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Discourse Analysis of Code Switching, Code Mixing in  
the Algerian Society: Case of Tiaret Speech Community

**A Dissertation Submitted in Partial Fulfillment for the Requirements  
Of the Master's Degree in Linguistics**

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**Dedication**

**To All Mighty God**

## **Acknowledgment**

Our special gratitude to ALLAH the most Merciful for enabling us in everything  
Dearest appreciation to our great parents, who stood by our sides during all our lives

“We Love You”

Many thanks to every person have collaborated in this work

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“Jury members: Miss SAHLI and Miss BELAID and Friends”

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## **Abstract**

Algeria is a perfect multilingual setting to conduct a research concerning the phenomena of code-switching and Code-mixing since they become a common practice among Algerian speech community in general and Tiaritian speech community in particular. As it is the chosen environment to create this work. This research aims at describing and analyzing the use of code switching and code mixing in the Tiaritian speech community. This work employs the qualitative method, data were gathered from a structured interview and unstructured observation, relying on probability and non-probability sampling style in order to confirm the proposed hypothesis about **CS** and **CM**. In addition, to discover the reasons that led to the appearance of these phenomena. The respondents were randomly chosen from the city of Tiaret. The results showed that people switch from one language to another for different reasons such as gap filling, prestige, reiteration, floor holding CS. We hope our present research could provide a sufficient amount of information that serves researcher's coming studies.

**Key Words:** code mixing (CM), Code switching (CS), Multilingual setting, Phenomena, Tiaritian speech community.

## **List of Acronyms and Abbreviations**

**AA:** Algerian Arabic

**B:** Berber

**CA:** Classical Arabic

**CM:** Code Mixing

**CS:** Code Switching

**E:** English language

**F:** French language

**MT:** Mother Tongue

## General Introduction

The Algerian speech community is known for its sociolinguistic diversity .various languages and dialects are put into practice by Algerians in everyday speech, Modern Standard Arabic , Classical Arabic ,the whole array of Arabic varieties, French as a second official foreign language , Berber shared in certain areas of the country , in addition , to the use of another foreign languages respectively , such as Spanish, English , Turkish ,...

The several languages and dialects shared by the Algerians are into contact which makes Algeria an appropriate multilingual setting for emerging research concerning language and contact field as it is known by a various sociolinguistic phenomena, such as diglosia, bilingualism, code switching and code mixing.

The present work, tends to investigate the co-existence of the several varieties mentioned above that led to the appearance of the language and contact outcomes; code switching and code mixing in Tiaret speech community .Therefore, code alternation has become a common practice among all Algerians from different groups and corners of the country.

This thesis is entitled “Discourse Analysis of code switching and code mixing in Algerian society, the case of Tiaret speech community “. The main research questions are?

- 1- Does the Tiaret speech community alternate between codes in their everyday speech? And which one of these phenomena is highly used?
- 2- What are the codes mostly used in the process of switching and mixing?
- 3- What are the main reasons that led Tiaritian speakers to code switch or mix within their conversations?

As an attempt to answer these questions, these hypothesis were formed:

- 1- Bilingual and multilingual people code switch mostly than others.
- 2- People code switch between Algerian dialectal Arabic and French.
- 3- The existence of colonialism in Algerian since years ago, is one of reasons behind this phenomena.

The data needed is gathered through interview and observation as a research instruments in order to indicate the factors and motivations responsible of code change. Moreover, to show the attitudes toward language alternation, in other hand we will mention the main reasons behind female’s code switch more than males.

This dissertation contains three chapters organized as it follows:

The first chapter is devoted for giving a general details about the sociolinguistics situation in Algeria and Tiaret in particular as it is the case of study, it also intends to check the current status of the classical Arabic, French, Berber, Turkish as they are an important features in Algerian verbal repertoire as well, we will provide a brief definitions about; Arabization, Diglossia, Borrowing, Bilingualism, Discourse Analysis, Etymology.

The second chapter deals with literature review, it presents an overall information concerning Code switching and code mixing, highlighting the main reasons that led to the appearance of each one of them. Moving to their types, functions and drawbacks, also we will argue about the relation of code switching with bilingualism and borrowing .moreover, we will shed light on the linguistic distinctions that differentiate between code switching and code mixing as they constitute the most controversial area of debate in the analysis of language contact phenomenon. Finishing with the role of gender as it a variable that influences the process of language change and how female code switch.

The third chapter concerns the practical side, For the sake of this study a structured interview and unstructured observation were used by speakers (Tiaret speech community) of different age, social level and from different parts of Tiaret city, it also aims to present an accurate data analysis by presenting them in details (Figures). This chapter is based on qualitative data .there are 30 informants chosen from different categories and age and groups in our community hoping that they could provide as with the reliable data that could meet up with our hypothesis.

Unlike any other research, our present study faced some limitations which are the time was not sufficient for us to expand more about this study, furthermore, it was not easy for us as researchers to analyze the respondents language choice since there we received some hesitations and rejections from people to collaborate in the process, and that for sure affected our research results.

# CHAPTER ONE

## THE SOCIOLINGUISTIC SITUATION IN ALGERIA

## Chapter 01: The Sociolinguistic Situation in Algeria

### I.1. Introduction

The sociolinguistic situation of Algeria is very rich; in this chapter, we will tackle the historical background of Algeria and main invasion from Phoenicians to vandals, Rome and Byzantines.

After that, we are going to discuss the origins of Berber and its varieties, the significance of French language as an official second language practiced upon the Algerian individuals, in addition to the existence of the Turkish civilization in Algeria, Arabization, also the Algerian dialectal Arabic. Moreover, our research highlights some linguistics aspects that are considered to be relevant to our case study, such as; Bilingualism and its importance in the alternating process between different languages and dialects in the Tiaret speech community, beside the interference of the borrowed words within our speech, moving to diglossia and the reasons behind this phenomena in Algeria, Discourse Analysis and its features. Ending with history and etymology of Tiaret.

### I.2. Historical Background of Algeria

Algeria is located in the north of Africa, bounded to the east by Tunisia, Libya. To the south Nigeria, Mali and Mauritania. To the west morocco and Western Sahara. And to the north, it faces the Mediterranean.

The present boundaries were set in the 19<sup>th</sup> century by the French conquest Algeria is considered to be the second largest country after the Sudan in Africa with its total measurement 2,381,741 km<sup>2</sup> and the 10<sup>th</sup> largest country in the world.

The name “*Algeria*” is derived from the Arabic word “*Aljazeera*” which means “*island*” in English. That refers to the smallest island along the COST line of the capital city” *Algeria*”

The original settlers in North Africa were given the name “*Berber*” from western Egypt to Algeria and morocco, thus before the French conquest Algeria was known as “*the berberycost*”.

In the ancient times, Algeria has witnessed several invasions, most significant are the romans, Vandals, Turkish, Byzantium, Carthaginian, Arabs and French. We are going to order them in here one by one:

## Chapter one: The sociolinguistic situation in Algeria

Carthaginians, or as it is known today by the name of “*Tunisia*”, it was first coined by the PHOENICIAN during 822, whom settled along North Africa around 1000 BC, they have marked their presence with the PUNIC civilization, this last was defeated by romans who lasted more than 6C.

During 429 AD the vandals took over for 1C, they used Latin and Punic and Berber at that time, they came to Algeria by crossing Spain and pillaged.

Byzantium defeated the vandals in 533, the later followed the same policy of imposing heavy taxes on the local population that is why it did not last long and was followed by the Arabic conquerors.

Arabs or the Muslim armies expended Cairo in 639, Libya in 642 AD; the army of Okba Ibn Nafii defeated the Byzantium and capture Carthage in 698. The Berbers joined Islam in its first decades. It taught them the sense of identity and belonging.

In 1830, the French conquest met a powerful resistance from the Algerian people after a several attempts of invasion, France took a step forward and imposed the policy of cultural imperialism, It also intended to remold the Algerian community among French lines by force, then after a long time of colonization Algeria had it independence in 1962.

### **I.3. Algerian Dialectal Arabic**

Algerian Arabic or as it is known among the Algerian” *EL DARJA*”, its widely practiced within the majority of the Algerian population, it is a vernacular derived from the classical Arabic, used in daily life in informal way.

The Algerian Arabic inherited most of its vocabulary and syntax from the invading languages; it has no written form, non-standard. Because it was neglected by the Algerian authorities.

Nowadays, this dialect contain a lot of French words and expressions that had been borrowed from that language.

#### **I.4. Berber**

The term is originated from the Greek word” *Barbarous*” it was a given name to the original inhabitants of Algeria in ancient times.

Berber was officially planed and become a national constitutional language, what led Algeria to be considered as a diglossic country. One of multiple Kabilian spoken varieties are:

##### **I.4.1. Tamazight**

Is a general term that encompasses all the variant dialects used by major Berbers from different areas in Algeria whether in Kabyle or Kabilian mountains such as (Tiziouzo, Bouira, Bejaia, and east of Algeria).

##### **I.4.2. Taqbailait**

It is a kabilian variety whereas Tashawit is chawiya. Those varieties are found in the eastern north of Algeria exactly in Khanchla and batna.

Thirdly, we have tamzabit, it is practiced by the mezab, who dwell in some areas in Ghardaya in the center of Algeria.

##### **I.4.3. Tamhaqt**

It is practiced in south Algeria within Alhagar and Tasili.

##### **I.4.4. Tachenwit**

Spoken in some specific areas in El Bayadh.

The Berber language marked its presence in media and television channels, where we can find broadcasting in Tamazight; TV Amazigh 4 was launched by the Algerian TV. Moreover, there is a contravention about making the Tamazight language planned within Algerian educational system.



### **I.5. Turkish: (the Ottomans Era)**

Ottomans were tribes that passed from Europe to north Algeria (1554-1830), they have established the capital city Algiers as the center of ottomans Empire, also they intended to integrate their culture, customs, language among the Algerian society, and this was a successful step. Because, until now the Algerian do use Turkish word that had been borrowed since ages.

### **I.6. The French Presence in Algeria**

The French conquest did not only encompass the economic domination, but for more it strived to impose it language and culture among the core of Algerian community however, after the independence, Algeria struggled to recover from what it undergo because of the French invasion.

The policy of imperialism left its effects after imposing the French language during colonization. The French language was taught at schools instead of Arabic. Mosques were converted to churches and whereby several attempts that this act is deducing the position of Islam in Algeria.

Streets changed from holing Arabic names into French ones, those changes did not only effected on the Arabic language or the religion of Islam, and it did effects on the culture and the identity of Algeria and Algerian. Thus, the French language still practiced between Algerian individuals and administrations, for prestige, media, formal contexts, business, economy, journalism, national TV channels such as; canal Alger 3. It is officially planned as a national second language, and it is impossible to be eliminated from the Algerian speech community and culture.

### **I.7. The Arabization**

The Arabic language has long occupied and important position in the Arabs history in general and the Algerian precisely, it is one of the 6 official languages of the universe, spoken by 250 million people, moreover it is the language of scripture and prayer for 1.2 billion Muslims worldwide, and some 30 million Christian in Africa and Middle East. Nowadays, Arabic is split into the Modern Standard Arabic. That is derived from the language of the Quran, and the classical Arabic the MSA, is taught at schools and universities, used in diverse administrations and every document.

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Back in time, Arabization was represented as a necessity for Arabs to gain their linguistic and cultural independence from the western cultures.

Arabization in North Africa means the introduction of Arabic as a national language. Gilbert Grand Guillman defines Arabization according to the academic disciplines:

### **I.7.1. For linguists**

The Arabization denotes simply the substitution of French for Arabic in all domains.

### **I.7.2. Sociolinguistics**

Tend to highlight the "dispossession" among French speakers at the hand of Arabs elite.

### **I.7.3. Anthropologists**

Arabization centers around all on question of cultural authenticity.

However, Subsequent to the independence, government attempt to revive the Arabic and Islamic cultural values and restoring the Algerian identity through empowering the use of classical Arabic as an official language of the state and national language of Algeria. As a result, politicians and authorities used process called "Arabization" which is; to deliberate efforts to influence the behavior of Arabs on the acquisition structure or functional allocation of the Arabic language, this Arabization policy was adopted by the Algerian authorities to unify the nation under the totalitarian regime of the one party. The president Houari Boumedien was the real leader of this movement, he imposed sever laws that obligate the use of Arabic language in administration, education and official documents.

In 1968 he noted: "without the recuperation of this essential important element which is the national language, our efforts will remain useless, our personality in complete and our entity a body without soul".

Three main trends were found, which are:

### **I.7.4. Pre-Arabization**

In this face, people were extremely enthusiastic about the Arabic language for being the language of the Koran.

### **I.7.5. Anti-Arabization**

People in this trend were against Arabic as an imposed language.

### **I.7.6. Undecided Arabization**

Here people were not aware of the advantages neither of ARABIC nor of the maintenance of the target language( *French*), during this context three basic categories of Arabic were found at the time; the modern standard Arabic as matrix language, medium Arabic (*mixed codes*) and the dialect.

Algeria, which for 132 years had been administratively tied to France, opted for the Arabization was a major disappointment since it reduced the status of French to a foreign language. It also aimed at Arabizing not only administration and education, but also the environment and culture such as radio and TV were literary in Arabic, they renamed streets with Arabic names and changed the public weekly from Sunday to Friday which refer to Muslim holiday and start writing date In Arabic and following the Islamic calendar” *Islamic new year*”.

Government made efforts to apply the process of Arabization in almost all domains, the authorities forbade all foreign languages except Arabic by promoting the exclusive use of Arabic in different institutions because when using one language is more economical, this can avoid problems of translation and interpretation, production of document in several languages.

Despite all the Arabization policies, French remains integral for private and public sectors jobs in Algeria. The country’s business and administrations elite a large promotion of print and broadcast media use French (Gill 1999: *Mostari* 2003, *Taleb-Ibrahimi* 2004).

### **I.8. Bilingualism**

Every speech community in the world is influenced with a phenomena called bilingualism, in sociolinguistics it is a term that illustrate the situation where two languages are used by a person or a group of people.

Bloomfield defined bilingual as:” someone who have the native like control of two languages”. (1933-65)

Bonvillain stated:” knowledge and use of 2 languages the term applies both to individuals speakers who know 2 languages and to communicate in which 2 languages are employed by many, most or all members” (2003; 406).

Mayers-Schotton defines bilingualism:” what refer to any utterance containing either actual surface. Level morphemes or abstract lexical structure from more than one language” (2002, p.7).

## Chapter one: The sociolinguistic situation in Algeria

The extent of bilingualism competency differs from one person to another, because the degree of fluency is not the same for all bilinguals.

According to Sayed(1984;215):” the concept of bilingualism in its wide acceptance covers multiform linguistic realities starting from a light sabir, less respectful of the grammar and the morphology of the borrowed vocabulary, to the most accomplished bilingualism which supposes according to the necessity of discourse, a self-confident correct and distinct practice of two languages”.

When it comes to the situation of bilingualism in Algeria, the Arabic dialect and French language take place, before the French colonialism in 1832. Two main languages only were spoken Berber and Arabic, the colonization aimed at fighting the Algerian culture from the Arabic language to the Islamic religion and education. They strained the acquiring of French language, thus bilingualism started when the Algerians come in contact with the French people and the French language. However, the Algerians become as proficient as the French.

According to Mouhadjer (2004), Algerians bilingualism is an outcome of historical than educational strategy and social specifically. That is why bilingualism exist almost everywhere in Algeria in different forms which are:

CA/F: classical Arabic and French

AA/F: Algerian Arabic and French

B/ F: Berber and French

Bilinguals are divided into two when it comes to performance:

### 1- Active bilingual

Who are constituted of intellectuals, educated people who master the writing, speaking, reading, and listening skills in both languages.

### 2- Passive bilingual

Who understand both languages but cannot speak it properly.

Today, Algerian bilingualism’s proficiency degree differs from one person to another and from one region to another.

### **I.9. Diglossia**

When two distinct varieties of the same language are used in two different sets of functions, this is Diglossia, it was first coined by Karl Krumbocher in his book “das problem der modern Griechishen-Schriftsprache” (1902). This book tackled the nature of Diglossia and its origin, development with special reference to Greek and Arabic situations (quoted in Zoughoul, 1980, p. 201).

According to Ferguson, there is high variety and low variety. The dominant variety is used in formal setting, such as; the classical Arabic in Algeria. While the other variety is used in informal spheres.

*“DIGLOSSIA is 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 a very divergent, highly codified (often grammatically More complex) superposed variety, the vehicle of a large and respected Body of written literature, either of an earlier period or in another speech Community, which is learned largely by formal education and is used for Most written and formal spoken purposes but is not used by any section Of the community for ordinary conversation.”(Ferguson, 1959; 16).*

Ferguson has described diglossia as a kind of bilingualism in a given society in which the high variety is standard and the low is non-standard according to their function.

Algeria for instance, people use either Arabic language or French language as high variety for education and prestige domains, whereas; the Algerian dialectal Arabic is used as low variety for informal setting and everyday communication.

### **I.10. Discourse Analysis**

“Discourse constructs social reality. Including discourse studies itself as a scholarly field. This means that different scholars in this field draw maps of the world of discourse studies that are to some extent different.” (Schroder, 2012.113)

For Foucault the term “Discourse” is a statements that influence the world and have common themes and effects on people even though it is used more commonly to mean “Discussion”.

