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STUDY OF CODE SWITCHING AND BORROWING AMONG FIRST YEAR AND MASTER TWO ENGLISH STUDENTS IN UNIVERSITY OF IBN KHALDOUN – TIARET

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DEDCATION 1

BEHIH SARA

I dedicate this thesis to :
To my dearest and beloved parents those who loved , cared ,
encouraged and supported me during my whole life from my
deepest heart thank you mummy khadidja and daddy Mohamed.
To my beloved brothers and sisters and to all family behih .
Special thanks to our supervisor AYADA SI MOHAMED AMINE
for helping us .

DEDCATION 2

AMADJ RACHA

I dedicate my humble work to :

My family , specially to queen of my heart my mother karima for being with me , advicing me in my hard days and for teaching me to never give up on my dreams .

To the king of my heart my father Nacer no matter how much i thank him it will be little for him for being my dad , in my heart i see him as my role model iam really proud to be his daughter .

To my dear brothers Mouloud and Islam , the two stars that shines in my life .

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ABSTRACT

Algeria is a multilingual country which have different varieties : (Algerian Arabic , Standard Arabic , Berber , French , English) because of colonialism and educational system which lead to code switch and borrow between languages . This study aims to shed some light on the phenomenon of code switching and borrowing in Algeria , to be more precise in Tiaret speech community specially to university students (the English department). In Tiaret english students in the university of ibn khaldoun they use mixture of languages (arabic,algerian arabic ,french berber and also english) . English students use french english at the class room with teachers but outside the class room may be they use just algerian arabic and english and sometimes french also they use mixture of languages depending on the person background whom they are communicate with also there are berbers who use just french and kabyle with berber students among them but they use algerian arabic with students who are arabians. But in our study we just focus on the first year and master two English students and try to explore if the first year are code switching and borrowing the same as master two and the difference between them .

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LIST OF ABBREVIATION

CS : CODE SWITCHING

AA : ALGERIAN ARABIC

CA :CLASSICAL ARABIC

FLA : FIRST LANGUAGE ACQUISITION

SLA : SECOND LANGUAGE ACQUISITION

TLA : THIRD LANGUAGE ACQUISITION

General Introduction

Language is a social phenomenon it is through language that day to day interactions and interpersonal relations are possible language shapes the society and culture (crystal 1985 ;262). abserves that of all means of communication language is the most frequently used and developed. In many parts of the world it is just normal requirements of daily living that people speak several languages which means multilingualism which has always been common in the human history . in today's world of globalization most of the people are miltilingual and not by volition but by force for example algeria is a multiligualism society they use more than one language . the language situation in algeria in an open issue even if it is agreed that arabic is the mother tongue of almost all algerian except berber speakers the contact situation imposed the implantation of borrowing and expressions from other languages like the Algerian dialects borrowed a number of words denoting different domains such as : technological, agricultural, military, adminstrative also algerian switch from arabic to french even in the same conversation .

Research questions :

1- Are code switching and borrowing used a lot among first year and master 2 english students ?

2- Are first year students switch and borrow the same as master 2 students ?

Hypotheses :

1- First year and Master 2 students Multilingualism may push them to use code switching and borrowing in their conversations .

2 - First year students are not familiar with english language so they do not use it in their conversations a lot unlike master 2 students .

Significance of the study :

This study will be conducted in order to investigate the difference among first year and master 2 english students code switching and borrowing between languages and to confirm this study we collect data such as : questionnaire,interviews to reveal the real situation that show the way first year and master 2 english students code switch and borrow at which level and at which context in coversations and how english language affect first year code switching and borrowing .

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Structure of the study :

The research study is devided into three chapters .

The first chapter deals with the language situation in Algeria and highlight the language acquiring in Algeria .

The second chapter is the literature review about code switching and borrowing .

Finally, the third chapter is about data analysis we collect data using interviews , questionnaire and observing as tools the sample consists of first year and master 2 english students who belong to different age (between 17_27) from the english departement at university of ibn khaldoun Tiaret .

CHAPTER ONE

1. Introduction

This chapter this chapter gives a comprehensive literature review about language, language acquiring. Also, it shed the light on the second language acquiring and the third language acquiring as well.

In addition, it deals with the concept of language and dialect, in addition to the current languages in Algeria, code switching in general and code switching in Algeria. In the end, it deals with the concept borrowing and its presence in the Algerian dialects.

1.2 Language

Various definitions of language have been proposed by linguists. Language is a form, not the substance (While & Chaer 1995) mentions the characteristics that constitute the essence of language as a symbol of sound system, are arbitrary, productive, dynamic, diverse and human.

Language as a system, which means that it is formed by a number of components that are fixed and can be shaped. As a system, in addition to the systematic language are also systemic. Systematic means that the language is arranged according to a certain pattern, and not arranged randomly or arbitrarily. While systematic means that the language is a single system, but rather composed of several subsystems that differ from other languages. The subsystem of language consists of phonology, morphology, syntax and lexicon. Therefore, language is also commonly considered unique but universal at the same time.

Unique means having characteristics or properties that other languages do not have, while universal means having the same features that exist in all languages. Compared to animals that have a variety of communication forms, people simply use language. Basically, there are two types of animal communication systems: the first, the communication systems found in bees. The second, all communication systems exist in monkeys and birds. Human languages have something similar to this communication, but have one major difference from both (Gee, 1993).

Bees can communicate the presence of nectars to members of their group, such as the distance to the nectars, the direction to the location, and the number of nectars found by using a particular dance. Gee called the bees' dance for communicating nectar presence as a point-to-point system. In addition to bees, monkeys and birds also have a way to communicate. African Vervet monkeys are able to produce 36 types of sounds for various

situations. Among them, a different sound for the same situation, so the communication system of vervets is capable of delivering 22 types of messages. In addition, birds also have a way of communicating, although they have a very limited vocabulary to transmit messages.

In addition, (Chaer & Agustina 1995) suggest 16 distinctive human language types, as follows: Participants in language communication can communicate with each other. This means that a speaker can be both a sender and receiver of symbols. The linguistic symbol can be a complete feedback. The speaker, as the sender, can hear his own linguistic symbols. In contrast, in some kinetic (motion) and visual (sight) communications, such as the bee dance, the sender of the information is not able to see the important parts of the dance. Communication languages have their own specialties.

Humans can speak without having to make physical movements to support the communication process. In contrast, bees are physically required to dance to convey the messages they want to convey. Sound symbols in the language of communication mean and refer to certain things. For example, the word "horse" refers to a type of quadruped that can be ridden. The phrase "Chaedar kick the ball" means that someone named Chaedar is doing actions that kick the ball with his leg.

The relationship between the linguistic symbol and its meaning is not determined by the presence of a link between the two, but by an agreement or convention between the speakers of the language. Language, as a tool of human communication, can be separated into certain units, namely sentences, words, morphemes and phonemes. The reference or thing spoken of in language is not always in the current place and time. Human language can be used for something in the past, in the future, or in distant places. Even if only in fantasy. Language is open. This means that the symbols of speech can be created according to the needs of man.

While the language of animals is closed, unchanged from the beginning. The skill and finesse needed to master the rules and customs of human language come from a learning process, not from innate genes. Animal language is usually congenital. Language can be learned. A person who is born and raised in a particular language community will be able to learn other languages that are not used in his or her community. Language can be used to express true and false, or logical nonsense. Humans can use language to say true things and false things. Only people who can use language to lie or deceive others.

Language has two subsystems, namely the sound subsystem and the meaning subsystem, which allow language to have an economic function.

The diversified economy occurs through functional sound units that can be grouped and bundled into meaningful units, for example phonemes into words. Language can be used to talk about language itself. This language uses the auditory pathway of vowels. In this case, there are similarities between the communication systems possessed by many animals, including crickets, frogs, and birds. Language can be broadcast in all directions, but receptions are directed. The sounds of spoken language can be heard in all directions because of the noise or sounds of language traveling through the air, but the receiver or listener can tell exactly which direction the sounds of language are coming from.

The language symbol in the form of a sound that can disappear once spoken. This is in contrast to other symbols, such as animal prints and heroic statues that can last a long time. Because of the rapid loss, people still try to preserve this symbol of the sounds of the language in written form and sound recordings.

1.3 Language acquiring

According to (Foster-Cohen, 1999). Learning a first language is an extraordinary accomplishment. It is a learning task that may be unique. At the beginning of the language learning odyssey, a child has much to determine about the language he or she is hearing. At the end of the process, every child who is not cognitively impaired will gain a language system that allows them to communicate with others and. express their needs. Language is a form of communication, but children communicate long before they have language, at least in the sense that we usually understand it. Anyone who has lived in a home with an infant knows the different ways children communicate their needs. The most effective of these is crying, but there are other, more pleasant ways as well. These include smiling4 and cooing.

Cooing is not exactly like the regular tones, in another meaning, it when children are aware of tones and their meaning. For example, between about four and seven months of age, infants use these coos to play with language-related phenomena such as volume and pitch.

3.1 Second language acquiring

In general, SLA stands for the process of learning foreign language beside the native language. Sometimes it also stands for the acquisition of the third or fourth language.

The second language acquiring usually refers to L2. "Second language," the L2 can refer to any language acquired the L1, whether it is the second, third, fourth, or fifth language. In another words it mean learning L2 in a classroom situation and in more "natural" exposure situations. The word acquisition is used in a broad sense.

For Instance, talking about language use (sometimes independently of actual acquisition). Some might prefer the term second language studies (SLS), as it is a term that refers to anything that involves the use or acquisition of a second/foreign language. However, the use of the term SLA cover a wide variety of phenomena, not because it is necessarily the most descriptively accurate term, but because the field has come to be known by this acronym. (Susan M. Gass & Larry Selinker 2008)

3.2 Third language acquiring

Second language acquisition has become a generic term for acquisition after learning a first language. It often encompasses many different types of acquisition, including third, fourth, etc., and includes heritage language learning.

