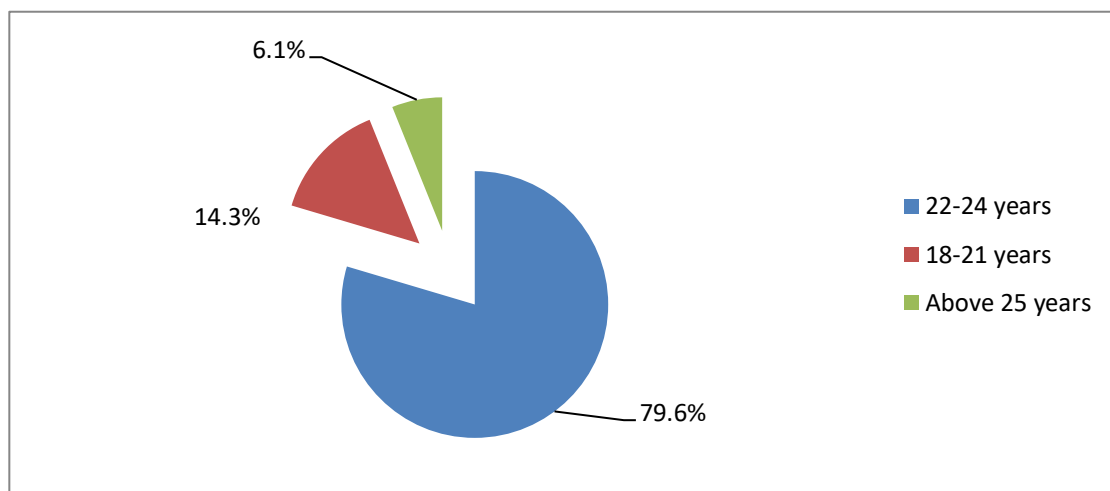


Figure 3 2. Informants' Age

In the second question, participants were required to select their age. This question was asked to see how age influences EFL learners' choice of languages. The answers in Figure 3.2 reveal that 79.6 % of students are between 22-24 years, 14.3% are between 18-21,

and only few learners are above 25 years. In other words, learners between 22-24 years switch more.

Table 3.3 Languages spoken by students

Spoken languages	Number	Percentage
One language	1	1.4 %
Two languages	8	16.3 %
Three languages	40	81.6 %

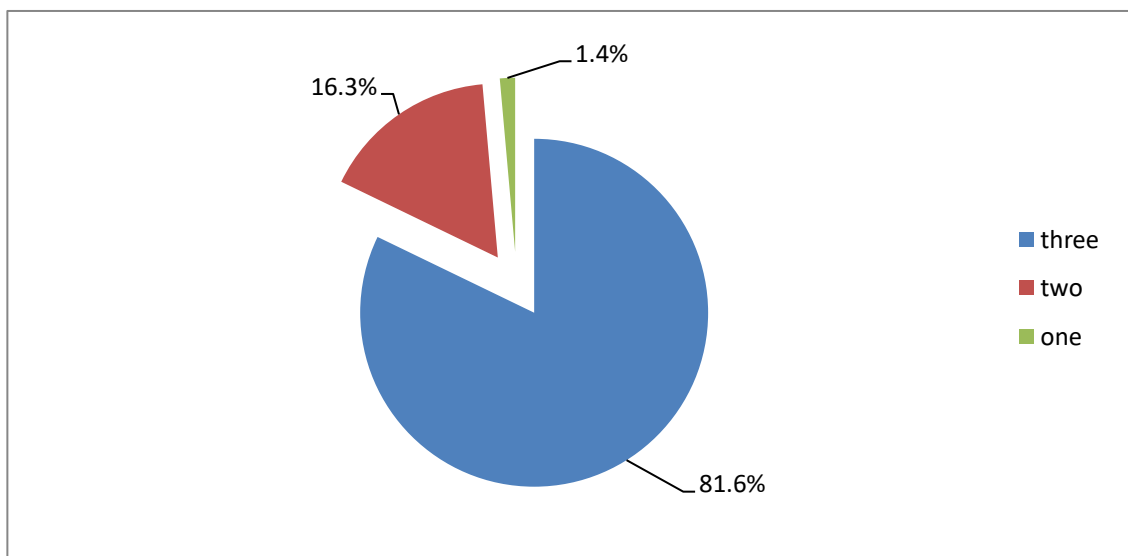


Figure 3.3. Spoken languages

In the third question, participants were asked to select how many languages they speak well. They were allowed to choose up to three choices. 81.6 % of EFL learners speak three languages, i.e., the majority of them have knowledge and background in the three languages. 16.3% of students speak two languages. By asking for number of spoken languages, we aimed to figure out the number of the spoken languages by Master2 didactics and applied linguistics English Students in their daily life.

