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The Use of Code-Switching among Algerian Undergraduate Students

Case Study: Ibn Khaldoun University Undergraduate Students

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment
of the Requirements for Master's Degree in Linguistics

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Dedication

I would like to dedicate my work to :

*To my great parents, for their pure love, endless support and encouragement
and warm prayers ;*

*To dear husband, who leads me through the valley of darkness with light of hope
and support ;*

To my beloved brothers, who stand by me when things look bleak ;

To all my family ;

To all my friends, who make my life a wonderful experience ;

To all the people in my life who touch my heart ;

I dedicate this dissertation.

Meryem

Dedication

This work is dedicated to the First person who taught me everything in life, and helped me in every step, and made my dreams real and never said no about anything I asked about, my father SEGHIER Abd Al Madjid.

To my husband family, whom encouraged me to finish my dream, to the great Mrs GUECHOUH Mehdi, and the adorable woman Miss DJELALI Fatiha, thanks a lot for everything you did to me, I really appreciate it.

To my friends and sisters, whom stood by my side at all the times, I need them, to DALAA Karima, and the best one DJENIDI Meriem.

The dedication extends to all my family without exception to SEGHIER family and GUECHOUH family.

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FOR ALL WHO KNOW AND BELIVE ON ME

RACHA

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Abstract

Algeria is a multilingual society where major population is either bilingual or multilingual. Code-Switching is considered as a natural product of bilingualism where speakers switch from one language to another in a single speech turn. This phenomenon of shifting from one language to another is widely spread to be observed in Computer mediated Communication. The current study aims to shed light on the patterns of code switching while chatting on Facebook, and to find out the reasons and motives behind using this phenomenon. The occurrence of code switching in Facebook chats is regular. But the type of code switching varies based on social relation. Undergraduate students from Ibn Khaldoun University were chosen as a sample. Numbers of Facebook chats records were collected and an online questionnaire was designed for this sample. The Results ensure that there are different reasons and motives that stand behind this phenomenon. Moreover, the results also show that types of code-Switching are different depending on the social relation between communicators as well as the topics of chats.

Keywords: Code-Switching, Facebook, Facebook chats, Undergraduate students

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General Introduction

Language is a fundamental means through which humans communicate with each other. In this age of globalization, using one language is not enough to be a well-rounded communicator. Accordingly, due to the accelerated globalization process, using more than one language, bilingualism, is not an unexpected phenomenon. A bilingual speaker, in contact with others, he may use his language and shift from one to another in the same conversation under some social linguistic condition, what is called code-switching. Code-switching is used everywhere and is not only be observed in bilingual face to face conversations but has also been observed in the conversations that are carried out through different social networks such as Facebook.

Code-switching becomes a popular phenomenon that occurs daily in our conversations either face to face conversations or online conversations. Facebook, one of the most popular computer mediated communication is a place where people often switch codes. This current study will clarify how forms of Code-switching vary regarding to the personal relations focusing basically on the reasons that cause Code-switching in Facebook.

What promoted us to discuss this research was in fact the interest of the use of code switching as a way of chatting in Facebook and how it is used. So, the current study has two main purposes: the first aim is to investigate the reasons behind using Code-switching while chatting in Facebook and to demonstrate the motives and the second is to clarify how this phenomenon occurs in Facebook and how it differs from one situation to another.

In this dissertation we will try to put the light on: code-switching in Facebook chatting we choose to study the sociolinguistic phenomenon of Code- switching in Facebook because it is one of the most popular networking sites, the current study can be significant in many ways. First, it gives a value about code-switching in the sociolinguistics study, second to give our readers an idea about the reasons behind using this phenomenon and the differences in code-switching in Facebook chatting in our daily conversations. It also reveals the motivation behind switching codes.

The current study is an attempt to answer the following questions:

- 1- Why do Algerian undergraduate switch codes when they are chatting with other native Algerian speakers? What motivates them?
- 2- What types of code switching occur most in Facebook chatting? Does the use of Code-switching types vary from one person to another? If yes, on what basis?

We may suggest the following hypotheses in order to answer the previously asked questions:

- 1- Algerian undergraduate switch codes when chatting because of different reasons such as, enhancing communication skills convey words easily, showing prestige and attracting the opposite sex.
- 2- Code-switching occurring in Facebook chatting depends from one situation to another and depends also on personal relation

Applying certain research instruments and tools is, actually, a crucial step in any research process. The present research work aims at identifying the reasons that encourage Algerian undergraduates to switch code in their Facebook chatting. Therefore, a mixed-method study is conducted where the sample is taken from the students of Ibn Khaldoun University, Tiaret (54 students). To test the previously suggested assumptions, a survey/questionnaire is designed for those students. Besides, selected conversations from some participants Facebook private messages are analysed to highlight the use of Code-switching in them and to identify which type of Code-switching is used in each conversation and for what reasons. Eventually, Google Docs Spread Sheet is going to be used to analyze the research findings since the questionnaire was designed and administrated online by using “Through Google Docs Form”.

The dissertation is merely composed of general introduction, two chapters, and general conclusion. The general introduction is mainly concerned with the overall framework of the research design. Initially, the first chapter is basically considered as the theoretical background of the topic under study, named as the literature review. It is divided into two sections where the first is about Code-switching, including the main relevant elements. While the second deals with computer mediated communication. Concerning the second chapter, it is considered as the practical part upon which the research process is based including the description of the research design, the research procedure, data gathering tools as well as data analysis tools and the analysis of the research findings. The research is eventually concluded with a general conclusion that makes the link between the research findings and the insights from the literature review as well as pedagogical implications and recommendations for further researches.

Theoretical Chapter

Literature Review

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I.1 Introduction

Sociolinguistics is defined as the study of language in relation to society, and since the world is becoming a global world, the phenomenon of bilingualism spreads widely. As a result, mixing two languages (Code switching) has become a social trend not only in face to face conversation but also in the conversations carried out through internet especially in since Facebook has been the most used social network nowadays.

This chapter aims to present the field of code switching in computer mediated communication, specifically the use of code switching in Facebook. In one hand, we discuss bilingualism since code switching is rooted in it. Then, we highlight the concept of code switching, its functions and types, how it differs from borrowing and its sociolinguistics. In the other hand, this chapter tackles also computer mediated communication, its different types which include facebook messaging. Finally, we present the use of code switching by male and female in Facebook.

I.2. Bilingualism

In sociolinguistics, it is considered normal to use actively more than one language, this phenomenon is called bilingualism. The ability to use two or more languages is usually a result of several factors, such as colonisation, migration, education and culture, religion and many other reasons. Scholars define bilingualism differently, Bloomfield stated that the bilingual should have “native-like control of two languages” (as cited in Hamers and Blanc, 2000, p.6). Unlike what Bloomfield define bilingualism, McNamara (1967) argued that bilingual is someone who has a minimal competence in only one of the four language skills, listening comprehension, speaking, reading and writing in a second language. Between the two extreme definitions, bilingualism defines as “the practice of alternately using two languages” (Weinreich, 1953). Haugen (1981), too, affirmed that bilingualism is “the knowledge of two languages”. From the above scholars’ definitions, it is noticeable that being bilingual does not mean speakers have complete mastery of both languages; there are balanced bilinguals, who use both languages equally, and unbalanced bilinguals, who do not have the same competence and mastery in both languages.

Furthermore, two types of bilingualism are distinguished societal and individual bilingualism (Appel and Muysken, 2005). Individual bilingualism deals with the phenomenon in relation to individuals. A person may be able to speak two languages but does not belong to bilingual society. Many factors may lead a person to be bilingual such as, tourism, media, education, being modern and prestigious and other reasons. Societal bilingualism on the other hand refers to any kind of using two languages at a level of social organisation beyond the individual. According to Appel and Muysken (2005) “societal bilingualism occurs when in a given society two or more languages are spoken. In this sense, nearly all societies are bilingual, but they can differ with regard to the degree or form of bilingualism”.

In Algeria, the linguistic situation is a quite complex where almost agree that Algeria is a bilingual country, which results from the long gradual occupation of the whole country by French colonizers. French language goes with Arabic and mainly used in social life, education, administrative institutions and economy. Not all the Algerian Population are bilingual that is mean that bilingualism is not homogeneous. The largest population of bilinguals lives in and around the big cities where contact with French is used in many domains (Dorni 2009).

I.3. Code Switching

Code switching is a tool of communication used throughout the whole world. In certain different context, it is an important phenomenon of the language contact, which is the use of two or more languages in only one clause or utterance. Code switching is considered the natural product of bilingualism. Code switching is a kind of complex study that includes different steps of mixing between languages.