Despite this, there is an area of research that is becoming increasingly important, that of third language acquisition. Because it involves multiple languages, the issues addressed are very interesting and inherently more complex than those of actual second language acquisition. In addition, individual stories become important. As noted by (Cenoz & Genesee 1998, p. 16), multilingual acquisition and multilingualism are complex phenomena.

They involve all of the factors and processes associated with second language acquisition and bilingualism, as well as unique and potentially more complex factors and effects associated with the possible interactions between multiple languages learned and the processes of learning them. These include the age at which L3 learning begins the context of acquisition, individual characteristics, and linguistic distances between the three (or more) languages.

4. Language and dialect

A dialect for linguists is variety of a language that differs from other varieties of the same language in term of pronunciation, grammar, vocabulary, discourse conventions, and other linguistic elements.

Dialects are rule-governed systems, with systematic deviations from other dialects of the same language (Crystal, 1997). Research on the linguistic characteristics of several non-standard-English dialects has found that these dialects are ''as complex and as regularly patterned as other varieties of English, which are considered more standard'' (Farr & Ball, 1999, p. 206). Thus, although the term dialect is frequently used to refer to the language used by people from a particular geographic or social group or to mean a substandard variety of a language, in fact everyone speaks dialects (Preston, 1993).

Standard English is one among many English dialects (Wardhaugh, 2002). Different dialects may originate from contact with other languages or from the fact that certain features of a language shared by its speakers evolve among some communities but are kept among others (Wolfram, Adger, & Christian, 1999). In thinking about dialect and testing, it must be kept in mind that distinguishing between two dialects of a given language or defining a language or a dialect may be problematic and even a matter of opinion.

For example, the differences between Mandarin and Cantonese are more profound than the differences between Danish and Norwegian, yet Mandarin and Cantonese are considered dialects of Chinese, whereas Danish and Norwegian are treated as different languages (Haugen, 1966). However, although dialects may be difficult to characterize.

5. Current languages in Algeria

There three main languages in Algeria, Arabic, Tamazight and French. However the dominant languages is Arabic language which the official language for the country

5.1 Arabic language in Algeria

The official language in Algeria is classical Arabic. In addition to this, there are many other regional varieties. Each area has its own dialect. Yet, rarely people in Algeria uses classical Arabic ,Although it is considered the official language of the country it used in special contexts, while Algerians are accustomed to speaking their dialect form of Arabic in their daily conversations. Just after independence, the politicians decided to

name classical Arabic as the official language of the state. They wanted to give it a real status. For them, Algeria needed a language that would represent it and allow the unity of the nation. The authorities also aimed to restore the society identity of the state by making classical Arabic the national language of Algerians.

The decision makers decided to arabize the entire Algerian linguistic community unifies it by using a one language. Their aim was to achieve this goal by the process called "arabization", Moreover, the goal was to restore the pre-colonial past and use it, along with Arabic, to restore the community identity for the new state.

5.2 Tamazight language in Algeria

The term Berber is derived from the Greeks. They used it to designate the peoples of North Africa. The Romans and the Arabs kept this term. The Berbers are the oldest recorded inhabitants of Algeria. Before the arrival of the Arabic-speaking invaders, Berber was the language of the indigenous population. Tamazight is a Hamito-Semitic language. It is the unified word for the Berber dialects. Several Berber dialect groups are recognized in Algeria, but the main groups are the Kabyles of the Kabylie mountains, east of Algiers, in Tizi Ouzou and Bejaia. It is combination of, Latin and Tifinagh. And the Chaouia of the Aures. Yet in addition to these two dialects, there are several local and regional dialects.

5.3 French language in Algeria

French is a language among others in Algeria. It occupies an important place and fills many social activities. It is one of the languages of daily communication alongside Arabic and Berber language. Although it does not belong to the French-speaking countries. Algeria is the second country in the world to speak French. It is used almost everywhere, in the street, in the administration, in the media, at school and even in political and official meetings.

And although French was spoken in Algeria before French colonization, the origins of its presence in Algeria really began with French colonization in 1830.

6. Code switching

Code switching is about including some terms which are from different languages individual context ,The word 'code' defined into several fields which depend on the use of this word and Its meaning ,Such as ,In conversation ;Code means transmit an

information .In the context cryptography ,Which is describe a 'code' as the system transmit a message to be understood as it is .In semiotics ;The term 'code' used to connect the ideas because each text contain specific codes it lead to understand that meaning and value .The word 'switch' ;According oxford dictionary ,change from one thing to another .

code switching considered as a natural behavior for who speak more than one language .hence ,this phenomena happens sub consciously in various ways , (Hamer & Blanc 1983)defined code switching as

> "The communicative strategy used by interacting bilingual; this strategy consist of alternating units of variable length belonging two or more codes inside one single language interaction."It means dual system among people whom have two different languages, cultures, styles, in additional; a bilingual person that means the speakers transfer between languages depend on situation."

Namely, code switching combined two kinds of linguistics program in one unit. In socio-linguistics find a definition of code switching as the juxtaposition within the same speech exchange of passages speech belonging two different grammatical system or subsystem (Gompers 1982).Here, it is not important the process of shift, when or where the speaker use two languages in one context; Likewise, The grammatical systems of two languages are respected or not in conversation or discourse

6.1 Types of code switching

The codes switching has eight types which are: Situational form, metaphorical form, conversational form, contextual type, grammatical type, tag switching, inter-sentential switching, intra-sentential switching, intra-sentential switching and intra-sentential switching

a) Situational Form

Situational form of code switching is the reflection of situation in social and involvement of the communication ;Means that the code switching change from one language to another language depending on situation .situational form of code switching is concerning to factors ,which are participant ,status ,and solidarity ,this form is among

bilingual speakers ;Also the situational form is only change from one language to the other , The topic is not change .

b) Metaphorical Form

Jendra, Stated that metaphorical form appears in the change of topics, or purpose, the change in metaphorical form is to put some pieces in expression, But in the same situation. The metaphorical form is related with some topics which are need more than one language.

c) Conversational Form:

Conversational form means the speaker speak more than language in single utterance .This form relay to the speaker speech expressing one passage for different languages.

d) Contextual Type:

The contextual type focuses on the reasons behind who switch

e) Grammatical Type:

It is relay with the place of code switching in grammar order.

f) Tag Switching:

Tag switching appears in the end of speech among bilingual speakers, it means the one speech contains words or phrases from the anther language without destroy the rules.

g) Inter-sentential switching:

Inter-sentential switching is the first sentence is from language and the second sentence is in other language .The speaker use inter-sentential switching, when he\she is mastering the two languages.

h) Intra-sentential switching:

Inter-sentential switching is the change in one sentence or clause such as word or phrase.

The other view considering S.Poplack, Who categorize there are three types on code switching ;The first one is tag switching was defined as "requires least bilingual proficiency and minimal knowledge in L2", It refers that tag switching appears in the simplest shape of code switching with bilinguals were not skilled on that languages ;And the second and the third type he realize that "inter-sentential switching requires more knowledge in L2 and intra sentential switching requires a high level bilingual proficiency because the speaker needs to know enough of the grammar of both L1 and L2 in order to

be able to produce grammatically correct utterances" (S. Poplack1980),Which means that inter- sentential and intra-sentential has the same function .

1.7 Borrowing

Defining borrowing is problematic because researchers use different terminology to refer to a number of different language contact phenomena and it is difficult to find a generally accepted terminology. (Thomason & Kaufman's 1988) definition in their pioneering work on contact-induced change has been very influential over the past decade and is therefore probably a good starting point. (Thomason & Kaufman 1988) define borrowing as follows: "Borrowing is the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is modified by the addition of the incorporated features." In most cases, in a situation of language contact between bilinguals, words are the first elements to enter a borrowed language.

According to Thomason and Kaufman, if bilingualism is widespread and there is strong long-term cultural pressure from source language speakers on language borrowing. According to Thomason and Kaufman, if bilingualism is widespread and if there is strong long-term cultural pressure from source language speakers on borrowing language speakers, "structural features may also be borrowed - phonological, phonetic, and syntactic elements and even (though more rarely) features of inflectional morphology" (Thomason & Kaufman 1988).

Thomason and Kaufman believe that "as far as strictly linguistic possibilities are concerned, any linguistic feature can be transferred from any language to any other language" (T&K 1988). It is clear, however, that not all features have the same probability of being borrowed. For this reason, Thomason and Kaufman propose a very detailed borrowing hierarchy, which has subsequently been widely used by other researchers as a criterion for measuring the depth of the borrowing process in contact situations.

This hierarchy is a detailed elaboration of the hierarchies of borrowing that have been proposed previously in the literature (see below for constraints for more details). The terminology adopted by Thomason and Kaufman is somewhat different from that used by other researchers. (Haugen 1950) defines borrowing as "the attempt to reproduce in one language patterns previously found in another". The problem with this definition is that the notion of "patterns" remains rather vague, and it is not clear to what extent elements beyond the word level are included.

(Weinreich 1953), on the other hand, uses the term "interference" to cover interlingua influence at different levels (phonological, syntactic, semantic, and lexical) and defines interference as "instances of deviation from the norms of either language which occur in the speech of bilinguals because of their familiarity with more than one language." Van Coetsem's definition of borrowing as agentivity of the receiving language matches Thomason and Kaufman's definition of borrowing, and Van Coetsem's (1988) concept of imposition (agentivity of the source language) is relatively close to Thomason and Kaufman's concept of interference through shift. Because of the existing confusion over terminology, some researchers have proposed new terms.