### **I.10.1. Types of Discourse Analysis**

#### **I.10.1.1. Written versus Spoken Discourse**

Though the both theoretical approaches text linguistic and Discourse Analysis share similar basic tents, they belong to various research traditions. Thus, the term text linguistic is restricted to written language. While Discourse is restricted to spoken language.

#### **I.10.1.2. Planned and Unplanned Discourse**

The planned discourse is encompasses forethought and the idea of a preparation or organization for discourse. The unplanned discourse is a talk that has not been thought out prior to its expression.

### **I.10.2. Semantic Analysis of the oral Discourse**

It is a number of criteria which are: coherence/ cohesion, local coherence, global coherence, macro-rule of generalization, macro-rule of suppression, and macro-rule of construction.

### **I.10.3. Pragmatic Analysis of the Oral Discourse**

It is the oral expression through words, sentences, and this type contain several functions such as: the affirmative/ representative, expressive, directive/ appellative, commissive, declarative, satisfactory speech acts, global pragmatic coherence.

### **I.10.4. Cognitive Analysis of the Oral Discourse**

It is the study of the mental models or cognitive representations of the speaker/ listener in the production of discourse, in this type we find the macro-propositions, implicatures and implications, presuppositions, local coherence, connotations, manning of communication.

## **I.11. Borrowing**

The process of borrowing happened when you want to describe a concept or idea, which have no equivalent word in the mother tongue by using words from another language that can be second language.

It is also can be defined as the introduction of single word or phrase from one variety or language into the grammatical system of another language and they are used as part of the lexicon of that language and share the same morphological and phonological system of it.

Hornby (2005; 69) stated:” **borrowing is a word, a phrase, or an idea that somebody has taken from another person’s work or from another language and is used in their own.**”

## Chapter one: The sociolinguistic situation in Algeria

In the Sapir's theory is that when people from two different speech community come in contact, they influence each other, it is mutual influence. He said: "the simplest kind of influence that one language may exert on another is the "borrowing" of words, when there is likelihood that the associated words may be borrowed too..." (Sapir, 1921; 1913).

According to Dually, borrowing occurs in a bilingual context. She said that "linguistic borrowing [...] is something that has happened whenever these have been bilinguals. It is, in fact, unthinkable without the existence of bilinguals and apparently inevitable where there is a considerable group of bilinguals." (DUAY, et. al 1982; 263).

Borrowing can be divided into two categories, namely the cultural borrowing that refers to concepts or objects which are unfamiliar to the speakers of the receiving language, and there is the core borrowing; is when the borrowed element correspond to element are already existed in the recipient language.

Myers-Schotten claimed that core borrowing **"are taken into language even though the recipient languages already have lexicons of its own to encode the concepts or objects"** (1993 7; 5).

For the case of Algeria, the coexistence of Arabic and French, Berber for a certain period of time had led to the emergence of the language phenomena "borrowing".

First and most important is to shed light on the influence of French on the colloquial Arabic or the Algerian dialectal Arabic, there are a lot of French words integrated into the Algerian Arabic, as an example:

Chapter one: The sociolinguistic situation in Algeria

<i>Borrowed word</i>	<i>French origin</i>	<i>English meaning</i>
<i>karta</i>	<i>carte</i>	<i>card</i>
<i>cassrouna</i>	<i>casserole</i>	<i>pan</i>
<i>sargeure</i>	<i>chargeur</i>	<i>charger</i>
<i>Sebbattalo</i>	<i>Chaussures a talon</i>	<i>High heels</i>
<i>boumba</i>	<i>bombe</i>	<i>bomb</i>
<i>bata</i>	<i>boite</i>	<i>box</i>

Table1.1.borrowed words from F to AA

Then we have some borrowed words from Turkish language, and they are:

<i>Borrowed words</i>	<i>English meaning</i>
<i>azrab</i>	<i>Harry up</i>
<i>balak</i>	<i>Be careful</i>
<i>tchina</i>	<i>orange</i>
<i>zawali</i>	<i>poor</i>
<i>kwaght</i>	<i>papers</i>
<i>charbat</i>	<i>juice</i>

Table1.2.borrowed words from Turkish to AA



## Chapter one: The sociolinguistic situation in Algeria

Moreover, there are terms borrowed from Berber such as:

<i>Borrowed words</i>	<i>English meaning</i>
<i>elbezz</i>	<i>kids</i>
<i>wah</i>	<i>yes</i>
<i>azdam</i>	<i>push</i>
<i>azlat</i>	<i>poverty</i>
<i>kchawech</i>	<i>stuff</i>

Table1.3.borrowed words from B to AA

Last but not the least, we also have words borrowed from Spanish:

<i>Borrowed words</i>	<i>English meaning</i>
<i>semana</i>	<i>week</i>
<i>suma</i>	<i>price</i>
<i>babor</i>	<i>ship</i>
<i>barraca</i>	<i>cave</i>

Table1.4.borrowed words from Spanish to AA

As we can see there is a great number of words and expressions shifted from other languages into the Algerian dialect, some have been adopted morphologically or phonologically and other have been used with no modification.

### **I.12. History and Etymology of Tiaret**

The word Tiaret is originally from Berber” **Tahert, Tihert**”, which means “**Lioness**”. It is a large city situated in the west of Algeria.

It is served by **Bouchekif** airport, Tiaret is the sepulchral monuments known as the “**Jedars**”, the city covers around 20, 086, 62 km<sup>2</sup> with population of 847,831 in 2011, and most of it are Muslims.

As the capital Algiers, also the city Tiaret faced several invasion, and the first were roman; it was known as the roman station. After that the Berber tribal kingdoms came in 761 and 909, one of these being is **Rustamid** dynasty.

**Abd al-Rahman Rustamid** was the first who found this town, that it was relatively free-thinking and democratic, and the center for scholarship that permitted wide range of sects and movements, also there were many Jews living in the area until the 10<sup>th</sup> century.

In 911, Tiaret was fought over by a number of tribes, being captured by **Massala ibn Habbus** of the **Miknasas** with Fatimid caliphate. However, in 933 it becomes administrated as part of the kingdom of **Tlemcen**, then it fell to the Ottoman Empire in the 16<sup>th</sup> century, after that to the French in 1843, in which it was attracted by many settlers from France.

The modern Tiaret is famous with horsemanship, moreover; it contains fourteen “**DAIRAS**” and each one include two or more communes, some of them are; Dahmouni, Medrousa, Sougueur, Meghila, Ain Dhab, Kesr Shalala, Franda, Rahouia.

In Dahmouni we find two communes; Dahmouni \_ Bouchakif

In Sougueur; Sougueur\_ Faidja\_ SI Abdelghani\_ Tousnina

In Medrousa; Medrousa \_Sidi Bakhti \_ Mellakou

In Ain Dhab; Ain Dhab\_ CHehaima\_ Naemah

In Kesr Shalala; Shalala\_ Serghine \_Fellowshipe\_ Zmalet\_ Abdelkader

In Franda; Franda\_ Ain Elhdid\_ Takhmaret

In Rahouia; Rahouia\_ Guertoufa

In Meghila; Meghila\_ Sisi Hosni\_ Elsebt

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In addition to Ain Karmes, Wad Lily, Macharaa Sefa, Hamadia, each of these dairas have cities overall Tiaret contain about forty two municipality.

### **I.13. Conclusion**

As a conclusion to this chapter, we can say that the sociolinguistic situation of Algeria was very interested to dig in, because of its complexity. Thus, the Algerian speech community is not either, bilingual nor multilingual, it is a DIGLOSSIC community; due to the co-existence of multiple varieties, that are practiced in communication.

The divers invasions and have impacted on the Algerian history and civilization from different sides and language is one of theme. Thus, the Algerian dialectal Arabic has been influenced by other languages like the Turkish and French and Berber.

# CHAPTER TWO

# LITERATURE REVIEW

## **Chapter Two:Literature Review**

### **II.Introduction**

The aim of this chapter is to provide complete overview about both phenomena of code switching and Code mixing; the main aspects of these phenomena will be presented from definitions and types, moving to their functions in society and drawbacks. In addition, we will highlight the differences between both of them.

Moreover, we will figure out how bilingualism is related to code switching, and borrowing with CM, after that gender attitude towards these codes.

The Algerian linguistic situation is characterized by the existence of the classical Arabic (**CA**), Algerian Arabic(**AA**), Berber (**B**), and French (**F**). However, in Algeria **CS** and **CM** happen Mostly, between (**AA**)and (**F**) due to the historical events that had been tackled earlier in the first chapter.

#### **II.1. General Definitions**

A code is the use of any intelligible and shared type of sign systems in order to communicate information according to Wardhaugh (2010): terms like dialect, vernacular, Language, dialects, styles, register, etc.... (Gardner Chloros; 2009:11).

Code switching is the use of more than one linguistic variety in a manner of consistent with the syntax and phonology of each variety, **CS** relates to indexes social group membership in Bilingual and multilingual communities.

##### **II.1.1. Sociolinguistic Definition of Code Switching**

The term **CS** can be defined as the shifting of accent by a speaker from one language to another, because it does not have a homogenous definition

“CS is the process in which the bilingual speakers shift back and forth between one language or dialect and another language or dialect within the same conversation “(Trudgill, 2003).

Poplack stated: “CS is the alternation of languages within a single discourse, sentences or constituent. “ (1980; 583)

## Chapter Two: Review of literature

However, CS was given importance in the 19th century, and first used by Hans Vogt, researchers neglected a phenomenon, because it was considered as a random process.

Plaff (1979) said: in contrast to phonological and syntactic variation in Black English Alternation between Spanish and English is random.

For Jacobson, in switching codes is made to decide other people's code.

He said: "Obviously such a task of deciphering because more difficult in the frequent cases is called "**switching code**" by communication engineers, "co-existent phonemic system by Linguists. The Russian aristocracy of the last century with its bilingual speech –switching continually from Russian to French and vice versa even within a single sentence provides a Striking illustration". (Jacobson, Fant, Halla, 1952:603-604).

Gumperz (1962, 1964) was interested in studying the social perspective of CS; his theory is to relate code to special function.

In 1958, he defines three main forms: village's dialects, regional dialects, standard Hindi.

He claimed that" CS is as The Juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems "(Gumperz, 1982:59)

For the case of Algeria, CS is a common linguistic phenomenon, which occurs daily in a different time and context with a different kind of speech community.

### **II.1.2.Types of Code Switching**

Concerning the model of Gumperz (1972.1982) CS contains three main types namely: Situational, Metaphorical and Conversational.

#### **II.1.2.1. Situational Code Switching**

When there is a different sociolinguistic situation, there will be used a various languages and varieties; this is what does mean situational CS, also it refers to the change of code that is influenced by the context, component of the speech event

Bloom and Gumperz argued that a change in language signals a change in participants

Denison (1971) said :“Everyone in the village of saurian ,in north Italy , spoke German within the family saurian ( a dialect of Italian ) informally within the village standard Italian to, outside and in a more formal villages setting” (1996 :53)

### **II.1.2.2. Metaphorical Code Switching**

When choosing language according to the situation to reach a specific communicative effect it can be used when the situation is not defined for the speaker, which makes him/her use the unexpected variety as a metaphor.

Gumperz and Hyners (1972) claimed: “in hemners [the research site] situational switching involves only a change in topical emphasis”.

This was stated in order to differentiate between situational switching and metaphorical switching.

### **II.1.2.3. Conversational Code Switching**

In this type, the speakers change their language without any change in the situation.

Gumperz (1982) stated: “the language switch relates here to a particular kind of topics or subject matters rather than to change in a social situation. the semantic effect of metaphorical switching depends on the existence of regular relationships between variables and social situation of the type just discussed .the context in which one of a set of alternates is regularly used becomes parts of its meaning, so that when this for mis then employed in a context where it is normal, it brings in some of flavor of this original setting” (P-162)

Gumperz introduced this type as juxtaposition and it has factors that are Quotations, messages qualification and personalization.

### **II.1.3 Forms of Code Switching**

A. According to Hoffman (1991:112), CS can be classified as:

#### **a. Inter-sentential Code Switching**

Where the process of CS takes place between clause and sentence.

#### **b. Emblematic Code Switching**

These types of CS, tags and exclamation and certain set of phrases in one language are inserted into an utterance. For example: an Algerian /English say:” *it is a nice day, yah?*”(Yah means isn` t it)

-The word Yah? It is a tag in Algeria.

### **c. Establishing Code Mixing**

This type CS occurs in the structure of clause or sentence boundary, insertion with tags, exclamation and certain set of phrases

B. Poplack and Romaine (1995:122-123) have defined three forms of CS:

#### **a. Tag Switching**

Is to insert tag of one language in an utterance of another language.

Romaine (1995) said [...] the insertion of a tag in one language into utterance which [...] is in the other language. (P.22).

Example: khabrini, you brought a new dress?

Khabrini means tell me in Algerian, which in this case is a tag.

#### **b. Inter-sentential**

Occurs outside the sentence or the clause level, where each clause or sentence is in different language. It is also called extra-sentential.

Example: I can speak English, ET Français

#### **c. Intra-sentential**

Switching occurs inside the same sentence, this type is more considered as intimate type according to Poplack (1980:589), also is known as a “code mixing”

Example: why you bought this Koufftan? It is very expensive khti.

Over time scholars found type called intra-word code switching happen with a word itself, at a morpheme boundary.

## **II.2. Functions of Code Switching**

- Marasigan 1983, code switching has multiple functions in communication, which are:

### **II.2.1. Quotation**

It is the evidence that should be believed by the addressing also is used to maintain the authenticity of the message Marasigan (1983:73) stated: “subjects quoted themselves and others directly or indirectly to sound more credible to the addressees”.

### **II.2.2. Addressee Specification**

It is to direct a message to one of several possible addressee



### **II.2.3. Repetition**

When repeating a message in other code is to clarify what the speaker said, or emphasized the message

-Repetition is made to avoid misunderstanding from the speaker /reader to listener

### **II.2.4. Interjection**

Is used to change the interaction from “ WE“ to “ THEY “ code and vice versa , it means that speakers switch the code in order to utter interjection .

### **II.2.5. Message Qualification**

Occurs when topic is introduced in one language and followed by an amplification or qualification in another language.

For Marasigan (1984:84):“is to qualify a previous message which the speaker believed would be better understood in other language”

### **II.2.6. Personalization and Objectification**

When expressing speaker’s personal involvement in, or stating a message.

Marasigan (1983 :85) says :“The code contrast here seem to relate to such a thing as : The degree of speaker involvement in , or distance form a message or an addressee ,whether a statement reflects personal opinion , feelings, or knowledge ; whether it refers to a specific instance ,or whether it has the status of generally known fact”.

### **II.2.7. Facility of Expression**

It is used due to an inability of expression, when the speaker cannot find the right words at the time of interpreting a message.

Marasigan (1989:90) claimed that “where the shift can only be interpreted as difficulty in finding the right words at the time of speaking or writing or merely as the sign of the subject’s lack of familiarity with the style he is using”.

Auer 1984 proposed two kinds of functions of code switching:

### **II.2.8. Discourse-related Code Switching**

It is the use of CS to organize the conversation by contributing to the interactional meaning of particular utterances.

### **II.2.9. Participant-related Code Switching**

It is more or less persistent phases of diverse language choice. Back in time, scholars, such as (Labov, 1971, Timm 1975, Wentanzad and McClure 1976, Plaff, 1979) and much more, were interested in the intra-sentential code switching. However, talking about this domain, we will shed a light on some grammatical issues about code switching.

### **II.3. Poplacks' Constraints on Code Switching**

Poplack and Sankoff examined Spanish/ English code switching and proposed two syntactic constraints: the equivalence constraint and the morpheme constraint.

#### **II.3.1. Government Binding Constraint**

It allows the occurrence of switches within in governed elements such as tags, exclamations.

#### **II.3.2. Matrix Language Frame**

Is based on the language involved in the utterance

#### **II.3.3. Morpheme Order Principle**

An utterance from matrix language and embedded language constituents. The surface morpheme order is going to be the one of M L

#### **II.3.4. System Morpheme Principle**

The morpheme belongs to the M L to define the matrix language.

### **II.4. Drawbacks of Code Switching**

This phenomenon can create problems between self-expression and social acceptance, as well as it is the reason that led people to lose their identities, culture and prejudices accommodation towards their social class ethnicity and religion.

### **II.5. Code Mixing**

*William C. Ritchie and Tej K. Bhatia (2004; 337):*

*"we use the term code mixing (CM) to refer to the mixing of various linguistic units (morphemes, words, modifiers, clauses and sentences) primarily from two participating grammatical systems within a sentence. In other words, CM is intra-sentential and is constrained by grammatical principles and may also be motivated by social-psychological factors."*

## Chapter Two: Review of literature

Code mixing is a language contact phenomenon, a resulted form of language interaction .it is the process of mixing two languages or language varieties in speech, it occurs in bilingual or multilingual environment. Some scholars assume specific definitions of code mixing and these definitions differ according to various subfields of linguistics.

According to Muysken (2000) as quoted by jendera (2010:78):“*code mixing refers to all cases where lexical items and grammatical features from two languages appear in one sentence*”.

It is the case where the speaker utters a mixed sentence or element of language and that refers that the speaker is able to share more than one language.

In certain situations, speakers tend to mix between codes in order to find a suitable term, expression, idiom that can be hard to form in their original language.