People in our society nowadays are well known for the use of two or more languages to communicate with each other, which make the study of code switching in sociolinguistics much more interesting. In this part, we want to know what we mean by using two different languages in one clause and how male and female use code switching. Researchers assume that code switching in sociolinguistics is known as the powerful of using two different varieties at one phrase in our daily conversations.

In the same line of thoughts, sociolinguistics' researchers' try to find and explicit definition for code switching but they do not received any agreed specific definition. Hymes (1971) defines code switching generally as: "a common term for alternative use of two or more languages varieties of a language or even a speech style". Another definition by Bokamba (1989) who defines it as follow;" code switching is the mixing of words, phrases and sentences from distinct grammatical (sub) systems across sentence boundaries within the same speech event....."(p.278). In the above last definition Bokamba explains code switching does not rely only on mixing words, we can code switch words as well as phrases or sentences in the same speech events.

Accordingly, Auer (1998) declares that code switching is considered as the: "alternating use of two or more codes within one conversational episode". Auer here present the words, phrases or sentences as codes used in an alternate ways. In another nearly definition and close to the same meaning by Myers Scotton (1993) said that code switching refers to the:" use of two or more languages in the same conversations, usually within the same conversational turn or even within the same sentence of that turn"(p.47). Both of Auer and Myers are nearly argued that code switching contains codes or varieties that are used by a speaker from language A to communicate with a speaker from language B.

I.3.1. Functions of Code Switching

The functions or reasons that might trigger code switching are dispersed among social, linguistic, conversational, sociocultural. Nilep (2006) believes that: "code switching may serve any of a number of functions in a particular interaction, and a single turn at talk will

likely have multiple effects. Therefore, any finite list of functions will be more or less arbitrary.” (p.10). In another overview by Gumperz (1982) he propose a list of six code switching functions, which are according to him “quotations, address specification, interjections, reiterations, message qualification and objectivization versus personalization” (p.71). These are considered as the common functions of conversational code switching. . These are considered as the common functions of conversational code switching.

- 1. Quotation: According to Gumperz:** “in many instances the code switching passages are clearly identifiable either as direct quotations or reported speech”(p.76). Quotation is that when a person repeats the speech of another in a conversation. For instance: a man complains to his friend what happened to him in the commune.

.æmmælsbænæstend, malgré qu'ils m'ont dit dans l'administration que cela ne prendra pas moins de dix minutes.

I waited since the morning although they told me in the commune so it takes only ten minutes

- 2. Address Specification:** is directing a message to a particular address, when for someone know nothing or out of the conversation. For example: a girl (A) is asking her friend (B), who turn to ask the man (C).

A: gəlɪɪ'ɑ: jhətɒlnɑf l'examenɜlɑ pdf 'elbɜæθtɪɪ ?

Is what in the pdf you sent to me included in the exam?

B: ɪ bæləkwələ zæɜmɑ meɪhətɒʃ?

I do not know

C:et toi avez-vous une ideé sur le sujet ?

- 3. Interjections:** is what **Poplack (1981)** calls “tag” switching or extra-sentential switching, that the switch serves to mark an interjection in order to get attention.

for example: while a father (A) is asking his yong son (B), he code switches to French to denote an interjection than switches back to Arabic:

A: ɪ'æniʃɪɪtlkwɛʃhæbɪt, kəmɛltwæddɜɑbætkwɛlɑmzɑl?

Have you completed your duties? I purchased what you wanted .

B: l'æmeɪzɛlt ʃɑʊɑɑ.

Few left.

A: Alors, mænmedlkʃhætɑtkəmɛl les exercices tɜɜk.

So I will not give you what you wanted till you finish your duties.

4. **Reiteration:** it means that when the speaker repeat the message, but the half of it is in another language, in order to emphasize. While daughter calling her mother in messenger a video call, speaker A seems not to see her, she switches to French and repeats exactly what she said in Arabic.

mæəniɪntʃəʊffɪkmæmɑ, , je ne peux pas te voir maman.

I cannot see you mom, I cannot see you mom

5. **Message Qualification:** is when a topic or conversation is introduced in one language and followed by qualification in another language. In this following example a girl switches to French to qualify what she has said with Arabic:

kɒntnædə mʒɑ m'ɑ: kəsm, qui a 20 ans.

6. **Personalization Versus Objectivization :** is when the speaker may use a language in talking about his or her feelings while using another language in describing facts or objectives. For example: A teacher, who is disturbed by the noise of his student while he is explaining the lesson to his class, started speaking in Arabic switches to French:

eɪdheɪbɛʃhædɪɑ, ou je te licencie immédiatement.

I.3.2.Types of Code Switching

As we found before, code switching has a large and a different definitions, so what about its types, code switching has three types; that were known by most researchers which are inter-sentential, intra-sentential and tag switching.

Lipski (1985) said that: “inter-sentential code switching mostly takes place among fluent bilingual speakers as «a switch is done at sentence boundaries”(p.17). He adds intra-sentential code switching is, “the shift is done in the middle of the sentence with no interruptions, hesitations, or pauses”(p.19)

However, Lipski definition of inter-sentential means a switch that happened in all the sentence but it could have interruptions or pauses, as in:

Avez-vous apporté votre papier aujourd’hui? ænawɪnsɑtʊkæml.

Did you bring your documents with you? For me I forgot them completely.

Additionally, intra-sentential is the shift start in the middle and it keeps till the end of the sentence. Intra-sentential switching is known, as code mixing:

Elle est allée faire du shopping, u: dɑ:ɪkɑtwɛɪɪ

She went shopping, she will be back.

Rather than inter-sentential and intra-sentential switching there is another type known as tag switching, emblematic switching or extra sentential switching? Tag switching or extra sentential is switching of tag phrase or word or both from language B to language A.

A: Donc, tɔʒiændiɣhɔdwawɛlɔl'æ?

So will you come tomorrow?

B : Oui bien sūr,ndʒi lik.

Of course, I will come.

Finally, Milroy and Muysken(1995) summarised those previous types by clarifying that they are, “used to refer to a switching between an utterance and the tag or interjection attached to it”(p.8) .

I.4. Borrowing

In sociolinguistics, borrowing is the process by which word from one language is adapted for use in another, Eifring and Theil (2005) state that “ borrowing implies that one language takes something from another language and makes it into a permanent part of its own system [whereas] borrowing of an object from another person, is [...] implied to be temporary”(p.1). The language from which a word has been borrowed will be called the donor language, and the language into which it has been borrowed is called the recipient language.

Furthermore, borrowing is a consequence of cultural contact between two languages communities. The Arabic and English languages and all other languages throughout the world take many of their words from other different languages around the world when they came into contact, mainly for the lack of these words in the recipient languages. Borrowing enters the language in two different ways; the first is throughout oral speech especially by immediate contact between people. The second way is through written speech by an indirect contact through books. These borrowed words may become adapted phonologically and morphologically to make the pronunciation similar to the native one. Accordingly, borrowed words in the recipient language may lose where they came from (Hudson, 1996).

I.4.1. Borrowing versus Code-Switching

Distinguishing between code-switching and borrowing is debatable issue in which researchers have not reached an agreed conclusion. Accordingly, some clear differences between the two linguistic items can be mentioned. First, code switching is the alternation of two different language in the same speech by proficient bilinguals whereas borrowing is lexical items that have been integrated in recipient language what is mean that borrowing can be eventually used by monolingual individuals lacking knowledge of the donor language.

Second, borrowed words become adapted to phonetics and morphology of borrowing language while code-switching does not normally violate grammatical restrictions in either language.

I.5. the Sociolinguistics of Code-Switching

I.5.1. Language and Gender

The study of gender and language in sociolinguistics and gender studies is often said to have begun with Robin Lakoff's 1975 book, *Language and Woman's Place*, as well as some earlier studies by Lakoff. Scholars include Deborah Tannen, Penelope Eckert, Janet Holmes, Mary Bucholtz, Kira Hall, Deborah Cameron, and others develop and elaborate the study of language and gender since 1970s.

The language men and women use as a mean of communication in many social contexts shows the differences between them as have been shown in different sociolinguistics' approaches. Lakoff (1973) sees that "As much as our choice of forms of expression is guided by the thoughts we want to express, to the same extent the way we feel about the things in the real world governs the way we express ourselves about these things"(p.45), that is mean we are used by language more than we use it.

I.5.2. Code Switching and Gender

In sociolinguistic, gender is considered as the sexual identity in relation to culture and society, the ways in which words are used in sociolinguistics can both reflect and reinforce social attitudes towards gender. It always refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for man and women.