(Clyne ,2003) uses the term transference, in part because of the negative connotations attached to the concept of interference. Johanson (1993) introduces the term code-copying, because the term borrowing suggests that material borrowed at one point will be returned later, which is not the case. (Milroy 1997) points out that "as far as language contact is concerned, it is not really the languages that are in contact, but the speakers of those languages." I agree with Milroy that there is a danger in viewing languages as discrete entities independent of speakers, because in this view, the role of speakers in the action and diffusion of language change (or borrowing) is overlooked. Most researchers most researchers, however, have continued to use the terms borrowing, albeit in slightly different definitions. Researchers have different views on the need to distinguish borrowing from other language contact phenomena, such as transfer, convergence, and code-switching.

Poplack and his colleagues (Poplack 1980) argue that borrowing and code-switching are different phenomena. This position is supported by. (Grosjean 1988), who have studied it in depth

7.1 Borrowing in Algeria

The phenomenon borrowing in Algeria is. Result of the impact and influence that French has had on Algerian Arabic. We speak of the influence of French on colloquial Arabic because the main influence that exists is oral. Thus, some words are spoken and rarely written, there are several French words integrated into Arabic.

Thus, several of words and expressions have crept into Arabic; few being adapted morphologically and phonologically, also others being used without modification.

However, most of the words borrowed will sound more Arabic than French, there is also a kind of borrowing between Arabic and Spanish in some regions of Algeria in the North West regions. And this fact is due to a former Spanish presence in this area. These loanwords are used in everyday interactions as if they were part of Algerian Arabic, as part of its vocabulary.

8. Conclusion

To conclude, from the previous studies and definitions regarding language, second language acquiring code switching and borrowing, the researcher gave general overview about language and dialect, the current languages in Algeria and process of code switching and borrowing in Algeria. The next chapter is devoted to comprehensive literature review about the second variable of this study.

CHAPTER TWO

1 Introduction

The phenomenon of language contact is one of the key topics in the field of sociolinguistics that has attracted the interest of many linguists. In fact, in many parts of the world, it is quite normal for people to speak several languages. This contact between people living in different communities has progressed more rapidly since industrialization, and today, advanced modern technology is interfering with contacts. In some cases, only a few words are borrowed, in others, entirely new languages may be formed, in still others; two or more varieties are mixed in the same speech, and so these results are: doglossia, bilingualism, multilingualism, code-mixing, borrowing, and code-switching, which are our subject in this research. Therefore, in this chapter, we present an overview of code-switching and borrowing among English students at Ibn Khaldoun Tiaret.

2 Language Contact

The language is a human instinct, and we, who give life to a language and change it, so when we talk about language contact, we are really talking about people using different languages coming into contact with each other. Moreover, from the beginning of modern sociolinguistics, one of the major objectives has been the study of linguistic communities characterized by language contact, the latter being defined as follows: two or more languages will be said to be in contact if they are used alternately by the same people. The individuals who use the language are therefore the weak points of the contact (Weireich: 1953).

In fact, Algeria is considered the best example of the existence of a number of varieties that come into contact, namely: standard Arabic, Berber, and Algerian dialectal Arabic, French and even English, due to colonization or the educational system.

Language in contact is a very broad term that deals with the mixing of different languages in bilingual or multilingual communities and how speakers are able to enrich or shape their own form of language through their interaction with bilingual individuals. Furthermore, languages have been in contact for thousands of years, as soon as humans spoke more than one language, because people spread to new regions, some of them also made contact with other groups for the purpose of trade and spouse search, as modern groups are known to have done long before they were influenced by European and Arab explorers and colonizers.

In addition, there are many reasons why users of different languages come into contact, some do so on their own, while others are forced by circumstances, such as colonization, resettlement and federation, and even politics can have an immediate impact on language users.

3 Diglossia

In order to characterize a certain type of linguistic situation, Charles Fergson published an article in 1959 entitled Diglossia. Since then, hundreds of articles and about twenty books have been published on the subject of diglossia, most of them referring directly to the 1959 article, which itself has been published in various anthologies and translated into a number of languages. Indeed, it is one of the results of language contact in social factors that affect language change Fishman 1972, 1980 extended the idea of diglossia to two languages coexisting in the same geographical area. Thus, Ralph Faso defined what he called brood diglossia as the reservation of important part of the community's linguistic repertoire that are not the first to be learned, but are learned later and more consciously, usually through formal education. Although diglossia applies to language varieties of any degree of linguistic relatedness, from stylistic differences to separate languages (fazed 198:53).

Furthermore, the extension of what is meant by diglossia was coined by Charles Ferguson to cover a sociolinguistic situation that offers members of a language community. In his definition, doglossia involves two varieties of a language system used in a language community, but which are used by sections of the society in a complementary way, so that one language has a higher status than the other and is used in certain functions and domains that are different from those in which the other language is used, namely a formal variety called high and a vernacular or popular form called low, which means that each variety has its own function in the language community, ranging from political speeches in the high variety to informal conversation with friends in the low variety. Despite this, the high variety enjoys much greater prestige, often associated with religious functions and literary and historical heritage. In fact, the formal type is standardized, internationally, and relatively stable. It is therefore important to remember that diglossia is a construct that describes the relationship between two or more languages, not a state of language use. (Ferguson 1959; hudson 1992) . Relationships between different languages can change due to a variety of social factors and the diglossic configuration can become quite complex.

Since diglossia has an immense impact on formal instructions. Algeria is considered a case of the existence of a number of varieties. The extension of diglossia concerns mainly the Arabic-speaking areas (Algeria) whereas and French represent a large variety. As is the language of the Koran and is constitutionally recognized as the only official language of the state and is allocated to formal use. It is used for literacy, to deliver religious preaching, to disseminate information, etc. But French has left traces that have become radicalized in the thinking of Algerians as well as in their dialect, while Sa and Berber are attributed to the informal and are typically used in casual conversations and daily interactions.

4 Bilingualism

Over the past decade, researchers in bilingualism have been extraordinarily prolific and considerable progress has been made in our understanding of the subject. For those with a professional or personal interest in this area, it is indeed exciting to observe the progress that has been made. Although bilingualism is an international phenomenon that prevails in different parts of the world and has an influence on people lives and means of communication. Its existence in a given society can be detected through different aspects, especially in schools. Another point on which most sociolinguists agree is that bilingualism is a global phenomenon and that most of the world belongs to this category since hundreds of millions of people in the world use two, three or even four languages fluently in their daily lives.

On the other hand, the concept of bilingualism has been treated by different researchers. Moreover, an early definition is given by Bloomfield (1935: 56): bilingualism is the mastery of two languages as a mother tongue, i.e. the ability to speak both languages fluently exactly like a native speaker, while Tuton gives another definition for which bilingualism is the ability of an individual to speak a second language following the concepts and structures of that language rather than paraphrasing his or her mother tongue.

We therefore prefer a sociological definition in line with Weinreich (1953: 5) who said that the practice of using two languages alternatively will be called heroic bilingualism.

Despite the fact that bilingualism is one of the most important and complex processes of language contact. In other words, having more than one language or

language variety in one's linguistic repertoire will inevitably lead to changes and create a mixture of languages.

5 Types of bilingualism

According to Weinreich in 1986:9-11, there are three types of bilingualism:

5.1 Compound bilingualism

This is an individual who learns both languages in the same context and situation, so that two words in each language have a common meaning and representation in the brain, creating an interdependence of the two languages.

5.2 Coordinated bilingualism

A state of independence between the two languages, the individual learns the two languages in different contexts so that each word has its own specific meaning.

5.3 Subordinate bilingualism

In this case, one language is stronger and faster than the other, resulting in a single meaning, that of the language that was acquired first, while the second, weaker language is used, the representation recalled will be that of the stronger language, the SL.

6 Code mixing

The field of code-mixing research has so far been in the exploratory and taxonomic stage, perhaps because its origins are a response to the increasing variety of forms of language use found in the many bilingual communities. In fact, code-mixing is the use of more than one language and the alternation from one code to another, and there is a distinction between code-switching and code-mixing, the former involving the switching from one language to another.

Similarly, code-switching and code-mixing are the most important features and most studied speech processes in multilingual countries, and therefore many scholars have argued that there is no difference between them.

Several linguists have attempted to define the concept. According to Mazrani (1997: 8:9), there is a difference between code-switching and code-mixing. Code-switching generally has a discursive function and is defined as a phenomenon where sections of one code are followed by sections of another code in the same conversation. On the other

hand, code-mixing means that a bilingual speaker violates the rules of one of his or her languages when making mixed utterances (Meisel and Koppe 1995.p227) and for Mazrani (1995:8:9) code-mixing is the mixing of different varieties in the same utterance or even in the same word. Rajend Mesthrie stated that (2001:442) code-mixing is a vague term that covers code-switching and mixed codes. Code-mixing refers to the use of two or more languages at the discourse level and mixed codes refer to changes in clauses or words. Although traditionally code-mixing is the interaction of the grammar and lexicon of language A with language B. Therefore, code-mixing is the change from one language to another.

Therefore, code-mixing is the switching from one code to another by a bilingual speaker using one or more languages in the same coverage.

7 Code-switching

Code-switching is a common linguistic practice in multilingual communities. It is motivated by the literature that asserts the existence and habitual behavior of code-switching of speakers in spoken discourse, as it is the most common topic addressed by researchers nowadays, and it is also a widespread linguistic phenomenon in diglossic, bilingual and multilingual societies.

Although code-switching has attracted a lot of interest from researchers working in different areas of linguistics, linguists have given multiple definitions of the concept of code-switching. Myers Scotton, for example, has defined the phenomenon of code-switching more broadly by describing it as: the alternation of linguistic varieties within the same cover (2003: 241). On the other hand, Poplack (1980:583) redefined code-switching as the alternation of two languages in the same discourse, sentence or constituent. Another definition is given by Gumberz (1982:59): code-switching is the juxtaposition within the same discourse of an exchange of discourse passages belonging to two different grammatical systems or subsystems. Grosjeam (1982:145) also stated that code-switching is the alternating use of two or more languages in the same utterance or coverage.