According to crystal (1997):“*Code mixing involves the transfer of linguistic elements from one language to another (P.66) (as cited by Walaw Adkar, 2013:45).*

Therefore,code mixing is the alternation from one code to another by bilingual or multilingual speakerswithin a conversation.

### **II.5.1. Reasons of Code Mixing**

The term Code mixing or code switching is used interchangeably especially in the studies that concern linguistic features such as syntax, morphology, and other formal aspects of language. Scholars have different opinions in what could concern code mixing definitions and that due to the various and different sub-fields of linguistics.

The phenomenon of CMoccurs within a bilingual or multi-lingual settings where the speakers share more than one language and that could relate to the use of *Pidgin* which is a language used among groups that do not share a mutual language to communicate

According to Maschler in grin , seminar paper (2006,21, pages ):“*code mixing is defined to be using a two languages such as a third , new code emerges , in which elements from the two languages are incorporated into a structural definable pattern*”. It means that code mixing is the process of alternating between two codes that encompasses the appearance of a third code with special structural characteristics.

Hoffman wrote a book titled “introductionto bilingualism”, it introduces a certain reasons that justifies the real need of people to code mix. for instance talking about a specific topic , using quotes of others , inserting sentence fillers (interjection ) , repetition used for clarification,

expressing group identity, soften or strengthen, request or a command, excluding other people when a specific comment is intended for only limited audience, intention of clarifying the speech content for interlocutors.

Habib (2014 :8-9) defines that “*the process of code mixing is created to serve some reasons for people in the middle of exchanging conversation and the context when the conversation is taken place*”.

### **II.5.2.Types of Code Mixing**

According to Suvito (1983:76)code mixing is divided to two types:

#### **II.5.2.1. Inner Code Mixing**

The elements of insertion stemming from the original language with all its variation.

#### **II.5.2.2. Outer Code Mixing**

The elements of insertion stemming from a foreign language.

This means that the first spoken language (National Language) is inserted in his /her original language or a foreign language that the speaker is familiar with.

According to Muysken (200:1): code mixing is divided to three types:

##### **1. Insertion: (word phrase)**

In this case, code mixing is conceived as borrowing. The example of Algerian dialect and French.

##### **2. Alternation**

It encompasses the factors of equivalence or capability in the process of alternation between codes.

##### **3. Congruent lexicalization (dialect)**

This type encompasses the study of dialect /standard variation, style shifting.

Exemple : salut, ça va ? Ana hiba mn Tiaret, enchanté.

Each basic process of the previous three types is different from the other according to structural conditions and specific bilingual setting.

### **II.5.3.Functions of Code Mixing**

\_CM occurs mainly in informal settings rather than a formal setting.

\_CM may indicate a political identity, for illustration, the attempt of Algerian minister Rezig (minister of trade and national commerce), to mix between Arabic language and French language in order to form a powerful statement while addressing national press.

\_From psycholinguistic point of view, speaker code mix in order to give an impression that the target language is dominant

\_From linguistic point of view, CM seems to defame system of the source language, for instance MSA and French in educational context

\_From a metalinguistic point of view: *“sometimes speakers mix between codes to show their life linguistic skills”* (Schotton, 1997).

\_CM is used to fulfill the gaps in speech, the case of Algerians, within a conversation use a terms, or expressions that can be hard to find in their original language. Stemming from other language.

#### **II.5.4. Drawbacks of Code Mixing**

Code mixing is a speech process that helps in communicating with people more productively through changing codes. However, it gained a bad reputation because it has been identified as a threat on people's identities and ethnicities.

#### **II.6. Code Switching and Bilingualism**

As has been indicated previously in this chapter, code switching is the most important phenomenon and maybe the most studied in language contact and bilingualism. Moreover, bilingual speakers often code switch between languages or language varieties especially when the both codes are shared in their environment.

*“Ideal bilingual switches from one language to the other according to appropriate changes in the speech situation (interlocutors, topics, etc...) but not in unchanged speech situation, and certainly not within a single sentence”* (Weinreich, 1968:73).

-Bilinguals are familiar with the linguistic features of each language they share, such as; sentence structure, lexicon, grammar, vocabulary. Phonetics in other hand, no bilingual uses his both languages in the same social situation or with the same frequency.

According to Kalim Gonzales, a psychology doctoral student at the university of Arizona: *“there are two views one is that bilinguals have a different processing modes for their two languages. They have a mode of processing speech in one language and then a mode of*

*processing speech in other language, another view is that bilinguals adjust to speech variation by recalibrating to the unique acoustic properties of each language”.*

Gonzales’s research approves on the first view: *“the bilinguals who learn two languages early in life learn two separate processing modes or sound systems”.*

This quote supports the study done by Gonzalez’s, when he looked over an English/Spanish - bilinguals student under age of eight presented to a series of pseudo-words beginning with “pa” and “ba”, the two sounds exist in both English and Spanish . The aim was to observe how sounds are produced and perceived in two languages.

In many situations; bilingual speakers use lexicon and grammar of two languages.

### **II.7. Code Switching and Borrowing**

Code switching is practicing two variant codes in speech back to back while in the other hand borrowing is when the speaker uses one language and utters vocabulary from another to fit the primary language , this is done frequently when a bilingual speaker lacks the exact term from its first language.

For example, an Algerian student who is familiar with French and English likely to use English when speaking about computational concepts: “andek une point d’accès internet “. In this case it is borrowing rather than code switching, he simply took the concept “an internet access point” and integrated it into Algerian Arabic dialect for efficiency’s sake.

Several scholars attended to differentiate borrowing from code switching among them Gumperz (1982) indicated that; borrowing involves the existences of morphological and syntactic rules of another language while code switching denotes sentence arrangement that belongs to one language.

“Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety into the other .the borrowed items are foul integrated into the grammatical system of the borrowing language and they are treated as if they are part of lexicon of that language”.(Gumpers.1982).

### **II.8. Distinction between Code Switching and Code Mixing**

Code switching and code mixing are a significant linguistic features and well-studied speech process in bilingual and multilingual countries. However some linguists made great efforts to clarify the distinctions between them, among them Amuda (1989), and Bokamba(1989), for instance the latter Bokamba (1989) in Ayeomony 2006) defines both concepts:

*“Code switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across boundaries within the same speech event. Code mixing is the embedding of various linguistic units such as affixes (bound morphemes), word’s unbound morphemes, phrases and clauses from a co-operative activity where the participant in order to infer what is intended must reconcile what they have with what they understand”.*

Code switching involves changing from one language to another inter-sentential (between sentences). whereas; in code mixing the alternation is intra-sentential (within sentences).

The concept code switching and code mixing are complementary .in the sense that the term code switching is used to describe language alternation between sentences and code mixing dictates the language alternation of two languages within the same sentence. Code switching is used to describe language alternation between sentences and code mixing dictates the language alternation of two languages within the same sentence.

### **II.9. Female bias code switching**

Code switching is a symbol of language contact and an important feature in bilingual speech therefore; code switching has faced a number of confounding variables that influences the speech process; such as gender, age, social state and so on.

Many studies considered gender as confounding variable that plays a big role such as Lakoff in his book “language and women’s place” he identified women’s register”. He argued that women’s speech is more distinctive than men; they use tag questions, question intonation, and “weak” directives among others in order to reinforce a subordinate role in community.

Lakoff’s studies has been labeled as “deficit approach (one gender is deficit than the other). After that many studies has been shown to emerge the field of language and gender. In the study by Wong, he interviewed 10 females and 10 males in Hong Kong kept the language diary, the results shown that female code switch more than male. The author claimed that code switching is a symbol of education female code switch to show their identity as a women which is different from gender role.

Most likely, females switch rather than males in order to show that their abilities towards learning foreign languages are magnificent in other words; they reflect themselves as being in higher status comparing to the opposite sex, for instance : men use directive style of speaking whereas women prefer to share their foreign languages competency such as French in Algerian context .

### **II.10. Conclusion**

This chapter discussed the literature review by presenting a sufficient information that concern code switching and code mixing, identifying the reasons behind each phenomenon, stating their types, functions, drawbacks moreover, the relation between code switching and borrowing, bilingualism moving to pointing out the linguistic differences between Code switching and code mixing beside of that it tackled the influence of gender role on code alternation.



**CHAPTER THREE**

**RESEARCH METHODOLOGY AND**

**DATA ANALYSIS**

## **Chapter 03: Research Methodology**

### **III.1. Introduction**

This chapter is mainly for methodological studies about the proposed case” code switching and code mixing in Tiaret speech community. ”however, this research is conducted through the qualitative method; ethnographic studies, samples are chosen randomly from different age and stages.

The investigation aims at discovering how the process of switching and mixing is practiced within the Tiaret community, and what are the main reasons behind this attitude?

We choose interview and observation for being an appropriate tools to collect valuable and reliable data. Then we will be analyzing data in the label of Discourse Analysis.

### **III.2. Type of Research**

Denzin and Lincoln (2005, p.3):” qualitative research is an interpretive naturalistic approach to the world”.

In other words, qualitative research study things in their natural setting and attempt to interpret the phenomena based on meaning stated by people.

This type of research is based on several main question, concerning our case we asked:

How this phenomenon is done?

What are the reasons of it?

What are the consequences?

### **III.3. Methods of Qualitative Research**

Qualitative research contain seven different styles that are:

The grounded theory, phenomenological studies, discourse analysis, conversation analysis, content analysis, narrative analysis and ethnographic studies.

For the sake of this study, we used the ethnographic studies method.

#### **III.3.1. Ethnographic Studies**

It is a study where the researcher can deal with cultural group in natural setting in a specific period where these individuals share a common social experience, location and interest. This method is a descriptive study of culture and people, which includes; a particular region or country, religion...

### **III.4. Sampling**

The process of sampling contains two procedures namely:

### III.4.1. The probability sampling

Where we find the stage sampling, simple random sampling, stratified random sampling, systematic sampling, and cluster sampling.

### III.4.2. Non-probability Sampling

It contains the convenience or opportunity sampling, snowball sampling, quote sampling, purposive sampling, dimensional sampling, and volunteer sampling.

Concerning our study, we used the simple random sampling; the informant are from different ages and occupying various social function, and we used the purposive sampling in order to gain detailed knowledge about the phenomena.

### III.5. Interview

Since this method involve three types; structured interview, semi-structured interview, unstructured interview. We choose the structured interview to gather data, because the questions are organized in a mean of schedule. In this type, the interviewer is left with little freedom to make modification and the written format is not feasible. The type of questions we needed is a content question about experiences and behavior, opinion, knowledge information. In addition, the factual question; which is about family and job.

### III.6. Observation

This method offers for the investigator the opportunity to gather live data from naturally occurring social situations.

We decided upon the unstructured observation to provide a rich description about the phenomena of CS and CM, and taking note about what has been observed.

### III.7. Informant

Classifying the informant according to their sex and age and occupation:

TOTAL	MALE	FEMALE	AGE	OCCUPATION
1			18	student
2			23	History teacher
3			22	Master student

4			23	Gym-trainer
5			32	French teacher
6			21	jobless
7			25	English teacher
8			18	student
9			23	nurse
10			36	soldier
11			26	housewife
12			33	Cosmetic-seller
13			27	jeweler

Table3.1.informant's Age, Gender, occupation

This sample had been chosen randomly with precise number (13 person) following the probability and non-probability sampling style we have explained previously.

### III.8. Analyzing Data

#### III.8.1 Interview Analysis

The following part involve the analysis of the interview; questions had been asked in the participant's language (Algerian Arabic).

For more clarification, tables and pie charts will be our assistance with some explanation underneath.

##### III.8.1.1. Attitude towards Languages

The informant were given five language as choices to answer the questions below:

1. What is your M.T? (AA/ CA/ B/ E/ F).

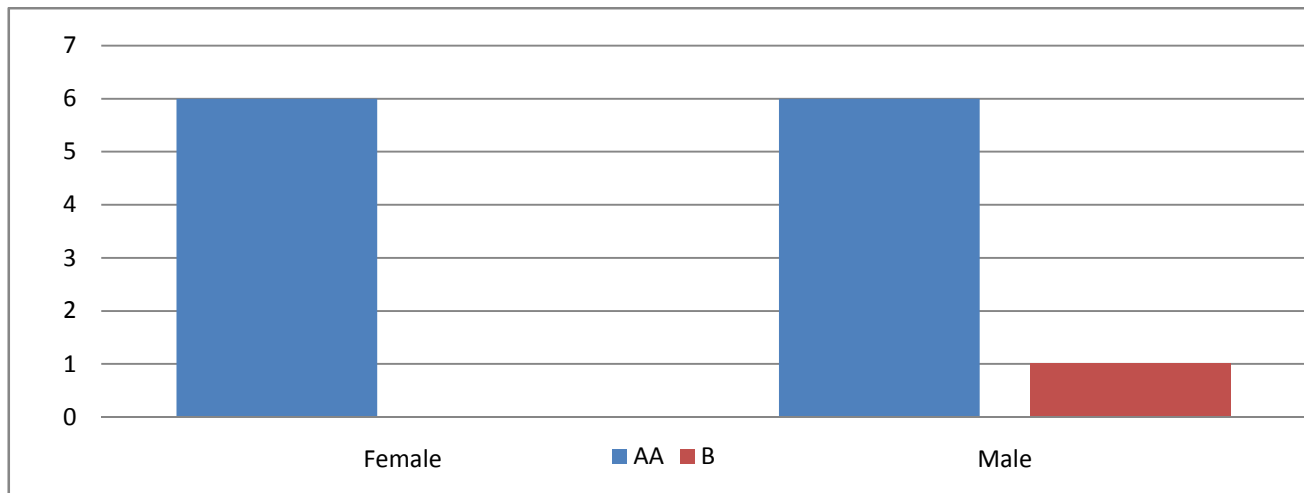


Figure 3.1. Participants' MT

This question is a content question, where we asked the informant about their mother tongue, as it is illustrated in the table above; 12 of them, 6 males and 6 females said that AA is their MT and 1 said Berber.

2. Are you familiar with these languages?

(B/ E/ F)

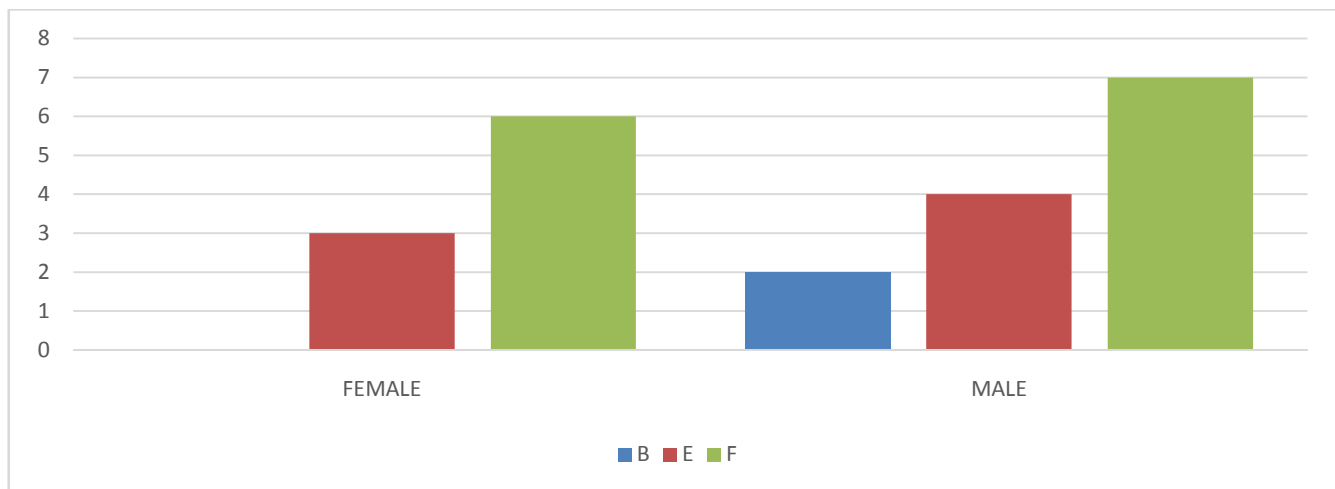


Figure3.2. Participants' language choice.

The chart above describe the number of informant who are familiar with (B/ E/ F), as we can see, all the respondents said that they are familiar with French language. 4 males and 3 females know English, and 2 males said they are familiar with Berber.