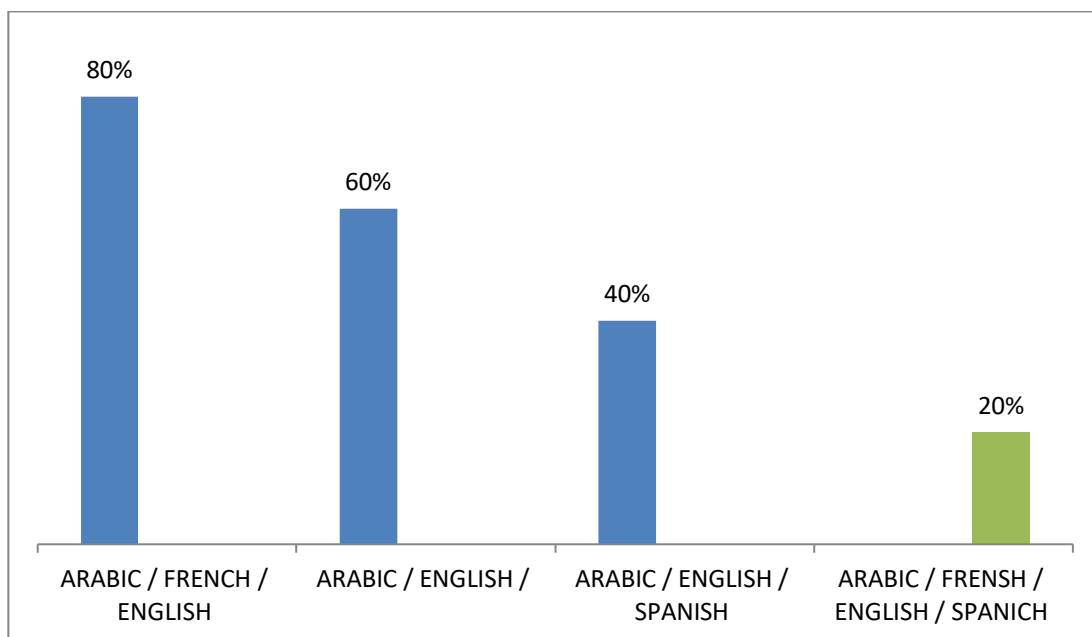
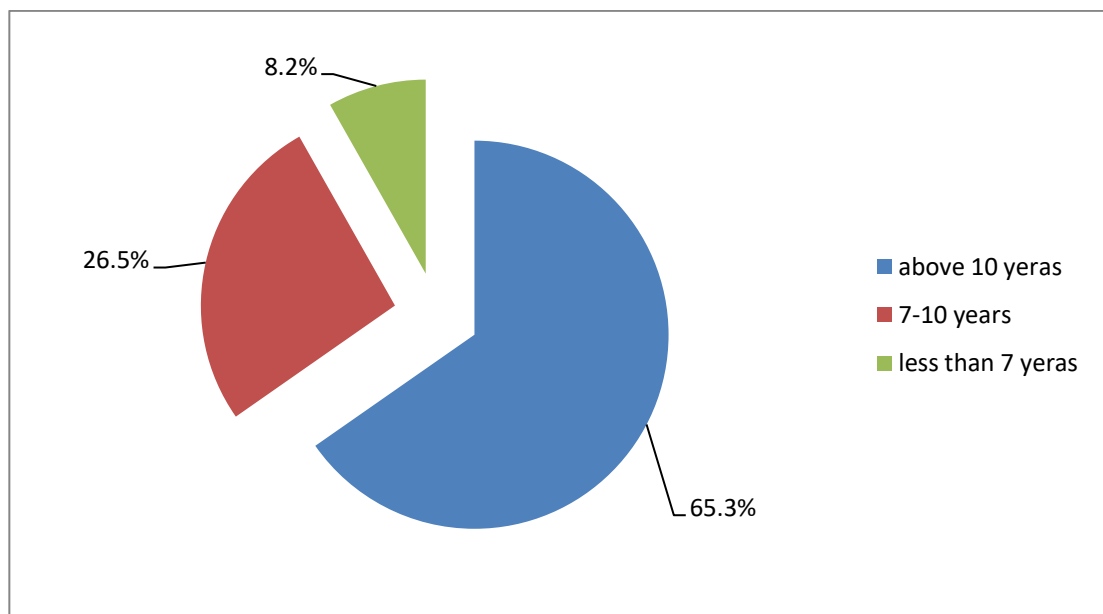


Figure 3.4. Spoken Languages By EFL Students

In the fourth question, participants were asked to mention what are the languages they speak well. The majority of students said that they speak Arabic /French and English at the same time this means that students have a great tendency in understanding and mastering Arabic as their mother tongue which they grew up speaking it. Then comes French since it is considered as the language of prestige and has a special status among Algerian society members and as a second language used in Algeria. Then, English as the target language since it is the language they study and use in every day.

Table 3.4. Learning English period

	Number of students	Percentage
Less than 7 years	4	8.2 %
From 7-10 years	13	26.5 %
Above 10 years	32	65.3 %

**Figure 3.5. Learning English period**

In this question, participants were asked to select how long they learned English as a foreign language. The majority of them learned English over 10 years because Algerian learners start learning English as foreign language from the first year in the middle school. 26.3% between 7 to 10 years and only 8.2% of them were studying for less than 7 years. It was clearly mentioned that female studied the target language more than men did.