However, in sociolinguistic terms, code-switching describes the speech of bilinguals and multilingual who apossess elements of two or more languages. Although code-switching is as important as language contact and has been documented since the fourteenth century, code-switching is a creative act of communication.

In this case, a brief review of the definition of code-switching showed that the phenomenon under study is defined differently due to different research interests and the way researchers view the phenomenon. In this study, C S is used is the altered use of two languages within or across the sentence boundary based on Weinreich 1953: also Clyne 1987 a : Heller 1988, among others.

Ultimately, C S is one of the possible outcomes of contact between two varieties and often coexists and overlaps with other outcomes. Because of the range of linguistic forms it adopts, it has sometimes been ignored in studies of contact between languages and is sometimes defined as being sharper and more precise than it actually is.

7.1 Forms of code-switching

In order to understand the code-switching similarities with borrowing and code this chapter will shed the light on the types of code switching.

7.1.1 Inter-sensory code-switching

Describes a change in language varieties at or between the sentence or clause boundary. As a result, a sentence or clause or part of it may occur in one language and the next part in another, as the following example from Poplack shows:

Sometimes I will start a sentence in English and end it in Spanish.

Sometimes I will start a sentence in English and end it in Spanish.

7.1.2 Intra-sensual code switching

This type is supposed to acquire the greatest fluency in both languages. According to Romains, it presents the greatest risk of violating syntactic rules and is therefore often used even by fluent bilinguals. It is the term for switches within a sentence that is sometimes also called code-mixing by some linguists (Ritclirel Bhatia (2004:337) example: why make Carol sit in the back so that everyone has to move for her to get out?

7.1.3 Extra-sensory code switching

The third type of code-switching, also called extra-sensory code-switching, involves the insertion of a label or exclamation such as you know or I mean in one language into a sentence that is otherwise in the other language (Romaine:1995). It also involves the engagement of a label in one language in a speech that is in another language, for example:

Punjabi bilingual English says:

Is it a beautiful day, Hana?

7.2 types of code switching

This study distinguishes two types of code switching: situational code switching and metaphorical code switching.

7.2.1 situational code-switching

Situational code-switching can be defined as the use of different languages or language varieties when there is a different social or sociolinguistic situation or to signal it to the interlocutor, and it occurs in relation to the change of the situation (subject, participants or setting) (Bloom and Gumperz, 1972) and any change that is not related to one of these factors.

On the other hand, situational switches are often considered to be the most important and reactively linked to canned texts that are relatively fixed and subject to change.

7.2.2 Metaphorical code change

Metaphorical code-switching is self-motivated, and is related to the individual's perception and presentation of him/herself in relation to external factors such as context, topic or social situation. (Gumperz: 1982) elaborates this framework by linking group identity to the choice of one or the other code. The ethnically specific minority language is often looks "d as the code and the majority language as the they code. in a critique of Gumperz's approach to code-switching (Auer: 1984) argues that Bloom and Gumperz's notion of situation is too narrow.

With a renovated notion of metaphorical code-switching, perhaps redesigned as figurative, and with the recognition that code-switching can move from contextualism to the focus of interaction, it seems unlikely that code-switching research will be hampered by a restricted view of conversation as routine.

7.3 Functions of code-switching

Auer argues that the interpretation of the function or meaning of code-switching is influenced by the sequential models of language choice as described here. He proposes a distinction between discourse-related code-switching and participant-related code-

switching. first, discourse-related code-switching contributes to the organization of the ongoing interaction. Thus, language here is discourse-related, meaning that the new knowledge is evoked for the interaction. While participant-related code-switching allows participants to assess the speaker's preference and competence for one language or the other. One reason to distinguish discourse-related code-switching from participant-related code-switching, as Auer explains, is that the discursive function of code-switching has received a lot of attention in the existing literature.

Auer discusses the phenomenon of c s from the perspective of a contextualization theory citing (Auer: 1992 and Gumperz: 1992) among others, which treats discourse activities as means by which discourse participants give and receive cues to meaning that are recognized as context-dependent. Auer (1995: 123) points out that this theory thus includes, in very general terms, all participants' activities.

Auer (1995: 119) notes that code-switching is frequently observed as a device for reporting speech. He also points out that the functions of codes in discourse are similar to those of other contextualization cues, including prsody and gesture, and in fact that contextualization cues are often grouped together.

8 Borrowing

When a speaker uses words from another language to explain, describe, and express a given idea or object, and the equivalents of these words are not available in his or her native language, this phenomenon of exchange is called borrowing.

Although various definitions have been provided to describe it, the majority of linguists tend to consider lexical borrowing as either the process or the result of using words from a so-called donor language in another receiver language, e.g. Haugen 1950: Heath2001 . MC . Arthus 2005: Myers Scotton 2006: Tatsioka 2008. Thus, Haugern (1950: 212) defined borrowing as: the attempt to reproduce in one language patterns previously found in another language.

Furthermore, borrowing is usually associated with language maintenance situations and has been defined as: the incorporation of foreign features into a group's native language by speakers of that language Thomason and Kaufman (1988: 37). (aikhenvald 2002: 44) defined borrowing as: the transfer of features of any kind from one language to another as a result of contact. (Heine and Kuteva 2001: 6) defined borrowing more narrowly as contact-induced transfer involving phonetic substance of one kind or another.

Almost all languages include lexical items that come from another language. As Haugen (1989: 197) puts it simply but clearly, borrowing is the general and traditional term used to describe the adoption into one language of a linguistic feature previously used in another.

Borrowings are recognized as primarily lexical items and are known as loanwords. Haugen notes that the term itself is a loan word modeled on the German term loan word. In summary, the process of loan words Loan words are lexemes of relatively frequent occurrence that syntactically, morphologically, and phonologically are integrated into the host language.

8.1 Borrowing forms

According to Haugen 1950, they are defined as follows:

8 1.1 Loanword

The meaning and structural pattern of the loanword are direct renderings of the original expressions. Such as English power politics German macht politik imported in part or in whole from another language and adopted phonetically and morphologically into the base language such as pizza.

8.1.2 Loan mix

Defined as a morphic substitution as well as an import. For example, German Chatten communicates interactively via computers, which is a combination of borrowings from the English verbal root cat.

8.1.3 Borrowing displacement

A borrowing translation has two subtypes, borrowing translation also known as calque and semantic borrowing. A borrowing translation is a compound expression with a new meaning (Haugen 1950: 214) which involves either talking about a word in the base language and extending its meaning to match that of a word in the other language, or rearranging words in the base language according to a pattern provided by the other language and thus creating a new meaning (Haugen, (1959, 1969) in which the meaning of a word or group of words in the base language is extended to cover a new concept). Thus, the French word "réaliser" has taken on the English meaning of "being aware of something".

8.2 Types of borrowing

Borrowings are divided into two categories: cultural borrowings and basic borrowings:

8.2.1 Cultural borrowing:

Cultural borrowing refers to concepts or objects that are unfamiliar to the speaker of the target language.

Cultural borrowing is defined by Myers. Scotton (2005: 331) as words that fill gaps in the word stock of the receiving language because they represent objects or concepts that are new to the culture of the language. For Haspelmathy 2009, cultural borrowings are newly introduced concepts. For example: when C D technology spread in the world, a world was needed for these round and shiny things, so many languages borrow the word c d in the Algerian context: also the computer, the website, and all types of social networks, facebook, e-mail...etc are introduced as cultural borrowings.

8.2.2 Basic borrowing

On the other hand, the term core borrowing is defined by (HHaspelmath 2009 ,48) as borrowed words that duplicate or replace existing native words that the receiving language already has in its word stock. when two languages are spoken in the same community, the other language becomes the receiving language in borrowing and will even replace its own words with words from the dominant language. Thus, the main borrowing duplicates words already existing in the language of the receiving culture and appears only after a long or intensive contact where many English words in the field of advertising for fast food invade Arabic texts, such as kuzina for cooking, which means that the receiving language has many words in its repertoire and its speakers borrow foreign equivalents of the same words, either to show their prestige or due to cultural pressure.

8.3 Characteristics of borrowing

Aitchinson (2012: 142- 143) lists four important characteristics of borrowing:

The first is that the types of items that are borrowed are easily detachable from the source language and will not affect the structure of the borrowing language. Indeed, vocabulary items are borrowed with ease, without any kind of limitation. For example,

French gestonomy words such as: gateau were easily borrowed into English because of the perceived sense of prestige and sophistication. Second, borrowed elements tend to fit the structure of the borrowing language. For example, in the Algerian situation, loanwords are adopted into dialectal Arabic; verbs are conjugated in the past, present and future tense like Arabic verbs; the French loanword display ti display is conjugated as (AFNG) he displayed, (JAFNGN).

The third characteristic is that a language tends to borrow elements from another language that seem to resemble features of its own, e.g., language contact on the Franco-German border has caused French to adopt certain syntactic features of White German, literally a white face. The fourth and final characteristic is that the borrowing language makes a series of small adjustments to its internal structure, rather than making huge leaps at once.

9 Borrowing and code-switching

In multilingual environments, the process of borrowing overlaps with the phenomenon of code-switching, so that borrowing refers to the process by which word forms from one language are introduced into another.

In the case of code-switching, the forms of each language, although contiguous, remain discrete, at least in some aspects, when material from one L2 language is used in another L1.