Although code switching is the powerful of multilingual in the speech community, code switching became the phenomenon in the Arab-world. According to Ennaji (2005) code switching affects many aspects which are: "depending on the language they switch, their gender, their linguistic ability and the topics addressed"(139). Moreover, Ennaji (2005) adds that code switching is not used by purpose, but it used by referring to the language, gender, linguistic abilityect.

Furthermore, another research, by Gal (1978), states numerous differences between men and women. In language choice situations men consume a very consistent pattern but women made different language in different situations. Since gender is one of the most significant variables to detect differences in code switching patterns we see in conversations that women attract to code switching more than man do.

I.6. Computer Mediated Communication: Facebook

Computer mediated communication is defined as any human communication that occurs through the use of at least two electronic devices. CMC refers to any means of communication via computer or any electronic devices are call CMC, Facebook, Instagram, Twitter and such application on the phone are all CMC can be divided into two different criteria: synchronous and asynchronous (Baron 1991). Synchronous communication occurs when communication happens between two actively communicating users, it means communicating at the same time, synchronous communication can be in text, audio or video form, skype, and video conferencing telephone conversations are the most well known synchronous communication applications (Butt, n.d.).

On the other hand, asynchronous communication refers to those communications that does not respond an immediate answer; it means that people are communicating at different time. Asynchronous is like synchronous communication, it can be in text, audio or in vedio form. E-mail, Texting, Facebook, Instagram can be considers as examples of asynchronous communication applications. (Butt, n.d)

I.6.1. Code Switching in Facebook

Facebook is social networking websites that originally designed for students to get to know each other and to keep in touch easily. Facebook is created by a Havard student called Mark Zuckenberg in February 4th, 2004 .Bodomo (2010) declared that:

Facebook, the new CMC meduim [has] become one of the most popular websites ... Its popularity has increased so much so that not only the youth but some prominent members of older generations ... use it to get in touch with customers, constituents. (p.316)

Nowadays, Facebook is the most popular social network on the internet with over 2.7 billion monthly active users as of the second quarter of 2020. Its use is rapidly increasing, according to the website of statistis, in the third quarter of 2012, the number of active facebook users surpassed one billion, making in the first social network to do so. Facebook has become part of daily people's routine; they use it for different purposes and in many fields such as education.

In the same line of thoughts, Algerian people frequently use code switching while they carry out conversations through Facebook in the form of Facebook chatting. There might have been a number of reasons to use code switching , may be for maintaining the language competency or may be multilingual facebookers choose the shortest word and phrases from each language in order to reduce the number of characters of key pressing to deliver their message.

I.7. Conclusion

At the end of this chapter, we can say that code switching as well as all the language varieties have become parts of our daily life in the face to face conversations or in the internet conversations. Code switching as the other language varieties has its own characteristics. Algerian people as bilingual and since most of them are familiar with the internet; they use code switching during interacting with each other in the different social networks. The research has been carried out on code switching to see how it being practiced in Algeria and who use it more in Facebook chatting males or females.

Practical Aspect

Data Treatment and Analysis

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II.1. Introduction

In this chapter, our research's attention has shifted from the theoretical part which is the literature review to the practical part which is basically concerned with the research design and procedure upon which the current study is conducted in order to investigate the gender differences in Facebook chatting code switching among undergraduate students. This chapter clarifies the methodology, analysing and interpretation of the collected data. Initially, it begins with providing a description of methodology design used in this study. Thereafter, the focus shifts to introduce the instruments used in collecting data: questionnaire, analysis of Facebook' chats. Sampling is also defined. Finally, an analysis and a discussion of the results of the collected data will be presented.

II.2. Research Methodology

Research methods, according to Kothary (2004), “are all the techniques and tools that a researcher relies on when trying to solve his/her research problem. Thus, the choice of the research method depends on the nature of the problem that the researcher deals with.” Consequently, in order to verify our research hypotheses which claims that People switch code when communicating through internet because of different reasons and different situations in which each situation vary from the other depends on the relationship between the communicators. Both quantitative and qualitative approaches are used. The former is chosen because data were collected through questionnaire whose questions are mainly closed and all numbers in our study are presented in percentage in order to preserve accuracy of the collected data. On the other hand, the qualitative approach is used because of the use of Facebook chatting analysis as a data collection tool.

II.3. Data Collection

II.3.1. Instruments

Any academic research requires data to be gathered and analyzed in a way that enables the researcher to generate reliable results. Data is collected through two methods: the questionnaire survey (Quantitative method) and analysis of Facebook’ chats (Qualitative method).

II.3.1.1. Facebook’ chats

As a data gathering tool, we collect three different conversations that were extracted and transcribed from Facebook private messages. We choose those conversations from different communicators and in different situations. All the three conversations contain Code-Switching. In each conversation we will extract which type of Code-Switching is mainly imposed and for which reason.

II.3.1.2. Questionnaire Survey Structure

The questionnaire is a data gathering instrument that contains several questions that can be closed, providing the respondents with options of answers, or open-ended, requiring a free answer (Kothary, 2004). Our questionnaire survey includes 17 items that are categorized into three main sections. Appendix A illustrates students’ questionnaire survey sample. The first part of the questionnaire includes 4 items representing the student’s demographic data: gender, age, level and department. The second part of the questionnaire includes 5 items representing students’ usage of code-switching. Finally, the third chapter includes 8 items

representing the reasons behind using code switching in Facebook chatting. Some items were selected from similar research studies like (Hammad, 2017; Al-Qaysi, 2016; Mehidi, 2019; Hussein, 1999) Gender differences are always taking into consideration whereas we will analyse male questionnaires and female questionnaire separately.

Table 1, 2 and 3 describe the items along with the sources that they have been taken from:

	Items	Source
1	Gender	-
2	Age	-
3	Level	-
4	Department +	-

Table 1: Students' Demographic Data

	Items	Source
5	Do you use Code-Switching in your chatting on social networks (Facebook, Twitter,etc...)?	-
6	Which language do you use more in Facebook?	-
7	How often do you code switch when you communicate through Facebook chatting?	Hammad (2017)
8	Between which language do you code switch in Facebook chatting?	Hammad (2017)
9	Do you think that Code-Switching has a negative impact on your mother-tongue?	Mehidi (2019)

Table 2: Code-Switching Usage Items.

	Items	Source
10	Code-Switching enhances my communication skills	Hussein (1999)
11	Code-Switching shows that I am well-educated	Hussein (1999)
12	Using Code-Switching shows that I am prestigious	-
13	Using Code-Switching due to the lack of exact Arabic equivalent	Mehidi (2019)
14	Code-Switching helps me convey new words easily and I feel comfortable using it	Al-Qaysi (2016)

15	Code-Switching allows me to understand better	-
16	Usage of Code-Switching attract the opposite Sex	-
17	If you have another reason to code switch, please mention it	-

Table 3: Reasons of Code-Switching Items

II.3.2. Sampling

Singh (2006) has defined population as “the entire mass of observation, which is the parent group from which a sample is to be formed” (p. 82). This means that there exists a whole-part relationship between the population and the sample in which the whole is population and the part is the sample. In the current study 54 undergraduate students from the University of Ibn Khaldoun, Tiaret are randomly chosen. The sample is, actually, a mixture of both genders consisting of : 24 men (44.4%) and 30 women (55.6%).

II.4. Data Analysis and Discussion

After identifying the research sample and data collection procedures previously, we intend to either prove or disprove the proposed hypotheses through analyzing the gathered data. Thus, we will start with analysing students’ questionnaires and classroom.

II.4.1. Analysis of the Questionnaires

The current work entails gathering data through students’ questionnaires. Since the students’ questionnaire administered online by using “ Through Google Forms”, the collected data from the questionnaire both from the close ended and open ended questions are analysed quantitatively as well as qualitatively by using the automatic analysis of Google Docs.