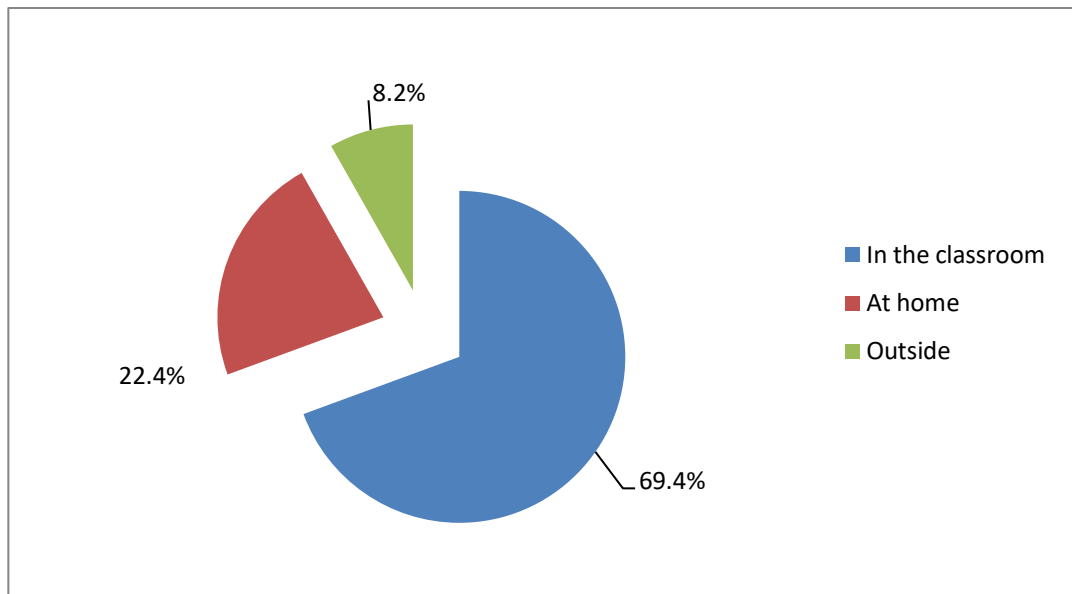


Figure 3.6. Participants' use of English

The majority of the students (69,4 %) claimed that most of time they speak English in the classroom either to discuss the lecture or to talk about different matters .Some said that they like to interact using English with their family member order to enhance their competence in English. The rest said that they use English outside while talking about social media, music, style of dress, make up and movies.

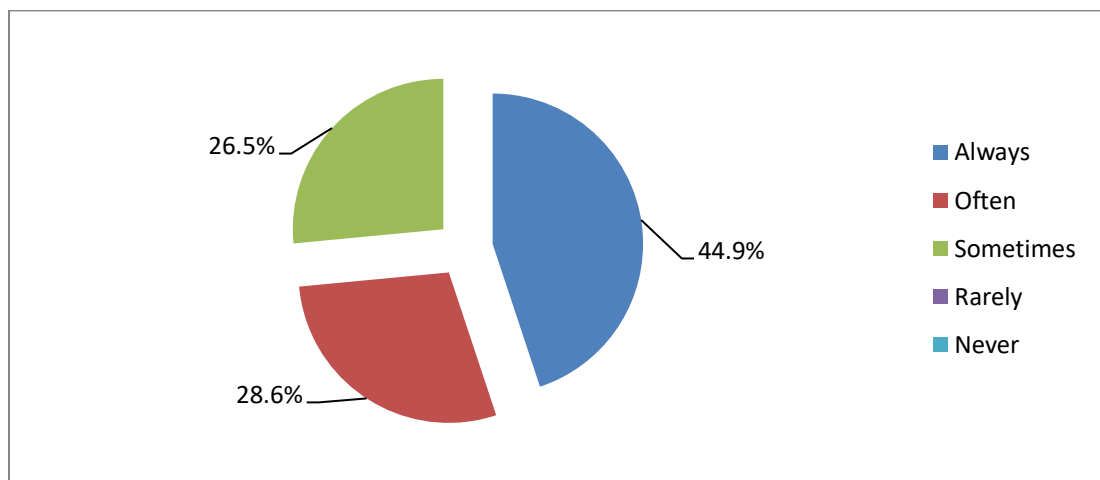


Figure 3.7. Frequency of code switching

This question was asked to check how often participants switch their language from one to another. Based on Figure 3.7, more than half of the participants (44.9%) always switch codes. Because it helps them understand the meaning of unfamiliar words, i.e., to find equivalent words in the other language. Besides, 28.6 % of students often change their language, and 26.5% of them sometimes alternate languages. This question was asked to highlight the impact of habit and frequency of code-switching.