In comparing code-switching and borrowing, Myers-Scotton argues that borrowing and code-switching should be seen as universally related. According to her, code-switching in the matrix language framework occurs everywhere within a framework defined by the matrix language. The term matrix refers to the form of the language in which the material enters the matrix. Etc. and the inflections of the system. the mphemes of the embedded languages are accessed differently by the matrix language while the basis for distinguishing the lexemes of the embedded language that appear separately are borrowed from those that are code-switches in light of the fact that both forms of borrowed code-switches behave the same way morphosyntactically in the matrix language. the myers- scotton mlf model in structural constraints here is the point that unlike (Poplack, 1980, 1987) and others, code-switching and borrowing should not be considered separate processes.

Poplack's description of code-switching emphasizes its difference from borrowing, as she states that code-switching is the juxtaposition of sentence fragments, each of which

is iteratively consistent with the morphological and syntactic rules of the language from which it originates (1993: 256), whereas borrowing is primarily a lexical process that is accompanied by morphological and phonological assimilation.

Clyne points out that code-switching and borrowing are part of a continuum of use (2003: 71). However, code-switching is used for both single and multi-word items, while borrowing is limited to the former. In addition, borrowing is part of the lexicon of the matrix language.

With respect to definitional issues, it is sufficient and important to point out that code-switching, unlike other language contact phenomena such as borrowing, describes an individual behavior in which two different languages are used during the same conversation.

10 Conclusion

The rapid development of technology has led to a significant context in which different languages and structures are used in the same conversation. In this chapter, we have focused on the main outcomes of the language contact phenomenon, namely: bilingualism, diglossia, code-switching, code-mixing, and borrowing, although our research focuses on code-switching and borrowing as a whole and their related concepts that attract sociolinguists to study them.

As a result, bilinguals and multilingual have the ability to mix words, clauses, and phrases during their everyday conversation. These concepts were discussed by giving concrete examples from the Algerian community.

CHAPTER THREE

METHODOLOGY AND

DATA ANALYSIS

1 Introduction

In order to provide a clear picture of the phenomena of language contact, this work is devoted to the study of code-switching and borrowing characterized at the University of Tiaret among students of English with regard to them, in particular the use of both concepts in conversation, and how they are perceived by a sample of first-year and master 2 students of English. Thus, this chapter addresses methodological issues.

This research employs two main methods which are: questionnaire and interview which were submitted to the respondents in order to achieve reliable data, regarding the present research work it will be the different data collection techniques which were analyzed both quantitative and qualitative research procedures.

2 Methods

In this research work, the data is collected through a questionnaire and interview to achieve reliable and authentic data. Both quantitative and qualitative approaches were used to study the use of code-switching and borrowing among students.

In fact, quantitative research is concerned with large-scale social trends and connections between variables viewed from a macro perspective (Bryman 2001:258) and are typically used to show the frequency of certain patterns (Wray et al. 1998:960).

In contrast, qualitative research is concerned with small-scale aspects of social reality, such as: interaction from a micro perspective (Bryman 2001:285) and is typically concerned with types of strategies.

The qualities of the data and the reasons why certain speakers have used them in specific contexts (wray et all 1998: 95).

3 Questionnaire

The role of the questionnaire is to obtain the necessary information to enable the research to meet the objectives of the investigation. In this research paper, a questionnaire was used as a research tool for collecting the necessary data, the respondents were asked to fill in the questionnaire, taking the appropriate answer and it is important from time to time to explain what some difficult terms mean to the respondents during filling in the questionnaire. In fact, the questionnaire is useful because it provides the researcher with information, motivations, and attitudes.

The questionnaire combines a number of questions, including a sample, the first question being what is the language of origin (mother tongue) of their parents, whether they are Arab or Berber or speak French. The second and third questions ask what language they use in conversation with literate or illiterate speakers. The fifth question asks how often they use these languages with their friends using the four frequency scales: often, sometimes, rarely and never.

The sixth question represents whether students switch and borrow between the varieties in their daily speech or not with a justification in the seventh question. In the eighth question, we strive to measure the preferred codes for switching and borrowing. The last question aims to further illustrate the concepts of code switching and borrowing with personal examples.

3.1 Objectives of the questionnaire

This research study aims to understand the reasons why students at the University of Tiaret switch and borrow from one variety to another with the aim of analyzing and understanding the use they want to make of these acts. At most, it is superficial that students mix languages to express ideas, to show their prestige and level of education, also depending on the formality of the situation in which they are involved and their interlocutor.

Bilinguals look to the other language for an equivalent and establish the new found item as neutral to the first language.

The purpose of the questionnaire is to give some indication of how many bilinguals are influenced by the language and how the language is perceived by its users and how it evolves.
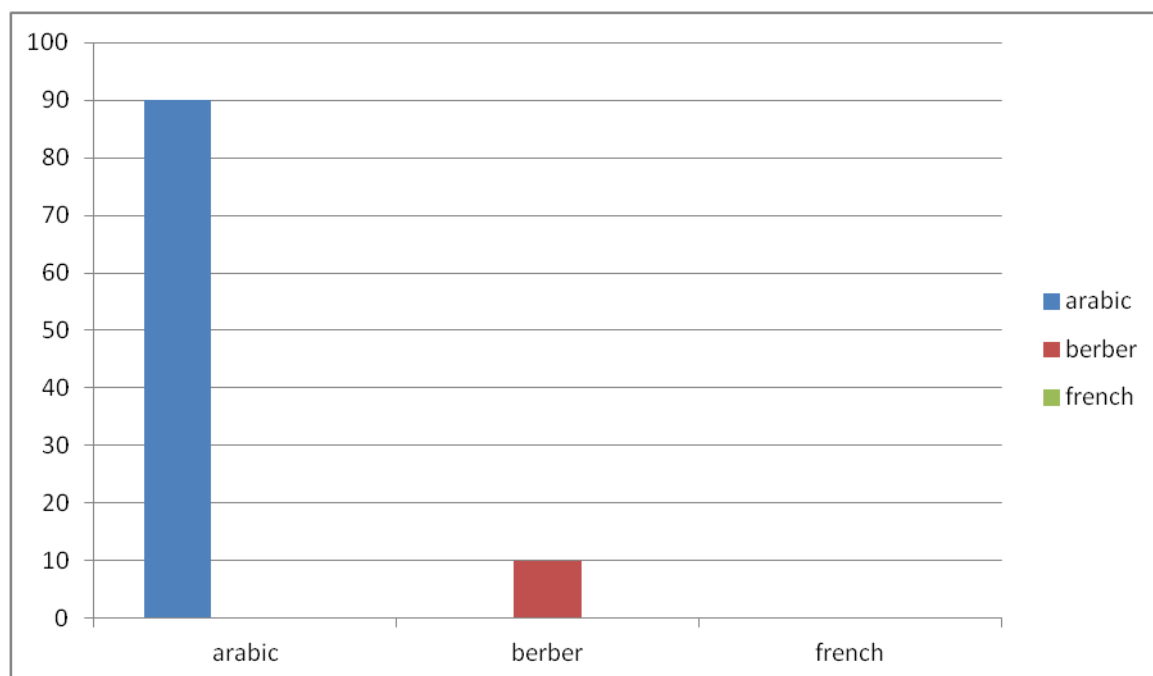
The purpose of this work is to address and discuss the two concepts that drive bilingual and multilingual speakers to use them in their daily conversations.

4 Students' questionnaire analysis

Question 1: which language do your parents use?

Table 1 : the language that parents use

Spoken language	Students	%
Arabic	18	20 %
Berber	2	10 %
French	0	0 %
Total	20	100 %

Figure 1: the language that parents use

The aim behind using this question is to reveal the mother tongue that used among family members which effects on them and the table above illustrates more the different verities that used by their parents .

In fact we find out that the majority 90% of answers were by selecting Arabic 10% students from first year and 8 students from master two which is 18 , while 10% only for those who their parents use Berber (2 respondents from master 2 . However the French language is used by none.

Question 2: which language do you use in every day talk?

Table 2 : the language that used in conversation

Spoken language	Students	(%)
Classical Arabic	2	10 %
Algerian Arabic	8	40 %
Berber	2	10 %
French	4	20 %
English	4	20 %
Total	20	100%
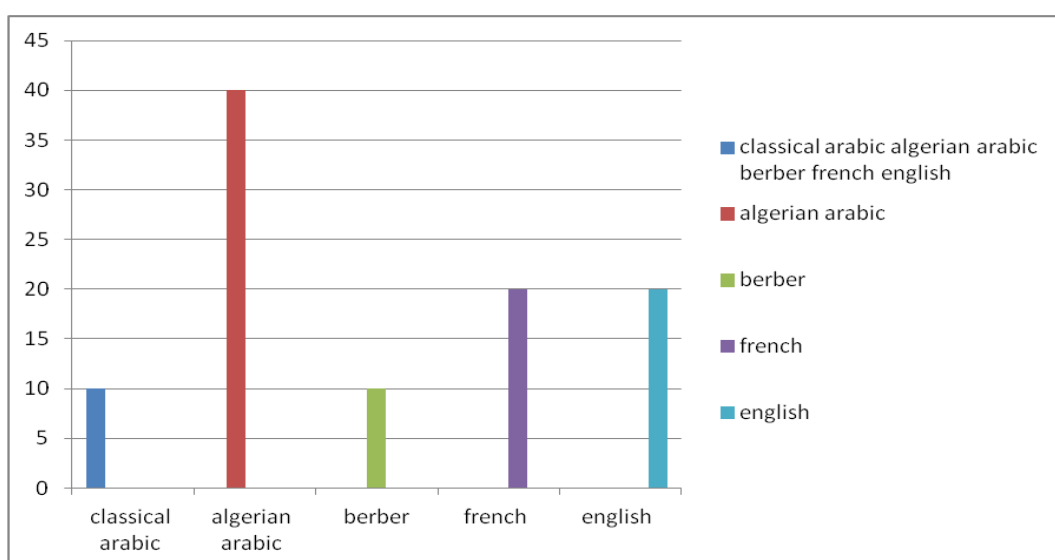
Figure 2 : the language that used in conversation

By asking this question our purpose is to pursue and figure out by the number of different codes which language is likely used and preferable for communication. So that the students feel at ease during conversation.

