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**Investigating the Use of Code Switching in Email Writing  
Case Study:" Teachers and Master Students  
at the English Department of Ibn Khaldoun University"**

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Linguistics

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## **Dedication**

**This work is dedicated to:**

**My dear mother who has supported me a lot in my life.**

**My father without him I would not be who I am.**

**All my family, My sister Fadila and Fatiha and all my brothers. Who shared  
the hard moment with me and encouraged me to go further.**

**This work also dedicated to my beloved Penny Alberry and Tianna**

**A special thanks to my friends Amine, Ayoub, Radha, Ahmed, Dounia, Hanan  
and all my classmates.**

**To all my TEACHERS throughout my career of study.**

**Yacine**

## **Dedication**

I offer this work to my mother first, thanks to her encouragement and sustain.

To my brother and sisters: Khaled , Amina, Sihem and Wissam

To all my friends and classmates

*Amine*

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## **Abstract**

The present study aimed to describe the linguistic behavior students and teachers at the department of English in Ibn Khaldoun university in the course of writing their emails. Particularly, it investigates one of the outcomes of language contact phenomenon namely code-switching (CS) and whether it manifested in the process of writing email. Methodologically, this work is couched under qualitative and quantitative approaches to collect representative data. The research instruments used in the course of this study is self-filling written questionnaire designed for 44 Master students and semi-structured interview recorded with 5 teachers of English at the department of English. Findings related to teachers' interview suggests that teachers do not use code switching with their students, they prefer to use the target language only with their students while they use French when they address the administration. In addition, the questionnaire shows that students use code switching with each other and they have to use formal language with their supervisors.

**Keywords:** Master English students, Code switching, Code mixing, Bilingualism, Diglossia, borrowing, email.

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## **List of abbreviations**

ADA: Algerian Arabic

CM: Code- mixing

CMC: computer mediated communication

CS: Code- switching

EFL: English foreign language

Email: electronic Mail

Fr: French

H: high variety

L: low variety

L1: The first language

L2: The second language

MA: Master students

MSA: Modern Standard Arabic

MSLA: Modern Standard Literacy Arabic

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# **General Introduction**

### General Introduction

One of the current topics in sociolinguistics phenomenon is the language contact and its outcomes. It is acknowledged that the language contact is where group of speakers that share different background with different language and dialect comes into contact with one another and their languages influence each other. Unquestionably it will emerge sociolinguistic results such as Code Switching, Code Mixing, Bilingualism and Diglossia. The Algerian students have been in touched with different languages including French, MSA and English. As a result for that our vernacular has adopted many words which belong to these languages. The coexisting of these languages in university has an impact on the language used in general and the written one in particular. So, they will use these languages mutually later on their learning and writing skills. Furthermore, in order to write messages or emails, the students and teachers use these languages addressing each other or their administration ones.

The definition of code Switching refers to situation whereby the bilingual or multilingual switch back and forth between one language or dialect and another within the same conversation or sentences. To back up to the same idea, the bilingual and bidialectal apply their alternation for communicative needs, prestigious matter or the lack of exact explanation of our vernacular or the target language. So, the alternation amongst these languages can be sometimes an effective tool to send a clear idea about any spoken topics. In the Algerian context, we may find the frequent use of Code Switching within our utterances with great influence of French language mainly for the reason that is rooted in the Algerian Educational system for ten years and its higher status.

At sociolinguistic standpoint, code mixing is the process in which the speakers shift back and forth between two languages with such rapidity and density, even within the sentences and phrases that it is not possible to say at any time which language they are speaking. Code Mixing is to some extent different from Code switching but it is difficult to distinguish between them. Code Mixing occurs when people mix between two different varieties, two different codes. We speak about code mixing when a word or an item of second language is interposed into a sentence which remains in a first language. It means that we change codes from one language to another, alternatively, in the same utterance. Within the same conversation, some words are taken in one language and others are taken from the other variety and are mixed together. Sometimes, a mixed code can serve as a



## General Introduction

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marker of higher social prestige, of religious identity or professional status and it constitutes an act of identity.

Code Switching is a tool to transmit an idea from one person to another with mixture of different foreign languages, however, the use of this sociolinguistic phenomenon during writing emails with classmate or teachers may interfere even positively or negatively on the writing skills.

As the result of globalization, the communication process has been easier for both students and teachers. In fact, they use communication tools in order to send and receive some documents and information.

### Research Question

The aim of this study is to analyze and provide the importance of language in contact in general and the use of code switching while writing emails in particular. To accomplish the purpose of this study, the following questions are addressed.

1. Which language variety is mostly used in email writing?
2. Do EFL students and teachers use code switching in email writing?

For answering these research questions, one questionnaire has been addressed to Master English student and semi structured interview held with the teachers of English at the Department of Foreign Languages.

### Hypotheses

Hypothesis is a supposition of the effects of the phenomenon under investigation. The current research contains two hypotheses:

1. In spite the fact that ADA is acquired for both teacher and students, it seems that the target language is mostly used in email writing.
2. EFL students code switch with one another while they avoid using these alternations during writing emails to their teachers or supervisors.

### Research Methodology and Design

The research is divided into two parts; the first aspect is literature review is on the theoretical frame with two chapters, while analytical methods are used to achieve the purpose of this research.

### **Research Tools**

Data collected by tools of questionnaire and unstructured interview. The questionnaire is addressed to Master English students in the Letters and Foreign Languages at the University of Ibn Khaldoun Tiaret. Meanwhile semi-structured interview held with the teachers of English in our department.

### **Limitation of the Research**

The research might have some limitations. In the first place, some of questionnaires were not full answered because the majority of questions left empty without providing any choices, so these questionnaires were excluded. Beside some of participants did not provide us with honest answers concerning which language variety should be used in email writings. Furthermore, the close meaning of social media and Emails make students confused for not being aware of its differences, so, some of our chosen participants thought that emails and social media have the same meaning and same purpose.

### **Structure of the Study**

Our work divide into two parts the first part deals with theoretical aspect which contains two chapters.

**Chapter One:** It is a literature review about the Algerian landscape where four languages are used: spoken Algerian Dialectal Arabic, Modern Standard Arabic, Berber, French and even English. At the same time, it deals with the historical background of Algeria in general and Tiaret speech community in particular. In addition, this chapter discusses about the languages in contact and its outcomes.

**Chapter Two:** this chapter is devoted to present an overview about code switching and its related concepts in addition to emails in order to scrutinize the way people alternate from one language/variety in email writing.

The third aspect is devoted to the practical part which consist one chapter

**Chapter Three:** This fieldwork is an attempt to analyze interactions where the instances of code switching occur. Hence, the nature of this research determines the methodological design which

## General Introduction

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should be implemented all along the inquiry. So, in this chapter, the researcher describes the methods, sampling, and instruments of data collection which are collected from both teachers and master students at the department of English Tiaret University.

# Chapter One

## **1. Introduction**

All over the world, countries have several languages spoken in their territories. Like these countries, Algeria can be cited as a perfect example of linguistic diversity. It is a country where four languages are used: spoken Algerian Dialectal Arabic, Modern Standard Arabic, Berber, French and even English in addition to regional and ethnic dialects scattering across wide geographical areas. Thus it is a plurilingual country. In addition to a sociolinguistic perspective, a historical one is needed because it helps to understand the evolution that led to these phenomena. At the same time we have investigating about the outcomes of languages in contact which influence the Algerian society including Bilingualism, Diglossia, Code Switching and Borrowing.

### **1.2 Description of the Country**

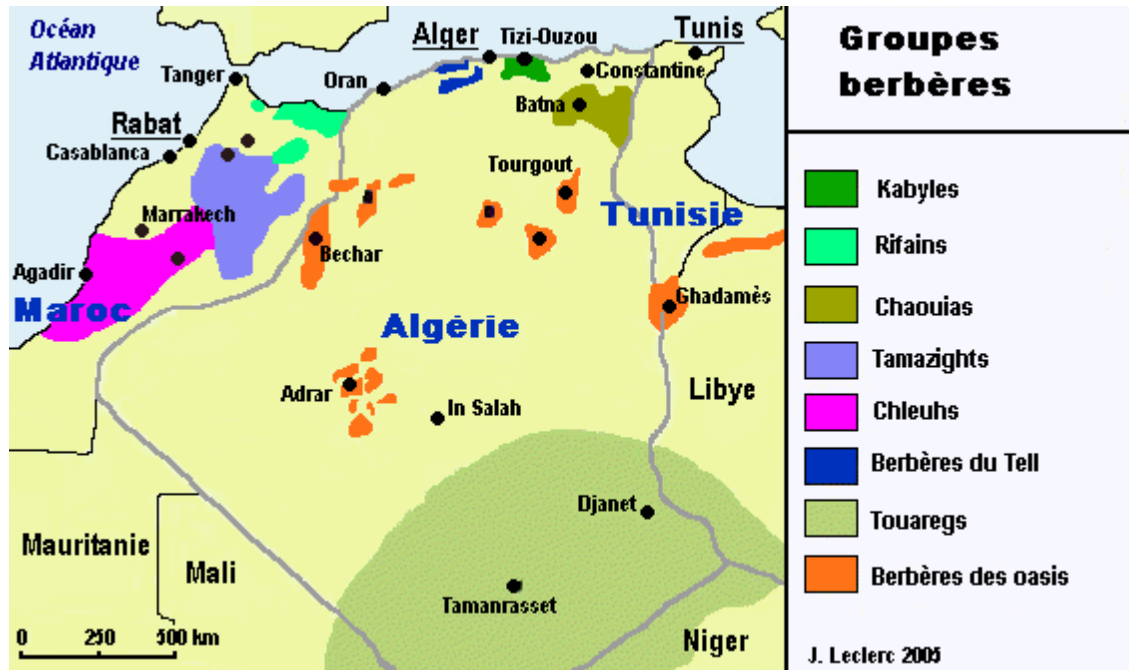
In following section, we shall highlight the history of Algeria as known for its previous coexistence of many civilizations such as Berber, Islamic conquest, the Ottoman Empire, the Spanish and French Colonization.

#### **1.2.1. Historical Perspective**

Throughout time, the history of Algeria has witnessed multifarious linguistic landscape due to the invasion and colonization. Historically, Berber tribes known as *amazigh* were the original inhabitants of North Africa. The first settlers of Algeria were the Phoenicians. They were eliminated by the Romans in 146.B.C and settled for nearly seven centuries. Before the arrival of the Muslim Arab conquests in the seventh century, it was invaded by the Byzantines in 534A.D.along with the whole countries of North Africa.

##### **1.2.1. 1.The Berber's Existence in Algeria**

The bloodline of the Berbers goes back 10,000 years and they are believed to be the one of the oldest peoples on earth in history. In Algeria, the Berber influence dates back to this time and a great majority of the ethnic groups of northwest Africa are of Berber descent. Researchers believe that they emigrated from East Africa and the Middle East during the Upper Paleolithic period .The following map shows the places where Berber varieties are located in Maghreb United.



Map 01: Berbers in North Africa and Algeria

According to Jaafar Massaouda believes that the word “Berber” originated as a Greek word which was the forerunner of the word ‘*Barbarian*’. There is no written proof of this or how this group was named.

Although there is no record as to when the origin of the Berbers started, many written descriptions do appear in ancient Roman, Greek and Egyptian text. About 1000 years ago, the Egyptian people were ruled by the Meshwesh tribe, which was believed to be the leading faction of the Berber empire in these times. The Meshwesh immigrants founded the 22nd Dynasty under the rule of Shoshenq, who prior to his role as leader, was the commander of the Egyptian army.

### 1.2.1. 2. The Arabs Conquest

By 705, the Maghreb region had become a province of the Muslim empire then ruled from Damascus by the Umayyad Caliphs (661–750). The Arab Muslim conquerors had a much more long-lasting impact on the culture of the Maghreb than the other previous region’s conquerors and those that came after the Arabs. By the 11<sup>th</sup> century, the Berbers had become Islamized and in part also Arabized. Over some time, the indigenous Christian communities who were living in the region as part of the Christians word long before the Arab conquest had ceased to exist. The Islamization of the Berbers was no doubt a consequence of the Arab conquest, although they were neither forcibly converted to Islam nor systematically missionized by their Muslim conquerors.

Largely because the Islamic teachings became an ideology through which the Berbers justified both their rebellion against the caliphs and their support of rulers who rejected caliphal authority, Islam gained wide acceptance and spread rapidly among these violently independent Berber peoples.

The Berbers changed their ways of life such as dresses, communal relationships, trade etc in conformity with Islam, where men began to wear turban and women puts on veil covering their head and a long dress covering their entire body (hijab). They also become assimilated via Arab language and emerged as the Arab speaking nation in Africa besides speaking their Berber dialects. The cultural changes have been fostered through long distance (international) trade exchange that transpired between the Middle Eastern world, Asia and the Maghreb. There was intermarriages between the conqueror and the conquered.

The Arab rule lasted almost nine centuries before the country came under Ottoman Empire in 1518. Before the Muslim Arab conquered Algeria, the Berbers resisted adopting the languages and religions of their invaders. They lived and managed to retain their home tongue, their religions, and their customs. Following the Arab conquests, Berbers at first resisted the Arabs as they did with the first invaders, but later they knew that the Muslims did not come to invade them but to spread the principles of their religion. Thus, they adopted Arabic and embraced Islam. Therefore, Arabic was only spoken in the major cities, Berber in the elevated mountains has remained the means of communication. This explains why Berbers living in these high places kept their Berber language like in some other communities in Great Kabylia<sup>1</sup>, the Aures<sup>2</sup> and the Mزاب<sup>3</sup>.

### **1.2.1. 3. The Spanish Invasion**

The treaty the city of Algiers signed with Spain in 1510 was one providing more for unconditional surrender than for a long-term peace. It included a number of conditions that turned Algiers to a vassal state paying tribute and serving the interests of the Spanish monarch.<sup>56</sup> For the purpose, Algiers had to evacuate its defensive forts, provide supplies for the presidios, establish amicable relations with the allies of Spain, and close its ports to the countries hostile to it.<sup>57</sup> To crown this humiliating treaty, Spain occupied and fortified the Islet of the Penon which gave it

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<sup>1</sup> Great Kabylia :a member of Berber people living in the mountainous costal area east of Algeiers.

<sup>2</sup> A natural region located in the mountainous in eastern Algeria.

<sup>3</sup> A natural region of the northern Sahara Desert in Ghardaia Province.

control of the entrance to the port of Algiers. The Penon occupied a particularly strategic position; by controlling it, the Spaniards could easily control all sea-related activities by simply forbidding access to the port.<sup>58</sup> Under such conditions, it became clear that the economic life of Algiers depended solely on the good will of the Spanish garrison there. The inhabitants of Algiers could hardly accept such a treaty. More, they viewed badly submission and payment of tribute to a Christian power. <sup>59</sup> Upon the death of King Ferdinand II in 1516, they considered that the treaty was no more bounding and sent a delegation to the Barbarossa seeking their assistance to throw off the Spanish yoke.

#### **1.2.1. 4. The Ottoman Empire**

The foundation of Ottoman Algeria is closely linked to two Muslim brothers, Arruj (1474-1518) and Khayreddin (1483-1546), better known as the Barbarossa. The Barbarossa were daring corsairs who originated from Mytilene, ex-Lebsos, a Greek island in the Aegean Sea where they had been corsairing under the protection of an Ottoman prince. Arruj was an able corsair who gained fame after he captured two papal galleys, an unprecedented act which caused consternation among Christians.<sup>60</sup> Khayreddin was much more cultivated and sophisticated: a shrewd strategist, speaking six languages fluently, he had unmatched statesmanship skills which he masterly used to steer Algiers under the protection of the Ottoman Empire.<sup>61</sup> Following internal strife in Turkey, the Barbarossa sought the protection of Tunis; then, they expanded their activities to the cities of Jijel and Bejaia. Starting from 1514, they led siege to Bejaia twice but failed to take it; however, they succeeded in expulsing the Genoese, Spain's allies, from Jijel and settled there. Soon after, Arruj sent an emissary with presents to the Ottoman Sultan. This was the first indication of contact between the two corsairs and Constantinople. The Sultan welcomed the initiative as a sign of obedience and reciprocated by sending them two war galleys.<sup>62</sup> Ultimately, this early contact was going to place Algiers in the sphere of influence of the Ottomans.

The Ottoman Realm ruled Algeria three centuries. It continued to be an outpost of the Ottoman Empire until 1830. Despite the fact that the Ottoman domination began in the early seventeenth century and lasted three centuries, the Turkish linguistic impact was inexistent in the countryside, Here, Arabic and Berber maintained themselves intact, apart from a small number of terms used especially in the major cities. (Saad Allah, 2005)



**1.2.1. 5. The French Colonization**

Algeria has witnessed a long period of French colonization beginning in 1830. By 1848 the French administration declared Algeria a French territory where it lasted one hundred and thirty two years i.e., until 1962 when Algeria gained independence. (Haddad, 2004) After France took over the whole country, the French administration declared that the French language was the only language of administration--the official one. In 1938 the French passed a law making Arabic a foreign language. It was imposed as the official language of Algerians and the European settlers (in 1960, the Europeans in Algeria reached 1000000). The French linguistic influence on that of the Algerian map seems very strong. It is claimed that French has the lions share (Ahmed Sid, 2008).

According to Saad Allah (2005:140):

“laws discouraging the use of Arabic and making French the official language, are attitudes against Islam because Arabic is the language of Quran and ancient poetry”.

As he claims that Algeria is witnessing an embarrassing linguistic insecurity including the phonological, syntactic, morphological imperfections could be at the origin of such prevention toward the use of Arabic in formal sittings and the overuse of French language due to the long period of colonization and it is integrated within educational sector from the primary school until the tertiary context.

The French authorities forbade the use of Arabic in history and literature for teaching. Therefore, Arabic was not allowed to be learned at school however, Algerian Arabic was. It is earlier pointed out by Saad Allah (1998:30) that the French administration allowed the linguists the French ones to make studies on Berber and its varieties. These studies are a result of the French-Berber policy. It was based on the division of the social status especially between the Arabs and Berbers, majority and minority, because the Arabs were the majority of the Algerian population as opposite to Berbers, thus French are the only decision makers. This policy started in 1940 by Colonel Careet.

**1.2.1. 6. Arabisation**

Arabisation means the replacement of French by Arabic, that means making Arabic the official language in all social, cultural, and economic activities. I. e teaching the new Algerian generation Arabo-Islamic culture and values, and it means also that Arabic would gain its legal

position which is lost for the French language for many years. For instance the Algerian constitution adopted in 1963, stated that 'Arabic is the official language of the state' and in article 73, it determined that French can be used provisionally along with Arabic. The first president of Algeria, Ahmed BENBELLA, declared in 1963 that "Algerian socialism will not be valid unless we acquire the (Arabic) dimension which we lack" (reported in Gordon, 1966: 95).

It may be said that the Algerian government is not primarily or mainly interested in bilingualism, but in making Arabic the language of school. It is true that by Arabisation the dual language system would be abolished, and the educational system would certainly have been completely unified if only one language was used which the essential obstacle to its unification.

In fact, the process of Arabisation is very slow, this is due to the already explained problems which faced independent Algeria mainly in the educational field in which language is the vital factor. For instance, in 1962 a policy of Arabisation of all classes at primary education was announced, to be effective as soon as there was enough Arabic speaking teacher, but the necessary procedures to ensure realistic support for this policy were not forthcoming.

This was essentially true in the first eight years of field. As a consequence, there has simply been a logical gradual extension of the sphere in which it was used.

The president Boumedienne had decided to go ahead with Arabisation in his speech at the 1967 anniversary of presidency where he announced that

"All state functionaries ( i.e. in para-state companies as well/  
as in ministries ) would have to learn Arabic because it was one  
of the national characteristics. No education would be complete  
unless expanded through the language of the country ."