Part One:

Item 01: The first item of students’ questionnaire is about students’ gender

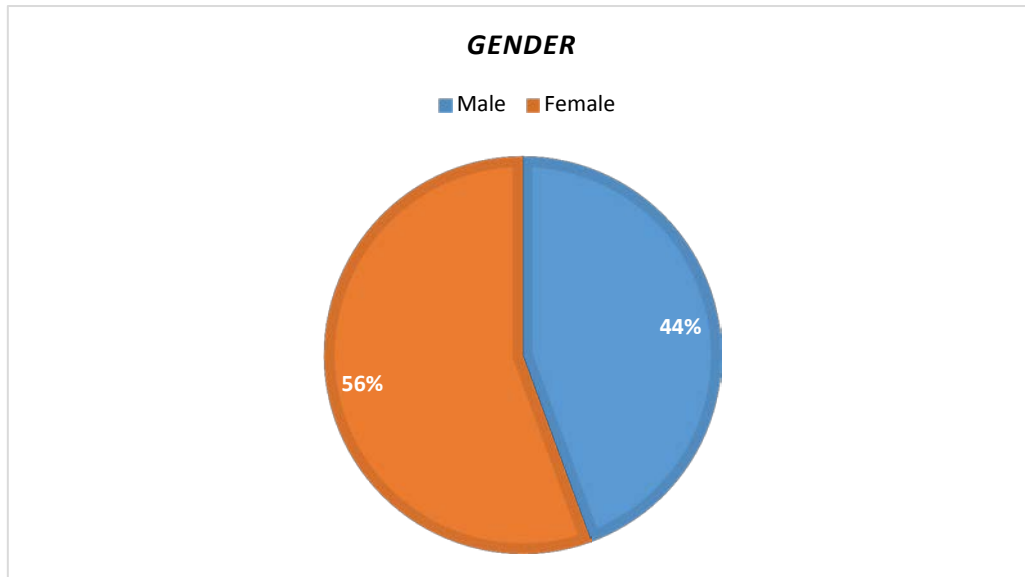


Figure 4: Participants 'Gender

In the first part of the questionnaire, participants provided their demographic information, particularly, their gender. As it is shown in the above figure, the predominant gender is female since the result shows that 55.6 % of the participants are female while 44.4 % of the participants are male.

Item 02: The second item of students' questionnaire is about participants' age.

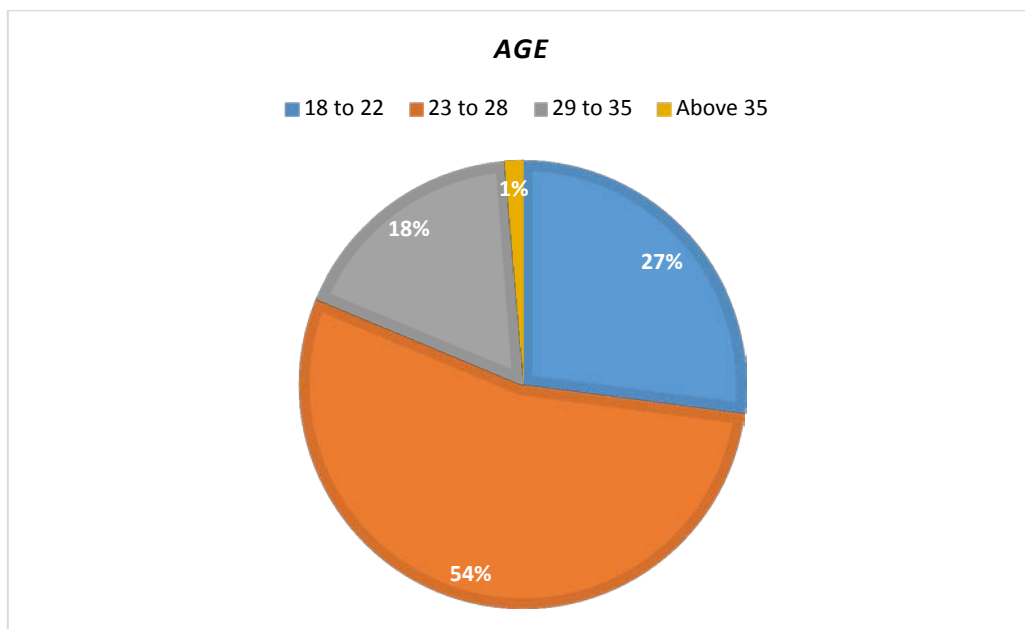


Figure 5: Participants' Age

Figure 5 represents students' age in which students who are between 18 and 22 years old shape the majority, occupying about more than half from the participants' total number of our

sample with 28 participants (25.9%). However, the others is divided into three distinctive ages, in which participants between the age of 23 and 28 are 13 participants (51.9%) , participants between the age of 29 and 35 are 9 (16.7%) . The last group age contains those who are above 35 years old and they are 3 (5.6%).

Item 3: Participants 'level

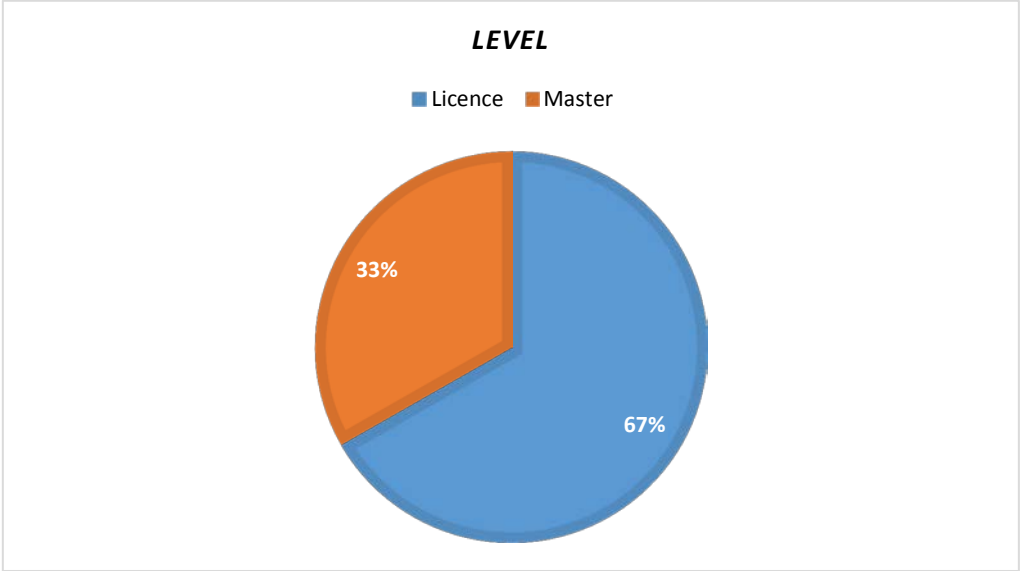


Figure 6: Participants' Level

Figure 6 represents the participant's level. All the participants are undergraduate students at IbnKhalidoun University; they are either licence students or master students. The licence students represent 66.7% of the participants with 36 participants, whereas master students represent 33.3% with 17 participants.

Item 4: Department

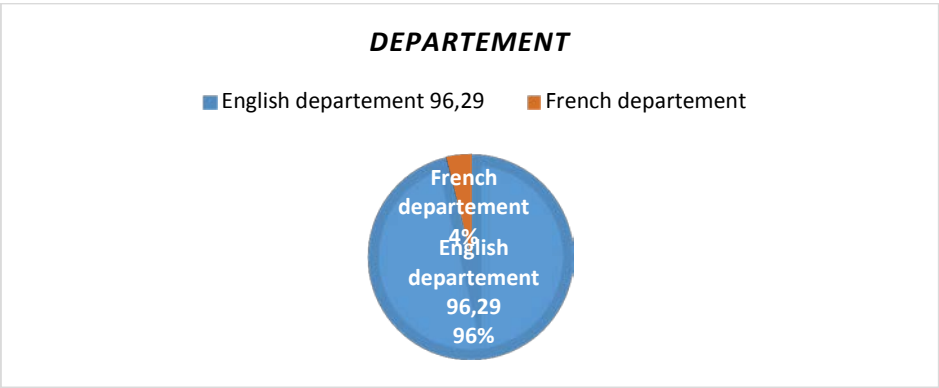


Figure 7: Participants' Department

Figure 4 above represents the departments of the participants. Almost the participants are English students 96.26% with 52 students. Only two participants are French students (3.74%).

Part Two:

Item 5: Do you use Code-Switching in your chatting on social networks (Facebook, Twitter, WhatsApp, Instagram, etc ...)?