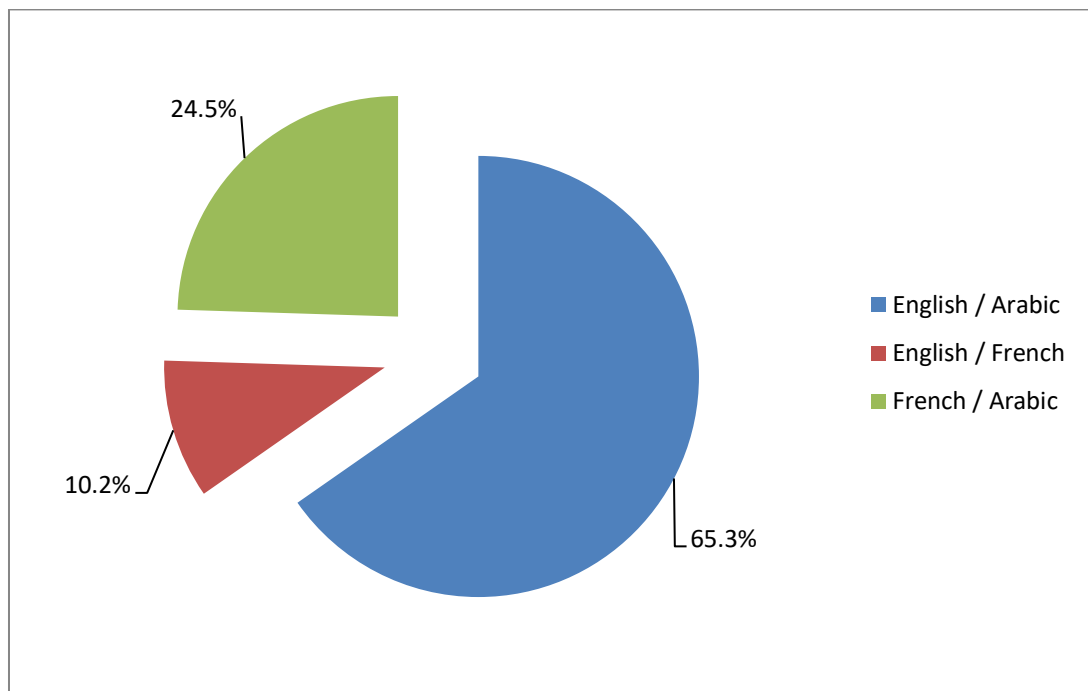


Figure 3.8. Commonly used languages

The graph shows that half (65.3%) of the participants switch to AA during their conversation because they believe that despite being English students, their levels in English can never match that of their native language. Therefore, they need to use their native tongue to fill in the gaps lefts due to the shortage of vocabulary. 24.5% of the students claimed that they code switch from French to Arabic because it is the second language in Algeria as they learned it at a young age at primary school. 10.2% of students switch from English to French.

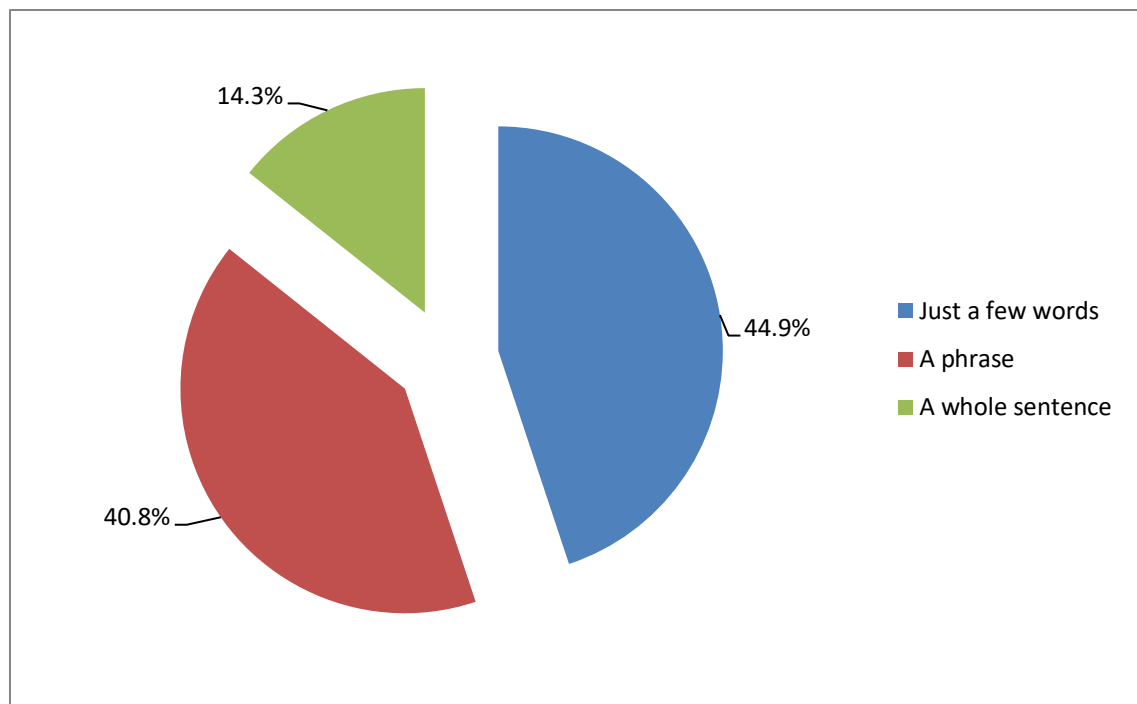


Figure 3.9. Types of CS

Figure 3.9 shows that 44.9 % of informants stated that they switch from one language to another in a conversation using just a few words since this sample of population already master the English language so they know it no need to long phrases or sentences , few words are enough to explain some difficult words . 40.8 % stated that they code switch while speaking in terms of phrases, and 14.3 % of participants switch using terms of sentences.