3. What variety you like the most? (AA/ B/ CA/ E/ F)

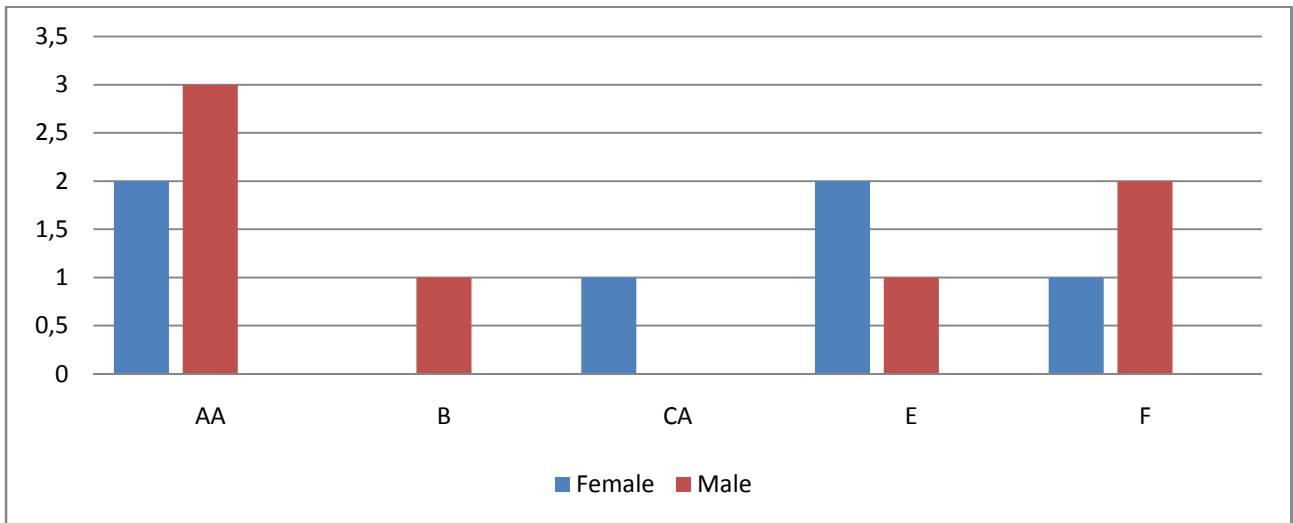


Figure 3.3. Participants' likable variety

The informant respond variously to this question, that; 3 males and 2 females like AA, because it is their MT and easy. 2 females and male prefer E for being an international language, while 2 males and female like F, because they studied it since childhood. 1 male said B and 1 female said CA.

4. Which one is the least likable for you? (AA/ B/ CA/ E/ F)

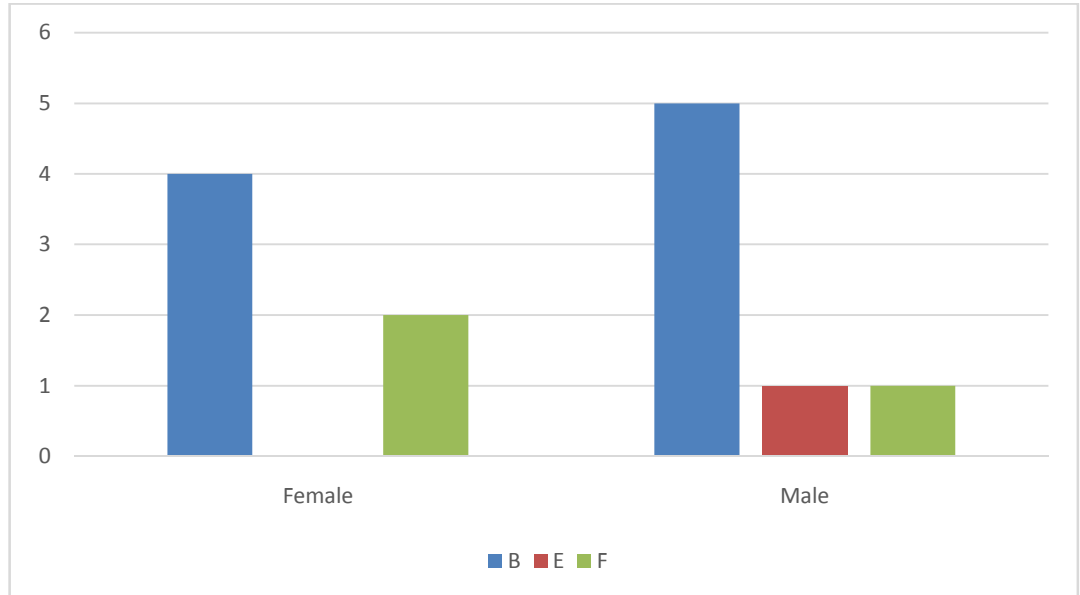


Figure 3.4. Participants' least likable variety

The proposed question was the opposite of the last one, in which the informant told us about the language they like the least; 5 males and 4 females dislike B, 2 females and male said F, because it is the language of imperialism, only 1 male said E, for the reason that he had not the chance to study it.

5. In which one you face difficulties? (CA/ E/ F)

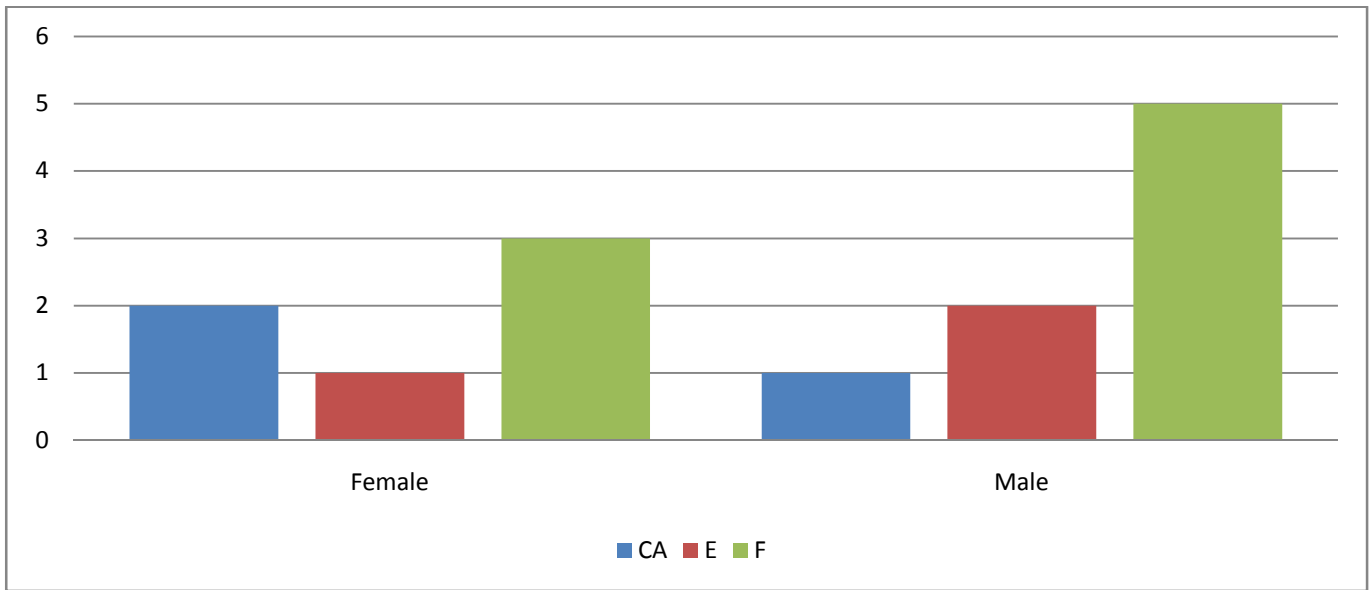


Figure 3.5. Language that participants face difficulties with

The table above indicates, that the majority of our informant (3 females and 5 males) face difficulties in F language, because it is hard to learn though it has been tough from the 3<sup>rd</sup> stage. 2 males and female find the English pronunciation difficult, especially the British accent, whereas two females and male said that CA is hard, because of its complex grammar.

6. What variety you master? (AA/ B/ CA/ E/ F)

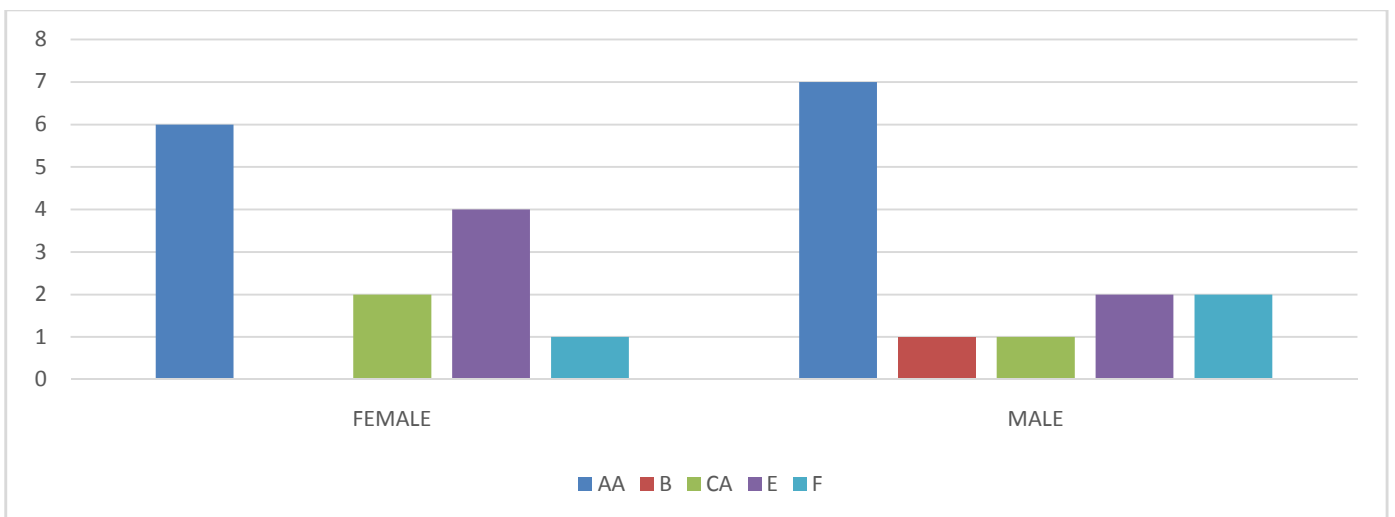


Figure3.6. Language that participant’s master

Despite of being weak in some languages, but still this respondents are good at others. All of them are professional when it comes to AA, beside this variety 4females and 2 males master English, and 2females and male know CA very well, furthermore, one female and 2male are excellent in F.

7. Rank your level according to the language that you master:

(Advanced / medium/ beginner)

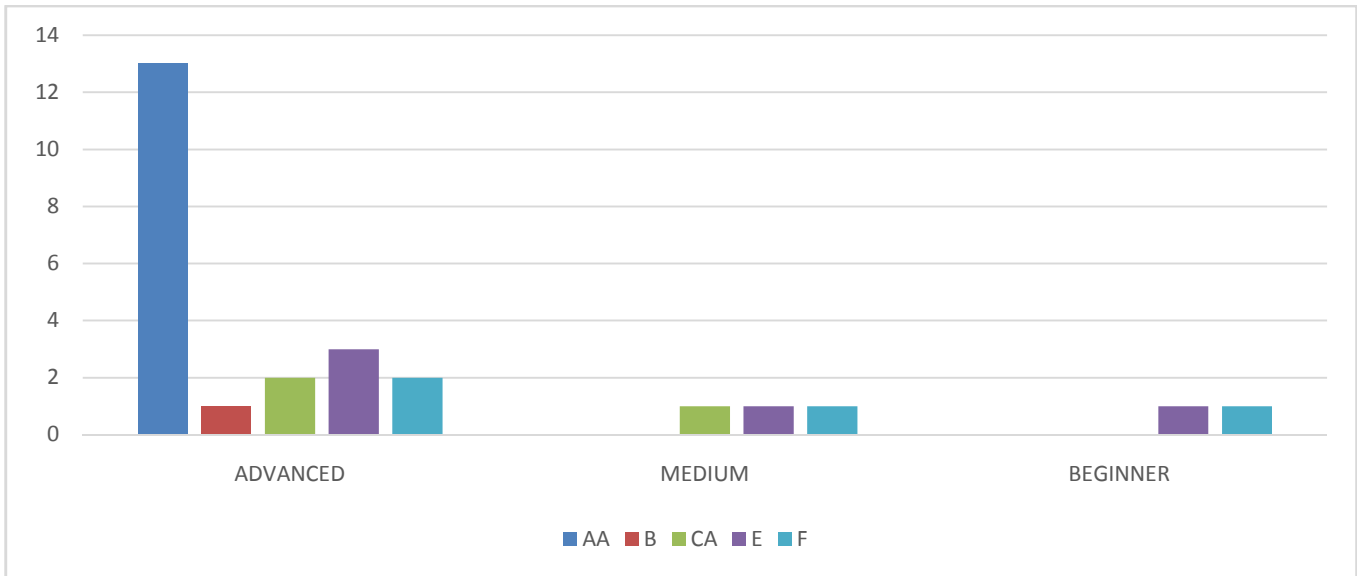


Figure3.7. Participant's level

The above design represent the level of each informant in the language they master; all our respondent have an advanced level in AA. Concerning E, 3 females are advanced and 1female is medium and 1male is beginner. For F 2 males are advanced and 1 is medium and 1female is beginner, moving to CA, 1 male is advanced and 2 females are medium. 1 male master B.

8. What variety you use when texting? (AA/ B/ CA/ E/ F)

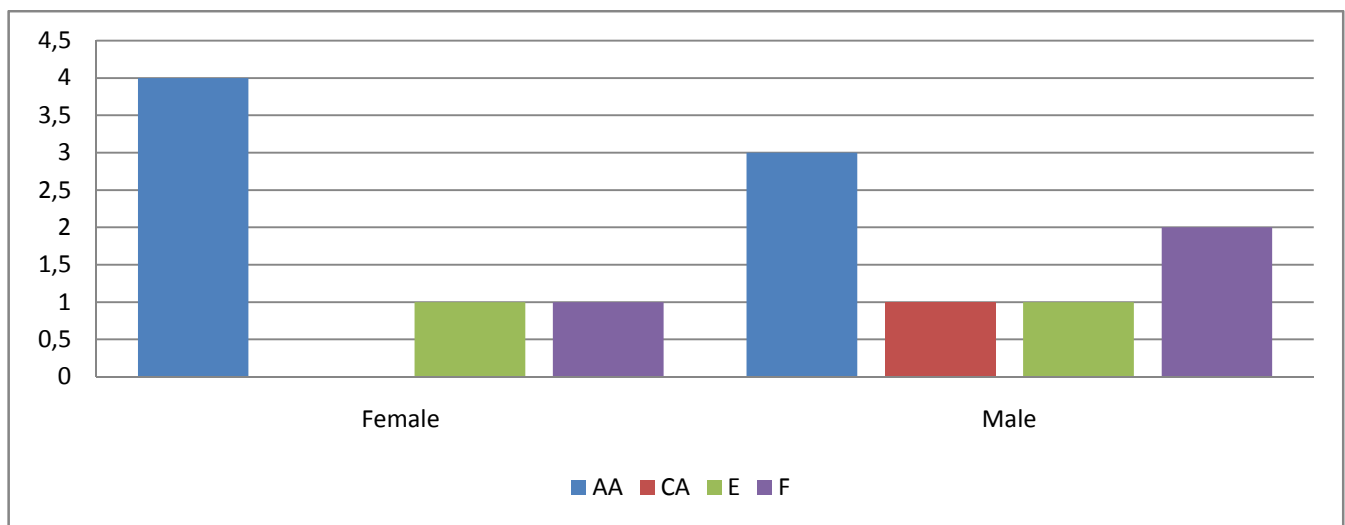


Figure3.8. Participant's language choice in texting



Chapter Three: Research Methodology

Figure 3.8 demonstrate the language that informant use when texting; 4 females and 3 males use AA. 2 males and 1 female utilize F. moreover, 1 male and female practice the act of texting in E, the last male tend to use CA.

9. Which variety you use in your daily life? (AA/ B/ F)

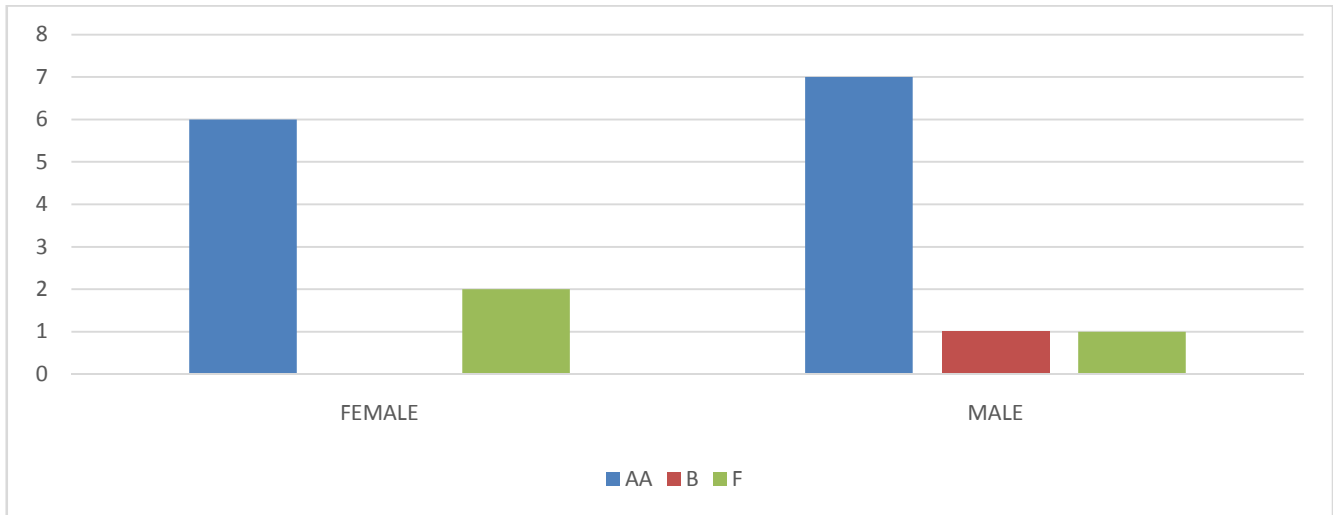


Figure 3.9. Participant's daily language

The majority of our respondent run for AA, beside this variety 2 females and male use F in their daily life. 1 male use B.