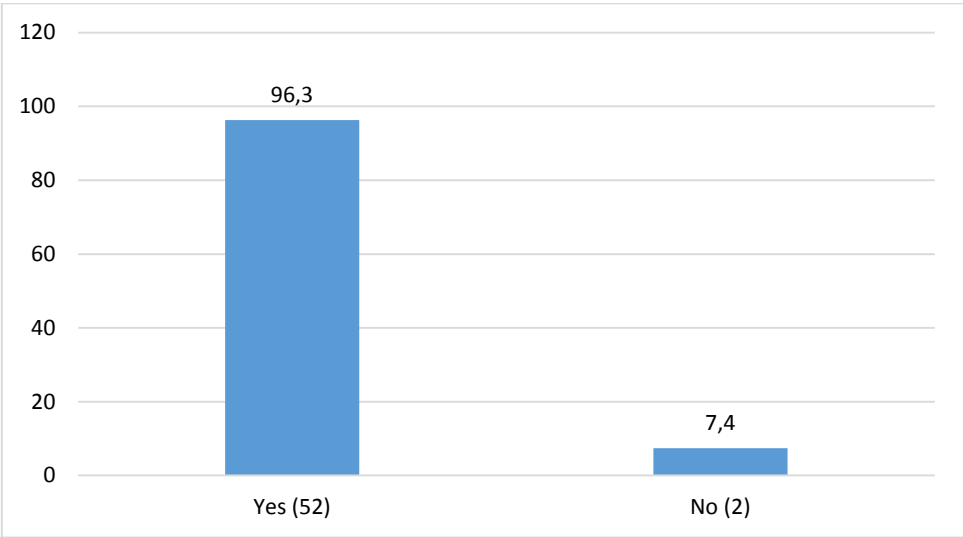


Figure 8: Usage of Code-Switching on Social Networks

All the participants use Code-Switching in their chatting on social networks except two students who do not use it.

Item 6: which language do you use more in Facebook?

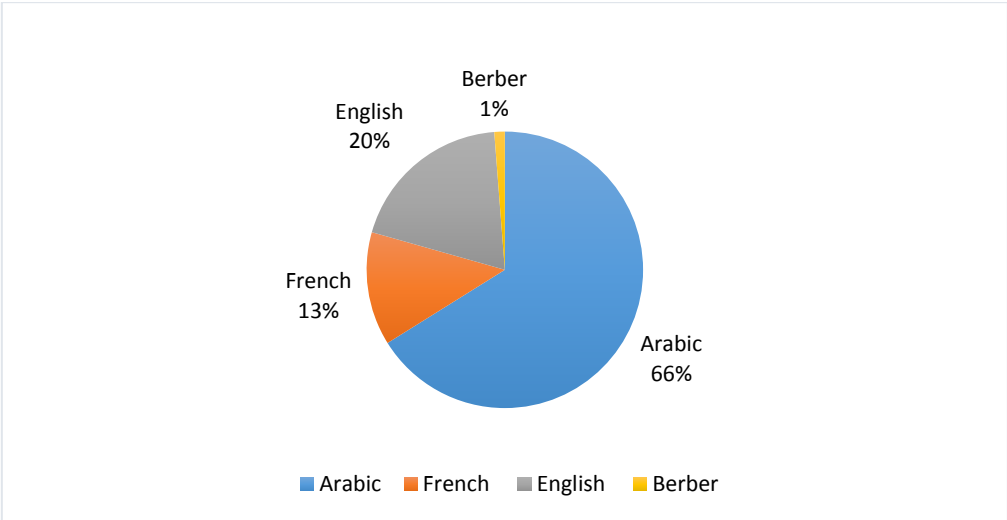


Figure 9: Language Choice in Facebook

The item 6 above attends to highlight the most used language in Facebook chatting. The answer for this question shows that 66 % which means most of the participants use the Arabic language while 20% from the participants used English while they chat in Facebook. Only 13% says that they used French while chatting through Facebook. As an open-ended option 1% adds that they use Berber as most use language in Facebook chatting. Therefore, this shows that most of the participants used their mother tongue “Arabic «while chatting through Facebook.

Q. 7: How often do you code switch when communicating through Facebook chatting?

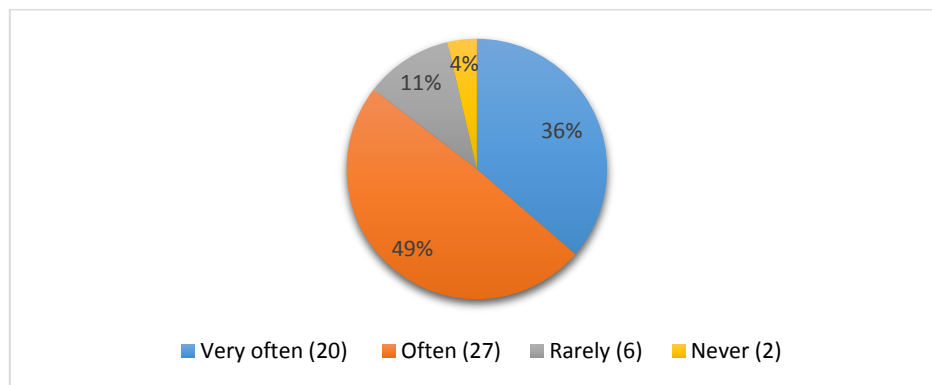


Figure10: Code-Switching Usage in Facebook Chatting

In order to found the extent of using Code-Switching while chatting through Facebook, an attitude scale was provided (very often, often, rarely, never). It is observable that Code-Switching is very common among undergraduate students and it is quiet frequent because the majority of the participants use it. 49% of the participants say that they often code switch while chatting through Facebook while 36% does very often. 6% rarely code switch and only 2% never code switch in Facebook chatting.

Item 8: between which languages do you code switch in Facebook chatting?

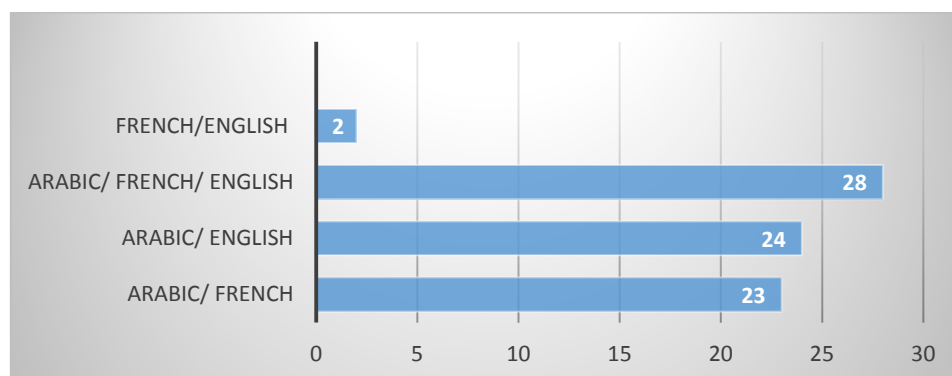


Figure 11: The Most Used Languages to Code Switch.

According to the above figure8, it is clear that the majority of students (28/54) code switches between their mother tongue “Arabic” and both French and the English Language . 24 of them say that along with Arabic and English and 23 along with Arabic and French. Besides Arabic, French, English a code switching between English and French are also used but very rarely.

Item 9: Do you think that Code-Switching has a negative impact on your mother tongue?

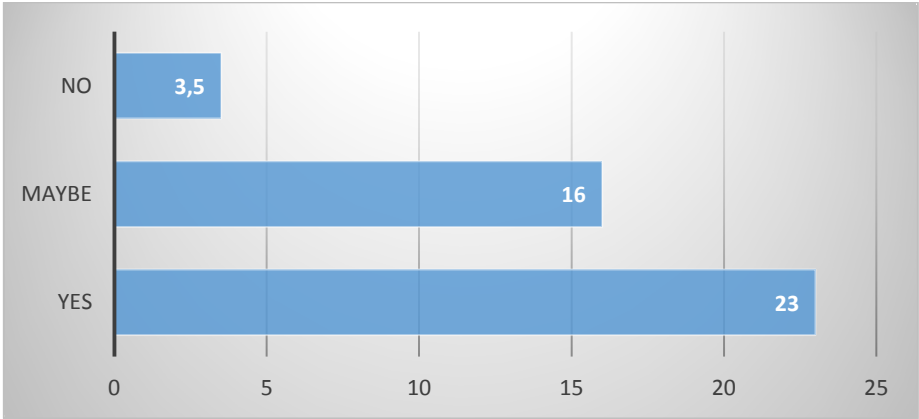


Figure12: The Negative Impact of Code-Switching

From the above collected data, the results show that the most used language while chatting through Facebook is Arabic language, our mother tongue, and even when we code switch in those chatting we use the Arabic language basically along with either the English language or the FRENCH language. Item 9 attends to explore whether Code-Switching has a negative impact on our mother tongue and the results show that really Code-Switching has a negative impact since 23 from the participants agreed on that. Only 3 of the participants disagreed with this point.