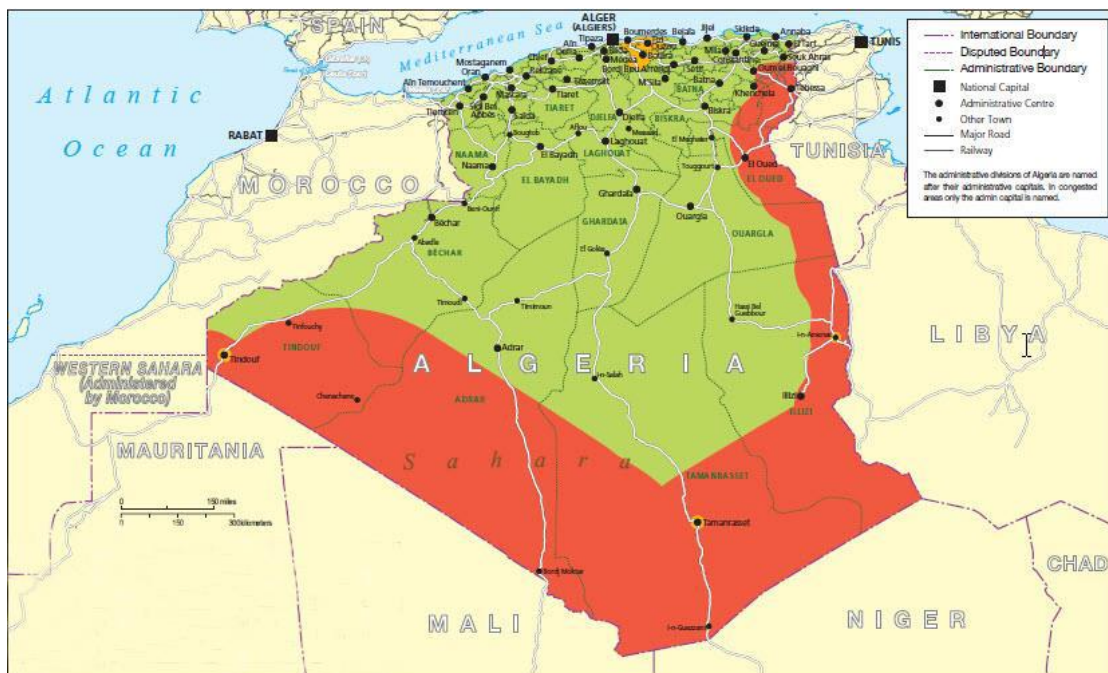
( khalfa, 1979: 73-74)

This means administration, companies and national schools should be dealt with the Arabic language as an obligatory subject.

### 1.2.2. The Geographical and Demographic characteristics of Algeria

Algeria (Arabic: الجزائر Tamazight: Dzayer), officially the Democratic and popular Algerian Republic, is a State of North Africa which is a part of the Maghreb. It is the biggest country lining the Mediterranean Sea and the vaster first one of Africa. Its surface is approximately 2,831,741 square Km. It has 42 million inhabitants (estimate January 2018)<sup>1</sup>; a mixed population of Berber and Arab ethnicity with 1% percent of European minority.

It shares ground borders in the northeast with Tunisia, in the East with Libya, in the South with Niger and Mali, in the southwest with Mauritania and territory of the Western Sahara, and on the West with Morocco. Algeria is a member of the United Nations (UN), of the African Union (AU) and the League of Arab States almost since independence in 1962. It joined the Organization of the Petroleum Exporting Countries (OPEC) in 1969. In February 1989, Algeria took part, along with the other Maghreb states, in the creation of the organization of the Arab Maghreb Union (AMU). The Algerian Constitution defines "Islam, Arabity and Amazighness" as "fundamental components" of the identity of the Algerian people and the country as "land of Islam, an integral part of the Greater Maghreb, Mediterranean and African".



Map 02: Algeria: Geographical Borders

<sup>1</sup> Office national de statistique ( <https://wikimonde.com/article/Algeria>)

Algeria is consisted by 48 willaya, they pointed out in the table below:

<b>01</b>	Adrar	<b>13</b>	Tlemcen	<b>25</b>	Constantine	<b>37</b>	Tindouf
<b>02</b>	Chlef	<b>14</b>	Tiaret	<b>26</b>	Médéa	<b>38</b>	Tissemsilt
<b>03</b>	Laghouat	<b>15</b>	Tizi-Ouzou	<b>27</b>	Mostaganem	<b>39</b>	Oued
<b>04</b>	Oum El Bouaghi	<b>16</b>	Alger	<b>28</b>	M'Sila	<b>40</b>	Khenchela
<b>05</b>	Wilaya de Batna	<b>17</b>	Djelfa	<b>29</b>	Mascara	<b>41</b>	Souk Ahras
<b>06</b>	Béjaïa	<b>18</b>	Jijel	<b>30</b>	d'Ouargla	<b>42</b>	Tipaza
<b>07</b>	Biskra	<b>19</b>	Sétif	<b>31</b>	Oran	<b>43</b>	Mila
<b>08</b>	Béchar	<b>20</b>	Saïda	<b>32</b>	Bayadh	<b>44</b>	AïnDefla
<b>09</b>	Wilaya de Blida	<b>21</b>	Skikda	<b>33</b>	d'Illizi	<b>45</b>	Naâma
<b>10</b>	Wilaya de Bouira	<b>22</b>	Sidi Bel Abbès	<b>34</b>	Bordj Bou Arreridj	<b>46</b>	AïnTémouchent
<b>11</b>	Tamanrasset	<b>23</b>	Annaba	<b>35</b>	Boumerdès	<b>47</b>	Ghardaia
<b>12</b>	Tébessa	<b>24</b>	Guelma	<b>36</b>	El Tarf	<b>48</b>	Relizane

Table 1.1. The Administrative Organization of the Wilayas of Algeria<sup>1</sup>

### 1.2.3. Tiaret, a Geographical Overview

Tiaret (Berber: ⵜⴰⵔⴰⵢⵔⵜ ; Tihert or Tahert, Arabic: تيارت), i.e. "lioness" as a reference to the famous Barbary lions that lived in this area during the Berbers settlement in the North of Africa, it is a large town in the central Algeria, that gives its name to the wider farming region of 'Wilaya de Tiaret' province. Both the town and region lie south-west of the capital of Algiers in the western region of the central highlands, in the Tell Atlas, and about 150 km (93 mi) from the Mediterranean coast. Tiaret is a large domestic agricultural pastoral Algerian province. It is located in the northwest of Algeria. It is situated in western area of the high plains and high lands in the Tell Atlas (Arabic: الاطلس التلي) at the foot of the mountain of Gezoul with an altitude of about 1000 meters above the sea. It is far away from the capital city Algiers about 360 km<sup>2</sup>. It covers the largest area in the western side of the country of about 20.050 km<sup>2</sup>. It is bordered by Tissemsilet and Relizane from the North, Laghaout and El Bayad to the South, Mascara and Saida to the West and And El Djelfa to the East.

<sup>1</sup> Table 1.1. The Administrative Organization of the Wilayas of Algeria(<https://wikimonde.com/article/Algeria>)



Map 03: Map of Algeria Locating the Wilaya of Tiaret

According to the official order of the Algerien provinces, Tiaret is pointed as the fourteenth numbered province in Algeria. The inhabitants of Tiaret are Arabs and Berbers. In reference to the last census of (2008), the total population of Tiaret estimated 874,050 inhabitants with a density of about 44 inhabitants by km<sup>2</sup>. It has one airport which is named after the martyr Abdelhafid Boussouf Airport at Bouchekif. The climate in Tiaret is continental, which is characterized by two main periods over the year. First, it is very cold and rainy accompanied sometimes with snow and heavy wind with an average temperature of 7 °C in the winter. In contrast, it is dry and hot with an average temperature of 24 °C in summer.

The province (wilaya) of Tiaret is made up of forty-two municipalities(communes), and grouped into fourteen main districts (daïras) which are in the following table:

Communes/ Municipalities		Daïras	
Tiaret	01	Tiaret	01
Sougueur	02	Sougueur	02
Faidja	03		
Si Abdelghani	04		
Tousnina	05		
Rahouia	06	Rahouia	03
Guertoufa	07		
Oued Lilli	08	Oued Lilli	04
Sidi Ali Mellal	09		
Tidda	10		
Meghila	11	Meghila	05
Sebt	12		
Sidi Hosni	13		
Medrousa	14	Medrousa	06
Sidi Bakhti	15		
Mellakou	16		
Machraa Safa	17	Machraa Safa	07
Djillali Ben Amar	18		
Tagdemt	19		

Mahdia	20	Mahdia	08
Aïn Zarit	21		
Nadorah	22		
Sebaïne	23		
Ksar Chellala	24	Ksar Chellala	09
Serghine	25		
Zmalat El Emir Abdelkader	26		
Hamadia	27	Hamadia	10
Bougara	28		
Rechaiga	29		
Frenda	30	Frenda	11
Aïn El Hadid	31		
Takhmaret	32		
Dahmouni	33	Dahmouni	12
Aïn Bouchekif	34		
Aïn Kermes	35	Aïn Kermes	13
Madna	36		
Medrissa	37		
Djebilet Rosfa	38		
Sidi Abderrahman	39		
Aïn Deheb	40	Aïn Deheb	14
Chehaima	41		

Naima	42		

Table 1.2. The Administrative Organization of the Wilaya of Tiaret<sup>1</sup>

### 1.3. The sociolinguistic situation in Algeria

In this part, we will introduce the languages that have been present in Algeria throughout time beginning with Berber, Arabic, French and English.

#### 1.3.1. Languages of Algeria

Algeria is a country which is characterized by indigenous languages with a literary tradition, the case of Standard Arabic in addition to a language of communication, French that existed as a result of colonial policy. In this case Algeria is considered as the first foreign language in the nation as Ahmed Sid (2008:11) states that “Algeria fitted what Fishman (1972) describes as Type B nation. Type B<sup>2</sup> nations are called uni-modals” because of the reasons mentioned before. In Algeria, ADA and Berber are the language varieties of indigenous inhabitants. In addition to French, this is commonly used in these days despite of the fact of Arabisation. We can notice that the great influence of the French presence did not cease with independence.

Therefore, these are the language varieties that are spoken and written in Algeria. The spoken dialects are the Low variety of ADA and the four dialects of Berber- Kabyle, Shawia, Mozabite and Tamshekt. These varieties are used in everyday life conversations i.e., as a means of communication. The written languages are the High variety of MSA and French. These languages are used in administrations, education, and mass media. In other hand, due to the globalization, the whole world knows the significance and the spread of English for the reason that is a Lingua Franca and Second Foreign Language in Algeria.

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<sup>1</sup> Table 1.2. The Administrative Organization of the Wilaya of Tiaret



### 1.3.2. The Berber

The name "Berber" derives from variants of the root "barbar," which exist in most Indo-European sub-languages and Arabic. The Greek word "Βαρβαρος" (or the English transliteration, "barbaros") was initially used to refer to non-native speakers (also as non-citizens) in a manner quite similar to the definition of the Sanskrit word "barbara," which also means stammering.<sup>1</sup>

The Berber languages are considered the native language of Algeria since antiquity. They are spoken in five major dialects in many parts of the territory, there are four spoken dialects which are Kabyle in Kabylia, East of Algeria; Shawia in Aures, South East of Algeria; Mozabite in the Mزاب and Tamashekt in the Sahara (Taleb Ibrahimi. K, 1994:39-40).

The Berber languages varieties spoken in Algeria include:

a) In the North

- Kabyle, about 5 million speakers mostly in Kabylie and surrounded regions, due to Kabyle migration outside of the Kabyle region in Algeria and Europe, some estimates are as high as 8 million.
- Chaouia (also called Tachawit, Chawi) in the Aurès, maybe 2 million speakers.
- Chenoua, in the Dahra region, particularly of Jebel Chenoua in Algeria, just west of Algiers near Tipaza province and Cherchell and the Chlef., estimated 56,300 speakers. Two main dialects: BeniMenacer, west and south of Mount Chenoua area, in Mount Chenoua area, 55,250 speakers.
- The Matmata dialect, spoken in some villages of the Ouarsenis region.

b) In the Extreme North west

- BeniSnous and Beni Said, dialects of Berber spoken in various villages of the wilaya of Tlemcen.

c) In the Sahara

- Mozabite (Tumzabt) in the M'زاب
- Language of Touat and Gourara (called "Taznatit" by the Ethnologue, but that name is used for most of the Zenati languages)
- Language of Touggourt and Temacine.
- Tamahaq, among the Tuareg of the Hoggar

In the "law of the 10th April 2002", Tamazight was recognized as a national language, and the government demanded to promote its use in all Algeria's institutional sectors (Queffelec, et al.2002:32).

The ancient Berber scripts are called Tifinagh, the divine words.

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<sup>1</sup> <http://www.taneter.org/berbers.html>

Brahimi (2000:71) writes that :

“Berber is spoken in a number of African countries including Mali, Niger, Mauritania and Morocco. The present paper concentrates on Berber in Algeria, a language spoken natively by between 20%-30% of the population”.

In spite of being only a spoken language for years, Berber has been able to survive because of its ability of borrowing words from other languages. Berber succeeds to resist invaders' linguistic influences and it has maintained itself as the mother tongue of Berbers. Robert (1980) writes that

“As a consequence of their geographical separation from one another and the absence of both any sustained commercial intercourse between them and a written language, there has been no tendency for their culture to become unified or for their language to become standardized in the course of their history”.  
( cited in Ahmed Sid 2008:16)

In the “law of the 10th April 2002”, Tamazight was recognized as a national language, and the government demanded to promote its use in all Algeria’s institutional sectors (Queffélec, and al.2002:32).

Nowadays the situation has evolved a lot; there are universities like Tizi Ouzou University, schools for teaching Berber, books printed in Berber, emissions in TV, radio and advertisement. Recently in 2018, the Berber becomes as the second official and national language, so, the government started to teach this language in the primary school.

### **1.3.3. Arabic**

With the arrival of Arab Muslim armies in the 7<sup>th</sup> and 8<sup>th</sup> centuries a large number of Algerians adopted Arabic and embraced Islam. It gained domination with the spread of Islam.

Arabic is the language of daily communication for between 150 and 200 million people (the Arab world), and the language of worship for more than a billion of Muslims.

It is the language of Quran. Moreover, it is the language of television, radio and language of the media. (Mcloughlin, 1999:1)

Arabic in the past was classified into two categories: Classical Arabic and Colloquial Arabic. The former is the language of the Holy-Quran- and ancient poetry, whereas the latter is the language of daily conversations, but now it is classified into three categories

### **1.3.3. 1. Classical Arabic (CA)**

Classical Arabic has a prestigious place since it is the language of the Holy Quran and the ancient poetry of the pre-Islamic, it was heavily used by the ancient Arab tribes in the Hijaz. It lacks vitality and no one in the Arab world is brought up speaking Standard Arabic as his mother tongue, an Arab child's mother tongue will be the regional or social variety of Arabic of its home region, while Standard Arabic, if it is mastered at all, is learnt formally at school or at home as part of the child's education .In addition to that, we can say that the Arabisation process aimed at eliminating the French language which has pervaded all domains in the country.

in these days CA consider as a dad language since it replaced by the modern standard Arabic.

### **1.3.3. 2. Modern Standard Arabic (MSA)**

MSA is considered as modified edition of classical Arabic by many linguists. It has emerged as a result of Arabs' contact with the Western culture and the dire need of assimilating the new political, technological and technical terms that had not been included in the Arabic dictionary. Unlike the vernaculars, MSA is practically no one's mother tongue, and good proficiency in MSA requires more than elementary education (Bhatia and William, 2004).

Classical Arabic differs from Modern Standard Arabic in style and vocabulary, since each one represents the written form traditions of different historical and cultural eras. MSA is the official language in Algeria, as specified in its constitution since 1963 and this was retained in the 1976 constitution in article 3 "*Arabic is the national and official language*". In addition to that the Modern Standard Literacy Arabic (MSLA) is used in the press and other media such as television and radio channels, conferences, socio-economic or political meetings. MSA does not occur only in Algeria, but also through the Maghreb communities.

**1.3.3. 3. Algerian Dialectal Arabic (ADA)**

It is a vernacular form derived from MSA. It represents the mother tongue of the majority of the Algerians who use it in their daily life interactions. It is also called '*Daridja*', which is a mixture of various languages which have existed on the Algerian community through its history, such as Spanish, Berber, and French. Nowadays, ADA is pervaded by the French language from which it has taken large amounts of borrowed words and expressions.

**1.3.4. French Language**

It has existed in Algeria with the French occupation since 1830. The domination of French in the linguistic map of Algeria for one hundred and thirty two years led it to be the language of communication among the Algerians. The deliberate attempts to eradicate the use of Arabic as a language of education and written communication, made French play an important role in the linguistic situation in Algeria before and after the independence.

French in Algeria has no official status; it is considered as the first foreign language of the country (status planning). In spite of this, French is present in the spheres of everyday life; it is used as a second language to Arabic in certain public administration, especially in: Health, commerce, etc. It is taught as a compulsory subject from the third grade in primary education until university where it is the medium of teaching scientific and technical disciplines.

**1.3.5. English Language**

The presence of the English language in Algeria is due to its worldwide status as a global lingua franca. It has become the language of the world because it represents the scientific and technological developments. Few years ago, the Algerian authorities designed and enforced new educational programmes to promote English and limit and reduce the impact of French. Today, English is taught from the first year of the middle school. However, only a small number of Algerians speak English, especially the younger generations.

Nowadays, English is competing with both French and MSA in several domains, and notably in higher educational levels, commerce, etc. It is highly respected in Algeria, because it is more related to technological and economical matters. Thousands of new words and expressions are infiltrated into the verbal speech of the Algerian people to meet the needs of the new communicative requirements.

**1.4. Languages in Contact**

Throughout time, language contact leads and gives birth to language variation change. The latter involves the contact of distinct lexical and grammatical systems in addition to social patterns in the community.

Generally, language contact studies examine language contact situations where speakers of two different languages come into contact by living or working together.

**1.4.1. Types of Language Contact**

They are classified under four broad types which shall be explained in the following section

**1.4.1. 1. Language Maintenance**

In fact investigating language maintenance is often done through the identification of domains and situations in which the language is no longer used or is gradually making way for the use of another language. The term language maintenance is used to describe a situation in which a speaker, a group of speakers, or a speech community continue to use their language in some or all spheres of life despite competition with the dominant or majority language to become the main/sole language in these spheres. It denotes the continuing use of a language in the face of competition from a regionally and socially more powerful language.

**1.4.1.2. Language Shift**

It denotes the replacement of one language by another as the primary means of communication within a community. It means the process, or the event, in which a population changes from using one language to another. As such, recognition of it depends on being able to see the prior and subsequent language as distinct; and therefore the term excludes language change which can be seen as evolution, the transition from older to newer forms of the same language. Language shift is a social phenomenon, whereby one language replaces another in a given (continuing) society. It is due to underlying changes in the composition and aspirations of the society, which goes from speaking the old to the new language. By definition, it is not a structural change caused by the dynamics of the old language as a system.

**1.4.1. 3. The Creation of New Languages**

The new language is adopted as a result of contact with another language community, and so it is usually possible to identify the new language as “the same” as, that is, a descendant of, a

language spoken somewhere else, even if the new language has some new, perhaps unprecedented, properties on the lips of the population that is adopting it. Language shift results in the spread of the new language that is adopted, and may result in the endangerment or loss of the old language, some or all of whose speakers are changing their allegiance. As a result, some readings on language spread and endangerment are relevant to language shift. Language shift may be an object of conscious policy; but equally it may be a phenomenon which is unplanned, and often unexplained. Consequently, readings in language policy (especially those on status planning) often relate to it. The conditions of imperial relations between societies, and the special links mediated nowadays by technological inventions, often worldwide and at a particularly rapid pace, are thought by some to require special theories.

#### **1.4.1.4. Language Death**

It is used when that community is the last one in the world to use that language. The extinction of Cornish in England is an example of language death as well as shift (to English). Language death is a process in which the level of a speech community's linguistic competence in their language variety decreases, eventually resulting in no native or fluent speakers of the variety. Language death can affect any language form, including dialects. It is sometimes also called "language extinction" and happens when a language loses its last native speaker. Language death occurs in unstable bilingual or multilingual speech communities as a result of language shift from a regressive minority language to a dominant majority language. W. Dressler (1988). Classical Arabic is an example of language death since there is no native speakers of CA. Sanskrit is also considered as language death for the reason that it is spoken by the minority of speakers and it is not written language.

#### **1.4.2. The Outcomes of Language Contact**

As stated above, the contact of coexisting languages and dialects in a particular context unavoidably generates outcomes. We shall try to list them henceforward.