10. What variety you attempt to use to express your feeling? (AA/ CA/ E/ F)

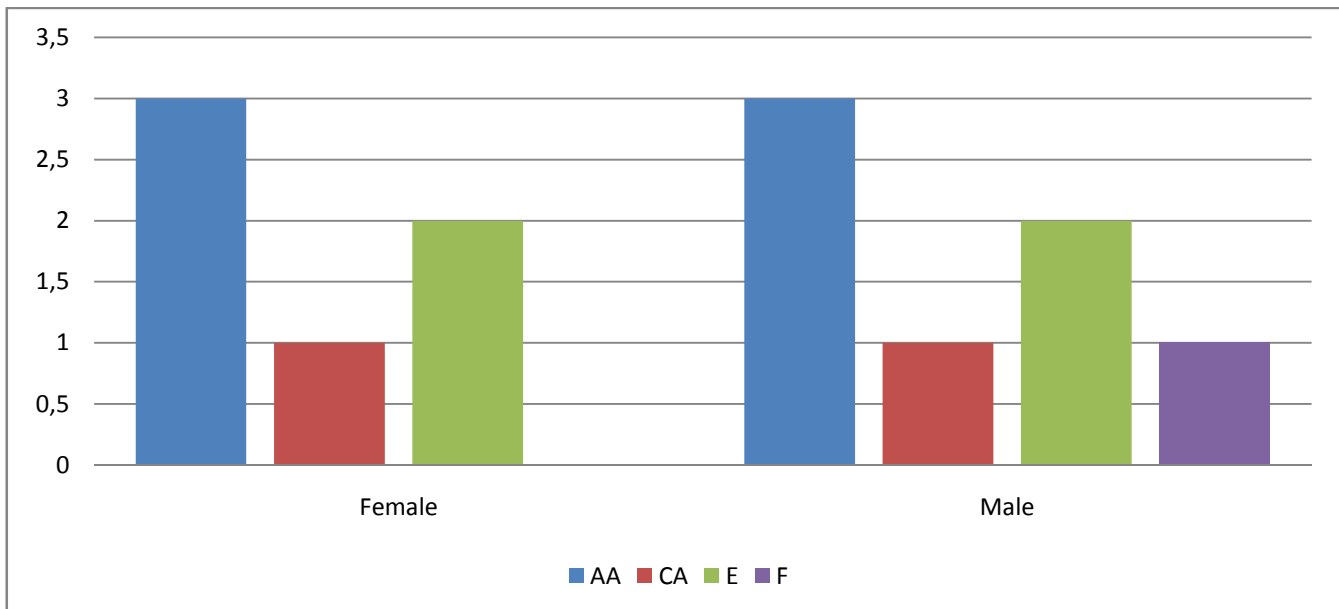


Figure 3.10. Participant's language choice when expressing feelings

Through this question we found out that; 3males and 3 females express their feeling in AA. 2 females and 2 males prefer E to express their emotions. For 1 male and female find CA more appropriate, while 1 male find F suitable because it is the romance language.

**III.8.1.2. Attitude towards Switching and Mixing Codes**

1. Are you: Monolingual/ Bilingual/Multilingual?

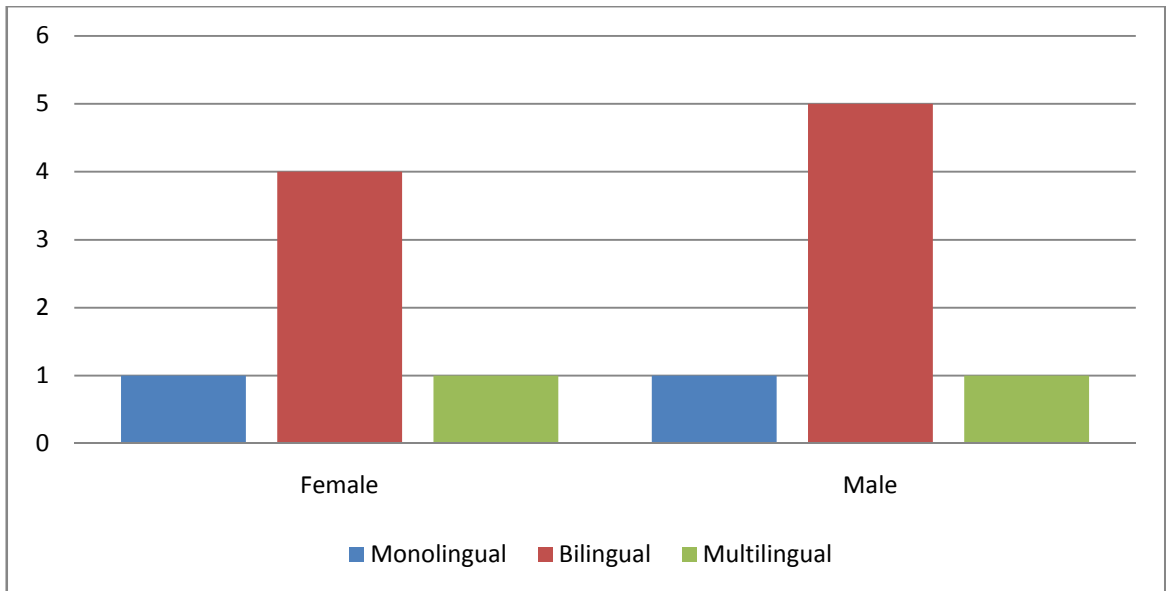


Figure 3.11. Participant’s language abilities

The results of this table are; 5 males and 4 females consider themselves as bilinguals; they speak two languages. Among 13 informant, only 1 female and male are multilinguals, because they master two other languages besides their MT, and 1 male and female said they are monolingual, because they do know other languages but they do not master the 4 skills of it.

2. Where from you have acquired your second language?

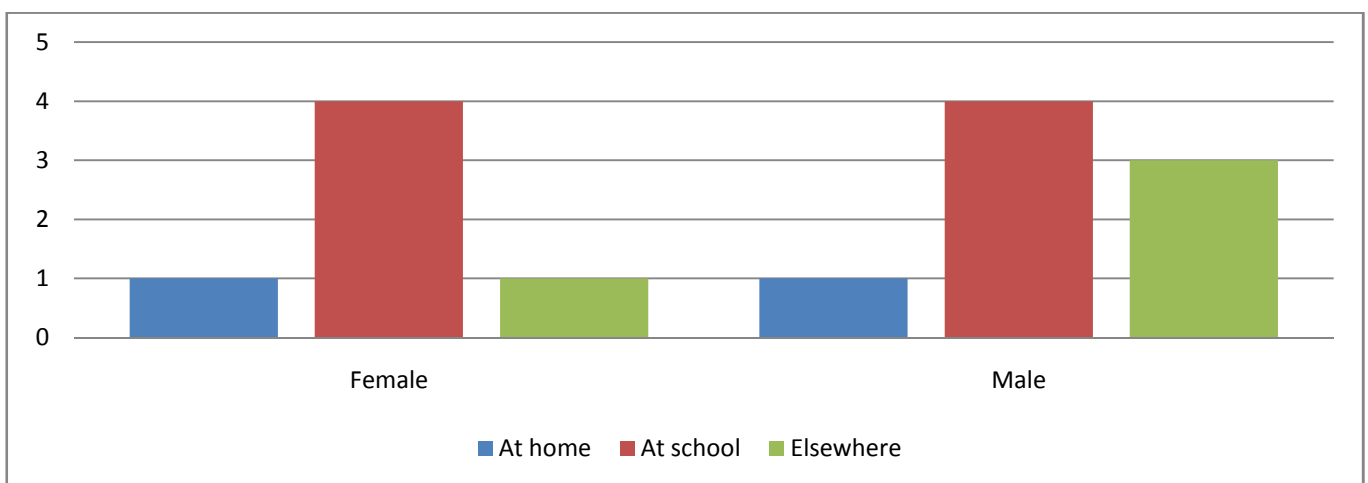


Figure 3.12. Second language acquisition setting

We have asked this question to know where person can learn other languages except its natural context; 8 out of our informant (4 males and females) said school. 3 males and 1 female said elsewhere such as; cinema, and 1 female and male have learned their second language at home from movies and video games.

3. Do you consider Algeria as a Bilingual country, multilingual country or Diglossic country?

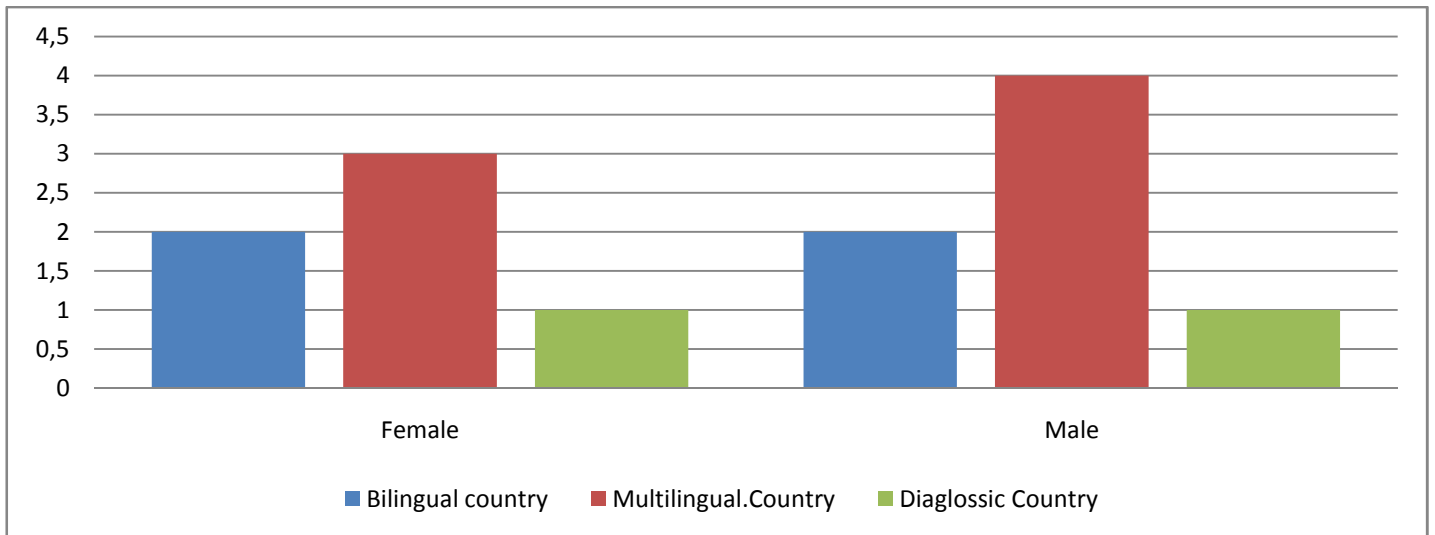


Figure 3.13. Sociolinguistic situation of Algeria according to the participants

The following Figure represent how our respondent think about the Algerian speech community; 4 males and 3 females said it is a multilingual country, because they have counted B and AA as languages beside F and E, while 2 females and males think that Algeria is a bilingual country due to the co-existence of F language since ages. Only two of them 1 male and female consider Algeria as a Diglossic country for possessing a lot of different dialects within its speech community.

4. Do you think that learning a new language effect Learner’s Cognitive abilities and culture?

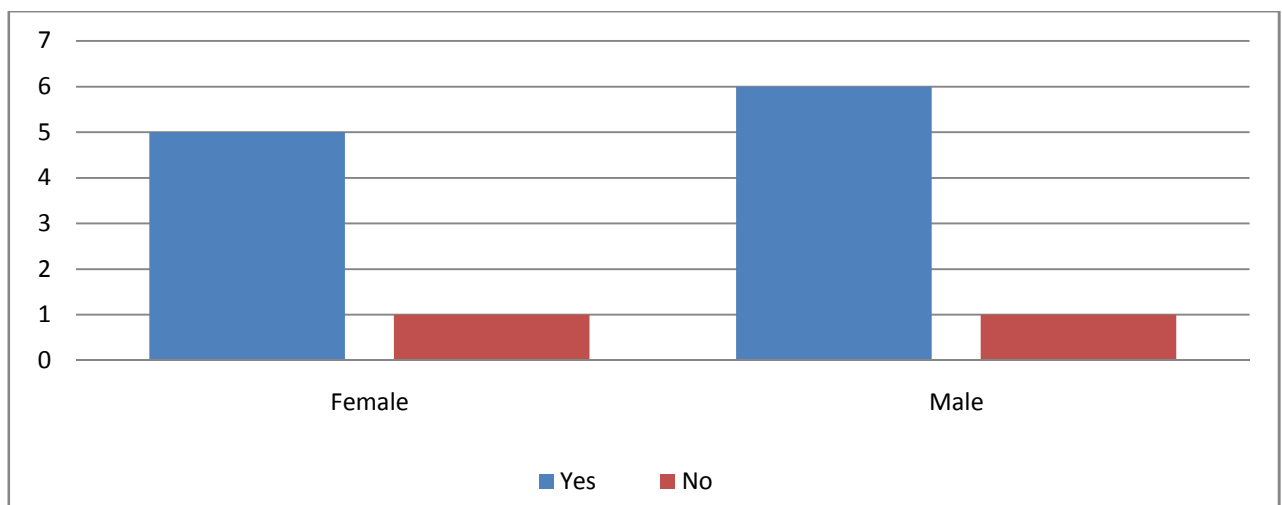
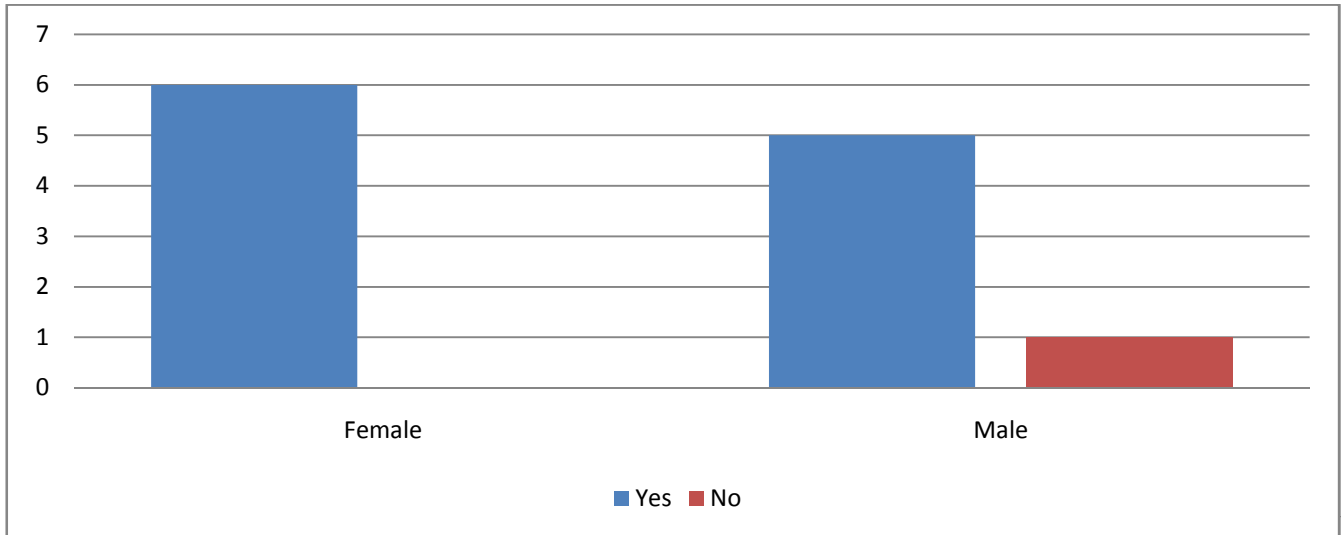


Figure 3.14. Influence of learning a new language on cognitive abilities

Figure 3.14. contain the respondent’s though about the asked question, whether learning a new language effects learner’s cognitive abilities and culture; 6 males and 5 females said yes it does to some extent, and 1 male and female said no, because when learning language out of it natural context the learner would not be effected by its culture.

5. Do you mix between codes?



Figure

3.15. Code mixing

The aim behind this question was to highlight the attitude of our informant towards codes mixing and switching, thus; all the female and five males said they do alternate between languages, that what have we noticed from their speech, because they have used some French. One male said that he do not need to mix any other language with AA, for the reason that it is enough for him to talk and express.