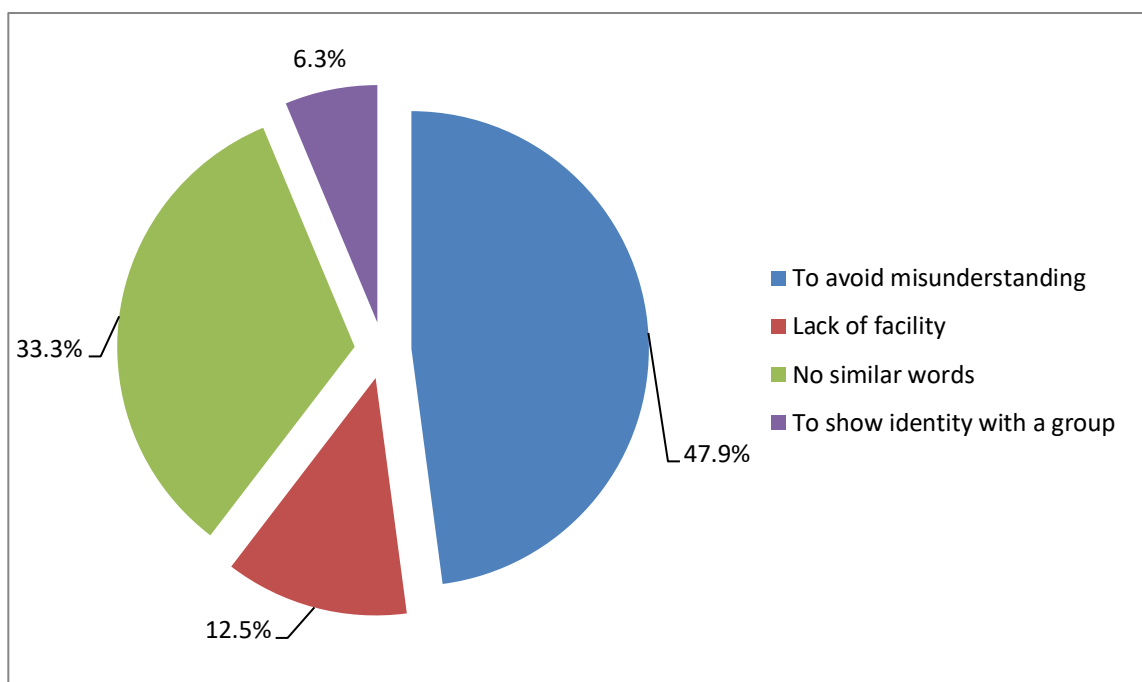
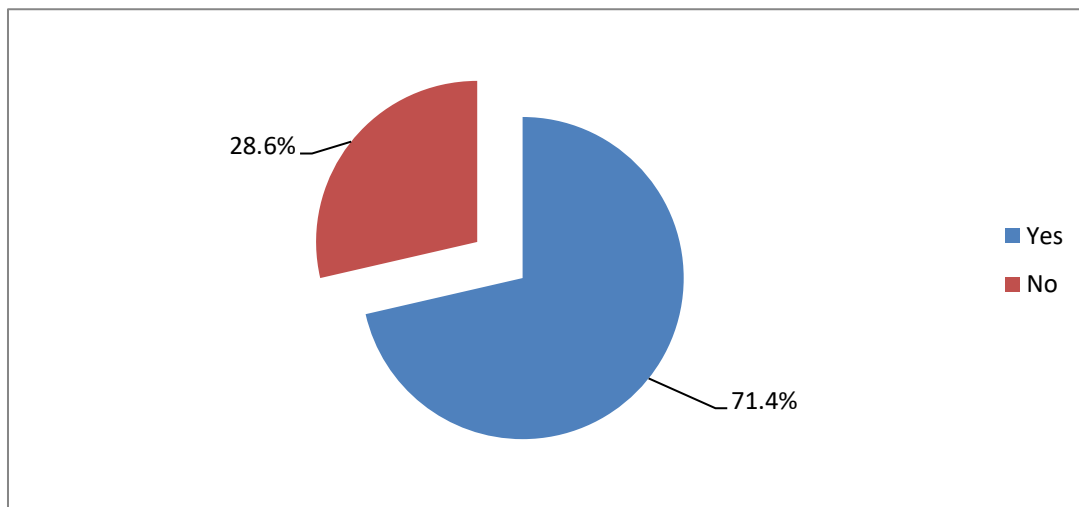


Figure 3.10. Reasons behind CS on Facebook

This question aimed to know participant's views about the most influential reasons for code switching. The above figure shows students use code switching for many reasons. First, (47%) of students stated that they code switch while speaking to avoid misunderstandings specially where there are different social and cultural differences. (33.3%) of the participants switch their languages to fill a linguistic gap when they do not find a direct equivalent in the target language to have a successful conversation, and sometimes it is unconsciously done. (12.5 %) stated that they code switch because of lack of facility specially where there is a bilingual or multilingual community speakers who belong to this kind of society often code to the second language vocabulary to match their native language words. Only few of them change their language in order to show identity with a group. Moreover, (1.2 %) of them stated that they code switch to show identity. This means that some students believe that language is the mirror of the person's identity not just as a mean of communication.