##### **1.4.2.1. Diglossia**

One of the outcome of language contact in social factors that affect language change is diglossia. The term "Diglossia "was first introduced by Ferguson in 1959 in his article "Diglossia". According to Sridhar (1996:54) the concept of diglossia refers to the occupation of two varieties of the same language while the concept. According to Fishman (1972) refers

to the specialization of two languages. Ferguson (1972 in Sridhar1996:54), defines diglossia as being “*A relatively stable language situation in which ,in addition to the primary dialects of the language*” (which may include a standard or regional standards),there is different, highly codified (often grammatically more complex ) superposed variety ,the vehicle of a language and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used any sector of a community for ordinary conversation. Holmes (2001:27) listed three conditions that should be required in a community in order to be regarded as diglossic, these conditions are:

1. Two different varieties of the same language are used in the community, one variety is H and the other is L.
2. Those different varieties have distinct functions.
3. The high variety is not used in everyday conversation.

A concert example among other examples of diglossic communities is the Arab Speaking world. This situation fitted the Arab speaking communities. They are generally have two distinct varieties of Arabic .One variety is used only for informal situations and in everyday discussions. This variety is known as the Low variety or simply the "dialect". While the other variety is used for formal situations, in education, administrations and media. This variety is the H one or simply "standard". Almost Arab speakers, if not all, give great prestige to the H variety because it is the language of Quran and ancient poetry while the other variety is not prestigious at all. It is very important to bear in mind that one of the L varieties is the mother tongue of Arabs.

As ADA is the mother tongue of a number of Algerians According to Kaouach (2008:37): “diglossia differs from bilingualism, in that bilingual speakers or communities have the knowledge of two different languages such as Arabic and French while diglossic communities have the knowledge of two varieties of the same language”.

To sum up the history, culture, and religion may play an important role in making the status of the high variety stable. For instance, the Standard Arabic or more precisely, MSA will maintain itself the H variety forever because it is sacred and it represents the language of Quran.

**1.4.2.2. Bilingualism**

The term “bilingual” is referred to the person who has the capacity and ability to acquire and learn a second language. Sridhar (1996:47) states that the term is used in the literature “to refer to the knowledge or use of more than one language by an individual or a community”.

Among the various factors that lead to language change is bilingualism. Most of sociolinguists agreed that bilingualism is a worldwide phenomenon, most nations in the world fall into this category. Hundreds of million people around the world routinely make use of two languages in their daily life as the occasion required.

Bilingualism is considerable interest and significance because of its vital role in the determination of variation and language change. When two speakers from different linguistic background i.e., each one has his own language, came into contact for a certain period of time, significant changes may occur in one or both languages. Algerians were influenced linguistically during the French occupation because of the period it lasted. This long colonial period helped the French language maintaining itself within the Algerian linguistic situation even after the independence. French is widely used in Algerian everyday interactions, it is mixed with ADA.

The coexistence of two unrelated languages in Algeria, Arabic and French, makes the country bilingual. Bilingualism in Algeria is special because it is much more practiced in the major cities where there is a contact between Arabic and French. (Saadallah :1998)

**1.4.2.3. Borrowing**

In everyday conversations, speakers may use words from another language in order to explain, describe and express a given idea or an object. The equivalents of these words are not available in their mother tongue. This phenomenon of switching is known as ‘borrowing’.

Borrowing is involved when single word, phrases, or expressions from one language become part of another language system by being assimilated to its new linguistic structure.

Hornby (2005:169) defines borrowing as being:

“A word, a phrase or an idea that sb [somebody] has taken from another person’s work or from another language and is used in their own”.

In the same vein; Spolsky (1998:49) writes that:



” the switching of words is the beginning of borrowing, which occurs when the new word becomes more or less integrated into the second language”.

Borrowing also called loans words are usually integrated in the grammatical system of the second language in the sense that they are dealt with as if they were part of the lexicon of that language.

Gumperz (1982: 66) says:

‘The introduction of single words or short, frozen, idiomatic phrases from one variety into the other. The items in question are incorporated into the grammatical system of the borrowing language. They are treated as part of its lexicon, take on its morphological characteristics and enter into its syntactic structures”

Algerian Dialectal Arabic is characterised by heavy borrowings from French. Many students use these French loans words to satisfy their needs in scientific and technological domains. Some borrowings are fully integrated in the Algerian Arabic patterns; others, less commonly used, are kept in their French format.

#### **1.4.2.4. Code Mixing**

The term code-mixing is variously defined in different subfields of linguistics. Many studies of morphology or syntax use the term as a synonym for code-switching, the alternating use by bilingual speakers of two or more different languages within a single utterance (e.g. Kachru 1978, Muysken 2000).

Studies in psycholinguistics similarly defined code mixing as "the transition from using linguistic units (words, phrases, clauses, etc.) of one language to using those of another within a single sentence" (Sridhar and Sridhar, 1980). In contrast to Muysken's (2000) treatment of code-switching and code-mixing as synonymous, however, Sridhar and Sridhar differentiate the two, arguing that code-switching has pragmatic or discourse-oriented functions that may be absent in code-mixing.

Some recent work in sociolinguistics builds on this functional differentiation. Alvarez (1998) argues that “formal code-mixing or language alternation should be treated as distinct from code-switching, defined in pragmatic or discourse terms”.

Code mixing also defined as when two fluent bilinguals speak to each other without any change in the situation and both speakers switch between languages which they master, these switches are known as ‘cod mixing’.

Moreover, McClure (1978) defines code mixing as:

“The individual’s use of opposite language elements which cannot be considered to be borrowed by the community. It occurs when a person is momentarily unable to access a term for a concept in the language which is using but access it in another code or when he lacks a term in the code he is using which exactly expresses the concept he wishes to convey “ (cited in Ahmed Sid 2008:60).

Additionally, Trudgill (1992: 16) defines code mixing as

The process whereby speakers indulge in code switching between languages of such rapidity and density, even within sentences and phrases, that it is not really possible to say at any given time which language they are speaking.

#### **1.4.2.5. Interference**

Historical linguists have generally focused on languages rather than speakers and have used the term interference in a different , historical sense however the term contact induced change has now widely established itself, interference is no longer common in historical linguistics.

Interference is a very common phenomenon resulting from the contact between languages, the concern here is an inappropriate transfer of words from the first language to the Second one.

Weinreich (1953:1) defines interference as “those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact”.

This deviation is due to a bad perception of the second language from the part of people who hardly know the target language. This is generally shaped by environmental, social and personal influences including age and educational background. Therefore, the new words become part of the second language that few people recognize that these new elements are foreign.

Interference of L1 on L2 actually occurs at three linguistic levels like phonological, lexical and grammatical, (Berthold Et Al 1997).

Tabouret-Keller (1979:150) says:

“To learn a second language it is to conform to new phonological, syntactical, morphological rules [] that the second language is either in the stage of acquisition or it is already well mastered, the bilingual always tends to use units, rules belonging to the mother tongue, that is to produce interferences”

#### **1.4.2.6. Code Switching**

Code switching occurs mostly in bilingual communities. speakers of than one language are known for their ability to code switch or mix their language during their communication many linguist have stressed the point that switching between languages is a communicative option available to a bilingual member of speech community, as much the same basis as switching between styles or dialects in an option for the monolingual speaker.

**1.5. Conclusion**

This on going chapter deals with review of linguistic of the situation in Algeria with searching for the great civilization that was established in Algeria there were also a long period of French colonization that was imposed on the Algerians. At the same time, we have investigated the presentation of Tiaret Speech community and the languages that is present in this community Since there are many languages present in Algeria, unquestionably, the outcomes of language contact will emerge including code switching, Diglossia, Bilingualism, Borrowing and Linguistic interference.

The literature review has presented the linguistic challenges of language contact in Algeria, where the main language contact theories have been exposed, mainly code switching and other phenomena of juxtaposing two or more languages within a discourse, followed by a brief discussion of language planning and language policy. Finally, we have seen language conflict which arises from the confrontation of different attitudinal social groups.

# Chapter Two

## 2. Introduction

Language contact phenomenon is one of the crucial subjects in the field of sociolinguistics that has attracted the interest of several linguists for ages. In fact, Algeria is considered as a best example for the existence of a number of varieties which come into contact namely; Berber, Standard Arabic, Algerian Dialectal Arabic, French and English either as a result of colonialism or educational system. Language contact results in a wide variety of outcomes. In some cases, only few words are borrowed. In others, whole new languages may be formed; others, two languages or language varieties are mixed within the same discourse etc. The results of such contact (language contact) differ according to several factors, including the length and intensity of contact between the groups, the types of social, economic, and political relationship between them. Thus, among these outcomes there are : diglossia, bilingualism, multilingualism and code switching which is our concern in this research .Therefore, this chapter is devoted to present an overview about cod switching and its related concepts in addition to emails in order to scrutinize the way people alternate from one language/variety in email writing.

### 2.1. Code switching

The term codes witching is a cluster which is composed of two words "code switching "or «code-switching» —and has also been referred to as codemixing, codeshifting, language alternation, language mixture and language switching (Benson 2001). Though some have differentiated between these terms (Pfaff 1979), currently the one-word term " codeswitching " is most commonly used to describe the use of two languages within one conversation or text (Benson 2001). The first use of the term code switching has been attributed to Hans Vogt in an article written in 1954 (Auer 1998), although the earliest evidence of codeswitching research in the U.S. dates back to the work of Aurelio Espinosa (1911),

Despite the fact that there are many studies which have dealt with code switching, (e.g. Gumperz& Chavez,1972; Pfaff,1979; Kachru 1978; Poplack,1980; Sanchez,1983; Myers-Scotton& Ury,1977) most linguists have not come into agreement about a common definition of code switching. Many researchers too did not really explain the term code switching in their definitions. For instance, Jacobson (1990 in Ahmed Sid 2008: 58) wrote about this problem:

The notion of alternation between varieties is not conceived of a homogenous way, but, rather, that different investigators examine the phenomenon in ways

that elude the possibility of providing a definition of code switching that all will subscribe to.

However, several others have attempted to define it. Among these linguists are Amuda (1989), Ayte (1994) and Belly (1976). For example, Hymes (1974 in Ayeomoni, 2006:91) defines code switching as a common term for alternative use of two or more languages, varieties of a language or even speech styles.

Moreover, some researchers used the term code switching to refer to language switching rather than to registers or dialects. For instance, Hudson (1996:52) wrote that the term code-switching is preferred to language-switching in order to accommodate other kinds of variety: dialects and registers. He added that there is a very important thing that should be taken into account which is that language can be understood by the addressee. The choice of languages in bilingual communities is controlled by social rules because the different languages are used in different situations. One is typically used at home whereas the other is used outside for example, at work or shopping.

Code switching is the process where a bilingual speaker alternate or change between two unrelated codes, be they languages or dialects. It occurs between people who share these particular codes. The choices about how code switching manifests itself are controlled by a number of linguistic and social factors.

Code switching may take various and distinct forms including alternation of words, phrases, clauses and even sentences from both languages (Skiba,1997:2)

Furthermore, Nilp (2006:1) defines code switching as being:

“Code switching is the practice of selecting or alternating linguistic elements so as to contextualize talk in interaction. This contextualization may relate to local discourse practices, such as turn selection or various forms of bracketing, or it may make relevant information beyond the current exchange, including knowledge of society and diverse identities”.

Sridhar (1996:56) also wrote:

“When two or more languages exist in a community, speakers switch from one language to another. This phenomenon, known as code switching, has attracted a great deal of research attention in the last two decades”.

The explanation of code switching needs a theory of language. The latter is considered not only with the structure of sentences but also with the structure of conversations. It also

focuses on the grammaticality and acceptability of sentences in relation to the functions and contexts of languages in which it is used. Moreover, the distinction between code switching and diglossia must be borne in mind: in situations where code switching occurs, speakers switch from one language to another in the same conversation or speech unconsciously. Whereas in diglossic situations speakers switch from the high variety to the low one –varieties of the same language—deliberately, i. e., when using switches they are aware of doing so (Sridhar, 1996). He writes about the keys of distinguishing diglossia and code switching:

As noted, diglossia involves little overlapping of codes, code switching [...] involves quite a bit of overlap. Finally, the codes in code switching situation are not necessarily sharply separated in terms of how they are *attitudinally* evaluated relative to one another.

Furthermore, Trudgill (1996:16-17) defines code switching as being the process whereby bilingual or bidialectal speakers switch back and forth between one language or dialect and another within the same conversation. He wrote that code switching is a linguistic behavior which is very common in bilingual and multilingual communities. Researches on this phenomenon concentrate on the different social and linguistic context's factors that affect code switching. In addition, the grammatical rules where code switching can and cannot occur are included.

In bilingual communities, the existence of various languages offers an opportunity for its speakers to choose one language. The latter is based on social rules that have been learnt from daily experience. Moreover, the choice of language depends on situations and circumstances. Each of these languages symbolizes distinct functions. For example, in Arabic-speaking countries (they are diglossic) each of the two varieties serve different functions. The high variety is used in religious rituals such as Islamic greetings and prayers in addition to the readings of the Holy Qur'an, whereas the low variety is used in daily conversations to show solidarity, friendly relationships and ethnic identity.

### **2.1.1. Types of code switching**

Hudson (1999: 52-53) claims that there are two types of code-switching which are situational and conversational code-switching.

#### **2.1.1.1. Situational code switching**

When two or more languages exist in a community, speakers frequently choose between them according to the situation they are in. In fact, they have to take many considerations. The first thing to be taken into account is which language will be understood by addressee. Of course speakers choose the language that the participant can understand. Hudson (1999: 52) states



In bilingual communities, language choice depends on the circumstances and thus choice is controlled by social rules which members of the community learn from their experience and which become part of their total linguistic knowledge.

As its name indicates, this type of code switching signals a change in situation; it is controlled by the component of the speech event like topic, setting and addressee. (Khaled 2013:36)

Blom and Gumperz say that:

In the course of a morning spent at the community administration office, we noticed that clerks used both standard and dialect phrases, depending on whether they were talking about official affairs or not. Likewise, when residents step up to the clerk's desk, greetings and inquiries about family affairs tend to be exchanged in the dialect, while the business part of the transaction is carried on in the standard.

(Blom and Gumperz, 1971:425)

As an example, students in the department of English use the English language in their classrooms however they shift to ADA in their daily conversations. This reveals that the situation being in determines the kind of language/variety to be used.

### **2.1.1.2. Conversational code switching**

In the first it was called Conversational code-switching by Gumperz (1982); it can be defined as case where bilingual speakers talking to other bilinguals and change their language without any change in the situation. (Hudson, 1999: 52-53)

It is a type of switching which takes place with the same conversation participants, situation and sometimes even the topic. This switching has stylistic or textual functions as signaling a quotation, marking emphasis, changing a tone from the serious to the chronic (Sridhar, 1996:56).

Gumperz (1982:162) defines conversational switching as:

The language switch relates here to particular kinds of topics or subject matters rather than to change in social situation. The semantic effect of metaphorical switching depends on the existence of regular relationships between variables and social situations of the type just discussed. The context in which one of a set of alternates is regularly

used becomes part of its meaning, so that when this form is then employed in a context where it is normal; it brings in some of the flavor of this original setting.

Metaphorical code switching may also be used when the situation is not clear for the speaker which obliges him to use the unexpected variety as a metaphor. This type is more likely to be intra-sentential (within the sentence boundaries). (Khaled B 2013:36)

Gumperz and Hymes (1972) make a clear distinction between situational and metaphorical switching when they claim that:

“[...] situational switching involves change in participants and/or strategies; metaphorical switching involves only a change in topical emphasis”

Gumperz and Hymes (1972:409)

Generally, Metaphorical CS depends on the topic that have been discussed and the person who have been addressed. In the Algerian context, when EFL learners revise their lessons with each other, they interfere ADA and English within their utterances in order to make revising process as clear as it can be. So, this type requires only the topic which determines the kind of language variety to be used. By contrast to situational CS which depends on the situations where have been spoken.

### **2.1.2. Forms of code switching**

Bilinguals often switch between their languages in the middle of a conversation. These code-switches may take place between or within sentences including words, phrases and even parts of words. Thus according to the syntactic structures of alternating segments, in the literature on code switching we can distinguish four levels of code switching namely: tag switching, intra-sentential switching, inter-sentential switching and inter-word switching. Here we will discuss them in detail.

#### **2.1.2.1. Tag switching**

It is a switching in which certain set of phrases in one language are inserted into an utterance in another language. e.i. It is the change in a tag phrase, word, or both, from language B to language A. For instance the utterance "goul", "salam"

E.g.1 /goul/ tu viens aujourd'hui?

(Tell me, are you coming today?)

E.g.2 See you later /salam/.

(See you later peace open you)

**2.1.2.2. Intra-sentential switching**

This type of switching involves the occurrence of switches within a clause or sentence boundary, it is a mixing of languages without changing the topic. For instance Intra-sentential switching used a lot by English students in their daily conversations in the department of English. For example: outcomes ta3 language contact sahlín ida bahretlk arja3 les cours ta3 dialectology wala linguistics master one 9rinahom bel details/

(Outcomes of language contact are too easy if you lost you have to go back to the courses of dialectology or linguistics when we dealt with them in details.)

**2.1.2.3. Inter-sentential switching**

It is code alternation at a clause or sentence boundary. In this switch type, the sentence or clause is in one language or the other.

Example 01:

/Ida tj ighodwa lil baktaba ,I will be there/.

(if you come tomorrow I will be there).

In this example the speaker uses two clauses with a different language. The first one in ADA and the second in English

Example 02:

/Chet chasra lbareh ,c'est très grave/.

(What is happen yesterday, it is so horrible).

Also in this example the speaker uses tow clauses. L1 is ADA and L2 is French.

**2.1.2.4. Intra- word switching**

It is a switching in which a change occurs within a word boundary. i.e, "This kind takes place within word boundary, which means that a word may linked to a morpheme from another language". (Belarbi,43,2013) as the table shows

1\_Intra- French words used in ADA

<b>Intra- word switching form French</b>	<b>English gloss</b>
Commentitlak	I commented for you
Participaw	They participated
Garit	I parked
Acceptitak	I accepted you

Ncopiyo	We copy or imitate
Amprimew	They printed

Table.2.1.Intra- French words used in ADA

## 2\_Intra- English words used in ADA

Intra- word switching form English	English gloss
Missitak	Miss you
Googlealiha	I will google for it
Tchatché	Chat
Boss	Boss

Table.2.2.Intra- English words used in ADA

## 2.1.3. Reasons for Code Switching

There are a number of reasons that push speaker to switch from one language to another. Those reasons are as follow:

- **To fulfill a need:** a speaker who may not be able to express him/herself in onelanguage might shift to another language, and it is very helpful way to fulfil the interpersonal functions of communication.

- **To exclude the others:** CS can be the reason to exclude a person from theConversation, i.e., when three people meet and two of them start using the variety they know, which is mutually intelligible by both of them the third one who is not familiar with their variety, he will be automatically intimidated and excluded from that discussion. In Algerian context, we might face a similar situation as the case of Berber and Arabs .

- **Clarification:** the speaker alters from one language to another where hisinterlocutor has misunderstood his conversation. So he returns to the nativelanguage’s word to express the idea appropriately. In other word, when the spoken dialects are not mutually intelligible between participants, they go back to the MSA language in order to make discussion clear.

- **To convey precise meaning:** when the speaker uses code switching, it is aclearly meant that he wrote to convey precise meaning in particular situationwith direct purposes as:

Trudgill (2000) claims that: “*the same speaker uses different linguistic varieties indifferent situations and for different purposes*” (p.81).In his view, he beliefs the adaptationof code switching is used to achieve certain objectives relying on different context.

**2.1.4. Attitudes towards Code Switching**

Almost speakers, throughout the world make value judgments about languages and varieties in general and mixing codes, whether languages or varieties, in particular. Here, code switching phenomenon is taken as a model. Contrary to popular knowledge, people especially in bilingual and multilingual communities think that there is a language which is "better", "worse", "wrong", and "correct" than another one. They also believe that linguistic variation necessarily leads to value judgments.

Furthermore, code switching is seen by almost people whether bilinguals or monolinguals as a threat to the mother tongue, i.e., speakers who code switch weaken their language.

For instance, Sridhar (1996:59) wrote that:

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

If we contextualize the quotation of Sridhar in the Algerian context, we may find the fact that ADA is almost a variety which is spoken by the whole speech community which contains many foreign words from different languages such as French, Spanish, Turkish and even English. Thus, it can be also the spread of Berber with its varieties Tamazight, Chelha, Mozabi....etc, as a result for that all these factors make MSA losing its significance in the Algerian society.