Part Three:

Item 10: Code-Switching enhances my communication skills

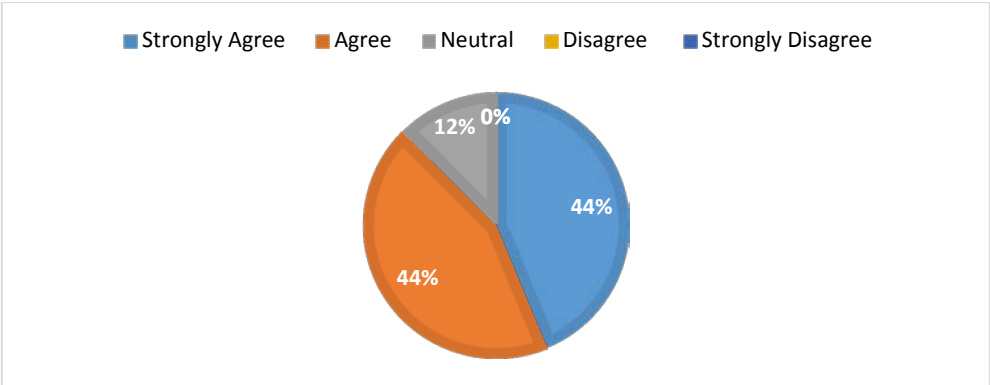


Figure 13: Code-Switching enhances the Communication Skills.

From this figure, we can notice that we have two majorities of the students (44%) agree that Code-Switching enhance my communication skills while chatting through Facebook. On the other hand, the other majority (44%) strongly agree with this statement and only 12% of the students remain neutral. However, none of the students disagreed with this statement. Taking into consideration the majority of students' responses, Code-Switching proves to be helpful in enhancing the student's communication.

Item 11: Code-Switching shows that I am well-educated

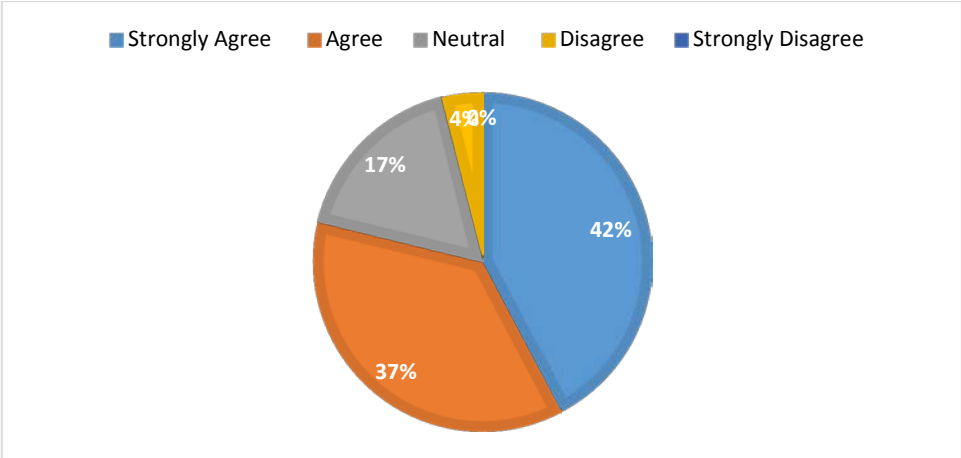


Figure 14: Code-Switching Shows Well-Education

This figure illustrates that 42% of the participants strongly agree that the use of Code-Switching in facebook chatting shows that the user is well- educated. On the other hand, 37% of the students show their agreement with this statement. However, 17% of the participants stayed neutral and 4% disagreed with this statement.

Item 12: using Code-Switching shows that I am prestigious

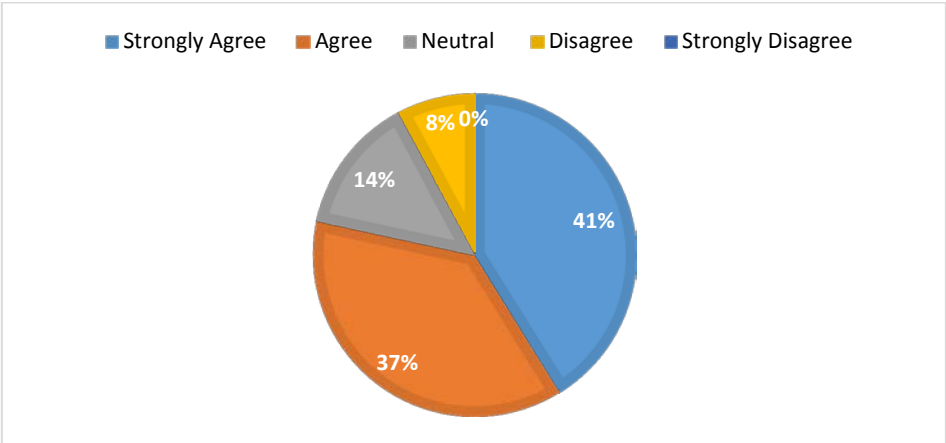


Figure 15: The Use of Code-Switching Shows Prestige

This figure illustrates that 41% of the students strongly agree that they are prestigious when they code switch while chatting and that 37% of the participants show their agreement with this statement. However, 14% of the students are neutral about this statement. The remaining 8% disagree with this statement. Accordingly, the majority of students code switch between Arabic, and other language to show off and to look prestigious.

Item 13: Use of Code-Switching due to the lack of exact Arabic equivalent

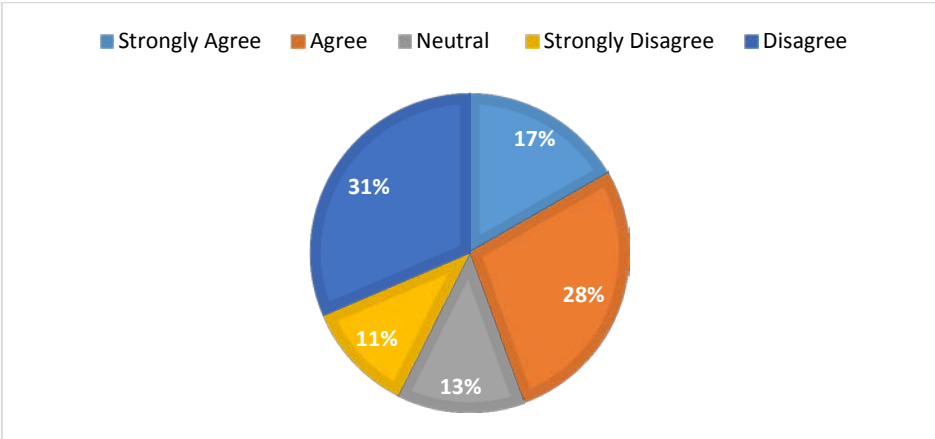


Figure 16: Using Code-Switching due to the Lack of Exact Arabic Equivalent

This figure reveals that the majority of the students (45%) either strongly disagree (17%) or disagree (31%) that the lack of exact Arabic is a reason behind the use of Code-Switching. On the other hand, 42 % of the participants either agree (28%) or strongly agree (11%) with this statement. 13 % of the students remained neutral. According to the obtained results, not to a great extent, the majority disagreed that the lack of exact Arabic equivalent can be a reason behind the use of Code-Switching in Facebook chatting.

Item 14: Code-Switching helps me convey new words easily and I feel comfortable using it.

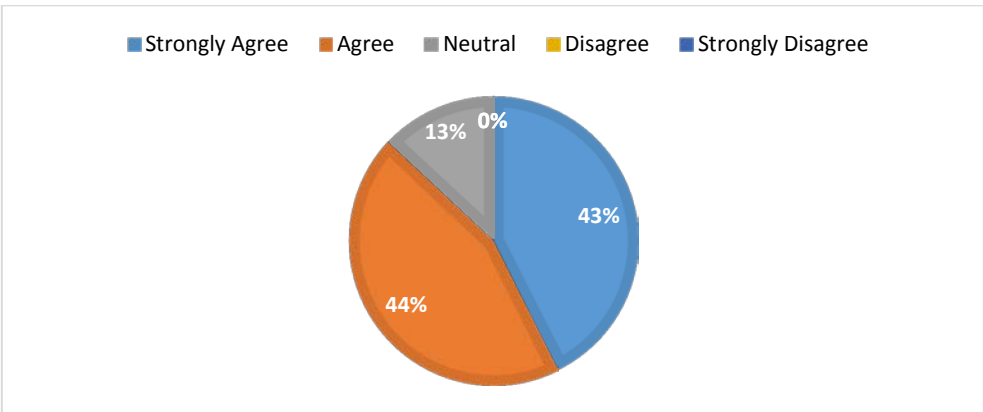


Figure 17: Code-Switching Helps to Convey New Words Easily and Feeling Comfortable Using it.