Table 3.5. Students' opinions about CS

Options	Number	Percentage
Yes	14	28.6 %
No	35	71,4%

**Figure 3.11. Participant's opinions about CS**

As far as the eleventh question is concerned, it looks for the participant's views about code switching, in other words it seeks to know how the status of code switching can influence language. Most of them 71.4% stated that code switching do not destroys language on the other hand 28.6% said that yes code switching destroys language.

3.2.2 Results Related to Observation

In this research, Observation was the second method that enabled the researcher to collect the necessary information for the research. It is deemed to be prosper as it seemed a chief means to check the role CS plays in social media, the influence it has on both male and female and to identify the reasons that lead to CS between men and women. Gender was

analysed as the most important variable that shows how patterns of CS differ among male and female speakers within the conversation. As mentioned before, all students of Didactics and Applied linguistics were observed the main focus was on observing the switch between male and female and the frequency of the use of each code as well as the reasons behind that use. The way people CS differs from one person to another according to their purposes and needs. From what we analyzed, we have found that there are different reasons that lead both women and male CS including:

CS to emphasize a point

In this theme both male and female switch when they want to clarify and emphasized a point the following example was selected from their facebook group conversation:

GIRLS, Don't Forget to bring your PC with you tomorrow pcq aedna presentation. It means that girls have to bring their PC because they have presentation. An other example was stated by students which is : Matnsouch bach tastiko rwahkom dmn because we are going to take a picture at the end of exam . Which means don't forget to well dressed because we are going to take a photo at the end of the exam . From the above sentence , we noticed from these two examples that women used such a style and words when they want to emphasized . Besides , Men also are similar to women in this point as in the present example : l'équipe please answer the following questionnaire w thalo . In this example , someone told his friends to answer his questionnaire with some special words as when he said : l'équipe which means team and the word thalo which means take care and answer it at the moment. Consequently, from this example we noticed that each one has his /her way of CS.

CS to attract attention

The following theme considered also as a reason behind CS. Female used this when they talked for instance: saleeeeeem, Are you here? AFFICHAAAW les notes f Progressss

rouho chofo. The present sentence means that the department posted the Marks on the site of Progress have a look or go .As a result, It was clearly observed that writing with repeating such a letter was a very useful way to attract attention of someone. This reason was not found by men.

CS to quote / translate someone say

In the following statement, we observed that English students tend to switch when they quote someone' else like in this conversation:

Participant 1: Guyyys, gatelkom lprof li aendah foug three absences exclu. Which means that the teacher told you if you have more than three absences you are excluded.

Participant 2 : lol , chkoun rah smae biha , ri tahdar

Participant 3 : menayteeeeeek !!!!! means seriously **جديا**

Participant 4: yes, ana l'essentiel i told you allahoma ini balaght allahoma fach had and RIRA BIEN QUI RIRA LE DERNIER .

المهم انا اخبرتكم اللهم ان بلغت اللهم فاشهد و يضحك جيدا من يضحك اخيرا

It was clear that women use other quote when they talked in their daily conversation to prove what they said. On the other hand, men rarely CS when they quote someone said .

CS to show identity

In this part, female expressed themselves when they changed their language to show identity with a group as in the current example :

Salem , labnet I hope you are doing good , well Aloli bali miss zohra atalkom wasam hema lectures li dakhlin f test , could you please pass them .this sentence means : Hello , i hope you are doing good , well they told me tha miss .Racha told you what are the lessons

included in the test , please send them to me . From the above example the girl showed all the members of the group that she was not from this region , she was from tlemcen as if she showed her different culture , dialect and identity through her switches . In contrast, men rarely used this way to express themselves even if when they were not from the same community and if this happened, it will be unconsciously .

3.3 Discussion and Interpretation of the main results

This section attempts to summarize and interpret the main findings of this investigation. The major results that are collected from each research instrument will be discussed. The questionnaire and observation have helped the researcher to gather a large amount of data .The results obtained from the questionnaire and observation reveal some points of similarities. First, concerning gender, the result of the questionnaire is similar to the observation's, in the number of female students is more than male's in terms of using CS , it is observed that the female respondents code-switch more than male respondents do. It is like the result obtained from questionnaire; the sample reveals that females 77% are dominant compared to male 22% the statistics have revealed that most of participants who use CS are females. Second , We found that (79.6 %) of students are between 22 – 24 years which is the majority of population from this we noticed that students who are between 22/24 switch more than the other .Throughout analyzing the collected data, we figure out that the majority of students are able to speak three languages Arabic , French and English . However, most of the students agreed that language proficiency is not a motivation behind CS. the majority of the students switch from Arabic to English due to the fact that despite being an English student, the level of English can never match that of their native language which is Arabic. The use of the mother tongue occurs by switching back to Arabic when they find difficulties

expressing themselves in English. However, those who use French may have been influenced by their home education or parents' educational and social position.