**2.1.5.Code Switching and other Language Contact Phenomena**

In the domain of contact linguists, the phenomenon of code switching has always been used side by side with other outcomes of language contact like borrowing, code mixing, and diglossia. It seems to me that it is very important to make a clear distinction between all of them.

**2.1.5.1. Code-Switching Versus Code-Mixing**

William C and Tej K. Bhatia (2004) have concentrated on making a clear distinction between inter-sentential code-switching that occurs between sentences and intra- sentential code switching that occurs within sentence boundaries. As well as, both of them are motivated by social and psychological factors. Whereas, this distinction between code-switching and code-mixing does not seem to be accepted by all researchers, some researchers refuse it because they consider both code-switching and code-mixing as "Situational shifting". While, Hatch

(1976), claims that there is not a serve distinction between inter-sentential code-switching and intra-sentential code- mixing. When communicating with people who know the same languages, speakers (bilinguals) have to make a choice of which language to use. It seems to be natural sometimes that they may use two or more languages to communicate. Thus, Code-switching refers to the situation where people switch between different languages within the same communication activity. This can be done by using a different language in a different sentence. It can also be done by using two languages within the same sentence. The latter is sometimes referred to as code-mixing. Other scholars shed light on the distinction between code-switching and code-mixing, among them, Pffaf (1979), uses the term “mixing” as an umbrella term for code-mixing and borrowing.

In other words, code switching as a means of communication involving a speaker alternating between one language and another at the level of sentence. Code mixing is the use of element of language such as words, phrases, into another language without change the topic. Code mixing happens in a single sentence or utterance without break the grammatical rules of the first language.

### **2.1.5.2. Code-Switching vs. Borrowing**

In order to clarify the ambiguity of the distinction between code-switching and borrowing, Some researchers proposed some features; the first feature that serves to differentiate these languages contact phenomena is the consideration of the use of single words from another languages as borrowing, and the use of more than a word as a switch. But according to Bouamrane (1986), this feature may exclude the use of idiomatic expressions and proverbs, another feature that has been used to distinct these phenomenon is the phonological adaptation of the borrowed items, to the host language. It is the case of Algerian situation, in which a number of French words are adapted phonologically to the Algerian Arabic, as a result of the long contact with the French language during the colonization, example like: [ Tomobile], [kouzina] come from the French words “Automobile”, “cuisine” which mean (car, kitchen). In their daily life, the Algerian speakers do not use their Arabic equivalents at all, so these words and many other words like them were adapted to the AA phonological system and become part of their language.

In addition to that, Gumperz (1982) proposed five main functions of code-switching to distinguish it from borrowing: *“The incorporation of single words, or short frozen, idiomatic phrases from one variety into another with morpho-syntactic adaptation”*.

Furthermore, borrowing process is known as the process of importing linguistic items from one linguistic system into another, i.e., it is the Morpho-phonological adoption of a single word. All over the world countries, each language's speakers borrow words from different languages for common reasons, mainly for lexical gaps filling, communicative needs or prestigious matters. Algeria has witnessed multifarious linguistic phenomena for its richness from different languages including Turkish, Spanish, French, MSA and Berber. Here are some loanwords which are used in daily conversations by the Algerians:

### 2.1.5.2.1. Berber Loanwords used in ADA

ADA has borrowed from Berber many words such as:

Berber	MSA	English
Shelaghem	شوارب	Moustache
Ghiwel	أسرع	Hurry up
Avaghrir	اطايف	Arabic pancakes

**Table 2.2: Some Berber loanwords used in ADA**

The table shows some Berber words borrowed in ADA. The Berber words are integrated within our utterances due to the contact that was established between these communities.

### 2.1.5.2.2. French Loanwords used in ADA

ADA has borrowed some French words such as the tables below

Algerian Dialectal Arabic	French	English
/lbis/	Le bus	The bus
/Lbumba/	La pompe	A pump
/nimro/	Le numéro	The number
/filejkom/	Ton village	Your village
/lbidgi/	Le budget	The budget
/latension/	La tension	Blood pressure

**Table 2.4. Some borrowed words used during utterances**

The table shows the influence of French language in ADA. The contact of French language with ADA varieties is integrated because of the colonization that was imposed approximately more than 100 years in Algeria.

ADA	French	English
/ydimissioni/	Il a démissionné	He resigned
/ydichifri/	Il déchiffre	It decrypts
/yekmaci/	Il commence	He begins
/decido/	Vous décidez	You decide
/garé/	Garer	Park

**Table 2.5: some borrowed verbs used in ADA**

The table shows the morphological and phonological adaptation of French verbs which are integrated within our utterance.

### 2.1.5.2.3. Spanish Loanwords used in ADA

After the collapse of all the Berber dynasties which have reigned over North Africa for many centuries, the Barbary Coast became the target of the two greatest powers of that time; Spain in the west and Turkey in the east. In that phase Spanish colonization were dominating especially the western part of Algeria, so as a result to this invasion, language was also influenced by Spanish words via borrowing some words which are used in our actual daily utterances. In this table below, we will give some Spanish borrowed word as it is shown:

ADA	Spanish	English
/feshta/	La fiesta	The party
/kusina/	Cocina	The kitchen
/Essokor/	Azùcar	Sugar
/Likul/	Escouela	Primary school

**Table 2.6: some borrowed words used in ADA**

The table shows words which their origins are from Spanish language that are integrated in the ADA. This type of contact was established in the western part of Algeria.



## 2.1.5.2.4. Turkish Loanwords used in ADA

ADA	Turkish	English
Chorba	Çorba	Soup
Zaouali	Zavallı	Poor
Ma'adnous	Maydanoz	Parsley
Cherbet	Sérbèt	Lemonade

Table 2.6. Some Turkish words used in ADA

The table shows some Turkish loanwords; the contact between ADA and Turkish was because of the Ottoman Empire which lasted approximately Four hundred century in Algeria.

In order to differentiate code switching from borrowing, it is well-said that every code switching instance starts life as borrowing (unknown source), i.e. the borrowing process is morpho-phonological adoption of single word while CS is morpho-phonological adaptation used within the sentence or utterances.

## 2.1.5.3. Code switchingvs. Diglossia

Code switching should be differentiated from diglossia. Diglossia is the use of two different languages or varieties of the same language for different set of functions. For example in Algeria MSA is the national and official language and it is always used in formal situations, however spoken Algerian Arabic is used in informal situations. In diglossic settings, the choice of which language will be used is not free; in contact, it is governed by social rules. That is diglossia is socially imposed, however code switching is a phenomenon where a person has the choice to decide when, why, and how to make code switching (bullock and Toribio, 2000:6). Moreover, in diglossic situation people are aware that they are moving from the H to the L variety and vice versa; code switching seems to be unconscious. (Sridhar, 1996:5)

In this context, Ferguson describes the “H” as the “*Super imposed variety, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.*” Ferguson (1959:245).

Ferguson distinguished the paired varieties with their different functions. He put forward the specialization of functions of the two different varieties of Arabic.

- The mosque	H
- Instructions to servants, workmen	L
- Personal letters	H
- Speech in parliament	H
- University lectures	H
- Conversation with family, friends, colleagues	L
- Songs	H
- Newspaper editorial news story	H
- Poetry	H
- Books	L
- Radio	L

**Table1.1. The specialization of functions of the two different varieties of Arabic.**

Thus, as exposed the table for each context, a different variety is used. If it is an official or formal setting “H” will be used, whereas if it is a social, familiar or informal, then “L” would be used.

## 2.1. Communication

It is a borrowed word from the old French language *communication* and the new word *communication*, learned borrowing from Latin *communicationem*. It is defined as *The specific sense of the imparting or transmitting of ideas, knowledge, information, etc*<sup>1</sup>.

Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

Communication also defined by Era Heinichen as:

It's nearly impossible to go through a day without the use of communication. Communication is sending and receiving information between two or more people. The person sending the message is referred to as the sender, while the person receiving the information is called the receiver. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions.<sup>2</sup>

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in other words communication is simply the act of transferring information from one place, person or group to another.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

An other definition of communication is "any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or non-linguistic forms, and may occur through spoken or other modes."<sup>3</sup> This act of making common and known is carried out through exchange of thoughts, ideas or the like. The exchange of thoughts and ideas can be had by gestures, signs, signals, speech or writing. People are said to be in communication when they discuss some matter, or when they talk on telephone, or when they exchange information through letters. Basically, communication is sharing information, whether in writing or orally.

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<sup>1</sup> Excerpted from the Chambers Dictionary of Etymology. (23/05/2019\_10:10)

<sup>2</sup> <https://study.com/academy/lesson/what-is-communication-definition-importance.html>  
(23/05/2019\_11:40)

### 2.2.1. The different categories of communication

There are three categories Spoken or Verbal Communication, Non-Verbal Communication and Written Communication

**2.2.1.1. Spoken or Verbal Communication:** This includes face-to-face, telephone, radio or television and other media.

**2.2.1.2. Non-Verbal Communication:** covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.

**2.2.1.3. Written Communication:** This includes letters, e-mails, social media, books, magazines, the Internet and other media. Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which have led to an explosion of information and communication possibilities.

### 2.3. Internet

An electronic communications network that connects computer networks and organizational computer facilities around the world.

#### 2.3.1. Computer-Mediated Communication

Virtual communication, online communication, electronic communication, cyber Communication, or even cyber conversation...etc. all these are technical concepts used to refer to Computer-Mediated Communication, which can simply be defined as any human communication achieved through, or with the help of, computer technology (Baron,1998)

For example, this is Herring (2007) has put it:

CMC is a predominantly text-based human-human interaction mediated by network computers or mobile telephone.

Herring (2007: 1)

Crystal (2001), on the other hand, when defining CMC, sheds the light more on aspects of efficacy where he pinpoints that of efficacy computer-mediated communication is noticeable as it enables vast numbers of people to be in a permanent state of communication across temporal and spatial barriers.

According to Warschauer (1999), the most effective way to define CMC is to try and pin down the core concepts. Warschauer (1999) proposes a 'structure-based' definition for CMC by decorticating CMC into three core concepts. According to Warschauer (1999),

Computer Mediated Communication is based on

- A. Core Concept 1\_ Computer** (Computer and Digital Networks) , CMC defines the way in which digital networks\_The Internet have converged with computers to create a set of networks able to support human communication, these CMC networks also called CMC modes and serves as mediators of communication, which facilitate both synchronous and asynchronous modes.
- B. Core Concept 2\_Mediated**, transmitted and facilitated through people' interactions by means of computers and digital networks.
- C. Core Concept 3\_Communication**, CMC is communication, Dynamic, transactional, multifunctional and multimodal

### 2.4. Email

"e-mail" or "email" is short for 'electronic mail'. Similar to a letter, it is sent via the internet to a recipient. An email address is required to receive email, and that address is unique to the user. Some people use internet-based applications and some use programs on their computer to access and store emails.

Short for electronic mail, e-mail or email is information stored on a computer that is exchanged between two users over telecommunications. More plainly, e-mail is a message that may contain text, files, images, or other attachments sent through a network to a specified individual or group of individuals.

#### 2.4.1. The Structure of an Email Parts of an email message

An email message consists of the following general components:

##### 2.4.1.1. Headers

The message headers contain information concerning the sender and recipients. The exact content of mail headers can vary depending on the email system that generated the message.

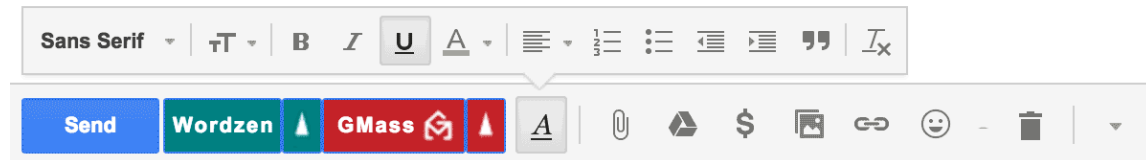
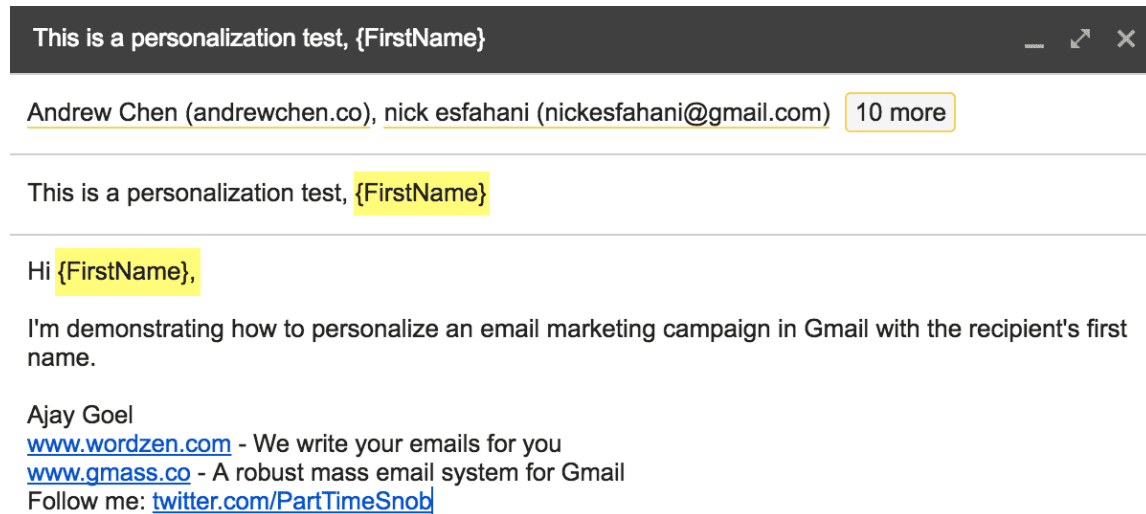
Generally, headers contain the following information:

- **Subject.** Subject is a description of the topic of the message and displays in most email systems that list email messages individually. A subject line could be something like "2010 company mission statement" or, if your spam filtering application is too lenient, "Lose weight fast!!! Ask me how."
- **Sender (From).** This is the sender's Internet email address. It is usually presumed to be the same as the Reply-to address, unless a different one is provided.
- **Date and time received (On).** The date and time the message was received.
- **Reply-to.** This is the Internet email address that will become the recipient of your reply if you click the Reply button.
- **Recipient (To:).** First/last name of email recipient, as configured by the sender.
- **Recipient email address.** The Internet mail address of the recipient, or where the message was actually sent.

**Attachments.** Files that are attached to the message.

2.4.1.2. The Body of a formal Email

To some extent, it can be said that the body of an email is similar to the body of an informal letter. However, there are some features which are specific for emails: “the limitations imposed by the screen and the associated software; and the dynamic nature of the dialogue between sender and receiver” (Crystal 2001: 109). Email software usually contains a lot of possibilities of how to format the text (e.g. colour and size of the font, but these Devices are not usually fully employed as the majority of email users do not know how to handle them. The limitations imposed by the screen consist in the generally accepted idea that the body of a message should not extend beyond the screen, in other words: “the body of a message should be entirely visible within a single screen view, without any need for Scrolling” (Crystal 2001: 109).



2.5.1.2. Example of email structure

2.4.2. Email advantages

**Productivity tools:** Email is usually packaged with a calendar, address book, instant messaging, and more for convenience and productivity.

**Access to web services:** If you want to sign up for an account like Facebook or order products from services like Amazon, you will need an email address so you can be safely identified and contacted.

**Easy mail management:** Email service providers have tools that allow you to file, label, prioritize, find, group, and filter your emails for easy management. You can even easily control spam, or junk email.

**Privacy:** Your email is delivered to your own personal and private account with a password required to access and view emails.

**Communication with multiple people:** You can send an email to multiple people at once, giving you the option to include as few as or as many people as you want in a conversation.

**Accessible anywhere at any time:** You don't have to be at home to get your mail. You can access it from any computer or mobile device that has an Internet connection.

### 2.4.3. Disadvantages of email

- Emotional responses, some emails cause upset or anger. A reply in the heat of the moment can't be easily retracted.
- Misunderstandings, emails from people who don't take the time to read what they write before clicking 'send'. Time is wasted, either to clarify or, worse.
- Spam, having to deal with spam and spoofs is one of the worst avoidable time wasters online.
- Lacking the Personal Touch in other words, some things are best left untapped. Email will never beat a hand written card or letter when it comes to relationships.

### 2.5. Code switching in email writing

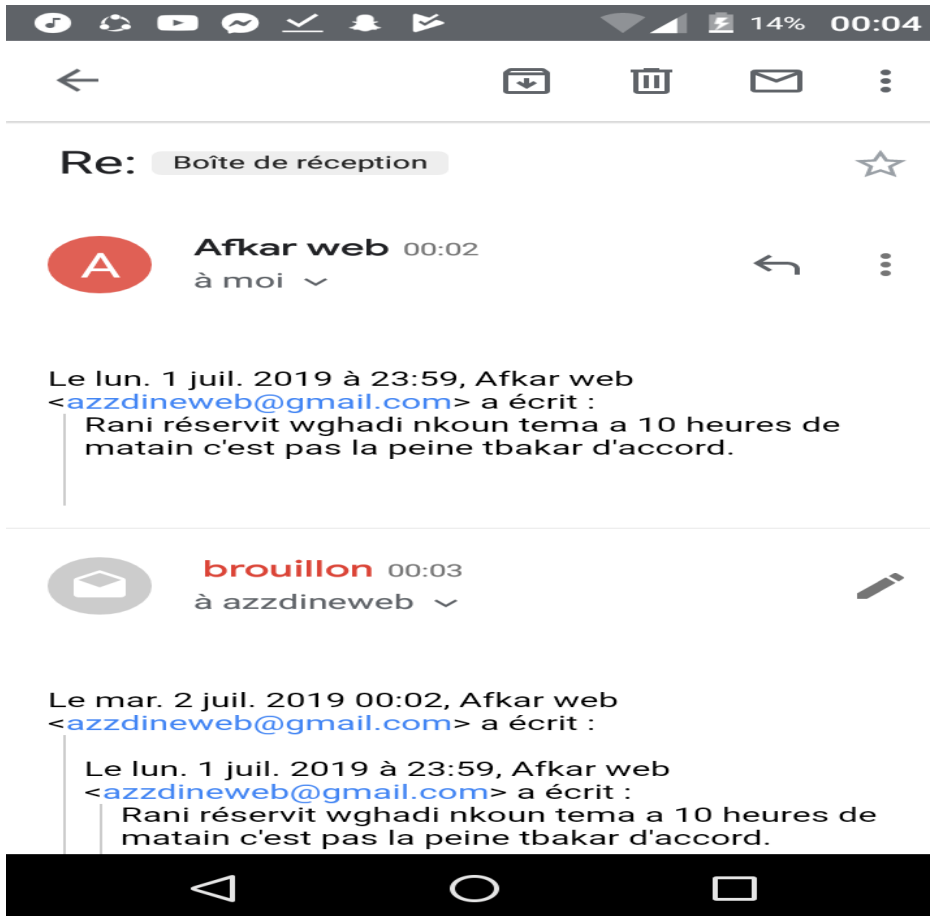
Most people receive emails every day. They want to be able to read and understand their messages quickly. Generally speaking, emails should be kept short and should be written in simple sentences with the main message near the start. But when we deal with informal email that is uncontrolled that may include code switching. It is noticeable that people use code switching in informal email i.e. when a person interact with one other can altern languages variety in an informal email

#### 2.5.1. Languages used in email

since a person or group of people are bilingual or multilingual when they writing their emails they make interaction between codes For instance Algeria is plurilingual society, the Algerian

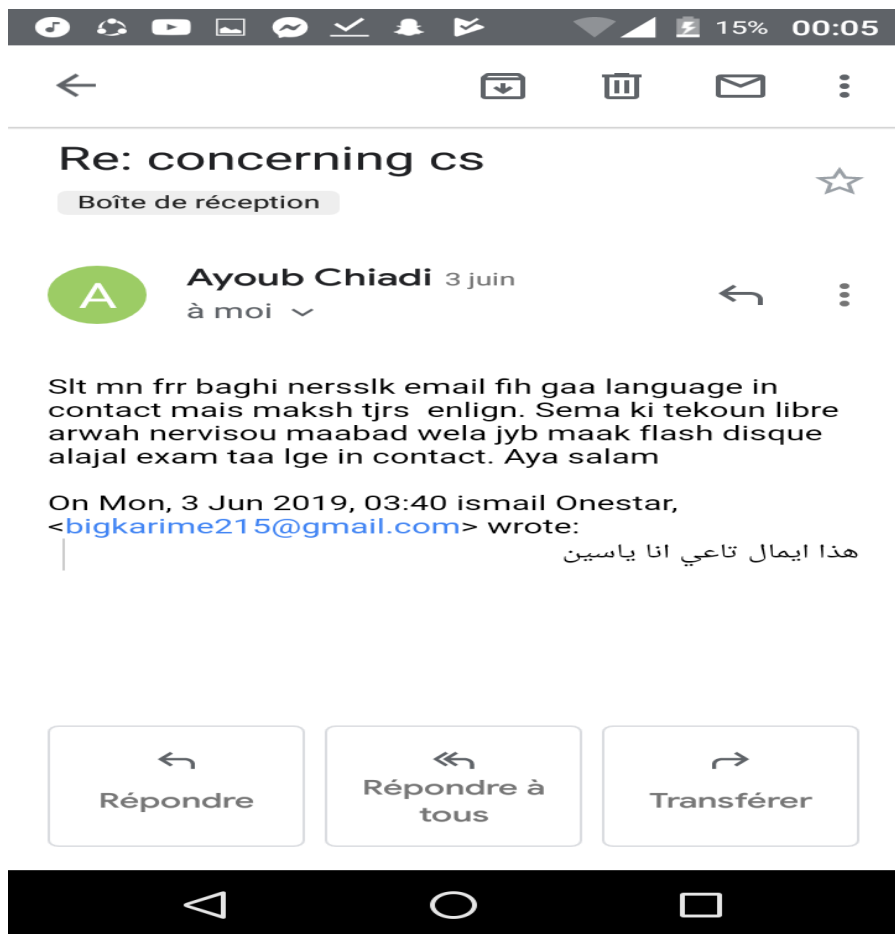


people use the dominated language varieties ADA and French when communicating with each other in writing their emails they shift back and forth between codes, as it mentioned in the screen shot below



### 2.6.1. Example of code switching between ADA and French in email

whereas some people code switch between ADA and English or between the three varieties ADA, French and English as the case of some English Students as it shown the following screen shot



2.6.2. Example of code switching between ADA, French and English in email

### 2.6. Conclusion

Throughout this chapter, we have tried to provide an over view about the linguistic phenomenon of code switching from different scholar's point of views in relation in relation to emails writing. Whereas, the next chapter focuses on the practical part of the research whereby we refer to the different approaches, instruments used and the procedures followed by the researcher to conduct this study.