The table above clarifies that 10% use CA (one respondent from first year and one from master two) it is used just to give examples since it is the sole and the official language in Algeria, which the majority 40% use AA which is our mother tongue (drama) (5 respondant from first year and 3 from master two) unlike Berber 10 % only.

These two languages ascribed to informality and are the most used languages by the Algerian speakers with French also the language of colonialism which is get through our dialect thought as well as our personality. Also, English 20% which 2 from master two and 2 from first year for each.

Question 3: do you use these languages with:

Table 3 : the use of languages with educative or uneducated speakers

Using language with	Students	(%)
Literate speakers	12	60%
Illiterate speakers	0	0%
Both of them	8	40%
Total	20	100%
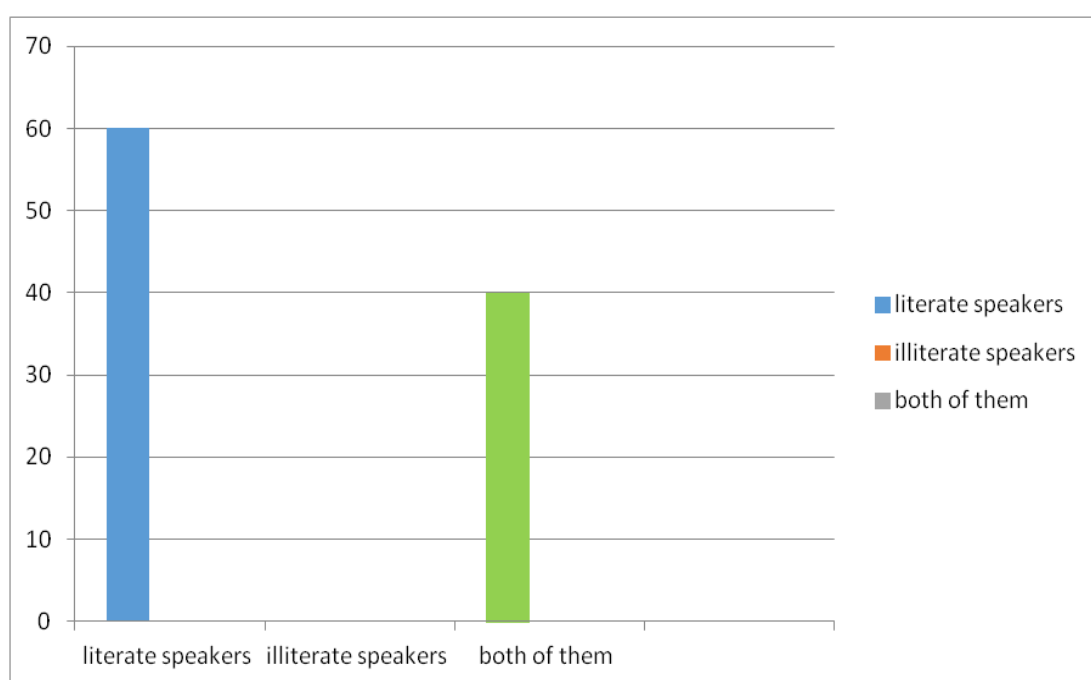
Figure 3 : the use of languages with educative speakers or uneducated speakers.

In the table above the respondents are asked to specify the category of the language use whether with educative speakers those who master and understand the languages very well or uncultivated speakers like old people or for both cases. The data analysis shown that 60% use these languages with literate speakers which is positive.

(8 respondants from first year and 4 from master two) , while no one use these languages with illiterate speakers , but 40% for both cases (2 respondents from first year and 6 from master two .

Question 4: which language do you use during conversation in _ outside class room?

Table 4 : the use of language in and outside class room

The use of language	Clas sical Arabic	Alge rian Arabic	Fren ch	Berb er	Engl ish	(%)
In class room		2			6	40%
Outs ide class room		8	2		2	60%
Tota l						100 %
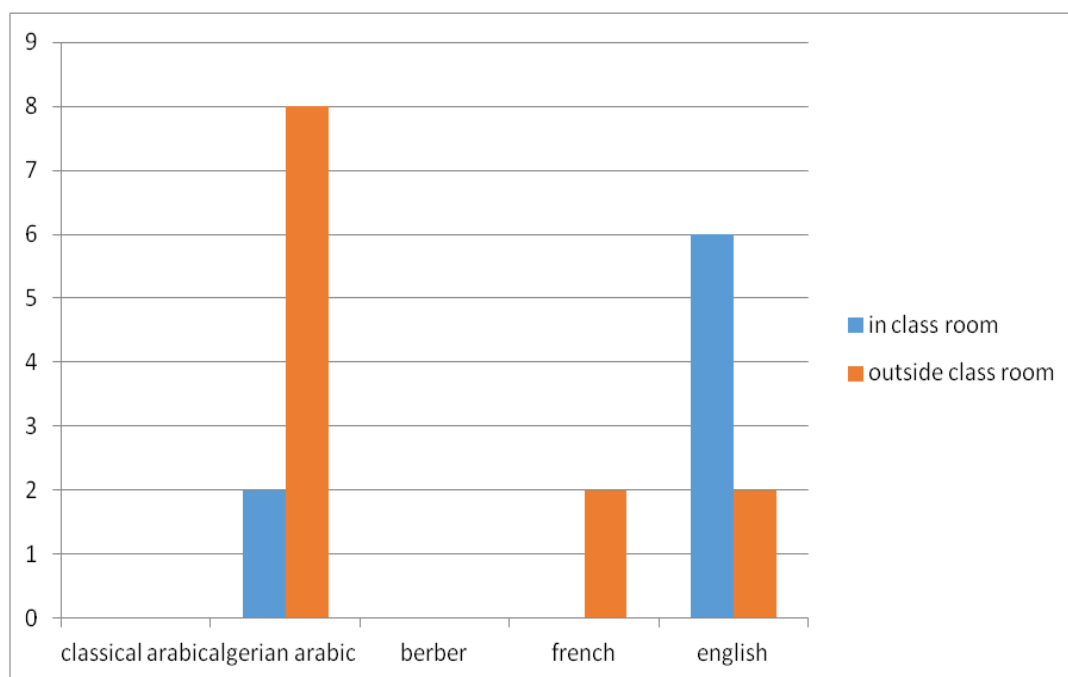
Figure 4 : the use of language in and outside the class room

Our goal in this question is to know whether the students of English use these varieties in class room with the teachers or outside the class room with others. According to their answers the table and graphs show the result, mainly inside the class room 40 % the table shows that English comes at first since it is the language they study and use in every day t university it is natural for students to speak English widely as it is required for their proficiency in the future in order to influence by their teachers and become more

frequent and proficient. Usually it is improper to address a teacher in colloquial Arabic , while few number use AA whereas outside class room AA is used more with small use of French and English neither they use CA nor Berber in conversation .

Question 5: how often do you use the following languages with your friends?

Table 5 : the languages used with friends

Spoken languages	Often	Someti mes	Rarely	Never	%
CA					0%
AA	10				50%
Berber			2		10%
French		3			15%
Englis h		5			25%
Total					100%
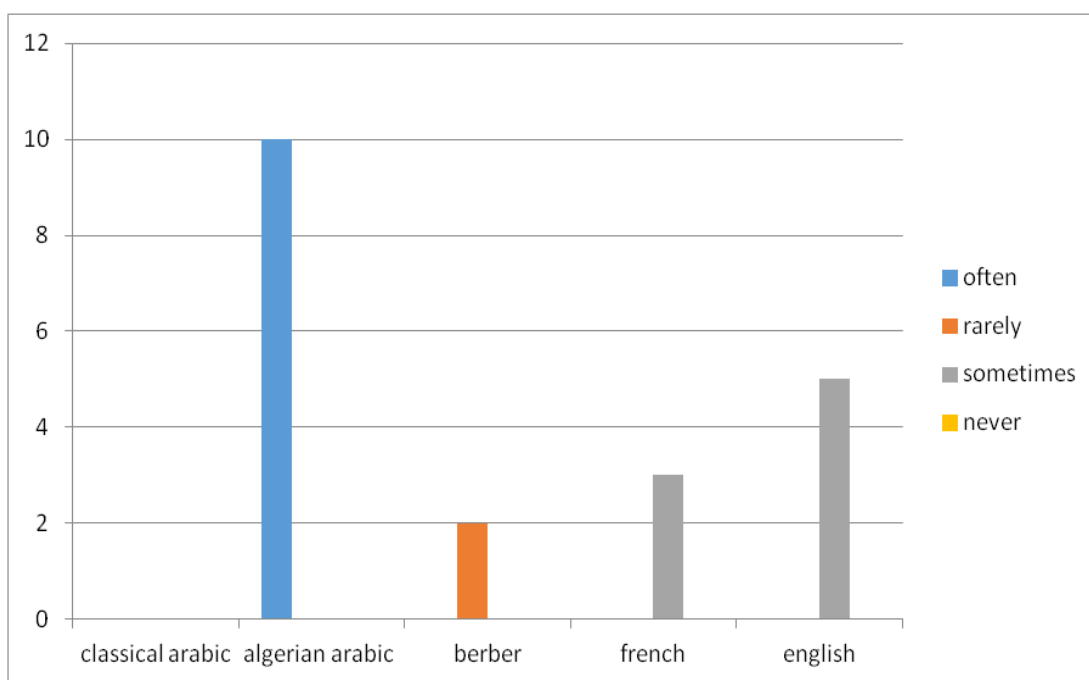
Figure 5 : the languages used with friends

In fact, this question intents to find out the spoken languages with friends by using the four frequency to explain more. Almost , CA is not used with friends unlike AA 50 % often and largely used because it is the language we grow up speaking and it is the most shared code (there is 5 from first year and 5 from master two cooed AA) then , Berber 10 % which is spoken by minority of people .