The majority of students selected that they learned English as foreign language more than 10 years. Most participants stated that they switch in the classroom between Arabic and English because they get the idea faster and easier to help them understand the lecture or the course. Most students explained why student's CS used more in the classroom is due to the lack of knowledge or skills to express their thoughts in the target language effectively. Moreover, (44,9 %) of students tend to always change their language from one to another . Additionally, it is worth mentioned that (47.9%) of participant students indicated that they CS when they wanted to express a word that does not have a direct equivalent or to convey precise meaning and to avoid misunderstanding. Besides, using the mother tongue is curative and usually unconscious as it is a part of their identity. They confirmed that they were fully aware of the use of code switching that why the majority of population have positive attitudes towards CS .

Furthermore, the sample gave different answers about when they usually CS . half of population confirmed that they usually switch with just few words within a conversation this because they already practised for many years they are not begginers .To sum up, code switching considered as an essential strategy and sociolinguistics phenomenon , which the students frequently practice in their conversations as a linguistic tool to communicate.

Additionally, Results showed from the observation that most of the students switch between the English language and the Arabic language when emphasizing , quoting , attract attention and showing identity on Facebook website when they communicate.

3.4 Implications

Many education experts and scholars have disagreed on the switching between codes in educational settings for years. While some academics think that CS is advantageous like Gumperz, (1982), Blom and Gumperz, (1972), Myers-Scotton (1993). This study has some implications for language learning as it demonstrates code switching as a useful component . Code switching may be also employed in the research investigation where EFL students need to enhanced clarification when a word or phrase is unknown. According to (García et al, 2018) : code switching can serve as a useful strategy in classroom interactions if the aim is to get the intended meaning communicated more clearly and to transfer the knowledge to students in a more efficient way. Others on the other hand, like Cook (2001), think that it should be avoided. According to Norouzi and Namaghi (2015, p.9) despite the pedagogical functions of L1, some practitioners dogmatically reject L1. In this vein. The authors of this study believe that CS may have a negative impact on students .CS lowers students' proficiency.

3.5 Study limitations

This investigation was limited to M2 didactics and applied linguistics students of English Departement at Belhadj Bouchaib University of Ain Temouchent. More precisely, it was limited to a representative sample of sixty students. In addition, the research was limited in terms of time and materials. We had also limited the number and choice of tools as we had selected the questionnaire and observation that we considered the most appropriate regarding the nature and aims of our study. The last trouble was in the practical part because not all the students respond-to the questionnaire . Since this study aims to investigate the reasons that stand behind code switching in facebook website , we have confronted difficulties in getting access to student's pages and groups because they told us the content of those pages is

private. In addition to this, when we were granted the authorization to consult the pages of some colleagues, it was difficult for me to determine the motives of code switching in their communication because sometimes it was just a repetition of conversation.

3.6 Recommendation

Based on the findings and data obtained from this study, there are some recommendations suggested for future studies: The first suggestion for future research is to study the use of CS phenomenon in another platforms like: whatsapp or instagram. Second, the results of this study revealed what are the learners' motives behind the use of code switching in groups where they can express themselves freely and comfortably they felt motivated to interact with each other. Hence, future research can be carried out on the role of CS inside the EFL classroom since it helps students to communicate in a smooth way without facing difficulties in interacting with the teacher or other students. Third, this research used two instruments in collecting data including questionnaire and observation so further research can use the three instruments together: questionnaire, observation and interviews.

3.7 Conclusion

To sum up, this chapter summarised the results drawn from the questionnaire that was administered to sixty students of English. The questionnaire was helpful in the discussion which illustrated the data shown through graphs in this part for more visual clarification. The result discloses that EFL students switch between English and Arabic throughout their conversations in several topics and in various contexts, such as, revision of lectures, personal life. They code-switch when expressing their ideas and describing stronger feelings sometimes controlled by stress. Moreover, students tend to CS for different reasons, such as, filling the gap of vocabulary, the lack of immediate knowledge, and the familiarity with either

one. Furthermore, most of them think that code-switching transmits the meaning and is beneficial to a great extent. So, the results concluded from their questionnaire are closely similar to observations results.

General Conclusion

General Conclusion

General Conclusion

The current dissertation is a sociolinguistic investigation of code-switching widespread phenomenon used by bilingual and multilingual communities. Sociolinguists may also use the term diglossia to denote bilingualism, the speaking of two or more languages by the members of the same community as for example: in Algeria , where many members of the community speak both Arabic , French and English.

The present paper has been written in form of three chapters : first , the theoretical part and the practical one. The former included a piece of information about CS and the historical overview, types, reasons behind use. Furthermore, we mentioned Algeria's sociolinguistic situation and the languages spoken in this multilingual community. Moving on, code-switching on the Facebook website. The second chapter talked mainly about the methodology used. It also described research methods, sample populations, tools, procedures and ethical considerations. The third and final chapter interpreted the data obtained from the students' questionnaire and observation. Furthermore, this chapter discussed several suggestions and recommendations for further research.

In this work, two research instruments of data collection were used; a questionnaire addressed to master two didactics and applied linguistic EFL students at Belhadj Bouchaib University of Ain Temouchent and observation with the same sample. The data were both quantitatively and qualitatively analysed.