# Chapter Three

### 3. Introduction

The present study is mainly descriptive and statistical information to show the investigation of code switching in email writings which can be used in communication among EFL students. In other words, this fieldwork is an attempt to analyze interactions where the instances of code switching occur. Hence, the nature of this research determines the methodological design which should be implemented all along the inquiry. So, in the following chapter, the researcher describes the methods, sampling, and instruments of data collection which are collected from both teachers and master students at the department of English Tiaret University.

### 3.1 Research Aims

The general purpose of this research is to highlight the code switching phenomenon from specific angle in email writing, thus, it aims at:

- Analyzing and illustrating code switching in general and in email writing in particular which can be used by students.
- Providing the significance of emails in communication.

### 3.2 Research Design Methodology

On this research field, we have conducted investigation during the academic year 2018-2019. The participants included 05 teachers of English, 44 students at the department of English in the University of Tiaret “IBN KHALDOUN”.

We have opted to choose the above participants in order to tackle this linguistic phenomenon from different perspectives. To conduct this research, it is used quantitatively and qualitatively the gathered data through the questionnaire and interview. Hence, combined methods used for this research allow “*To broaden understanding by incorporating both qualitative and quantitative research, or to use one approach to better understand, explain, or build on the results from the other approach*”. Creswell (2009: 204 – 205).

The reason behind such choice is to highlight the language contact with its outcomes in general and particularly the use of code switching in email writings as a practical tool to exchange the information and facilitate the communication for both teachers and students.

The questionnaire is divided into three sections which have been addressed to 44 students of English at the department as quantitative tool for the sake of conducting this research. The inclusion of choosing this target population has been taken randomly. The premise behind such selection is to illustrate and identify to the extent of code switching that can be used in a specific angle which

is email writings. The first section deals with personal information of the participants. In this section, it contains four main questions concerning gender, level of education, the selected branch and their ages. The second part is devoted to informants' language varieties used; in this section, we have asked the participants to answer some questions which are related to their choices towards the languages or varieties they usually use in different situations to different person. Whereas, the third part of questionnaire is about the informants' feedback towards code switching.

The questionnaire involves 16 open-ended and closed-ended questions. So, both quantitative and qualitative analyses were used to prove the role of code switching in order to show its effectiveness in email writings. The close-ended questions will require answers with options including the languages, varieties or "YES", "NO" choices. The close-ended questions give general statistic about quantitative data. On the other hand, the open-ended question will deliver long answers depending on what the informants bring new ideas or comments toward CS. Thus, it includes qualitative data.

In other tools of research methodology, semi structured interview held with 4 teachers at the department of English in the University of Ibn Khaldoun Tiaret. The reason behind selecting this tool is to endow scientific credibility and validity of our research toward multifarious perspectives.

### 3.3 Participants

The selected participants in the present study are EFL learners at the department of English at Tiaret University. For the purpose of this research, Cohen (2000) clarifies that "*a valid sample is very important as it represents the whole population in question*". For that reason, the study includes a sample of 44 students and 4 teachers at the department of English.

In addition, among those 44 students, the study involves 13 males and 31 females, whereas 4 teachers are 3 females and 1 male.

### 3.5 Quantitative Method

In this research we have selected questionnaire as quantitative method to count and to analyze the choice that have been chosen by the participants. It also includes a combination of quantitative and qualitative methods in order to provide accurate results of the research through data gathering starting with quantitative one including a questionnaire then qualitative data deals with interviews.

**3.4 Qualitative Method**

In qualitative method, we have held semi-structured interview with the help of teachers of English department.

The interview contains semi-structured questions. It is a method of research which is mostly used in the sociolinguistics fields. It includes open-ended questions with allowing the interviewee to add or comment toward the given questions.

**3.6 Data Collection and Analysis**

To collect data for this research, one questionnaire and one interview are designed; the first data collection and analysis tools are addressed to EFL master students. Whereas, the second tool is administered to the teachers' interview. It comprised a questionnaire and a semi-structured interview held with thirty members of the teachers group.

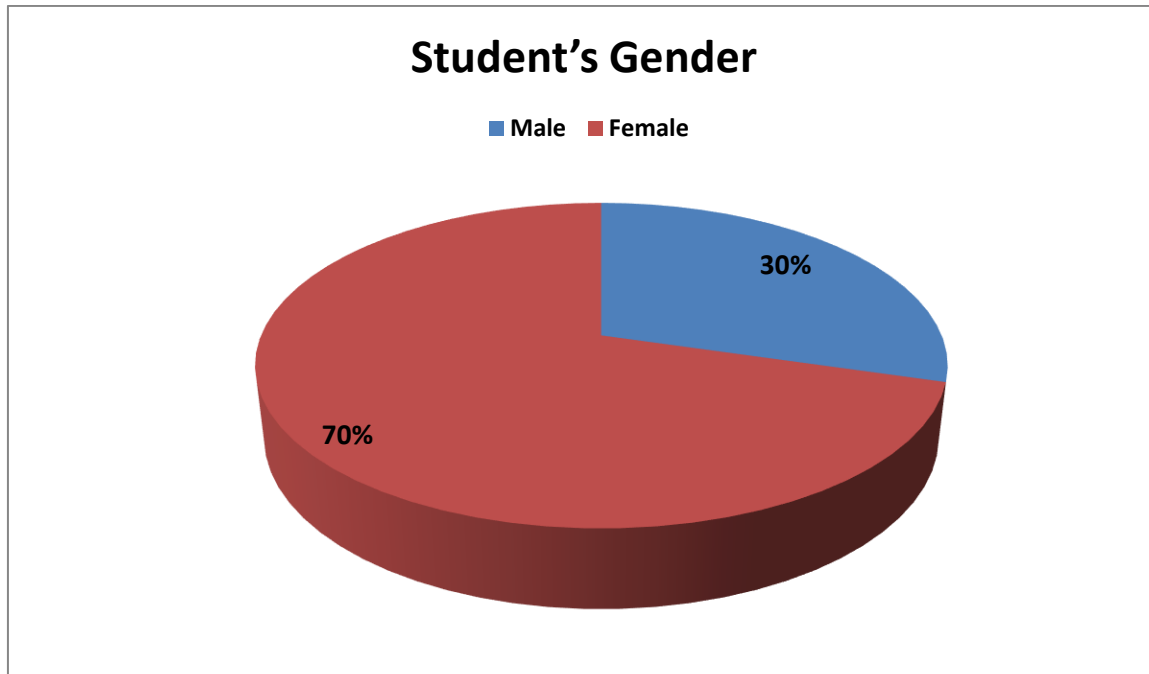
**3.6.1 English Student's Questionnaire Analysis**

The questions in this questionnaire are interpreted as follows:

**Section one: Personal Information****Item 01: Student's Gender**

<b>Gender</b>	<b>Answers</b>	<b>Percentage</b>
<b>Male</b>	13	30%
<b>Female</b>	31	70%
<b>Total</b>	44	100%

**Table 3.1.1. Student's Gender**



**Graph 3.1.1. Student's Gender**

The above mentioned table 3.1 and graph 3.1 represents participants gender in which 31(70%) are females and 13(30%) are male.

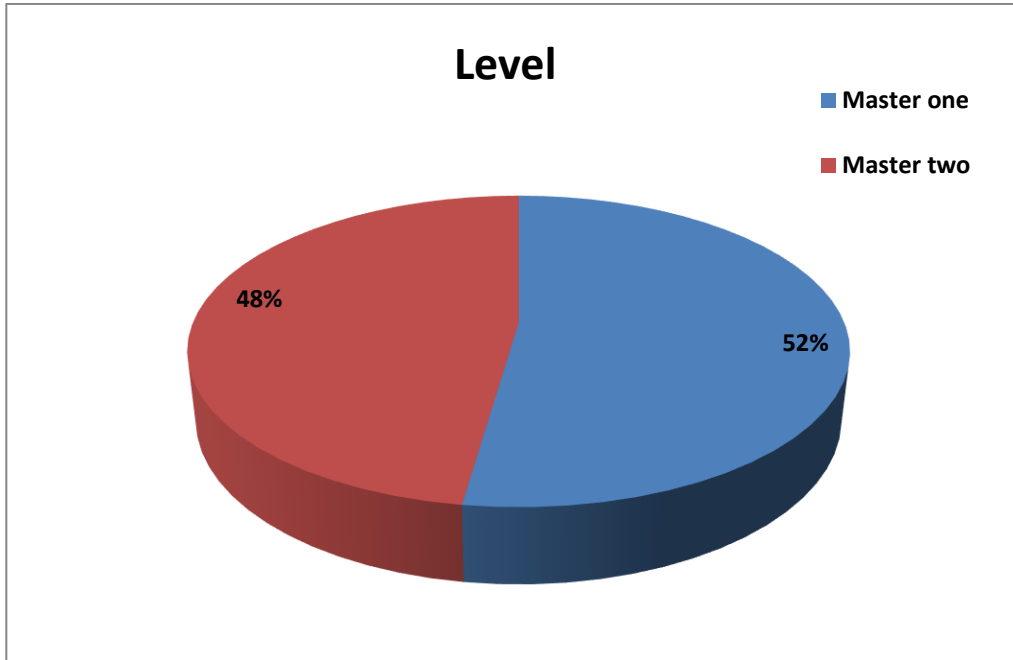
This unbalanced population is due to the method of sampling (random) and also the interest of females in studying languages than males do.

**Item 02: Level of education**

Level	Answers	Percentage
Master one	23	52%
Master two	21	48%
<b>Total</b>	44	100%

**Table 3.1.2. Level**





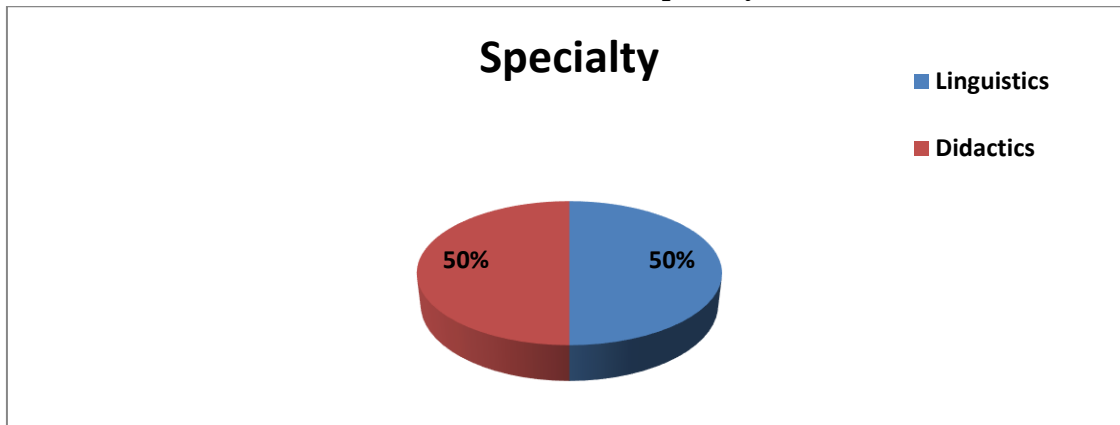
Graph 3.1.2.Level

The graph 3.2 and table 3.2 show participants levels, 23(58%) are master one student and 21(48%) are master two students in English department at University of Tiaret. From the percentages provided it seems that their slight balance between both levels. This equal number of participants is due availability of students of both levels.

**Item 03:Specialty**

Specialty	Answer	Percentage
Linguistics	22	50%
Didactics	22	50%
Total	44	100%

Table 3.1.3.Specialty



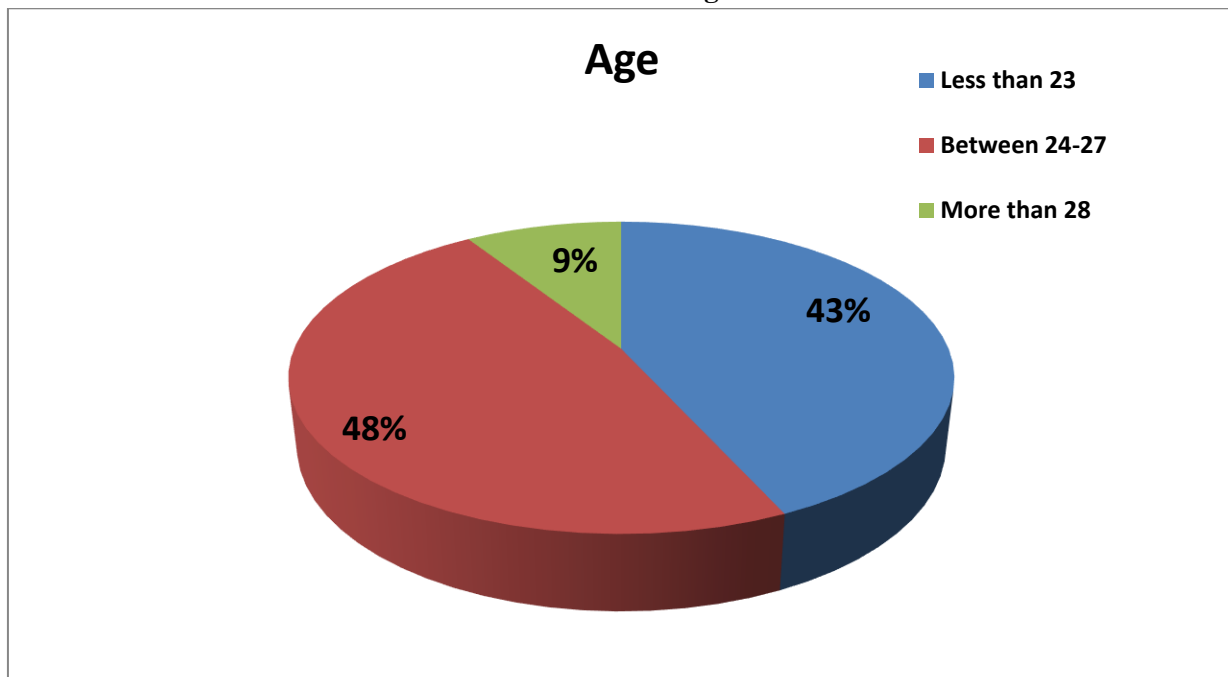
Graph 3.1.3. Specialty

The graph 3.3 and table 3.3 show participants levels, 22(50%) are student in linguistics and 22(50%) are students in Didactics in the English department at Tiaret university. From the percentages provided it seems also that there is a balance between both specialties. This equal number of participants is due availability of students of both specialties.

**Item 04: Age**

Age	Answer	Percentage
21-23	19	43%
24-27	21	48%
More than 28	04	09%
<b>Total</b>	<b>44</b>	<b>100%</b>

**Table.3.1.4. Age**



**Graph 3.1.4. Age**

As far the table 3.4 and graph 3.4 are concerned, they deal with participants' age, in which less than 23 years old are about 19(43%), between 24-27 years old 21(48%) and more than 28 years old are about 4 (9%).

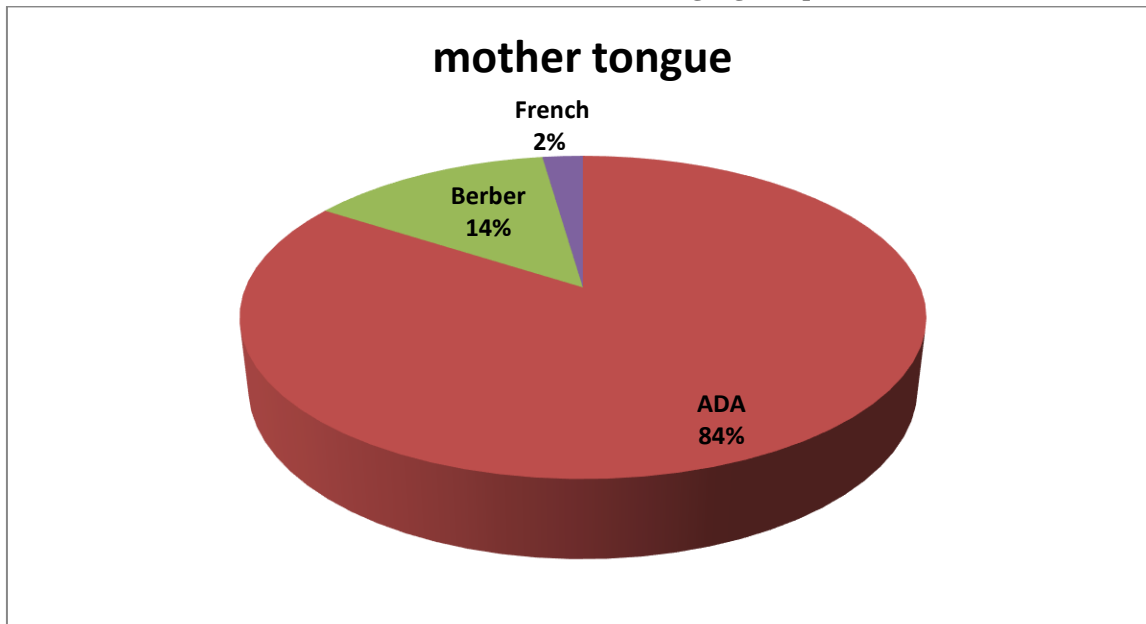
Since we are speaking about age, most students are aged in between 21-23 years old are the majority, nearly the half of the population who are estimated to be MA 1 students, after that, 24-27 old who represent the second large participants who they are MA2 students, while the rest are working teachers .i.e., more than 28 years old

**Section two: Informants' Language varieties Use**

**Item 05:** Which language variety is your mother tongue?

<b>Mother tongue</b>	<b>Answer</b>	<b>Percentage</b>
<b>ADA</b>	37	84%
<b>Berber</b>	06	14%
<b>French</b>	01	02%
<b>Total</b>	44	100%

**Table.3.2.1. The first Language Acquired**



**Graph.3.2.1mother tongue**

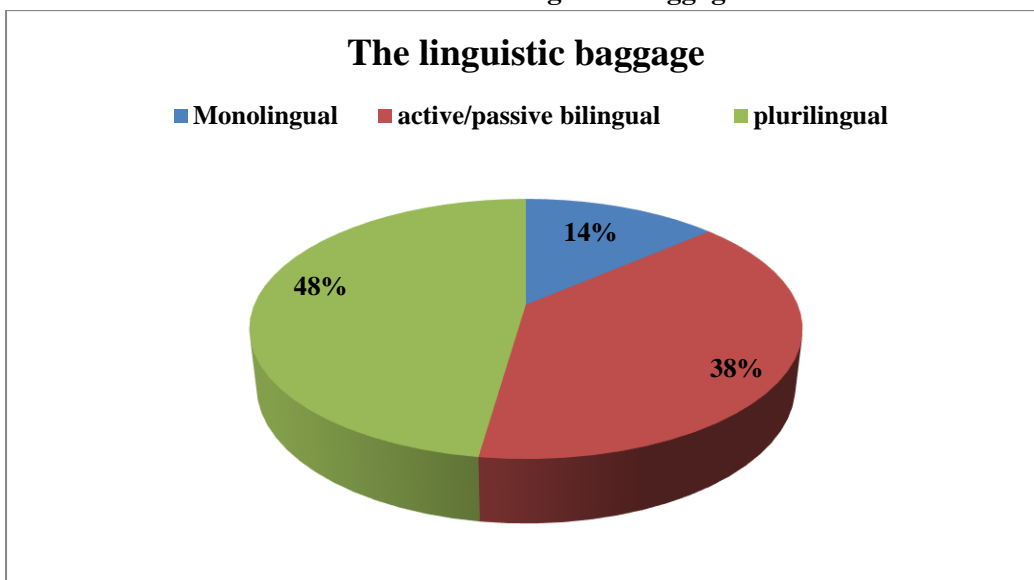
The graph 3.5 and table 3.5 show participants' mother tongue language variety 37 (84%) are ADA speakers, 6(14%) speakers of Berber and 1(2%) are speakers of the French language variety.