Therefore , French is sometimes used 15 % since it is considered as the language of prestige and has special status among Algerian society (2 respondents from first year and 1 from master two , English is sometimes used 25% with friends specially when they are chatting in social media according to them (3 respondents from first year and 2 from master two).

Question 6: Do you switch and borrow between these languages during conversation?

Table 6 : The use of code switching and borrowing

Use of CS and Borrowing	Students	%
YES	20	100%
NO	0	0%
Total	20	100%
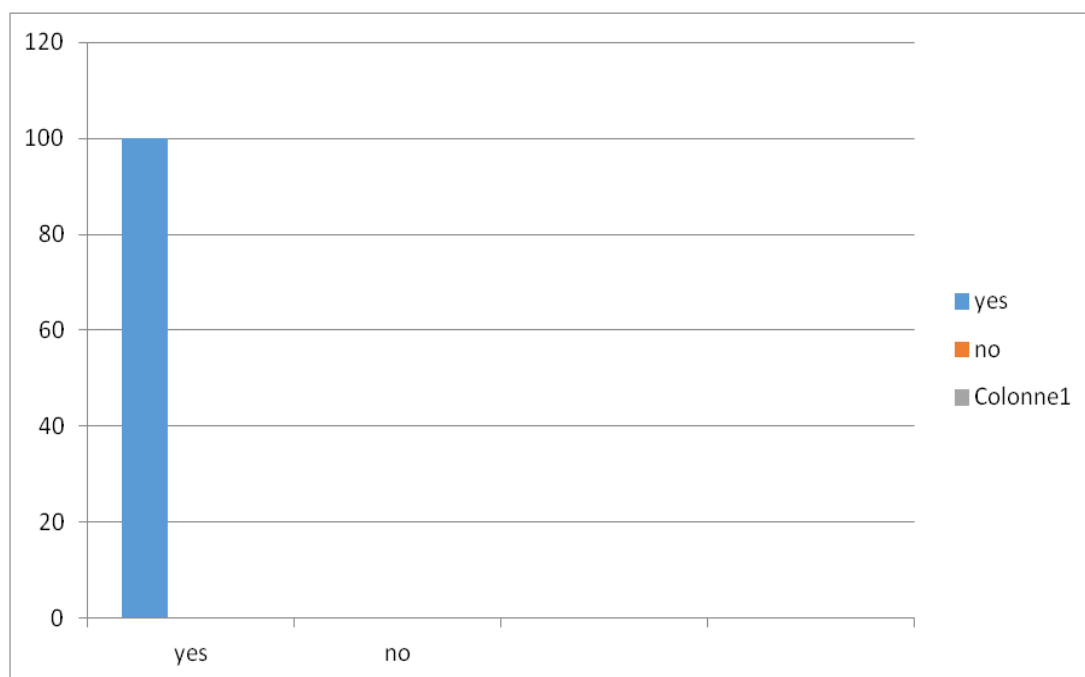
Figure 6 : The use of code switching and borrowing

We use this question to know wither the students switch and borrow between languages or not. So according to the table above which shows that all the respondents agree on the answer yes 100 %, all they mix between varieties because they are influenced by number of languages that's why they adopt sentences and words from other languages, the student generally speak Arabic as their mother tongue, French as a second language and English as the target language.

Question 7: If the answer is yes, why?

Table 7 : Reason behind using code switching and borrowing

Reason of the use of CS and borrowing	Students	%
To express idea	14	70%
To show prestige	2	10%
Both of them	4	20%
Total	20	100%
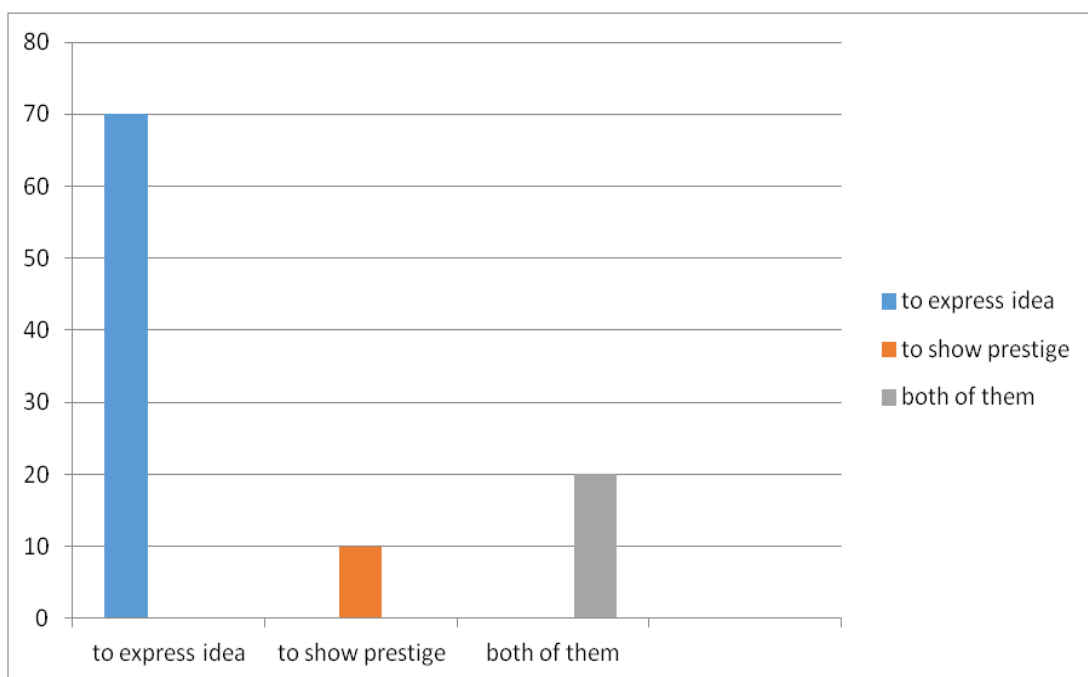
Figure 7 : reason behind using code switching and borrowing.

This question aims to uncover the reasons behind using code switching and borrowing and the table appears that the majority 70% using CS and borrowing to express an idea or feelings which means unconsciously. (16 respondents represent first year and 8 from master two) , whereas 10% of them admit that they switch and borrow to show prestige only first year .While 20% of them use the two concepts due to the two reasons (to express an idea and to show prestige) , 10% represent first year and 10 % represent master two students .

Question 8: which language do you prefer to switch and borrow from?

Table 8 : the language that switch and borrow from

Spoken language	Students	%
CA	2	10%
AA	0	0%
Berber	0	0%
French	12	60%
English	6	30%
Total	20	100%
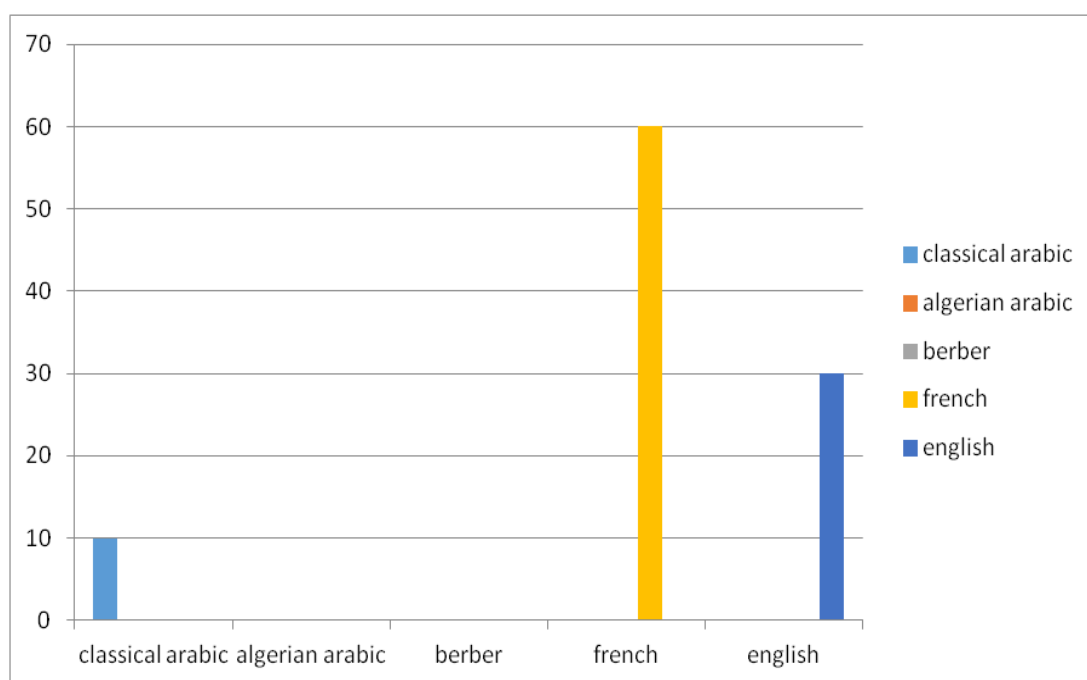
Figure 8 : the language that switch and borrow from.

This question is used to detect which language the students prefer to switch and borrow from. It is clear that the students mix codes and adopt sentences, words even clauses from other languages for many reasons. Apparently French is largely used 60% , 35% displays first year while 25 % demonstrates master two students , since French represents the language of intellectual and educated people also considered as language of prestige which is used a lot among the Algerian speakers specially the north .