6. How often do you alternate between these codes with your family?

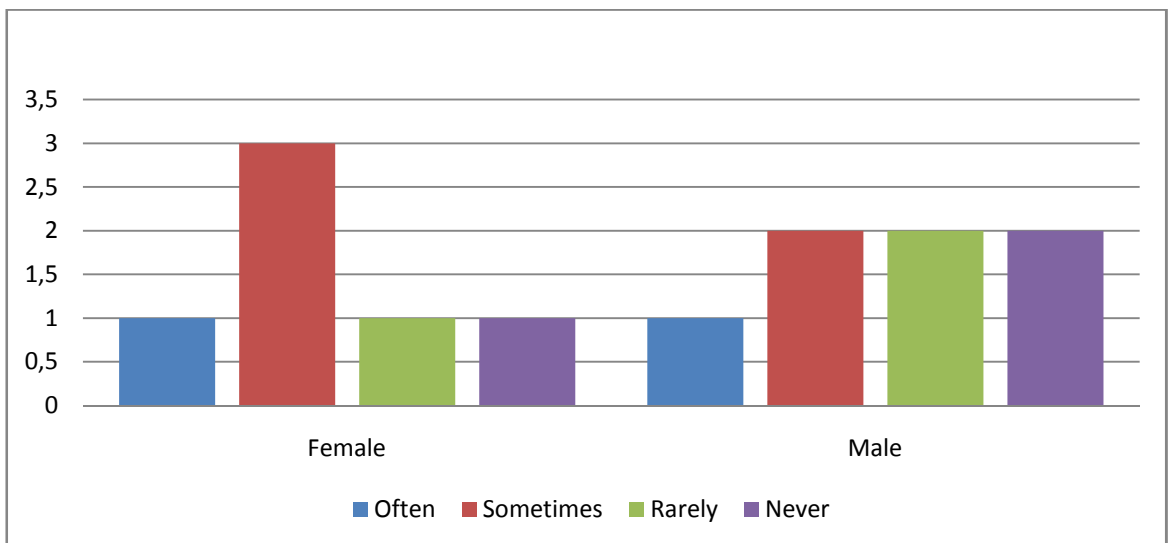


Figure3.16. Participants’ grade in code alternating with family

This is the finding of the question above; 3 females and 2 males sometimes alternate between codes with their family, and 1 female and male often code mix languages. For 2 males and female it is rare to do this act. 1 female and 2 male said that they never switch codes when talking to their families.

7. How often you use this codes with your friends:

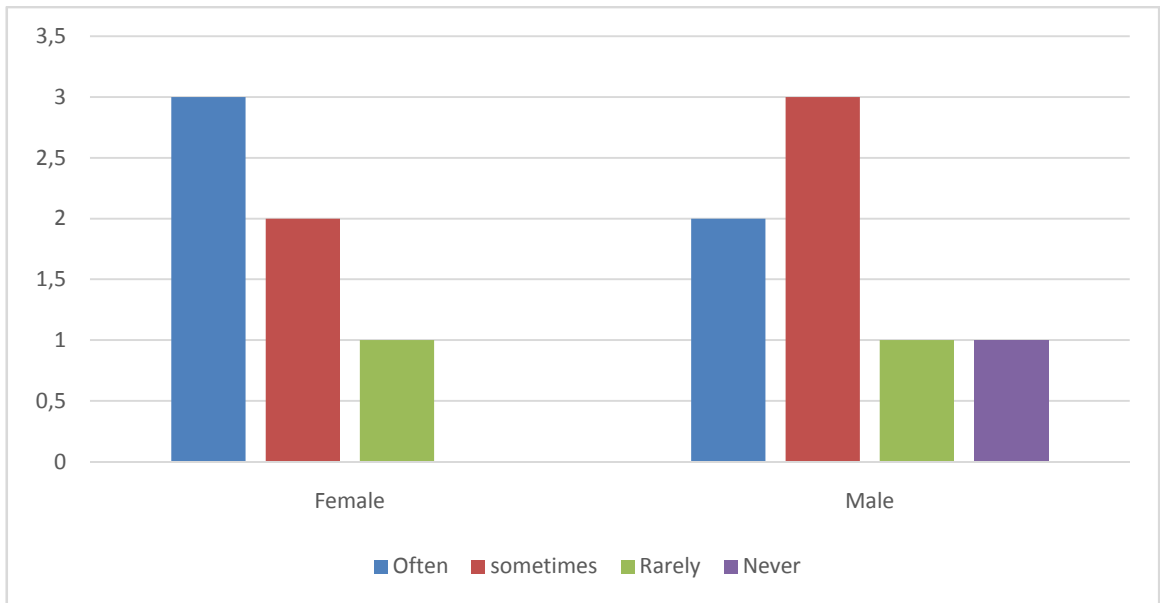


Figure 3.17. Participants' grade in code alternating with friends

Definitely, people act differently when they are around their friends, in other words people tend to be more natural and transparent with their friends, the same for language use, 3 females and 2 males often alternate codes, and 3males with 2 females do this act from time to time. 1 male and female rarely do this process unlike 1 male who never code switch when he talks to his friends.

8. Does the process of alternating between codes happened consciously or unconsciously?

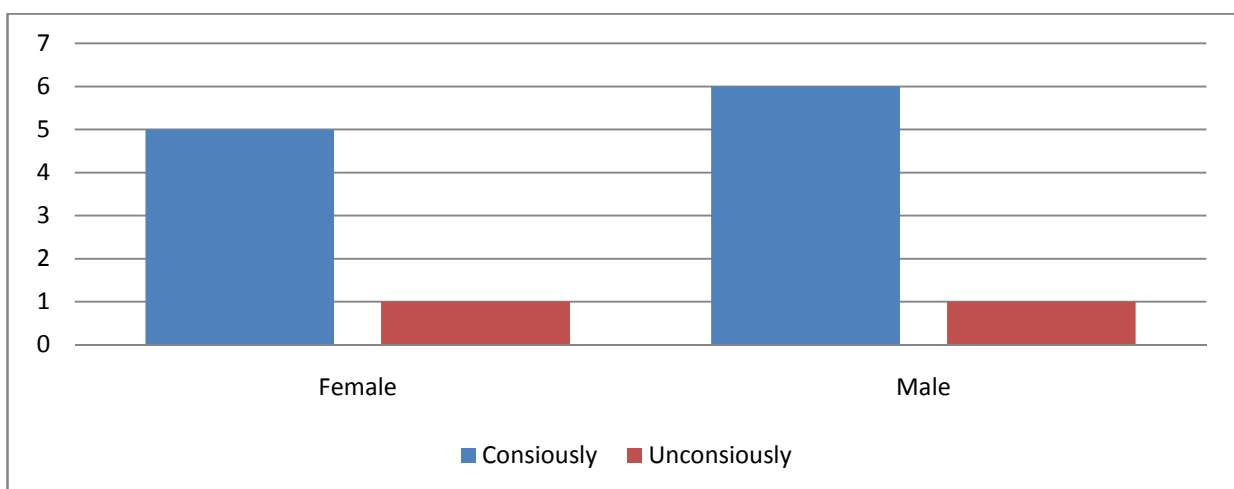


Figure3.18. Language alternation is conscious/ unconscious

According to the table above, the process of mixing and switching codes happened unconsciously, the majority of our informant including 6 males and 5 females said that they are not aware when this process take place, in revers 1 male and female CS when they are fully conscious.

9. Do you alternate between codes as a habit or for fun?

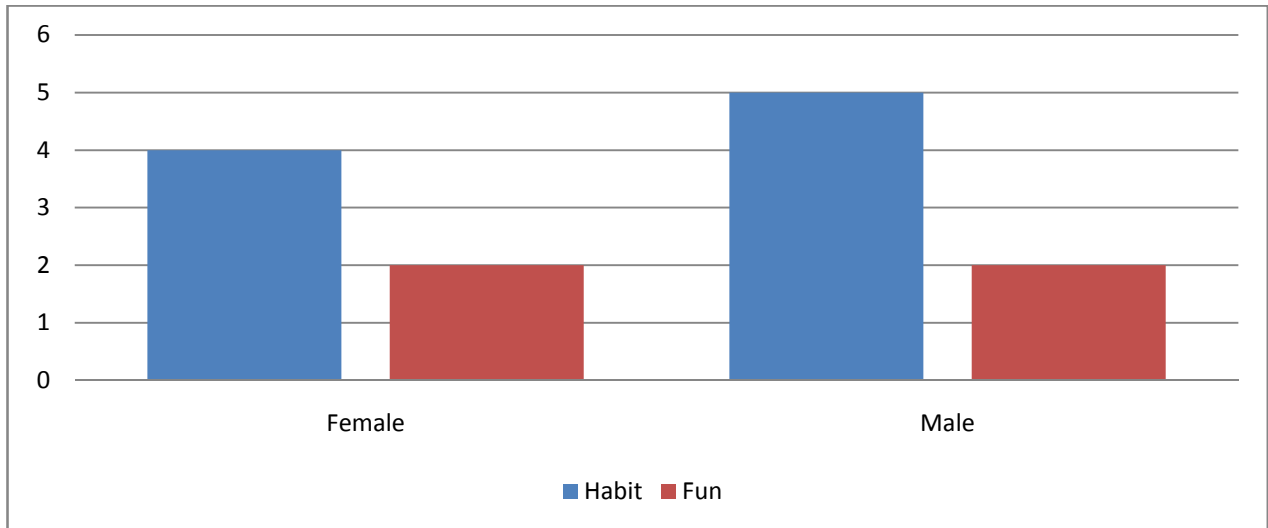


Figure 3.19. Language alternation is a habit/ fun

Nine respondents said that they alternate between codes as a habit among them 5males and 4 females, whereas; 2 males and female said that they enjoy the process of mixing.

10. What context demands from you to practice these codes: (AA/ CA/ F)?

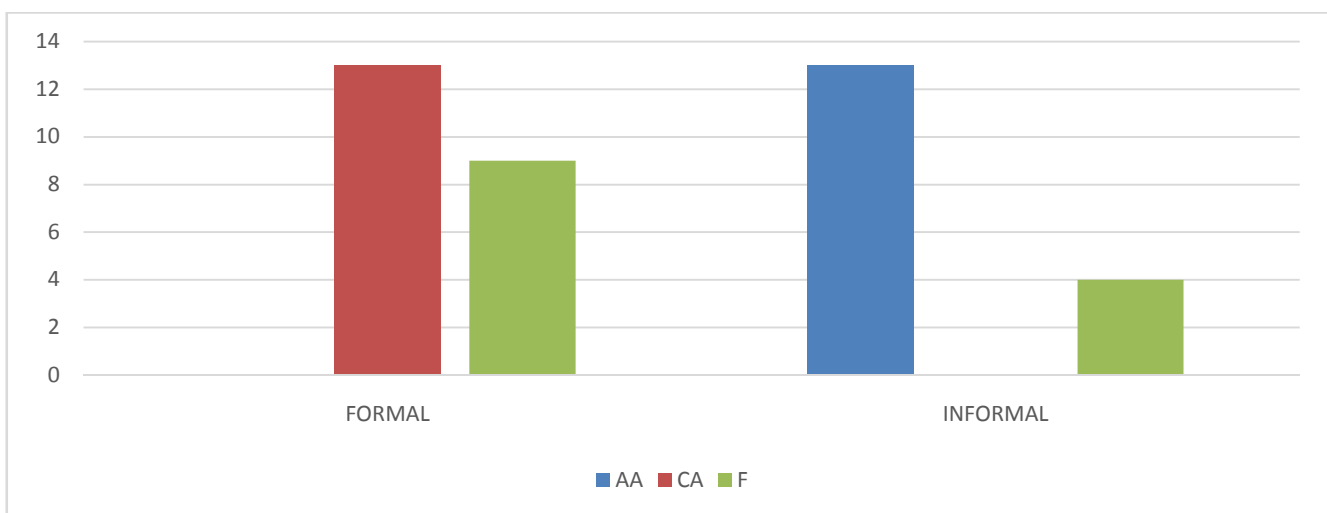


Figure3.20. Context that demands code alternation

All our informant use AA in informal occasion such as, home, street, coffee shop. 4 of them use F in the same context, 9 said that they use F in formal context like; administrations as well as CA; 13 respondent agreed for the same though, because it is the language of the Islamic religion.

11. What codes you use when talking to: Family/ Friends/ Teacher/ Doctor

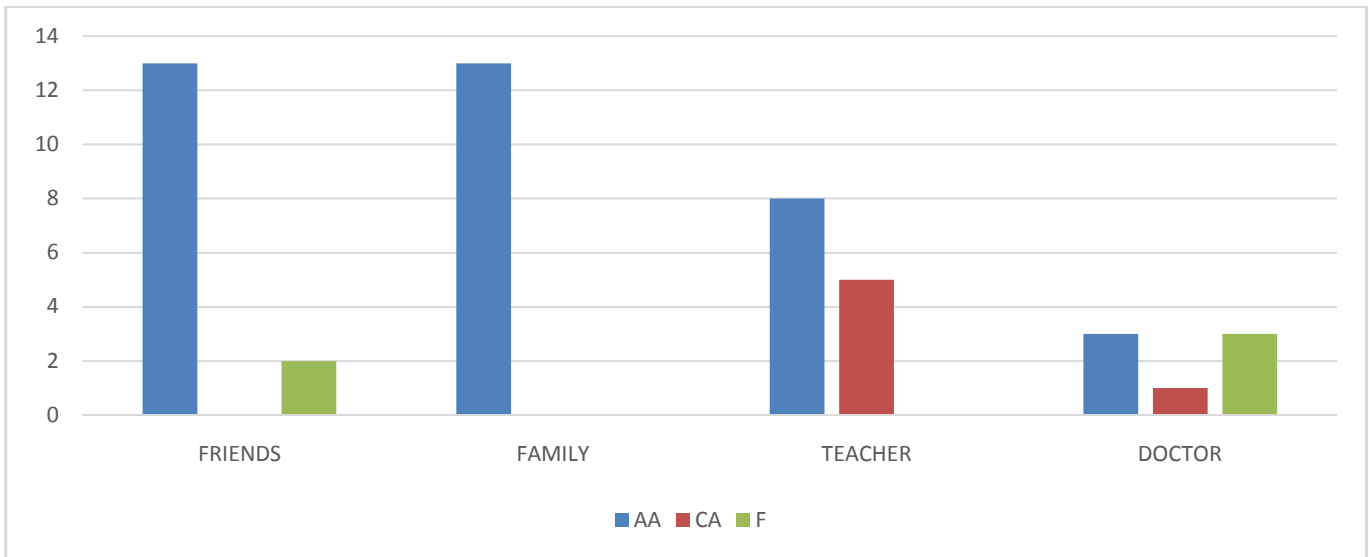


Figure3.21. Language choice when communicating with (family/ doctor/ teacher/ friend)

Thirteen respondent use AA when talking to family and friends, 8 out of them use it to talk to a teacher and 3 when talking to a doctor. 5 informant use CA to talk to their teachers and one use when he is at the doctor’s cabinet, 2 said that they use F to interact with friends the same for three others who use it with doctors, for being much suitable.

12. In your opinion, people who alternate codes are: ( Intellectuals/ Prestigious/ Showoff)

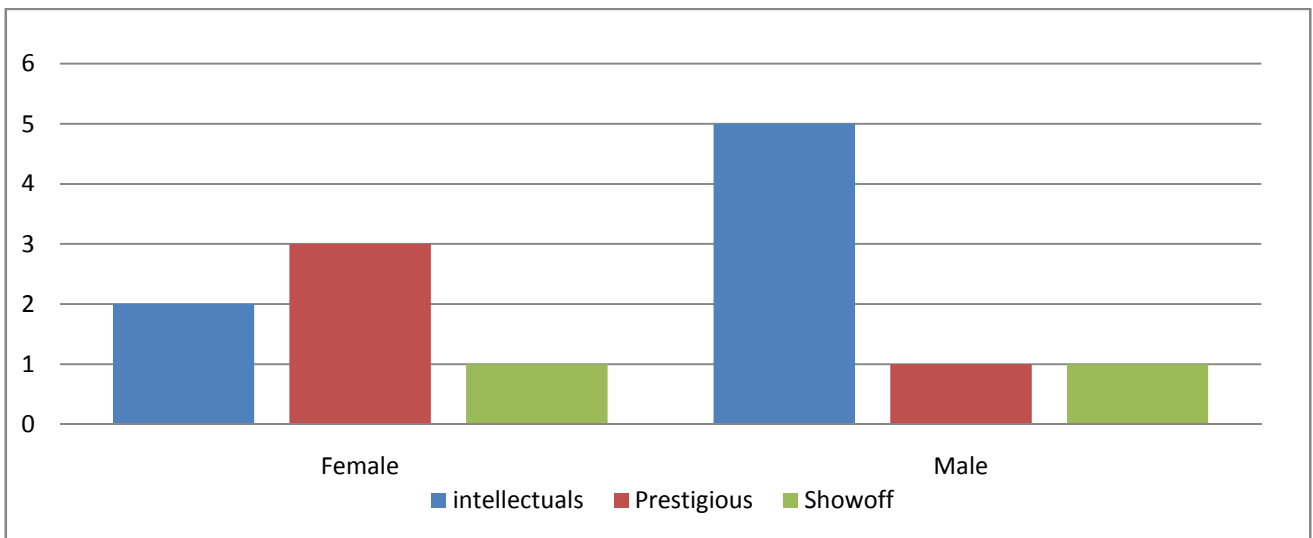


Figure 3.22. Participants’ opinion towards code mixer

The above figure represents respondent’s opinion towards people who CS. we gave them three options (intellectuals, prestigious, showoff); 5 males and 2 females find these people intellectuals, because this act is

the smartest thing that person can do, 3 females and male said that this kind of people are prestigious, whereas; 1 male and female agreed on the last option, thus, these people CS to showoff and grab attention.