This figure demonstrates that the majority of the students 87% , 44% agree and 43% strongly agree, show that the use of Code-Switching helps me convey new words easily and they are used to it that is why they feel comfortable using it. 13% of the students show their neutrality. However, none of the participants answered by disagree, or by strongly disagree.

Item 15: Code-Switching allows me to understand better.

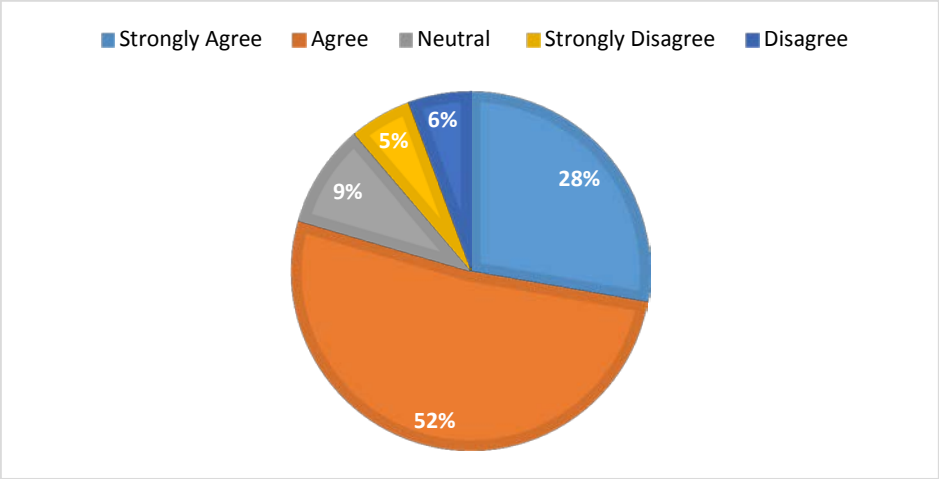


Figure 18: Code-Switching Allows Understanding Better

As it is shown in this figure, more than half of the participants agree that Code-Switching allows them to understand better. 28% of them show their strong agreement with this statement. It should be noted that a small minority of the students remain neutral or disagree with this statement.

Item 16: Usage of Code-Switching attracts the opposite sex.

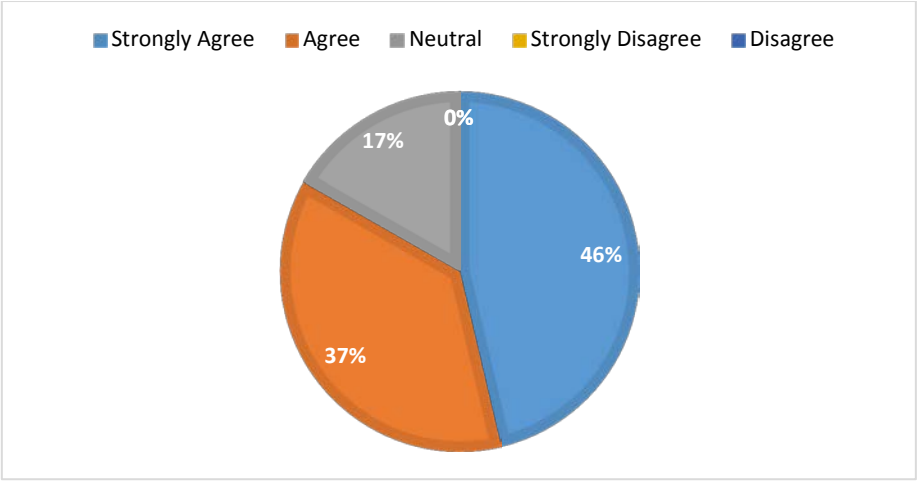


Figure 19: Usage of Code-Switching Attract the Opposite Sex

Attraction of the opposite sex is considered a reason behind the use of code switching among undergraduate student while chatting through Facebook. 46% of the participants show their strong agreement with this statement while 37% of the participants agree with this statement and 17% remain neutral.

Item 17: If you have another reason to code switch please mention it.

Although the majority of the participants did not mention any other reasons to code switch, the other mentioned reasons are as follow:

- Code-Switching helps you to recognize your knowledge about other languages.
- Code-Switching is used to avoid some tabou words in Arabic.
- Code-Switching is used because of the keypal.
- Code-Switching is used to feel the gaps that occur in conversations.
- Code-Switching is used depends on the person whom the one is chatting with.
- Code-Switching let you communicate more.
- Code-Switching create new utterances that make the conversations more interesting.

II.5. Research Limitations

It should not be denied that the present work has faced several obstacles. As a matter of fact, due to the shortage of time and knowledge we could not either use or design students and teachers face to face interview. Moreover, the time which is dedicated for piloting the questionnaires was not sufficient, as a result of Covid 19 that affected students' presence and that is why we use "Google Forms" to deliver the questionnaire instead of distributing it in classes. Moreover, due to the shortage of time again the number of conversations that we choose to analyse as a samples of Facebook chats, is too small which created some problems at generalizing the results which, in turns, lowered the value of the research reliability.

II.6. Conclusion

This research's analytical part has proved what has been previously hypothesized through the above discussed results concerning investigating Code-switching in Facebook chatting. Therefore, the present study has confirmed that Code-switching occurs for different reasons and differs according to the interlocutor and the formality of relationship with those interlocutors. . Eventually, the following part will be the general conclusion of the current study which summarizes the main findings and demonstrates their relationship with the review of literature. Additionally, it provides some pedagogical implications and suggestions for further studies.

General Conclusion

General Conclusion

Code switching and Facebook is closely related, undergraduates tend to switch codes when they are chatting through Facebook. They use Code-switching for many reasons; they had many motivations that let them switch codes. Undergraduates' use of code switching while chatting through Facebook varies from one situation to another.

In order to examine those hypotheses we dedicated two chapters in which we provided the literature review of the previous studies which are related to our research in the first chapter. Then, the second chapter was basically about the research method and data gathering , analysis tools and the analysis and discussion of the obtained results followed by the research limitations.

The analysis of the gathered data revealed that the proposed research hypotheses are valid. Findings indicated that most participants have positive attitudes towards using Code switching in Facebook. Findings indicate that code-switching helps them to enhance their communication skills; through using code-switching in Facebook they can convey and understand words and meanings easily without searching of the equivalent Arabic words. Code-switching show that its user is well-educated and more prestigious. Most of the participants agreed that the use of Code-switching while chatting attract the opposite sex.

Additionally, analysing certain Facebook chats proved that different types of code-switching occur in different situation according to the personal relation between the communicators. , we found that in Facebook chatting, intra-sentential code switching is most used between friends and family members because latter mentioned conversations' are mostly informal, and this come back to the very close relationship they have. On the other hand, the inter-sentential code-switching is used only between colleagues. Tag switching, therefore, is used to clarify something or to get an opinion.

Therefore, it is strongly recommended for researchers to conduct more researches on this topic because the use of Code-switching among Algerian undergraduates is unique and very interesting and we might gain new knowledge about the motivating of code switching that let us use it in beneficial educational settings.

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Appendix

Student's Questionnaire

Note: the aim of this questionnaire is to investigate the reasons and motives behind using code switching in facebook chatting among undergraduates at IbnKhaldoun University. Please, be informed that all the collected data are confidential and will only be used for research purpose. So, we will be grateful if you respond to all the following questions honestly as your answers will be helpful to complete the work and will be so much appreciated.

1. GENDER:

Male

Female

Autre:

2. Age:

18 to 22

23 to 28

29 to 35

Above 35

Autre:

.....

3. Level:

Licence

Master

Autre:

.....

4. Département :

.....

.....

5. Do you see Code-Switching in your chatting on social networks (Facebook, Twitter, WhatsApp, Instagram, ect.....) ?

Yes

No

Autre:

.....

6. Which language do you see more in facebook?

Arabic

French

English

Autre:

.....

7. How often you switch codes when you communicate through facebook chatting?

Very often

Often

Rarely

Never

Autre :

.....

8. Between which language do you switch codes in facebook chatting?

Arabic/ French

Arabic/ English

Arabic/French/English

French/English

Other:

.....

9. Do you think that Code-Switching has a negative impact on your mother tongue?

Yes

No

Maybe

Other:

.....

10. Code- Switching enhances my communication skills

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Other:

.....

11. Code – Switching shows that I am well educated

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Other:.....

12. Using codes-Switching shows that I am prestigious

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Other:.....

13. Using code switching due to the lack of exact Arabic equivalent

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Other:.....

14. Code-Switching helps me convey new words easily and I feel comfortable

using it

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Other:.....