Algeria is plurilingual society because from this table above we can deduce that there are more than one language variety acquired by participant including; ADA which covers the vast majority, and then, Berber comes the second; however, just few of them have French as their mother tongue language. Due to the fact most participants are from Arabs origin in Tiaret speech community and the remaining ones are Berbers.

Item 06: Do you consider yourself as

Linguistics baggage	Answer	Percentage
Monolingual	06	14%
Active/passive bilingual	17	38%
Plurilingual	21	48%
Total	44	100%

Table.3.2.2.The linguistic baggage



Graph.3.2.2.The linguistic baggage

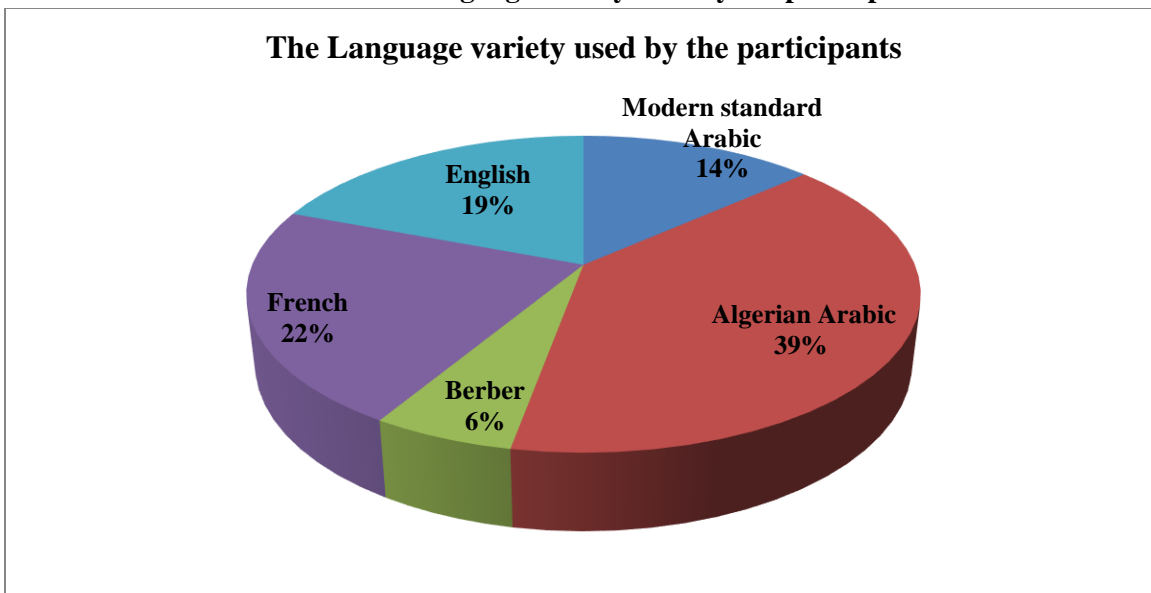
At the level of linguistic baggage, participants differ in their linguistic competence 21(48%) consider themselves as plurilinguals, 17(38%) are bilinguals and the rest 6(14%) are monolinguals. It can be seen that most of informants are either bilingual and/or plurilingual with unbalanced level/competence in the spoken language varieties including; Arabic, Berber, French, English, German, Mozabit, etc.; This result doesn't mean their perfect bilingualism because if the both language is not yet spoken in daily life; it will cancel the reality of mastering two languages. While, the rest of them, they consider themselves as monolinguals, since they deals well with only one language.

Item 07: Which of the following varieties do you speak the most? Only!

Language variety	Answer	Percentage
Modern standard Arabic	14	14%
Algerian Arabic	41	39%
Berber	06	06%

<b>French</b>	23	22%
<b>English</b>	20	19%

Table.3.2.3.the language variety used by the participants



Graph.3.2.3.The language variety used by the participants

According to the table 3.7, most informants 41 (39%) use/speak the ADA, the second most used language is the French 23(22%). Then, 20(19%) of them use the English language. 14(14%) answered by MSA. Next, Berber are estimated to be 6(6%).

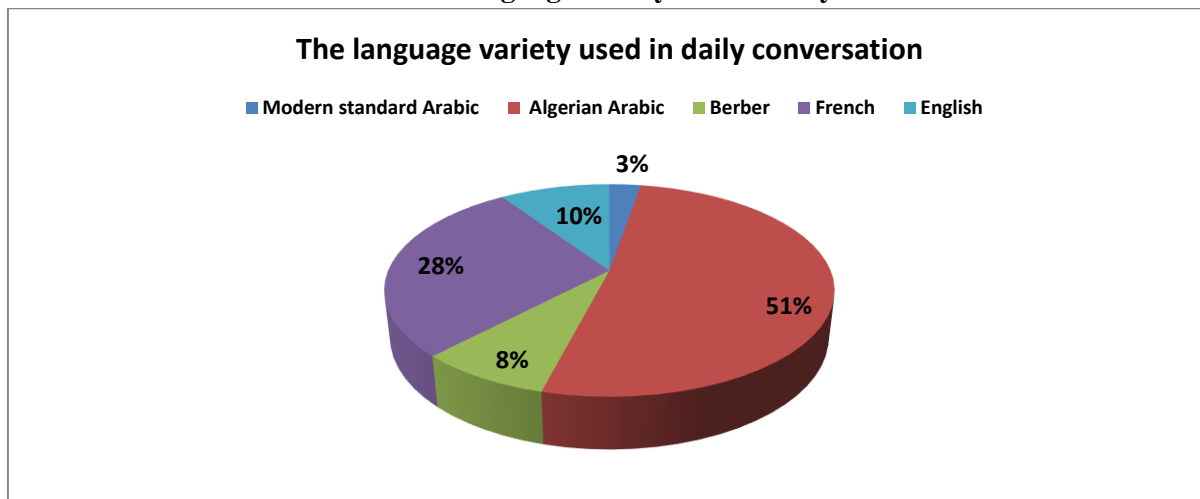
Most participants believe that the ADA variety is the most spoken variety simply because it is their mother tongue language, other use the MSA, French and English in the second depending on the situation or in learning process. For instance MSA used in the masjid and reading the Holy Coran or a religion book, French is the first foreign language and it is noticeable that French is lingua franca in Algeria because of its spread, use in communication and its needs in the administration. Adding to that the English language is used only in the English department as a means of instruction and learning. Whereas, Berber is spoken by a few number of informants who are originally Berber.

**Item 08:**Which of the following codes do you use in daily conversation?

<b>Language variety</b>	<b>Answer</b>	<b>Percentage</b>
<b>Modern standard Arabic</b>	02	03%
<b>Algerian Arabic</b>	38	51%
<b>Berber</b>	06	08%
<b>French</b>	21	28%

English	07	10%
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Table.3.2.4.The language variety used in daily conversation



Graph.3.2.4.The language variety used in daily conversation

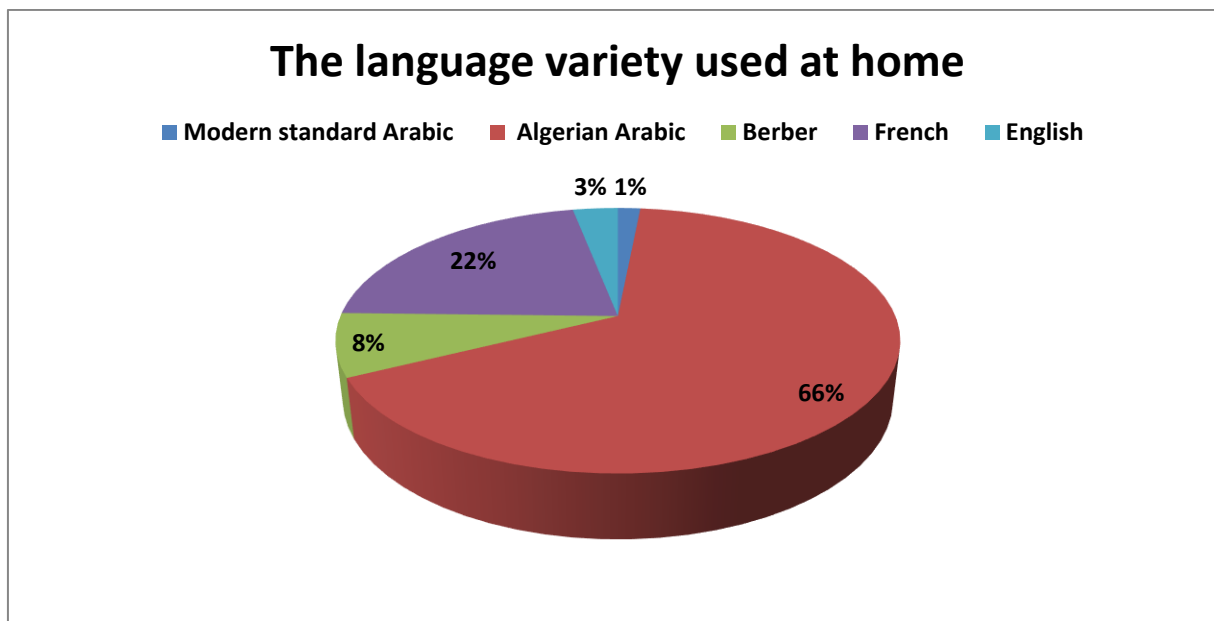
The data below indicates that Algerian Dialectal Arabic is the variety which the mostly used by the participants at the percentage of (51%; n=38). French in the second place at the percentage of (28%; n=21) which is considered as First Foreign Language due to its higher status. Since the students are learning English for the sake speaking it fluently; only (10%; n=7) who selected English as language used in daily conversation, this conclude that speaking English is only the informants are in the department of English or in the classroom context. The original backgrounds of some participants are from Berber, so, they have chosen this language with its varieties as spoken language in everyday discussions.

(3%;n=2) of participants selected MSA used in daily conversation. Yet, MSA is the both national and official language as it is recognized in the Algerian constitution (Article n°2), we have observed that the speaker of this language are decreasing for linguistic insecurity facts including; the lack of morphology, phonology and vocabulary in this language.

**Item 5:** Which language variety do you usually use at home?

Language variety	Answer	Percentage
Modern standard Arabic	01	01%
Algerian Arabic	43	66%
Berber	05	08%
French	14	22%
English	02	03%

Table.3.2.5. The language variety used at home



**Graph.3.2.5.The language variety used at home**

According to graph is the ADA is the most used by informant at home with the percentage of (66%; n=43) .French is secondly used (22%; n=14). While (8% ; n= 5) of informants selected Berber. as the data demonstrates that (1%;n=1) of participants have chosen MSA as language used at home. However English language is also present at the percentage of (3%; n=2).

Algeria has witnessed a richness linguistics landscape for its diversity in their vernacular. The fact that ADA is painlessly and naturally acquired at home; it is the mostly used in daily interactions. Because of a long period of colonization, French is implemented in everyday discussions via sociolinguistics phenomena such as Code Switching, Borrowing and some Triglossic situations. Those who speak French at home; it is due to the stereotype that French is rooted in both the educational and political system in one hand and in the other one, it reflects that speakers of French are competent enough when dealing with language.

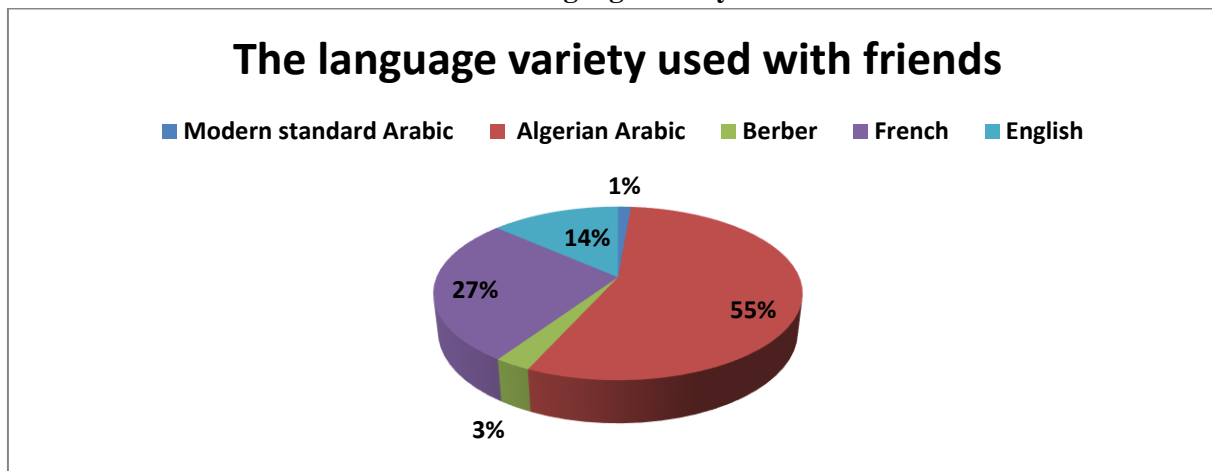
It acknowledged that speaking at home with a language means that this spoken language is required; as the case of Berber. Some participants are originally Berbers, so, they are bilinguals for mastering their mother tongue with ADA with addition to French language.

We have observed that MSA and English is not used at home for the reasons that the parents didn't learn these languages or the previous educational system was based on French language. As result for that their sons will not speak these cited language with each other.

**Item 9:** Which language variety do you use with friends?

Language variety	Answer	Percentage
Modern standard Arabic	01	01%
Algerian Arabic	41	55%
Berber	02	03%
French	20	27%
English	10	14%

**Table.3.2.9. The language variety used with friends**



**Graph.3.2.9. The language variety used with friends**

The data above reveals that the majority of participants use Algerian Arabic at the percentage of (55%; n=41%) and the table shows that French is also present at percentage of (27%; n=20). Whereas English speakers are with percentage of (14%; n=10) while Berber and MSA in the last position (3%; n=2) and (1%;n=1).

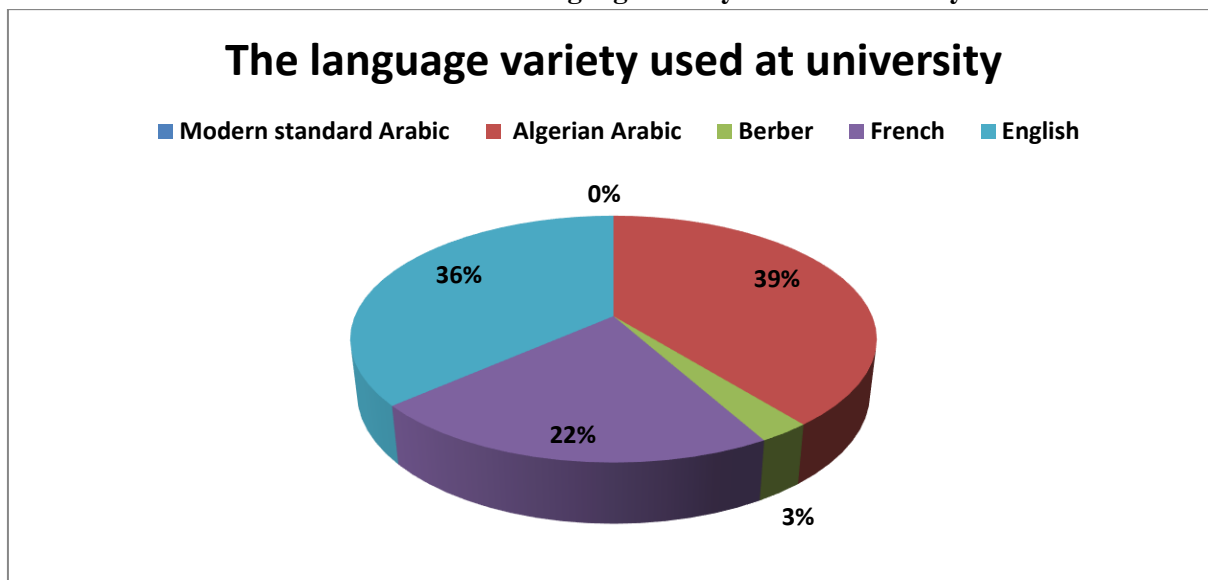
As regards the language used daily in discussions and interactions with friends , the heavy majority states that ADA is the dominant one because it is dialect and mutually intelligible between participants. French in other hand, it is also present because it implemented unconsciously within everyday discussion via sociolinguistic phenomena such as Code Switching and Borrowing. Some participants declare that English is an appropriate language because they are EFL learners and they want to improve themselves at the level of productive and receptive skills, so, it is better to interact with their friends in this language because it makes them willing to know more about this lingua franca. When the dialect of some participants is not well understood, one participant chooses to go back to the official language which is MSA in order for the speech to be mutual intelligibly. It is widely acknowledged that in order to be creative in any language; you have first master the mother tongue as the case of Berber language with its varieties.

**Item 10:** Which language variety do you use at university?



Language variety	Answer	Percentage
MSA	00	00%
ADA	29	39%
Berber	02	03%
French	16	22%
English	27	36%

Table.3.2.10. The language variety used at university



Graph3.2.10.The language variety used at university

The data above reveals that the majority of participants use Algerian Arabic at the percentage of (39%; n=29%) and the table shows that French is also present at percentage of (22%; n=16). Whereas English speakers are with percentage of (36%; n=27) while Berber (3%; n=2) and none of the participants use MSA in the university.

Since the research is about the English master students, it is highly recommended that the use of English in the department will be always positive in the learning process because it acknowledged that learning of any language demands the ability to study and improve the four skills including listening, speaking, writing and reading of this language. In Algeria, French has been recognized as the status of the first foreign language. It is learned by Algerian learners since primary school for ten years before they enter to the university. It is preferable used in the formal settings such as administrations and some hard sciences in the university.