13. Does the act of mixing and switching effect one language over another?

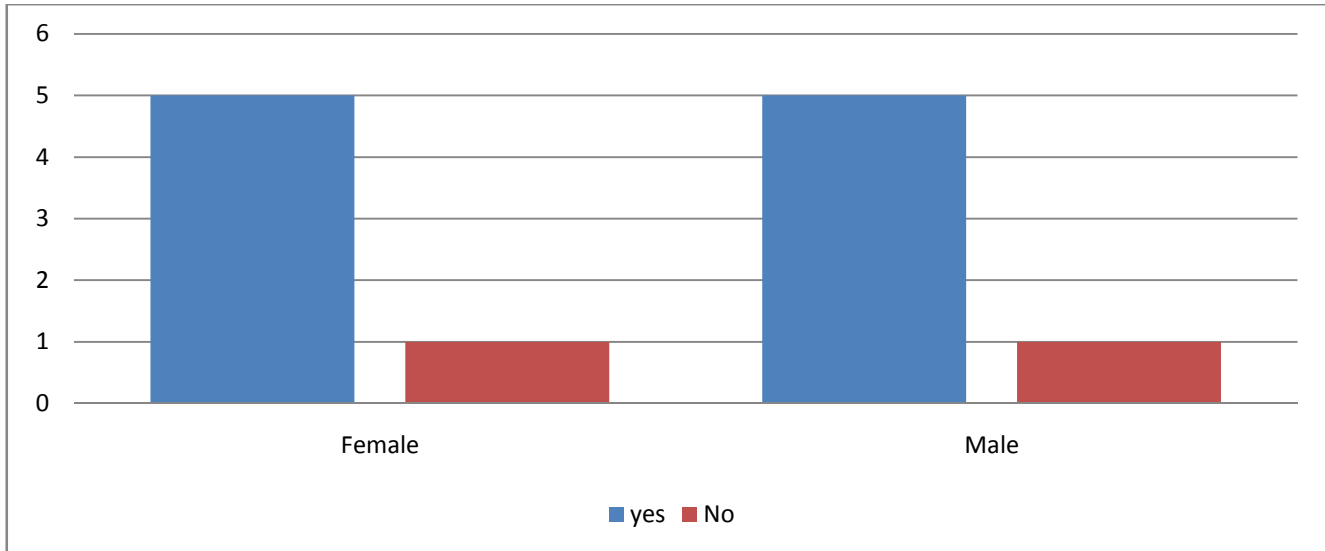


Figure 3.23. Influence of CS/CM on another language

Out of 13 respondent; 5 males and females said yes, the act of alternating codes does effect one language over another, 1 female and male were not sure about the answer, the last male said no, because every standard language is fixed, that is why it cannot be effected by other language or variety

### III.8.1.3. Attitude of Tiaret Speech Community towards French Language

1. Is it obligatory for every Algerian to be familiar with the French language?

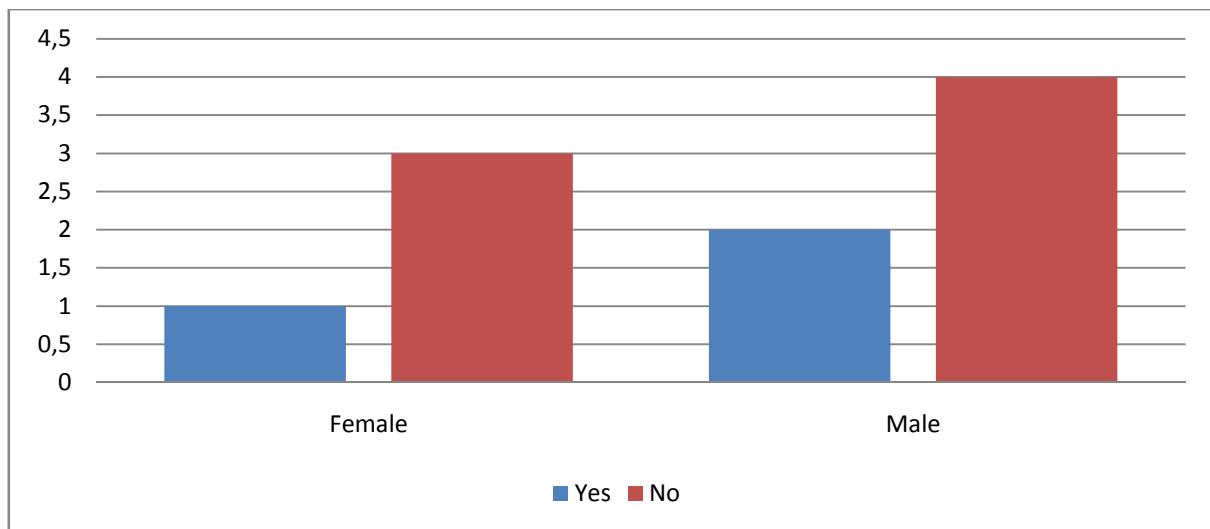


Figure 3.24. Learning the F language



When we asked this question, immediately 4 males and 3 female said no, while 2 males and one female said yes, and 2 females and one male said it may be important to extant not fully imposed.

2. Are you okay with the planning of French in the educational system of Algeria?

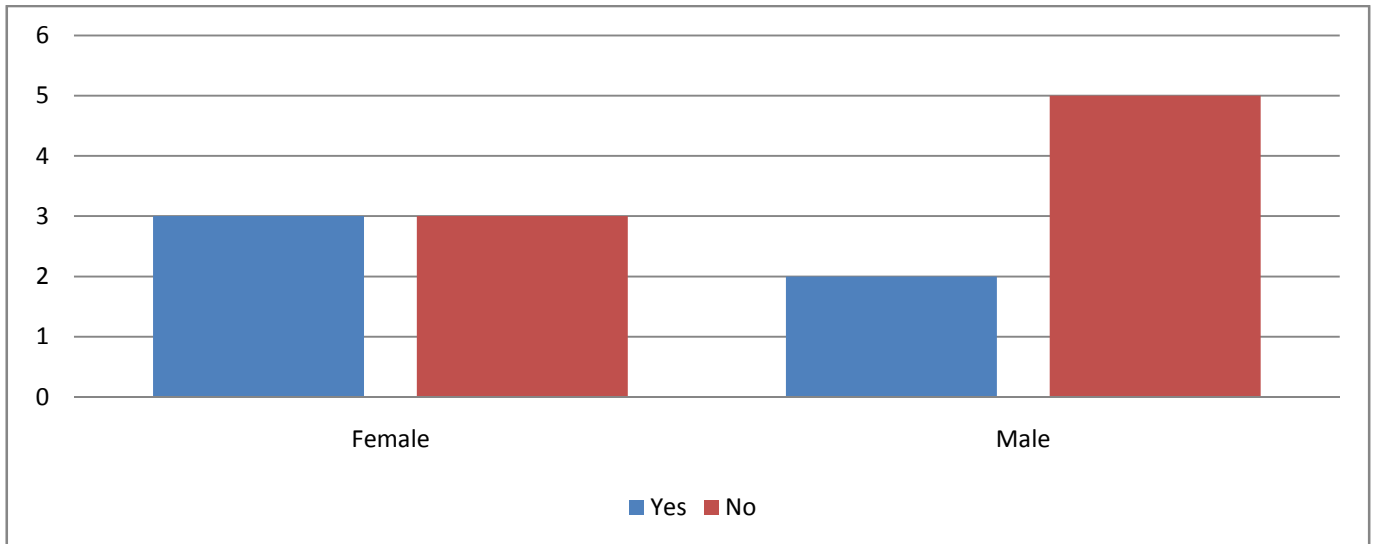


Figure 3.25. Participants' attitude towards F planning

The figure above represent the analysis of the proposed question, we found out that 3 females and 2 males are okay with the planning of F in the educational system of Algeria, majority of males were against this idea with 3 females.

3. Do you want your children to learn French?

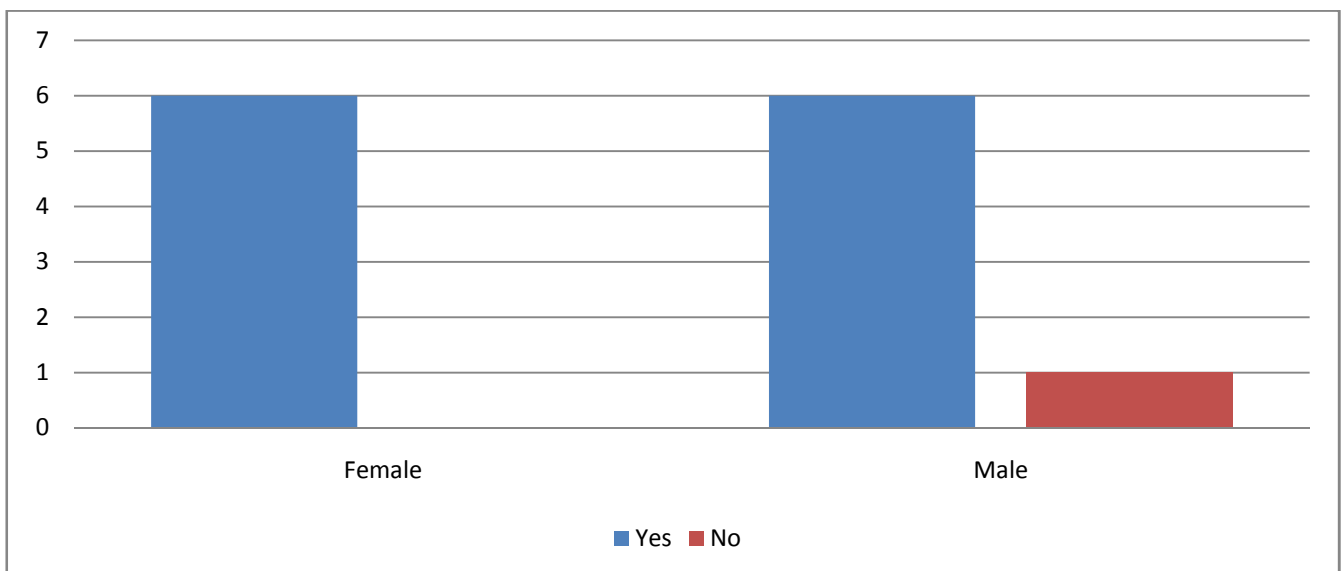


Figure 3.26. Children learning F

In this question, we went deeper to the informant's personal life, we tried to know if they want their children to study F. approximately all of them agreed, because learning foreign languages was their dream, however,

they did not deny that they are against the planning system. One male said that he will not let his child learn F, for the reason that it is no more necessary.

4. Do you think that French will vanish from Algeria one day?

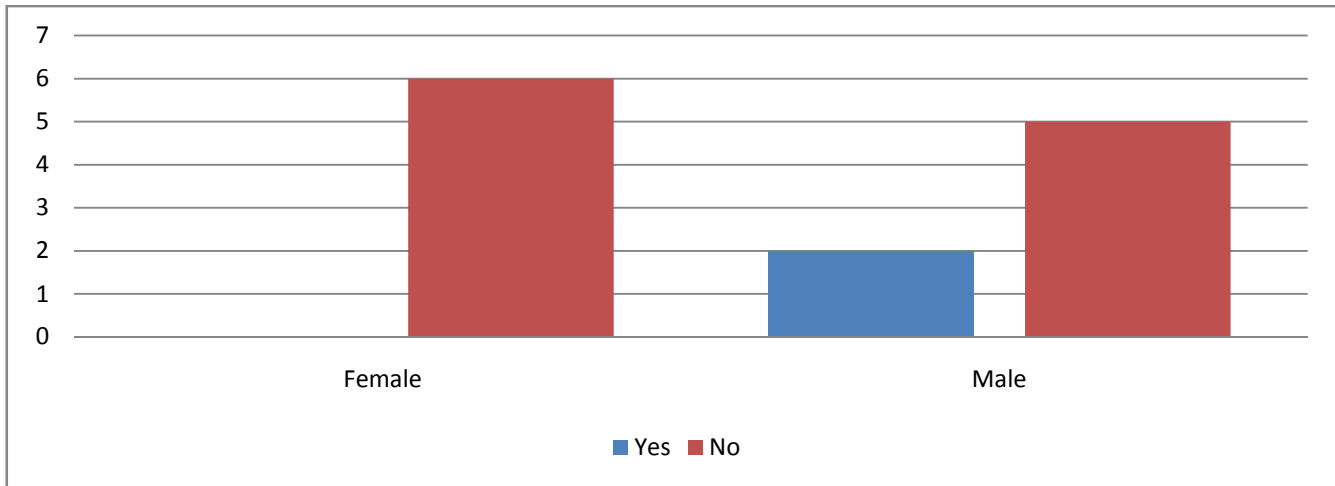


Figure 3.27. Prediction about the F language

The question indicates if our samples think that F will vanish from Algeria one day; all females with 5 males said no, only for the reason that it never did since years ago and it will not in the future, while two males said yes

5. Do you think that French language will dominate in the Algerian communities in the future?

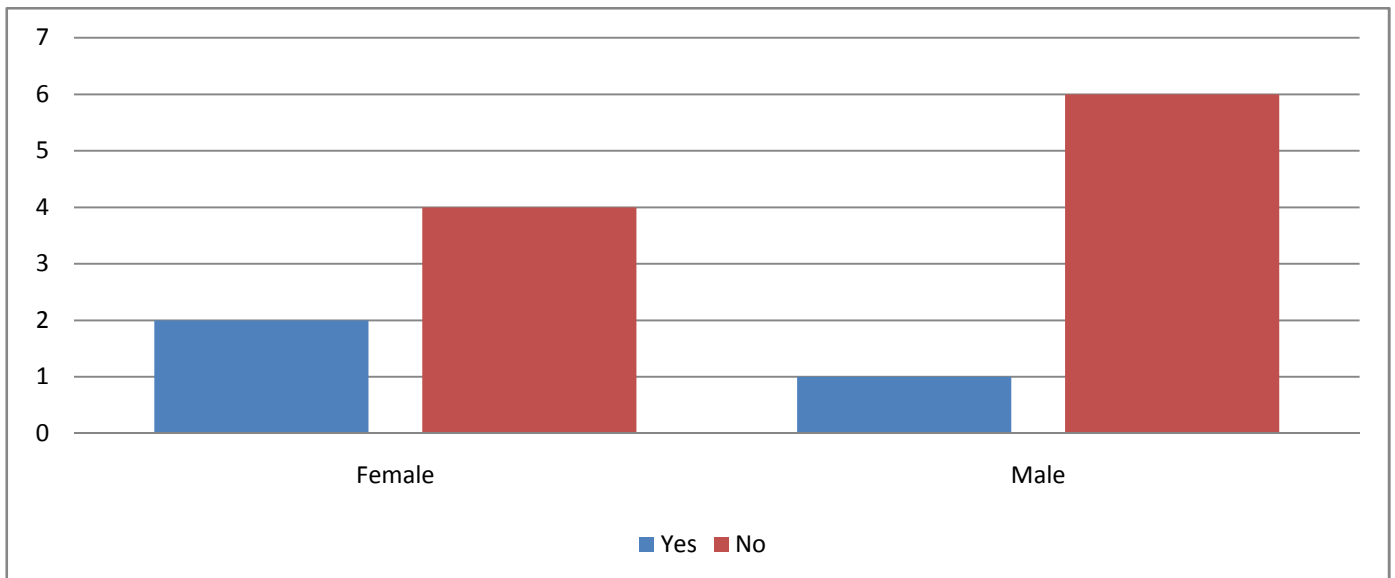


Figure 3.28.F language domination in the future

Almost all the responses were no; 6 males and 4 females do not think that F will dominant in the Algerian communities in the future , only because people are more interested with E,2 females and one male said yes.