The data obtained from the respondents' questionnaire was illustrated in graphs and tables. Results showed that EFL students code-switch between English and Arabic throughout their Facebook conversations. Students tend to switch codes on Facebook for different reasons, such as to fill the lack of vocabulary and to avoid misunderstanding and non-

General Conclusion

equivalent words. During the investigation process, the results drawn from the observation are closely similar to the questionnaire results. EFL learners proved that CS was beneficial and purposive because of transmitting their intended meaning. Throughout the analysis of the observations and students' questionnaires, different reasons that drive bilingual individuals to CS were revealed. Among the motives were to quote someone else, tell jokes, and emphasise a point. The CS phenomenon occurred when the students changed their language to find exact words because some words are better expressed in one language to another.

Overall, it would be interesting to investigate the code-switching process in other websites, such as WhatsApp or Instagram and compare the reasons and attitudes from this social network to the present website in order to highlight the differences.

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Appendices

Appendices

Appendix A

Students' Questionnaire.

Dear Students, This questionnaire aims to investigate the students' reasons behind the use of code switching in facebook website. You are kindly requested to answer the given questions for academic purposes. Thank you in advance.

Section one : general information

1 / Gender ?

Male

Female

2 / How old are you ?

18_ 21

22_ 24

Above 25

3/ How many languages do you speak well ?

One

Two

Three

Cite the language/s you speak

4 / How long have you learned English as foreign language?

Less than 7 years

7 to 10 years

Appendices

Above 10 years

Section two : The Students' reasons and attitudes towards CS

5 / where do you frequently use English?

In classroom

At home

Other (precise)

6/ How often do you switch / change your language from one to another?

Always

Often

Sometimes

Rarely

Never

7/ Which language do you use the most when do you code switch?

English / Arabic

French/ Arabic

English/ French

8 / when you switch between languages is it usually for ?

A whole sentence

A phrase

Just few words

9 / why do use code switch during classroom conversation?

Lack of vocabulary

Lack of confidence

Appendices

To communicate more effectively across diverse groups

10 / Do you think that code switching destroys language?

Yes

No

Summary

Summary

Algeria is a multilingual society where major population is either bilingual or multilingual. Code-Switching is considered as a natural product of bilingualism or multilingualism where speakers shift between languages in the same speech. This phenomenon of switching from one language to another is widely spread to be observed in Computer mediated Communication. The current study aimed to shed light on the use of code switching while chatting on Facebook among EFL learners of Ain Temouchent University, and to find out the reasons and motives behind using this phenomenon. More specifically, it probed into whether the participants M2 didactics and applied linguistics students change their language from Arabic to English and vice versa in their conversation. To undertake this quantitative and qualitative study, two research instruments have been used, namely a questionnaire and an observation. The Results ensure that there are different reasons and motives that stand behind this phenomenon. Moreover, the results also show that most students switch when they talk for different reasons and purposes.

Résumé

L'Algérie est une société multilingue où la majorité de la population est bilingue ou multilingue. Le Code-Switching est considéré comme un produit naturel du bilinguisme ou du multilinguisme où les locuteurs passent d'une langue à l'autre dans le même discours. Ce phénomène de passage d'une langue à une autre est largement répandu pour être observé dans la communication assistée par ordinateur. L'étude actuelle visait à faire la lumière sur l'utilisation de la commutation de code tout en discutant sur Facebook chez les apprenants EFL de l'université Ain Témouchent, et à découvrir les raisons et les motivations derrière l'utilisation de ce phénomène. Plus précisément, il s'agissait de savoir si les étudiants en M2 didactique et linguistique appliquée changeaient de langue de l'arabe à l'anglais et inversement

Summary

dans leur conversation. Pour entreprendre cette étude quantitative et qualitative, deux instruments de recherche ont été utilisés, à savoir un questionnaire et une observation. Les résultats assurent qu'il existe différentes raisons et motifs qui se cachent derrière ce phénomène. De plus, les résultats montrent également que la plupart des étudiants changent lorsqu'ils parlent pour des raisons et des objectifs différents.

ملخص

الجزائر هي مجتمع متعدد اللغات حيث السكان الرئيسيون إما ثنائيو اللغة أو متعددو اللغات. الكود - يعتبر التبديل نتاجًا طبيعيًا للثنائية اللغوية أو التعددية اللغوية حيث ينتقل المتحدثون بين اللغات في نفس الكلام. تنتشر ظاهرة التحول من لغة إلى أخرى على نطاق واسع بحيث يمكن ملاحظتها في الاتصالات الحاسوبية. هدفت الدراسة الحالية إلى إلقاء الضوء على استخدام تبديل الكود أثناء الدردشة على فايسبوك بين متعلمي اللغة الإنجليزية كلغة أجنبية بجامعة عين تموشنت ، ومعرفة الأسباب والدوافع وراء استخدام هذه الظاهرة. وبشكل أكثر تحديدًا ، بحثت في ما إذا كان طلاب M2 التعليمي واللغويات التطبيقية يغيرون لغتهم من العربية إلى الإنجليزية والعكس صحيح في محادثتهم. لإجراء هذه الدراسة الكمية والنوعية ، تم استخدام أداتين بحثيتين هما الاستبيان والملاحظة ، وتضمن النتائج وجود أسباب ودوافع مختلفة وراء هذه الظاهرة. علاوة على ذلك ، تظهر النتائج أيضًا أن معظم الطلاب يتحولون عندما يتحدثون لأسباب وأغراض مختلفة.