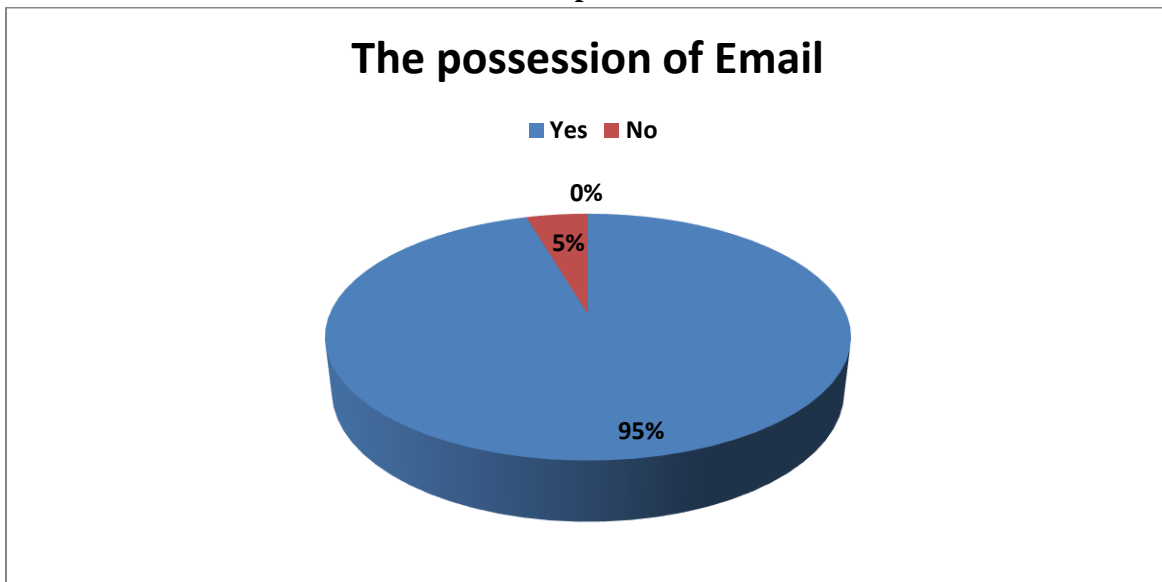
Yet, ADA is still an effective variety used in the university because it is mutually intelligible in one hand and it facilitates the communication and lift the ambiguity from certain information in other one.

Unquestionably, MSA is the official and national language where it is used in the formal and social settings especially in administrations. From the data above, it indicates that the use of MSA is declining because of the lack of knowledge to this language.

**Item 11:** Do you have an Email account?

Email Account	Answer	Percentage
Yes	42	95%
No	02	05%
Total	44	100%

**Table.3.2.11.The possession of Email**



**Graph.3.2.11 The possession of email**

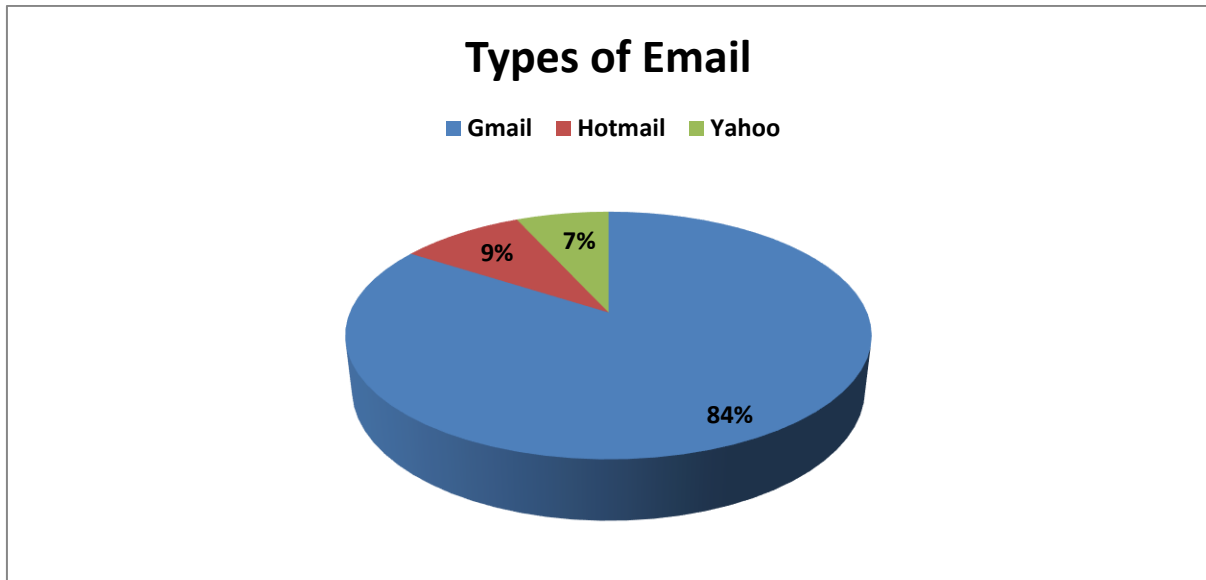
The data above reveals that the majority of participants have Email account at percentage of (95%; n=42) and two participants do not have Email account at the percentage of (5%;n=2).

This modern world that characterizes the 21th, it makes the world small village via globalization. Email as the consequence for this spread of technology, it is highly recommended to have at least one email account because it makes the world connected in one hand and in other one, it facilitates for the students who are willing to do a research to make it easily via sending and receiving process between the supervisor and his/her students

**Item 12:** If yes, what kind of emails do you always use?

Email account	Answer	Percentage
Gmail	37	84%
Hotmail	04	09%
Yahoo	03	07%
Total	44	100%

**Table.3.2.12. Types of Email**



**Graph 3.2.12 Types of email**

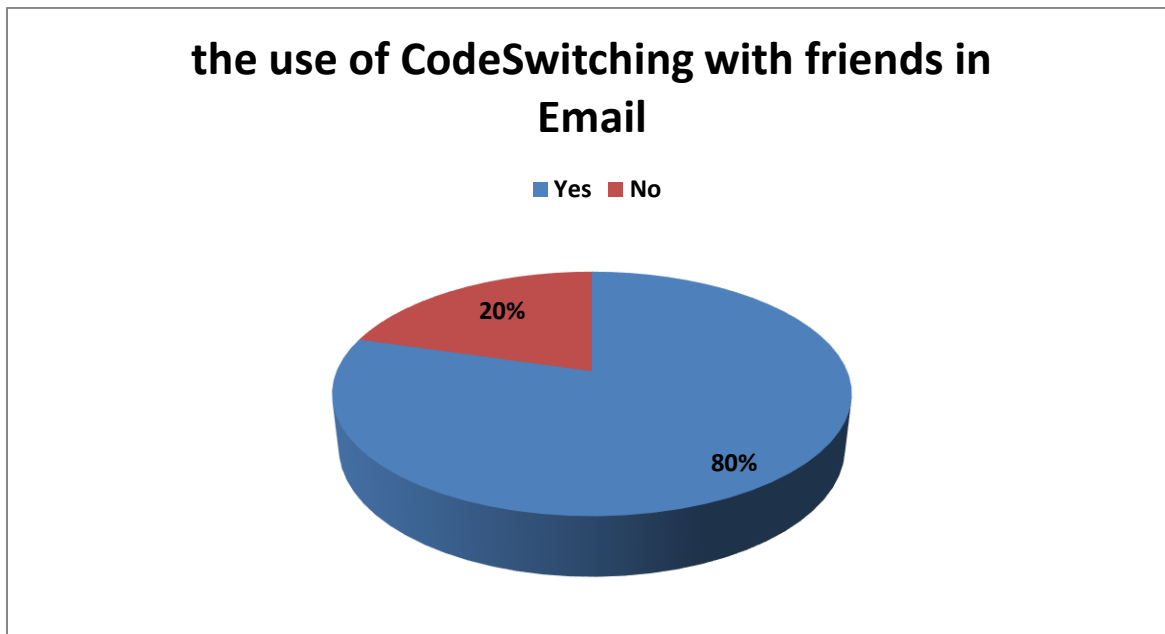
The data above reveals that the majority of participants have Gmail at percentage of (84%; n=37) where Hotmail is ranged at percentage of (9%; n=4) while Yahoo in the last position with percentage of (7%; n=3).

It reveals from the data and graph that Gmail is more popular than the other types of Emails because it has some advantages better than other Emails have. First of all, the new Smartphones demands a Gmail account in order to access to the service of play store. Besides, it is easily inscribed into it. Second of all, some sites require a Gmail account such as Facebook, Instagram and other social media.

**Item 13:** During writing the emails to your friends, do you shift back and forth between languages?

Options	Answer	Percentage
Yes	35	80%
No	09	20%
Total	44	100%

**Table3.2.13. the use of code Switching with friends in Email**



**Graph3.2.13 The use of code switching**

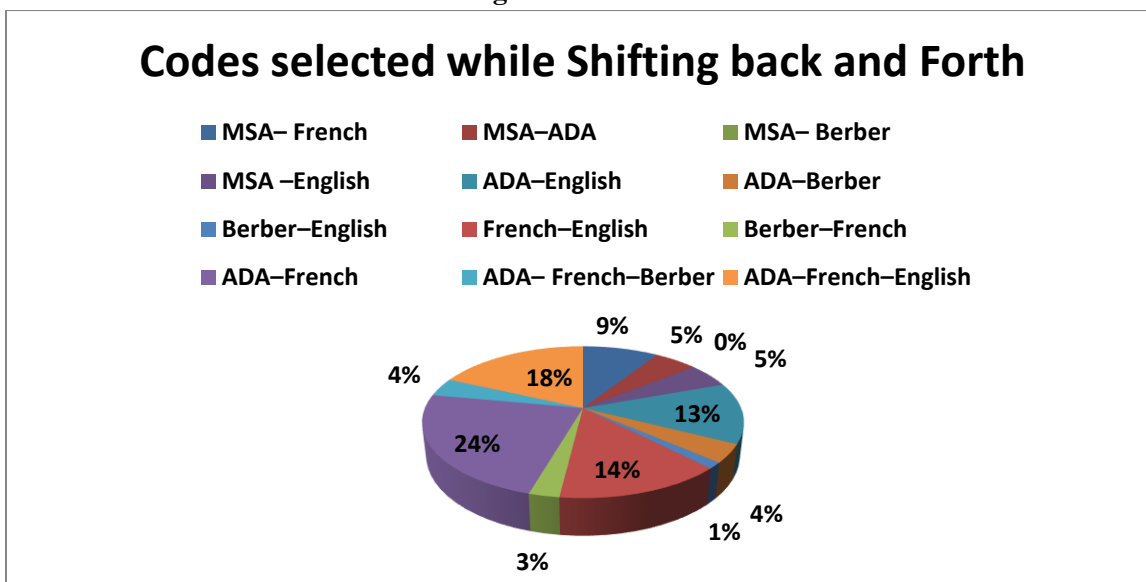
The data above reveals that the majority of participants switch forth and back between other existing languages varieties at percentage of (80%; n=35) and where some students disagree the use of alternation in email at the percentage of (20%; n=7).

Whenever languages or dialect come into contact, undoubtedly it will emerge the sociolinguistic outcomes such as Code Switching which is well known as the use of more than language variety within the sentence or utterance. To back up to the same idea as Trudgill (2003) states that The process in which the bilingual speakers shift back and forth between one language or a dialect and another language or dialect within the same conversation. From data above, the majority of participants in email use code switching for two common reasons which are communicative needs and for the matter of prestige.

-If yes, what languages do you switch between?

Languages selected	Answer	Percentage
MSA– French	07	9%
MSA–ADA	04	5%
MSA– Berber	00	00%
MSA –English	04	5%
ADA–English	10	13%
ADA–Berber	03	04%
Berber–English	01	3%
French–English	11	14%
Berber–French	02	03%
ADA–French	18	24%
ADA– French–Berber	03	4%
ADA–French–English	14	18%

Table.3.2.13.1. Codes selected while Shifting back and Forth



Graph.3.2.13.1 Codes selected while Shifting back and Forth

As it is well-said that every code-switching instance starts life as borrowing, so, the first step that any participant uses different code within the same utterance, it is because of the morpho-phonological adoption of a single word. As we have observed that our vernacular is full of linguistic items which adopted then it is adapted within the same sentence or utterance. Thus, the long period of colonization that Algeria had been going through, it has greatly impact on the alternation of French with ADA. Some participants states that it stereotype that those who speaks French, it reflects that they are educated for the sake of matter prestige.

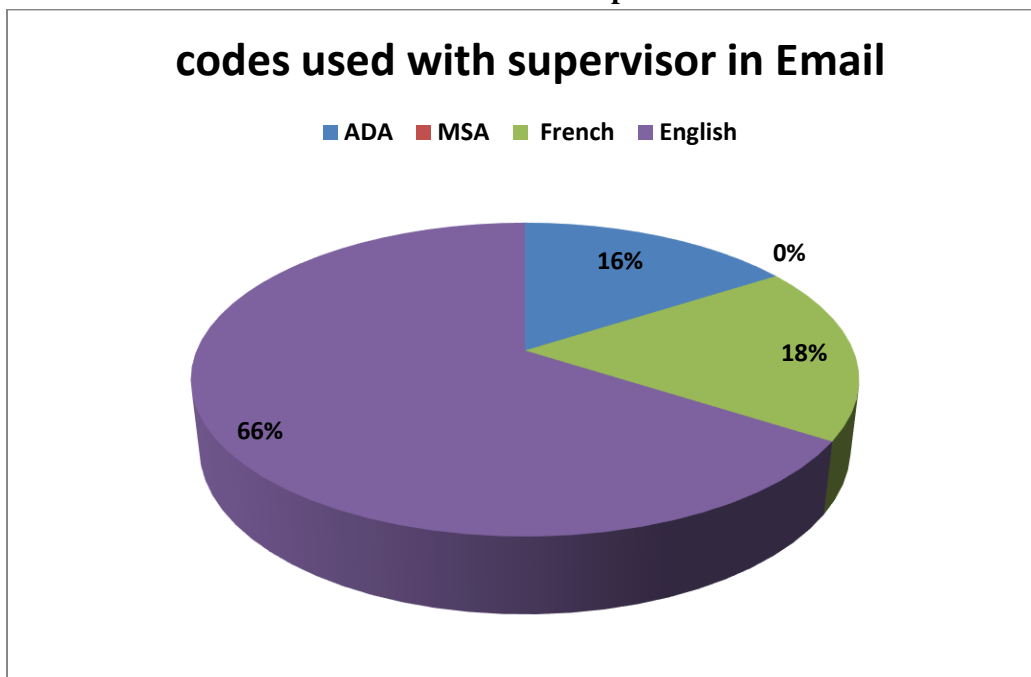
Some students switch back and forth between the target language which is English, ADA and French. Since the research deals with the languages in contact at the first place, Algerian

tertiary context has witnessed sort of this alternation especially in the department of English, vis, French, ADA and English language varieties.

**Item 14:** During writing the emails to your teacher or supervisor, which language do you use?

Language variety	Answer	Percentage
ADA	07	16%
MSA	00	00%
French	08	18%
English	29	66%

**Table.3.2.11.codes used with supervisor in Email**



**Graph.3.2.14 Codes used with supervisor**

The data above indicates that the majority of participants write to their teachers in English at the percentage of (66%; n=29) whereas some students prefer to use French at the percentage of (18%; n=8). While the minority of students have selected ADA at the percentage of (16%;n=7). None of these participants have chosen MSA as a written language to their supervisor.

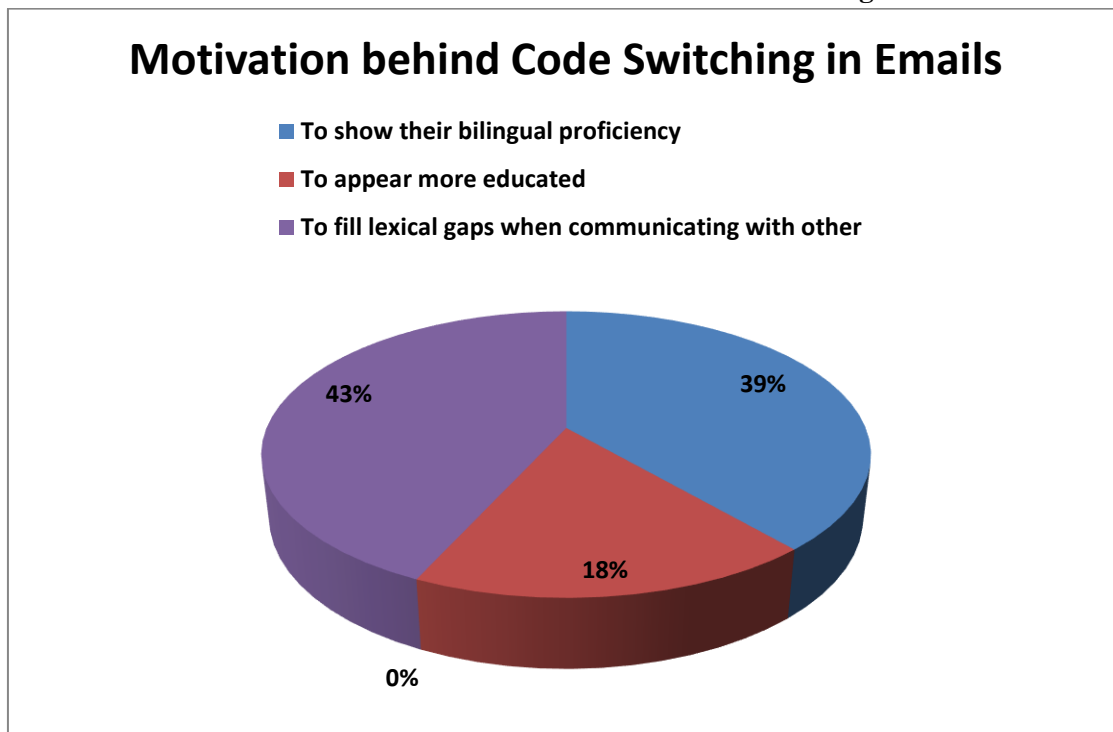
Writing emails to the supervisor should always be in formal way, i.e., in view of the fact that they are learners of English, so, it is highly recommended to write in English language because it is strongly related to the respect between the supervisor who teach English with his/her students. Yet, French is used in email writing to the teacher because of its impact on Algerian society in general and at the university context in particular. For writings emails, according to the statistics above show that the minority of youth Algerian students use ADA on their written form of

discussions with their supervisor writing with transliteration of French alphabet using numbers that symbolize some Arabic alphabet for instance; /3/ means /ع /; 7/ means / ح/.

**Item 15:** Why do students switch between languages in their Emails?

Options	Answers	Percentage
To show their bilingual proficiency	17	39%
To appear more educated	08	18%
To fill lexical gaps when communicating with other	19	43%
Total	44	100%

**Table.3.2.15. Motivation behind Code Switching in Emails**



**Graph3.2.15 Motivation behind code switching in Emails**

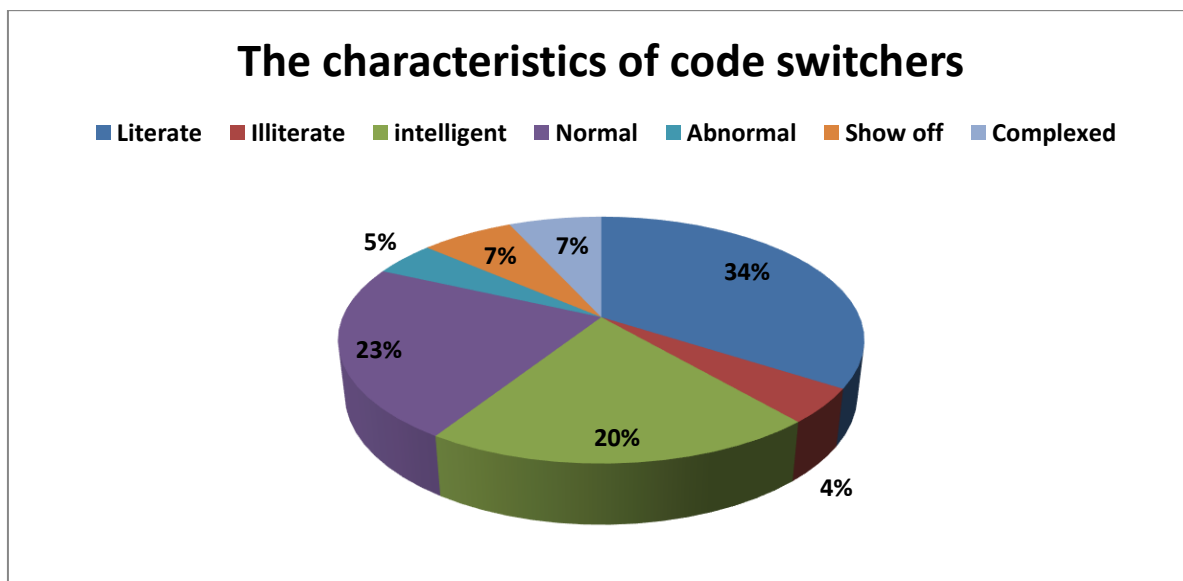
The data above indicates that some participants have selected filling lexical gaps at the percentage of (43%; n=19) whereas some students opted showing their bilingual proficiency at the percentage of (39%; n=17) . While the minority of students have selected appearing more educated at the percentage of (18%;n=8).