### III.8.1.4. Attitude towards Various Questions

1. Do you want your children to study Berber?

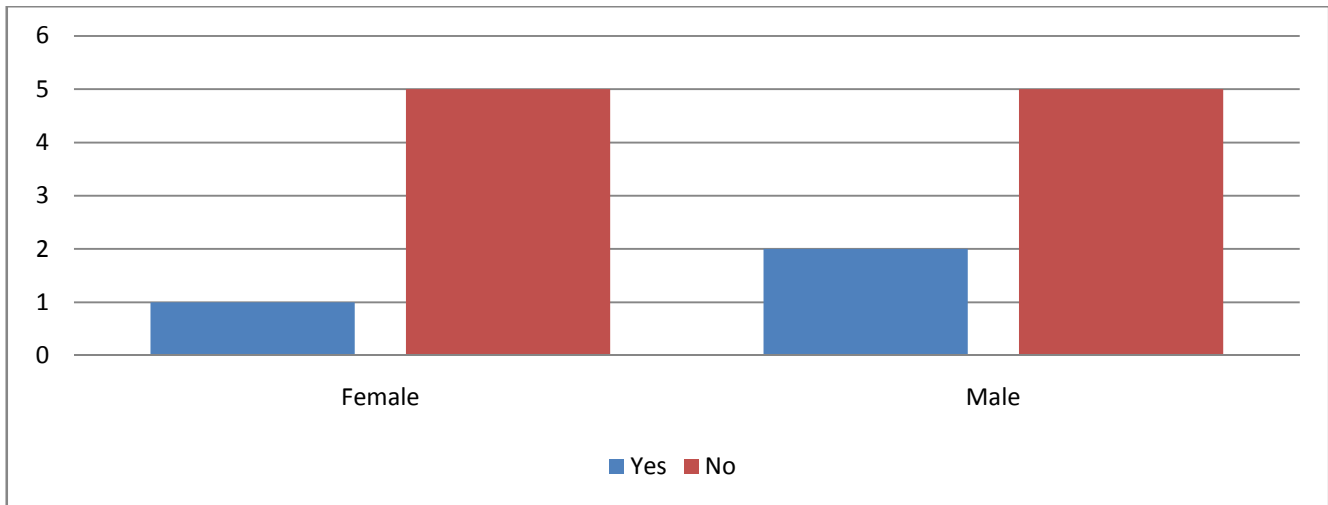


Figure 3.29. Participants' attitude towards B learning

The Algerian educational system add B as module, we asked our informant if they want their children to learn. 5 males and females said no, because it is a dead language that has no rules, non-standard, it is even not spoken by high population, 2 males and one female said yes

2. Do you think that AA will become a national language?

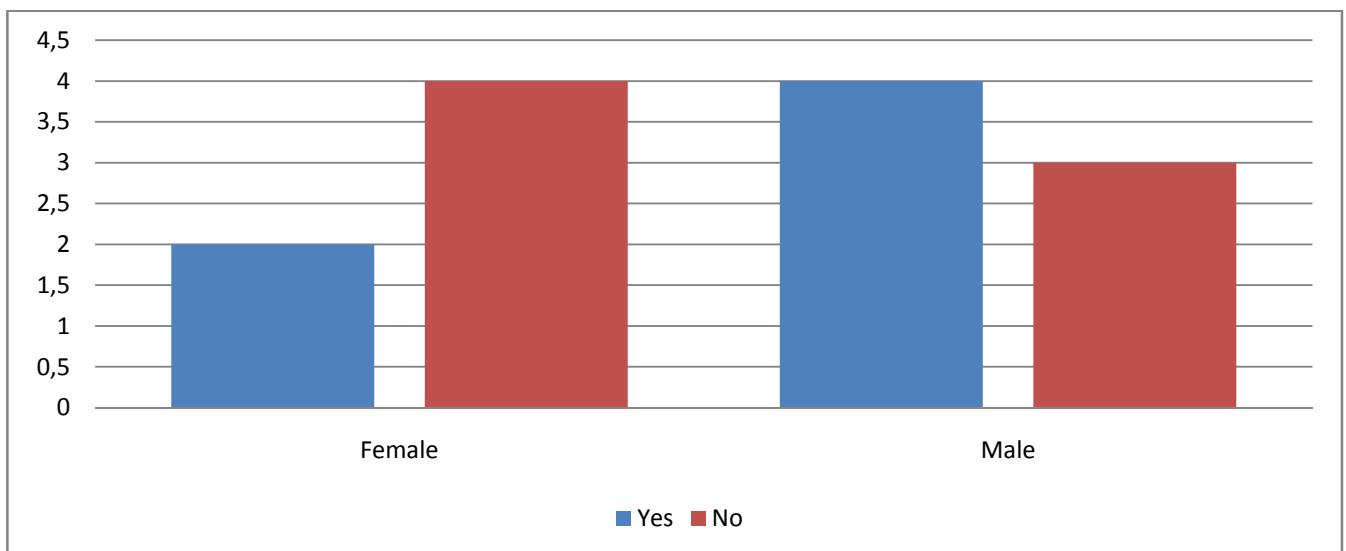


Figure3.30. Prediction about AA

Last but not the least, we posed this question to see the attitude of people towards AA. 4 males and 2 females said that this variety will become a national language, 4 females and 3 males said no, because it is a dialect, non-standard, it has no grammar. Moreover, the other Arabic dialect that we know such as; Egypt and Syria

are famous due to cinema industry the same for Turkish and Korean, Hollywood and Bollywood, and Algeria is weak in comparison to these countries in this field.

3. If you had the chance, what language would you like to learn?

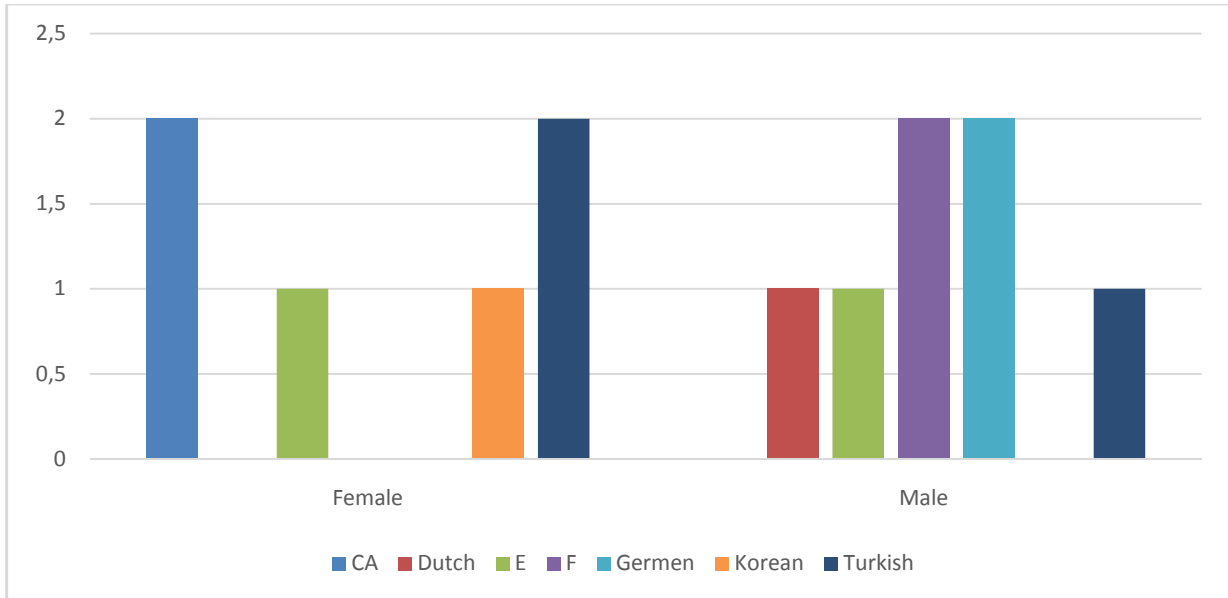


Figure3.31. Participants’ language choice to learn

Finally, we aimed to finish our interview with fun question, the answers were different and interesting as it is mentioned in the above table; 2 females and one male want to learn Turkish, 2 others females said CA, two males said F, and 2 others said German, 2 said E, 1 said Dutch, 1 female said she want to learn Korean and one male and female said E.

**III.8.2. Observation Analysis**

For the observation, we select seventeen person (9 females and 8 males), from different sectors such as; doctors, English and French teachers, policeman, housewife, students, farmer, mason...

In order to guarantee live valued data, we used the unstructured observation, after that we had normal conversation with the chosen informants; we attempt to take note during their speech. We noticed that 5 women were switching back and forth from AA to F, the same for 2 males, the monolingual participants used the mixing process; they start talking in AA, then in some positions they insert words from French language to their speech unconsciously.

**III.8.3. Finding**

The results of this research were divided into two categories: the first one is the function of CS in the participants’ oral discourse and the second one represents the results of oral discourse analysis.

### III.8.3.1. Function of Code Switching in Tiaret Speech Community

#### A. Discourse-related Code Switching

Our informants display the functions of CS when producing speech. Their aim was to emphasize on some important ideas to or to continue with the conversation. As part of the discourse-related CS we find the untranslatability, floor-holding, equivalence.

\_ I memorized all the holy book, The QURAN.

#### B. Untranslatability

The analysis process of the note taken from the observation. We found out that our respondents mainly five, were switching words and phrases, because there was not an exact translation to other language.

\_ Il est nommé Mohammed, il travaille comme un secrétaire à la banque El Badr

\_ His name is Mohammed, he works as a secretary at the El Badr

#### C. Reiteration Code Switching

Three respondents used reiteration CS to repeat the same word that was mentioned in order to clarify and emphasize their thoughts.

\_ chrit khatem, la liance

\_ I bought a ring, an engagement ring

#### D. Floor-holding Code Switching

This function was observed in the data where the informants switched a word, phrase into AA or F to maintain the conversation when they face lack of vocabulary or compensation.

\_ Son thème de mémoire est excellent mais les fautes de l'élève sont graves

\_ His dissertation theme is perfect, but the mistakes he made were bad

#### E. Clarification Code Switching

We asked our questions in English, then we switched to AA to clarify them for our informants.

\_ What is your MT?

\_ Chahya loghtak el oum?

#### F. Code Switching as Quotation

The respondents used CS when they restated others' saying.

\_ Elle m'a dit « cette robe bleue te va bien si tu perds du poids » n'est-ce pas ?

\_ She said to me: "this blue robe will suit you, if you lose weight" is that true?

#### G. Emphasis Code Switching

Some of our respondents used this function to highlight their opinion about our questions.

\_ This question is interesting, I like it WELLAH.

\_ This question is interesting, I truly like it.

## H. Equivalence Code Switching

The equivalence function was observed in the use of a native equivalence of a certain lexical term in the target language. In addition, equivalence CS is used in compensating and vocabulary lack.

\_kayn nas bezaf ydiro code switch bah yzokho.

\_a lot of people use CS in order to show off.

### III.8.3.2.Finding of the Analysis of the Respondents' Oral Discourse

The following findings about the oral discourse of this research that were collected from the interview and observation, taking into consideration that some of this population are bilingual.

#### A. Semantic Discourse Analysis

##### 1. Macro-rule of generalization

The participants used a macro-rule of generalization to summarize in one sentence the main point of their view.

\_La plus part ta3 les gens algériennes yahadro anglais mieux que la langue francais. Je me demande elach mahich logha rasmya fi dzayr.

\_This participant wanted to say: "English language is better than French language".

#### B. Pragmatic Discourse Analysis

##### 1. Coherent Sequence in the Speech Acts despite Code Switching

Some participants use CS without alternating the coherence among speech acts of the whole discourse.

\_Oui kayen bezaf les langues.

\_Yes there is a lot of languages.

##### 2. Global Pragmatic Coherence despite Code Switching

The Berber participant uses CS perfectly without alternating the intention of the whole discourse from B to AA.

##### 3. Satisfactory Speech Acts

Concerning this style some answers were fully satisfying, because we obtained from 8respondents the aim of our research.

\_do you mix codes?

\_yes, I do.

#### C. Cognitive Discourse Analysis

Through the observation we noticed that five respondents share the same knowledge about our topic.

##### 1. Presuppositions

While interviewing, two participants we presupposed that they had a preview about the topic.

\_Algeria is a diglossic country.

### **III.9. Conclusion**

The third and last chapter of our dissertation was devoted to collect and analyze data, by applying the qualitative research method; using both styles probability and non-probability sampling. Then we decided upon the structured interview, after that we illustrate data in form of graphs. Beside the interview, we used the unstructured observation; we took notes while the informant were speaking, the next step is to represent the collected data in a form of description.

The feedback above led us to some interesting conclusion, the phenomena of CM is wildly practiced within the Tiaret speech community; the majority tend to fill the gap of their speech with French words not full sentence. However, small percentage of this interlocutors cede switch mainly bilingual and multilingual ones (doctors, French and English teachers, even Berber), for the reason that French language was part of their career. The study was directed to specific number (30 informant) to know which one of both phenomenon are highly practiced either CS or CM, with specific community of Algeria; the Tiaret one, and analyzed in the label of Discourse to explore the reasons and factors behind this act.

### **III.10. Limitations of the Study**

During the data collection and analyzing process, this research faced a few difficulties such as: problem in obtaining the needed results as only few of Tiaritian individuals accepted to participate in the interview, lack of patience and hesitation to answer all questions, lack of references about discourse analysis of CS and CM. also, the difficulty of communication with individuals in compliance with health protection (Covid-19), and the limited time we had.

### **III.11. Suggestions and Recommendations**

Finally, it is clear that Tiaret speech community is able to share more than one language during conversations and most important, the use of code alternation is much observed. Thus, it is recommended to rising awareness, and accepting diversity as it is significant.

It is suggested to give every variety its right position in education, administrations, and establishment of centers of national languages.

## **General conclusion**

The objective of the present study is to analyze the Tiaritian discourse upon both phenomenon CS and CM. in the beginning of our study we hypothesized that, the Tiaret speech community code switch and code mix in order to fill in the gap in their speech or for prestige. However, we discovered through this research that the process of alternating between codes is the production of discourse among bilingual and multilingual participants in the Tiaret community. Thus, the phenomenon of CS and CM are considered as a tool of communication among these bilinguals who share the same knowledge about some thoughts.

This dissertation paper is consists of two theoretical chapters and a practical one. The first is devoted to describe the sociolinguistic situation of Algeria from historical background to existence of different languages within its speech, then we highlighted some linguistic features that are related to the topic such as: bilingualism, borrowing, diglossia and Discourse Analysis. For the second chapter, we aimed at defining the concepts of CS and CM in details, after that we shed some light on their types, functions and drawbacks.

Moving to the practical chapter where data are gathered through interview with thirteen participants and observation with seventeen. Moreover, during the analysis of oral discourse of the chosen population, we observed some functions of code switching within their speech such as: the reiteration, emphasis, quotations, equivalence functions that had been wildly studied. In addition to the appearance of some semantic, pragmatic and cognitive elements which are; the presupposition, satisfactory speech acts, global pragmatic, coherence, macro-rule of generalization.

To conclude with, though the process of CS and CM is vastly spread in Tiaret speech community they are not aware of it either of its reasons and consequences. However, through this research we found out that the monolingual population of our sample are code mixers.



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## Appendix

### Interview

You are kindly requested to answer these questions orally. Your collaboration will be indeed appreciated.

#### General Information

1- Female  Male

2-Age

3-Occupation: .....

#### a. Attitudes toward Languages

1. What is your mother tongue?(AA/CA/B/E/F).
2. Are you familiar with these languages? (B/E/F).
3. What variety you like the most? (AA/B/CA/E/F).
4. Which one is the least likable for you? (AA/B/CA/E/F).
5. In which one you face difficulties with? (CA/E/F).
6. What variety you master? (AA/B/CA/E/F)
7. Rank your level according to the language you master? (Advanced/ Medium, Beginner)
8. What variety you use when texting? (AA/B/CA/E/F)
9. Which variety you use in your daily life? (AA/B/F)
10. What variety you attempt to use in expressing your feelings?

#### b. Attitude towards Switching and Mixing Codes

1. Are you Monolingual/ Bilingual/ Multilingual?
2. From where you have acquired your second language? ( at home/ at school/ elsewhere)
3. Do you consider Algeria as a bilingual country, multilingual country or Diglossic country?
4. Do you think learning new languages affect learner's cognitive abilities and culture?
5. Do you Mix between codes?
6. How often do you alternate between these codes with family?
7. Does the process of alternating between codes happened consciously /unconsciously?
8. Do you alternate between codes for Habit or fun?

9. What context demands from you to alternate between codes? (AA/CA/F), (Formal/ Informal).
10. What code you use while talking to (a doctor/ a family/ a friend /a Teacher)?
11. In your opinion people who alternate between codes are; intellectuals /prestigious/show off?
12. Does the act of mixing and switching affect one language over another?

**c. Attitude of Tiaret Speech Community toward French Language**

1. Is it obligatory for every Algerian to learn French language?
2. Are you okay with planning of French language in educational system of Algeria?
3. Do you want your children to learn French?
4. Do you think that French will vanish from Algeria one day?
5. Do you think that French language will dominate in Algerian communities in the future?

**d. Attitude toward Various Questions**

1. Do you want your children to study Berber?
2. Do you think that AA will be a national language?
3. If you had a chance what language would you like to learn?

## Summary

Algeria is a perfect multilingual setting to conduct a research concerning the phenomenon of CS and CM, since they spread among Algerian speech community and Tiaret. As it is the chosen environment to create this work. This research aims at describing and analyzing the use of CS and CM in Tiaret. The work employs the qualitative method through interview and interview, relying on probability and non-probability sampling style, in order to discover the reasons behind the act of alternating codes such as: floor-holding, emphasis, prestige CS.

### Key words:

Code Mixing (CM), code switching (CS),

## Résumé

L'Algérie est une cadre multilingue parfait pour mener une recherche concernant les phénomènes de mélange et changement entre les langues, car ils deviennent une pratique courant parmi la communauté algérienne en général et la Tiartienne en particulier, parce que c'est l'environnement choisi pour crée ce travail. Cette recherche vise à décrire et analyser l'utilisation de changement et mélange entre les langues dans la communauté Tiartienne, ce travail a utilisé la recherche qualitative. Les données ont été, recueillies à partir des entrevues structurés et d'observation non-structurés, en s'appuyant sur style d'échantillonnage probabiliste et non-probabiliste afin de confirmer l'hypothèse proposer sur le changement et mélange entre les langues. En outre, découvrir les raison qui ont à conduit à l'apparition de ces phénomènes.

**Les Mots-clés:** ML (mélange de langue). CL (changement de langue)

## تلخيص

الجزائر موقع مثالي لدراسة ظاهرة المزج بين اللغات و الانتقال من لغة الى اخرى خلال الحديث. هذا البحث يهدف لوصف وتحليل هذه الظاهرة في المجتمع التياري. هذا العمل استند على البحث النوعي حيث تم جمع العطيات عن طريق القابلة المنظمة و الملاحظة الغير منظمة التي تم اجرائها على فئات مختلفة من المجتمع. الهدف من هذه المرحلة هو التحصل على معلومات كافية تكون موازية لتوقعات البحث. من ناحية اخرى اكتشاف الاسباب المسؤولة لظهور هاتين الظاهرتين.

## الكلمات المفتاحية

المزج بين اللغات , الانتقال من لغة الى اخرى