15. Code-Switching allows me to understand better

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Other:.....

16. Usage of code-Switching attract the opposite sex

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Other:.....

17. If you have another reason to switch codes please mention it.

.....
.....

Analysis of Facebook Chats

The followings are some examples of Facebook chats:

1) A conversation between a student (Yousra) and her friend (Malika).

Yousra: ملحقتر اكي? comment allez-vous سلام

Hi, how are you? Are you feeling good?

Malika: je ne suis pas bien, والله ختي.

No sister, I am not feeling good at all.

Yousra: كايين غير الخير واش? pourquoi

Why? What is going on?

Malika: travail و زيد حبيبتي شغل الدار

Oh, my dear the housework and travelling every day to work outside.

Yousra: واش ديرني معليش, c'est la vie

It's okay, what can you do, these is life

Malika: درتي واش la mémoire ET toi?

What about you? What did you do in your dissertation?

Yousra: باقي لي les details c'est tout راني نكمل فيهم

It left only some details, I am working on them.

Malika: يسهالك ان شاء الله ربي d'accord ah,

Ah, okay, I hope god will be with you Insha'Allah

Yousra: ان شاء الله merci, ma chérie

Thanks, dear Insha'Allah.

In this conversation, from the beginning we see that the conversation is informal since it occurs between two close friends. We recognize that Code-Switching in this conversation occurs at intra-sentential level. Yousra greets her friend Malika, first by switching codes between both languages Arabic then French; she also shifted to use Algerian Arabic in the same sentence. In the rest of the conversation, the intra-sentential Code-Switching is the most imposing type, that is to say intra-sentential code-switching is the more useful between friends chatting. This does not mean that we cannot found other types of Code-switching but not to a great extent, in the second sentence of Yousra "واش كايين غير الخير? pourquoi", we found inter-sentential Code-Switching, she switched from French to Algerian Arabic.

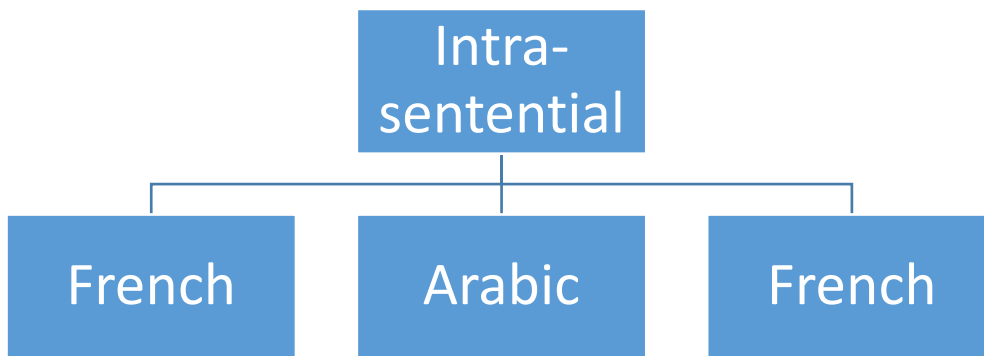


Figure 1: Structural Graphic of the Use of the Intra-sentential Code-Switching

2) A discussion between two English Master Students (colleagues).

Amina: How are you? سلام

Hi! how are you?

Razika: fine وانتي؟

Fine, what about you?

Amina: نحطها parceque normalement le 23 aout المذكرة تشوفيلي الأخطاء نرسلك حبيت نرسلك

I'm good; I want to send you my dissertation to check any mistakes because I have to post it in the 23 of August.

Razika: of course

Yes, of course

Amina: نرسلك par Email ou WhatsApp?

Shall I send it to you via Email or WhatsApp?

Razika: رسليلي par Email

Send it to me via Email

Amina: حبيت تنسقبك على organization of the steps of your dissertation how you organized them because I think every university has the same organization

Thanks, I want to ask you about the organization of the steps of your dissertation, how you organized them because I think every University has the same organization

Razika: I will send you the steps.

Amina: Thank you so much, I really appreciate it .

Thank you so much, I really appreciate it.

Razika: Anytime

In this discussion, we noticed that the conversation occurs between two colleagues Amina and Razika chatting about common theme between them. Amina started the conversation by switching codes of two languages (French and Algerian Arabic) the same Razika did. In the first four adjacency pairs we recognized that there was no English in the conversation, because may be Amina used to code-switch only French and Arabic in inter-sentential level which prove that the inter-sentential Code-Switching occurs mainly in colleagues conversations. In the last two adjacency pairs we can see that when Razika started using English Amina does too and when she came back to code-switching between Arabic and English Razika also came back.

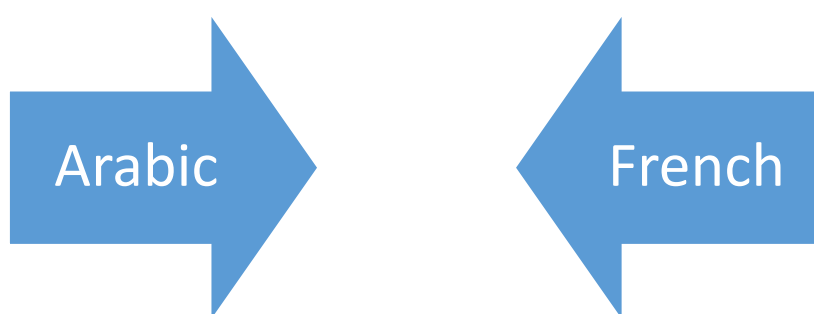


Figure 2: Structural Graphic of the Use of the Inter-sentential Code-Switching

After having analyzed students' chatting on Facebook , we found that in Facebook chatting, intra-sentential code switching is most used between friends and family members because latter mentioned conversations' are mostly informal, and this come back to the very close relationship they have. On the other hand, the inter-sentential code-switching is used only between colleagues.

3) A conversation between two workers:

Mustapha: خويا واش راكسلام?

Yacine: bien, et toi?

Mustapha: الحمد لله, viendrez-vous non dans l'entreprise pour discuter du projet ?
Yacine: oui, biensur j'arrive demain, ما دير والو بلا بيا

Mustapha: ok.

In this conversation, we found another type of code-switching which is tag-switching or extra sentential. Whereas Mustapha use at the first sentence only Algerian Arabic, but in the second sentence he used tag switching for asking about the work in a formal question of switching between Arabic and French. Also we noticed that Yacine used the inter-sentential code-switching, when he responds with switching between French and Algerian Arabic.

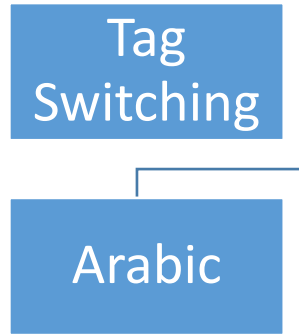


Figure 3: Structural Graphic of the Use of Tag Switching Code-Switching

ملخص

تعد الجزائر مجتمع متعدد اللغات حيث نجد اقلية سكانها اما ثنائي اللغة او متحدثين بعدة لغات . ظاهرة التناوب اللغوي تعد نتاج طبيعي عن الثنائية اللغوية. التناوب اللغوي هو الانتقال من الانتقال التناوبي من لغة الى أخرى في خطاب واحد. يشهد التناوب اللغوي انتشارا واسعا وسط فئة الجامعيين ليس فقط من خلال محادثاتهم المباشرة بل أيضا من خلال محادثاتهم عبر موقع الفيسبوك. تهدف هذه الدراسة الى ابراز اهم الأسباب و الدوافع التي تدور حول استعمال الطلاب الجامعيين لهاته الظاهرة وهل ظاهرة التناوب اللغوي هي نفسها في كل المحادثات ام ان أنواعها تختلف من محادثة الى أخرى. للإجابة على هاته الإشكاليات جمعنا مجموعة من المحادثات الالكترونية الخاصة وكذا قمنا بتوزيع مجموعة من الاستبيانات على 54 طالب من جامعة ابن خلدون بتيارت. أظهرت النتائج ان هناك عدة من الدوافع و الأسباب التي تجعل الطلاب يستعملون ظاهرة التناوب اللغوي خلال محادثاتهم عبر موقع الفيسبوك أي ان استعمال الظاهرة ليس عشوائيا. كما أظهرت النتائج أيضا ان أنواع ظاهرة التناوب تختلف من

محادثة الى أخرى حسب طبيعة موضوع المحادثة وحسب علاقة المتحدثين ببعضهم

الكلمات المفتاحية التناوب اللغوي, الفيسبوك, محادثات الفيسبوك, الطلاب الجامعيين.