Each language’s speakers use the alternation of codes with different languages for common reasons, mainly for lexical gaps filling, prestigious matters or the status needs. Algeria has witnessed multifarious linguistic phenomena for its richness from different language varieties including French, ADA and English.

**Item 16:** What do you think about students who switch between languages? Please choose one option

Characters	Answer	Percentage
Literate	15	34%
Illiterate	02	04%
Intelligent	09	20%
Normal	10	23%
Abnormal	02	05%
Show off	03	07%
Complexed	03	07%
Total	44	100%

**Table.3.2.16. The characteristics of code switchers**



**Graph 3.2.16 The characteristic of code switchers**

The data above indicates that some participants have selected literate at the percentage of (34%; n=15) whereas some students opted normal as character who switch back and forth at the percentage of (23%; n=10). Some of students have selected intelligent (20%;n=9). While some participants chosen show off, complexed at the same percentage (7%;n=3). Some claims that person who is code switcher is illiterate and abnormal at the same percentage (4%;n=2).

The purpose behind this question is to investigate about CS, in general, and personal behaviour, in particular, i.e., depending on each the situations, CS is needed. The great majority of students have selected the literate because it reflects their bilingual proficiency at the level of adaptation of any existing language. Because the coexistence of many languages which are implemented within our utterances, some claim that it is normal to code switch due to linguistic diversity in Algeria. Whenever other informants alternate between codes in order to appear more



intelligent especially when they use French altered with ADA or they competent enough when dealing other languages. To sum up there is two reasons that the minority of respondents have been selected other options which are the matter of prestige and complexity issue.

### 3.7.2: English Teacher's Interview Analysis

This section is devoted to the analysis of the interview which was done with teachers at the English section in Tiaret's university, the questions provided to them are mainly on the phenomenon of code switching in email student-teacher or/and teacher-teacher interaction, their responses are presented as follow

#### Interviewee One

Good morning Sir, we are students of MA2 in the English department specialized in linguistics. Our research is about investigating the use of code switching in email writing. So, we want to ask you questions concerning the code switching in email writhing.

Question One: Sir, what is the purpose behind using email?

The purpose behind using email is to send and receive document either with my colleges or students.

Question Two: Sir, do you code switch in your daily conversations?

Yes, I do.

\_if yes which language variety do you use mostly?

I use often English and sometimes ADA with English script.

Question Three: Sir, which type have you selected for email?

I have a Gmail.

Question four: Sir, do you use other language beside English language in writing emails?

Yes, I do.

A \_with your colleagues, which language do use mostly?

I use English.

B\_ which language or variety do you write in your emails to your students?

I use English too.

Question Five: Sir, do you allow your students to code switch while sending you emails? justify?

No, I prefer to use English only because it's academic and it more useful to write in English.

Question Six: Sir, in your opinion, what are the reasons behind CS in general especially in our vernacular?

I think that the main reason is filling the gap.

Question Seven: Sir, haven't you observed that our dialect is full of alternations with different foreign languages; do you think that CS has positive or negative impact on the English language?

In my point,of view It has a negative impact.

### **Interview Two**

Good morning Sir, we are students of MA2 in the English department specialized in linguistics. Our research is about investigating the use of code switching in email writing. So we want to ask you questions concerning the code switching in email writhing.

Question One: Sir, what is the purpose behind using email?

Transferring documents and academic messages.

Question Two: Sir, do you code switch in your daily conversations?

Yes, I do.

\_if yes which language variety do you use mostly?

As the others, English and ADA.

Question Three: Sir, which type have you selected for email?

I have Gmail and hotmail.

Question four: Sir, do you use other language beside English language in writing emails?

I use ADA and French rarely.

A \_with your colleagues, which language do use mostly?

English

B\_ which language or variety do you write in your emails to your students?

English also.

Question Five: Sir, do you allow your students to code switch while sending you emails? justify?

Yes, I do. I like to let them free.

Question Six: Sir, in your opinion, what are the reasons behind CS in general especially in our vernacular?

Filling the lexical gaps.

To Ease the communication.

For communicative needs.

Question Seven: Sir, haven't you observed that our dialect is full of alternations with different foreign languages; do you think that CS has positive or negative impact on the English language? It depends on the situation and the topic for instance if we are dealing with the Algerian society we can use codeswitching.

### Interviewee Three

Good morning Sir, we are students of MA2 in the English department specialized in linguistics. Our research is about investigating the use of code switching in email writing. So we want to ask you questions concerning the code switching in email writing.

Question One: Sir, what is the purpose behind using email?

Is to facilitate connection with others freely and easily at any time.

Question Two: Sir, do you code switch in your daily conversations?

Yes, of course. I code switch back and forth from one code to another depending on the situation I found myself in.

\_if yes which language variety do you use mostly?

The variation used the most are Arabic-French at home and in the university French-English

Question Three: Sir, which type have you selected for email?

Gmail, Outlook.

Question four: Sir, do you use other language beside English language in writing emails?

Yes, I use other languages when texting via email, but I use only formal English in academic issues for example with foreign universities.

A \_with your colleagues, which language do use mostly?

I use only French and sometimes English.

B\_ which language or variety do you write in your emails to your students?

I use only English language, since it is the language of our domain.

Question Five: Sir, do you allow your students to code switch while sending you emails? justify?

I prefer to use the formal English only.

Question Six: Sir, in your opinion, what are the reasons behind CS in general especially in our vernacular?

To fill the linguistics gaps.

Prestige.

Exclude others from the the conversation.

Sometimes it is easy to express ideas using code switching.

Question Seven: Sir, haven't you observed that our dialect is full of alternations with different foreign languages; do you think that CS has positive or negative impact on the English language? I think it has a negative impact for example people lose their language competence and sometimes they may have negative attitudes towards their original language. They may feel shy of using their mother language.

### **Interviewee Four**

Good morning Sir, we are students of MA2 in the English department specialized in linguistics. Our research is about investigating the use of code switching in email writing. So we want to ask you questions concerning the code switching in email writing.

Question One: Sir, what is the purpose behind using email?

To contact and share information with others.

Question Two: Sir, do you code switch in your daily conversations?

Yes, I do.

\_if yes which language variety do you use mostly?

ADA English and French

Question Three: Sir, which type have you selected for email?

Hotmail

Question four: Sir, do you use other language beside English language in writing emails?

French besides English.

A \_with your colleagues, which language do use mostly?

The French or the English language.

B\_ which language or variety do you write in your emails to your students?

I use only English.

Question Five: Sir, do you allow your students to code switch while sending you emails? justify?

No , I prefer to the academic English only since they are English learner.

Question Six: Sir, in your opinion, what are the reasons behind CS in general especially in our vernacular?

I think it's deep rooted in our society.

Question Seven: Sir, haven't you observed that our dialect is full of alternations with different foreign languages; do you think that CS has positive or negative impact on the English language?

Yes, I absolutely agree with you and I think CS has a negative impact on the English language if they deal at most with other languages, they will not master the English language

### Interviewee Five

Good morning Sir, we are students of MA2 in the English department specialized in linguistics. Our research is about investigating the use of code switching in email writing. So we want to ask you questions concerning the code switching in email writing.

Question One: Sir, what is the purpose behind using email?

I use email only for communication needs.

Question Two: Sir, do you code switch in your daily conversations?

Yes, I do.

\_if yes which language variety do you use mostly?

I use English and ADA.

Question Three: Sir, which type have you selected for email?

I have a Gmail account.

Question four: Sir, do you use other language beside English language in writing emails?

Yes, I do, I use French language when I contact administration.

A \_with your colleagues, which language do use mostly?

I use ADA to alternate with French.

B\_ which language or variety do you write in your emails to your students?

English.

Question Five: Sir, do you allow your students to code switch while sending you emails? justify?

Yes, I allow them to use the variety they know, it is needed most of the students tend to code switch.

Question Six: Sir, in your opinion, what are the reasons behind CS in general especially in our vernacular?

It is mainly because the influence of foreign language in our dialect.

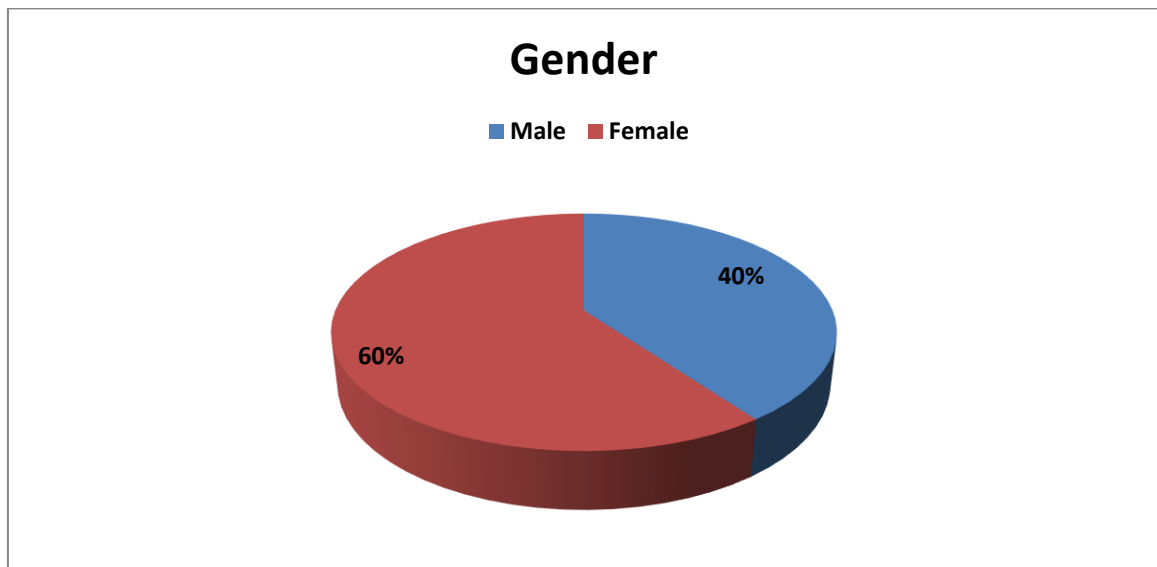
Question Seven: Sir, haven't you observed that our dialect is full of alternations with different foreign languages; do you think that CS has positive or negative impact on the English language?

Sometimes positive, it can lift the ambiguity from certain information but its overuse will lose the target language its effectiveness.

The Interpretation and Analysis

Gender	Answers	Percentage
Male	2	40%
Female	3	60%
Total	5	100%

Table.3. Teacher’s Gender



Graph Teacher’s Gender

Reading the results presented in the table above shows that (60%; n=3) of the interviewed teachers, constituting the majority, are females. While, with a small minority of (40%; n=2) are males.

Algeria has witnessed many conquests and colonization throughout time. In fact, it is plurilingual society for its diversity of words from different foreign languages such as French, Spanish, Turkish and English. As a result, for that we have observed that the majority of teachers use alternation between languages and our vernacular in general. The languages that were selected or altered are the most popular languages in Algeria especially mixture amongst English, ADA and French. Since, the target population are teachers of English, so, they shift back and forth between these languages and variety mainly for one reason; their workplace which requires using code switching between the target language with ADA and French especially while interacting with their colleagues. So, from these data it reveals that the females code switch more than males.

According to the interviewees, the use of ADA is not practical during writing emails because they prefer to their written language to be more formal. Some of teachers use French language while writing their emails mainly because of its status in Algerian context in general and

prestigious matter in particular. While the majority of teachers write in English due to their professions which demands this language especially when they write to their students or colleagues. Almost all the interviewed teachers confirmed the fact that the majority of the students in their classes use code switching. They all revealed that switching codes is among the daily practices occurring in the students' speech when interacting inside the classroom. According to them, not all the students resort to such strategy in order to make the learning process easier and clear. But most of them try to use it, as stated by one of the teachers: *"Indeed, most of students tend to code switch"*. They added that such linguistic behavior is an unavoidable outcome as a result of languages and dialect in contact in the EFL classrooms environment.

***Conclusion***

This chapter is committed to the practical fieldwork. It is specified the case beneath consider which deals with the code switching in general and its use in the writing emails in particular. The coexistence languages and dialects in contact have deeply influenced our vernacular about which language or variety should be used within the tertiary settings especially while writing emails even to a classmate or the teachers. At that point showing the inquire about tools used in collecting data. The last part deals with analyzing and interpreting the obtained findings. From the data above, it reveals that the EFL students do not use code switching while writing their emails because the most of their messages are addressed to the teachers or supervisors, so, they prefer to their language to be as formal and standard as it can be either with the target language which is English or French regarding to its status in Algerian context. While they code switch with their friends while sending or receiving emails. In other hand, the teachers at the Department of English use English language in their emails due to their profession which demands to write and receive messages in English. French language is also selected by teachers as a written language in sending emails because of its use in the formal settings especially the administration of Algerian Universities.



# General Conclusion

## **General Conclusion**

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### **General Conclusion**

The present work investigates the phenomena of code switching in email writing amongst teachers and MA students of both levels and specialties at the department of English at Ibn Khaldoun University. It attempts to examine whether EFL students and teachers use code switching in email writing or not.

These include a theoretical part (presented in chapter one and two) ; related to the concept concerning reviewing the literature and a practical side (pointed out chapter three) ; related with methodology and data analyses interpretation of the main findings:

Chapter One: It is a literature review about the Algerian landscape where four languages are used: spoken Algerian Dialectal Arabic, Modern Standard Arabic, Berber, French and even English. At the same time, it deals with the historical background of Algeria in general and Tiaret speech community in particular. In addition, this chapter discusses about the languages in contact and its outcomes.

Chapter Two: This chapter is devoted to present an overview about code switching and its related concepts in addition to emails in order to scrutinize the way people alternate from one language/variety in email writing.

The third aspect is devoted to the practical part which consist one chapter

Chapter Three: This fieldwork is an attempt to analyze interactions where the instances of code switching occur. Hence, the nature of this research determines the methodological design which should be implemented all along the inquiry. So, in this chapter, the researcher describes the methods, sampling, and instruments of data collection which are collected from both teachers and master students at the department of English Tiaret University.

To sum up, we can say that all the proposed hypotheses are confirmed later.

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# Appendices



## Questionnaire

This questionnaire is addressed to Master Student at the English department in Ibn Khaldoun University Tiaret. Its objective seeks to understand why students code switch when writing emails. You are kindly requested to fill in this questionnaire in due time, your collaboration is greatly needed to complete this investigative work.

Code switching (also code-switching, CS) is the practice of moving back and forth between two languages or between two dialects or registers of the same language at one time.

### ❖ Section one: Personal Information

#### 1- Gender

Male

female

#### 2- Level of education

Master 1

Master 2

#### 3- The Branch

Linguistics

Didactics

#### 4- Age

less than 23

between 24-27

More than 28

### ❖ Section two: Informants' Language varieties Use

1. What language variety is your mother tongue?

- Berber
- Algerian dialectal Arabic
- French
- Others.....

2. Do you consider yourself as:

Monolingual  active/passive bilingual  plurilingual

3- Which of the following varieties do you speak the most?

- Modern standard Arabic
- Algerian dialectal Arabic
- Berber
- French
- English

4- Which of the following codes do you use in daily conversation?

- Modern standard Arabic
- Algerian dialectal Arabic
- Berber
- French
- English

5- Which language variety do you usually use at home?

- Modern standard Arabic
- Algerian dialectal Arabic
- Berber
- French
- English

6- Which language variety do you use with friends?

- Modern standard Arabic
- Algerian dialectal Arabic
- Berber
- French
- English

7- Which language variety do you use at university?

- Modern standard Arabic
- Algerian dialectal Arabic
- Berber
- French
- English

8- Do you have an Email account?

Yes  No

9- If yes, what kind of emails do you always use?

Gmail  Hotmail  Yahoo

Others.....

10- During writing the emails to your friends, do you shift back and forth between languages?

Yes  No

If yes, what languages do you switch between?

- Modern Standard Arabic– French
- Modern Standard Arabic –Algerian dialectal Arabi
- Modern Standard Arabic– Berber
- Modern Standard Arabic –English
- Algerian dialectal Arabic – English
-

- Algerian dialectal Arabic–Berber
- Berber – English
- French – English
- Berber – French
- Algerian dialectal Arabic – French
- Algerian dialectal Arabic – French – Berber
- Algerian dialectal Arabic –French – English

11- During writing the emails to your teacher or supervisor, which language do you use?

.....

.....

.....

12- Why do people switch between languages in their Emails?

- To show their bilingual proficiency
- To appear more educated
- To fill lexical gaps when communicating with other

13-What do you think about people who switch between languages? **Please choose one option**

- Literate	
- Illiterate	
- intelligent	
- Normal	
- Abnormal	
- Show off	
- Complexed	

❖ **Section Three: Informants Feedback**

1. To the best of your knowledge, what do you think about code switching?

.....  
.....  
.....  
.....

Thank you for your collaboration

**Interview**

Good morning Sir, we are students of MA2 in the English department specialized in linguistics. Our research is about investigating the use of code switching in email writing. So we want to ask you questions concerning the code switching in email writhing.

Question One: Sir, what is the purpose behind using email?

.....  
.....

Question Two: Sir, do you code switch in your daily conversations?

.....  
.....

\_if yes which language variety do you use mostly?

.....  
.....

Question Three: Sir, which type have you selected for email?

.....  
.....

Question four: Sir, do you use other language beside English language in writing emails?

.....  
.....

A \_with your colleagues, which language do use mostly?

.....  
.....

B\_ which language or variety do you write in your emails to your students?

.....  
.....

Question Five: Sir, do you allow your students to code switch while sending you emails? Would you justify please?

.....  
.....

Question Six: Sir, in your opinion, what are the reasons behind CS in general especially in our vernacular?

.....  
...

Question Seven: Sir, haven't you observed that our dialect is full of alternations with different foreign languages; do you think that CS has positive or negative impact on the English language?

.....  
....

Thank you for your collaboration

## Resume

La présente étude visait à décrire le comportement linguistique des étudiants et des enseignants du département d'anglais de l'université Ibn Khaldoun au cours de la rédaction de leurs courriels. En particulier, il étudie l'un des résultats du phénomène de contact linguistique, à savoir le changement de langue et si elle s'est manifestée dans le processus d'écriture de courriel. Méthodologiquement, ce travail est formulé selon des approches qualitatives et quantitatives pour recueillir des données représentatives. Les instruments de recherche utilisés au cours de cette étude sont des questionnaires écrits auto-remplis conçus pour 44 étudiants en master et des entretiens semi-structurés enregistrés auprès de 5 professeurs d'anglais au département d'anglais. Les résultats de l'entrevue des enseignants suggèrent que les enseignants n'utilisent pas le changement de code avec leurs élèves, ils préfèrent utiliser la langue cible uniquement avec leurs élèves lorsqu'ils utilisent Français lorsqu'ils s'adressent à l'administration. De plus, le questionnaire montre que les élèves utilisent le code de commutation les uns avec les autres et qu'ils doivent utiliser un langage formel avec leurs superviseurs.

## ملخص

تهدف هذه الدراسة إلى وصف السلوك اللغوي للطلاب والمعلمين في قسم اللغة الإنجليزية في جامعة ابن خلدون خلال كتابة رسائلهم الإلكترونية. وعلى وجه الخصوص فإنه يحقق في واحدة من نتائج ظاهرة الاتصال باللغة وهي مزيج لغوي وما إذا كان يتجلى في عملية كتابة البريد الإلكتروني ومن الناحية المنهجية يصاغ هذا العمل في إطار منهج نوعي وكمي لجمع بيانات تمثيلية. أدوات البحث المستخدمة في سياق هذه الدراسة هي ملء استبيان مكتوب ومصمم ل 44 طالب ما ستير ومقابلة شبه منظمة سجلت مع 5 معلمين للغة الإنجليزية في قسم اللغة الإنجليزية. النتائج المتعلقة بمقابلة المعلمين تشير إلى أن المعلمين لا يستخدمون رمز التحول مع طلابهم، أنهم يفضلون استخدام اللغة المستهدفة فقط مع طلابهم أثناء استخدام اللغة الفرنسية عندما يخاطبون الإدارة. وبالإضافة إلى ذلك، يبين الاستبيان أن الطلاب يستخدمون رمز التبديل مع بعضهم البعض، وعليهم استخدام اللغة الرسمية مع المشرفين.