On the hand , English is the second 30% , 10%   describes first year where 20% symbolizes master two student , though English is global and applied in many domains for sure students use it because they study and practice English in every session at university , while CA only 10% neither AA is used nor Berber .

Question: 9:

Example of code switching and borrowing answers were:

Example of borrowing:

Jacket, chapeau , gateau , arbiter , joker , video , chief , pizza , CD , cases , route , dessert , face book , instagram , twitter , what's up , share it .

Examples of code switching :

Lproch majach , rana retard , raki cv , est ce que na9raw ghoudwa , je pense pas , la fac rahi mbal3a , dimanche 3adna test , ghoudwa 3adna journi libre , lweekend nrivisi , la semaine prochaine ndiro lexamen ,

5.Students' interview analysis

We used the toll which is interview . as well as we have adopted this tool to see how much the students mix between varieties and to examine the incidence of these codes on them , the interview were addressed in this chapter including 4 questions were submitted randomly . Interview is procedure used for gathering oral data then we transcribe into text .

This research involves some participants involved at Tiaret University for both samples: first year and master 2 English students. The aim behind using this instrument is to get deeper understanding of the use of code switching and borrowing among English students, we also endeavour to realize and obtain creditable and rich data.

Evidence from first year :

1_ How do you see the educational system ?

Interviewee 1.: the education in Algeria is free , (حتى و تقرا مكانش مناصب شغل في دزاير).

Interviewee 2.: the educational level in Algeria is not high and the students are not qualified to enter an international universities such as : oxford and Cambridge .

2_ Do you have dreams you want to achieve them ?

Interviewee 1.: i see myself as professor rat university inchaallah

Interviewee 2.: for me i want to travel to different countries especially saudia which i can go to mecca with my parents .

3_ Why did you choose English language ?

Interviewee 1.: because i had no other choice .

Interviewee 2.: my favourite language , i like it .

4_ How do you see students level nowadays ?

Interviewee 1.: today's student level est encore medium .

Interviewee 2.: not high ,not low

In this conversation obviously we observe that the respondant use inter_ sentential :

(the eduaction in Algeria is free حتى و تقرا مكانش مناصب شغل في دزاير)

It is clear that she mixes between the two varieties english the language she studies and Algerian dialectal Arabic the mother tongue , in order to expresses and illustrates her idea more by giving us Arabic example she started with English followed by Arabic . Also , is depicted in the fourth question mostly with the same person when she describes the level of student (est encore medium) , she mixes between English and prestigious language .French , on the other hand , borrowing words are adopted in this paper from Arabic like : Insha'Allah , she used this word to express a desire or a wish besides , we notice the loan word which is type of borrowing in the word (mecca) in the second question which has no equivalent word in the target language .

Evidence from master two :

1_ How do you see the educational system ?

Interviewee 1.: it is not well organised .

Interviewee 2.: not developed unlike other countries at all levels .

2_ do you have dreams you want to achieve them ?

Interviewee 1.: i do not think so much about the future if i get the work i will be a teacher if not i realize that i will be a house wife diplôme ndirlo cadre w nhoto fi la chambre souvenir .

Interviewee 2.: first i want to finish my study and work to gather money and travel to see the world .

3_ Why did you choose English language ?

Interviewee 1.: i was scientific i did not get high average in my bacaluria sot hey give me english .

Interviewee 2.: i coose english for the reason that english is the most used and spoken language in the world it is used in many fields .

4_ How do you see the students level nowadays ?

Interviewee 1.: it depends from one student to another .

Interviewee 2.: i think student's level decreasing they study not for gathering knoweldge but to get the marks only in order to take diploma .

Apparently , the participants here in this discussion use simple and clear words in order to avoid complexity .

In the conversation above in the first question both answers were used only english code switching is not existing it is only shown in the second example . Inter sentential code switching occurs at sentence boundary when she clarifies (i do not think so much about the future if i get the work i will be a teacher if not i realize that i will be a house wife w diplôme ndirlo wadre a nhato fi la chambre souvenir . She usually started in english but countinues with algerian arabic . However , the participants use common words which are drawn in this conversation for instance ,(teacher , housewife , world , english , student , level , diploma. Therefore , loan words are adopted from french for example (diplôme , diploma , cadre , picture frame , la chambre , room , souvenir , keep sake) .

Moreover, the participants use loan blend in the words organised and realize which are extended to cover a new concepot , thus , the french wordorganiser now has taken on the english meaning (something has been organised also , realize means someone being aware of soething .

Finally , other answers use only english undooubtedly students use english everyday at university they are strongly affected by english language .

6. Conclusion

To sum up this chapter summarised all the results of what is meant by code switching and borrowing among english students using questionnaire and interview in order to help us illustrate the data to get the consequence that we want to reach that were submitted to 20 respondents for both first year and master two english students with the aim for analysing the use of varities amiong them , as it is shown through the graphs and tables the results confirmed that the students switch and borrow from one linguistic variety to another according to formality of the languages they are involved in the mixture of languages help them to find the appropriate words or senetnces in the target language so that they feel at ease when they are communicating .

General Conclusion

Contact between people living as different communities have been progressing more rapidly sice the industrialization and today modern advanced technology is intensifying in the contacts .This situation has kept the importance of having a competence in understanding and using more than one language . It is generally , believed that more than half iof the world's population is bilingual people use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver. This contact has given birth to various linguistic phenomena code switching and borrowing are the best known and most widely researched language contact phenomena .

Originally , Algeria is considered as best example of code switching and borrowing because the algerian speakers are effected by a number of varieties . In present reseach paper the main concern is to shed some light on code switching and borrowing among english students , this work is devided into three chapters the first chapter was an over view about the languages situation in algeria while , the second part explained the different elements related to the concepts code switching and borrowing . Whereas , the last one was purely practical contained interview by selecting 20 respondents from the sample first year and master two english students .

The data analysed to show the results which confirmed that the bilinguals mix between varities due to the contacts between people which led to the switchers to adopt word and sentences from other languages to express and explain their ideas .

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APPENDICES

Appendix a

Students' questionnaire

Dear students :

The aim of these questions is to explore the use of code switching and borrowing among the english students of first year and master two .

You are asked kindly to answer these questions by putting a cross in the appropriate box in order to collect data .

Sample :

First year ☐

Master two ☐

Gender

Male ☐

Female ☐

1_ Which language do your parents use ?

Arabic ☐

French ☐

Berber ☐

2_ Which language do you use in everyday talk ?

Classical arabic ☐

Algerian arabic ☐

French ☐

Berber ☐

English ☐

3_ Do you use these languages with ?

Literate speakers ☐

Illiterate speakers ☐

Or both of them ☐

4_ Which language do you use during conversation ?

In-class room

CA ☐   AA ☐   FRENCH ☐   BERBER ☐

ENGLISH ☐

Outside class room :

CA ☐   AA ☐   FRENCH ☐   BERBER ☐

  ENGLISH ☐

5_ How often do you use the following languages with your friends ?

  AA :   often ☐   sometimes ☐   rarely ☐   never ☐

CA :often ☐   sometimes ☐   rarely ☐   never

FRENCH: often ☐   sometimes ☐   rarely ☐   never

BERBER : often ☐   sometimes ☐   rarely ☐   never

ENGLISH : often ☐   sometimes ☐   rarely ☐   never

6_ Could you switch and borrow between these languages during convesation ?

Yes ☐

No ☐

If the answer is yes , why ?

 To express an idea   ☐

To show prestige   ☐

8_ Which language do you prefer to switch and borrow from ?

  CA   ☐

  AA   ☐

  FRENCH   ☐

  BERBER   ☐

  ENGLISH   ☐

9_Could you please be kind to illustrate more by giving us some examples of code switching and borrowing from your conversation ?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

……… .

Appendix b

The interview

First year:

       1_ How do you see the educational system ?

       2_ Do you have dreams you want to achieve them ?

       3_ Why did you choose English language ?

       4_ How do you see students level nowadays ?

Master two:

       1_ How do you see the educational system ?

       2_ Do you have dreams you want to achieve them ?

       3_ Why did you choose English language ?

       4_ How do you see students level nowadays ?

الملخص

. الجزائر بلد متعدد اللغات وله أصناف مختلفة: (العربية الجزائرية ، العربية الفصحى ، البربرية ، الفرنسية ، الإنجليزية) بسبب الاستعمار والنظام التعليمي الذي أدى إلى تبديل الكود والاستعارة بين اللغات. تهدف هذه الدراسة إلى إلقاء بعض الضوء على ظاهرة تبديل واستعارة الكود في الجزائر ، وذلك لتكون أكثر دقة في مجتمع تيارت للخطاب خاصة لطلبة الجامعة (قسم اللغة الإنجليزية). في تيارت ، يستخدم طلاب اللغة الإنجليزية في جامعة ابن خلدون مزيجًا من اللغات (العربية ، والعربية الجزائرية ، والبربرية الفرنسية ، والإنجليزية أيضًا). يستخدم طلاب اللغة الإنجليزية اللغة الإنجليزية الفرنسية في غرفة الصف مع المدرسين ، ولكن خارج حجرة الدراسة قد يكونون يستخدمون اللغة العربية الجزائرية والإنجليزية فقط وأحيانًا الفرنسية ، كما يستخدمون مزيجًا من اللغات اعتمادًا على خلفية الشخص الذي يتواصلون معه أيضًا ، وهناك أيضًا البربر الذين يستخدمون فقط الفرنسية والقبيلة مع الطلاب البربر بينهم لكنهم يستخدمون العربية الجزائرية مع الطلاب العرب. لكن في دراستنا ، نركز فقط على السنة الأولى ونتقن اثنين من طلاب اللغة الإنجليزية ونحاول استكشاف ما إذا كانت السنة الأولى عبارة عن تبديل واستعارة للرموز مثل الماجستير الثاني والفرق بينهما