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**Evaluating The Process of Code Switching among
The Department of Languages Master Students
Ibn Khaldoun University of Tiaret as a Sample**

**A Dissertation Submitted in Partial Fulfillments of the Requirement for
Master's Degree in linguistics**

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Abstract

In communities where two or more languages are spoken, speakers often switch between languages when conversing; this practice is known as code-switching. Subsequently, the primary goal of this study is to evaluate “code-switching” in the Algerian sociolinguistic context, and its other related linguistic phenomena, such as bilingualism, code-mixing, and diglossia, which are used to characterize the sociolinguistic environment of Algeria. Therefore, 71 Master's level students at Ibn Khaldoun University, were chosen to serve as a convenient sample and given access to a semi-structured printed questionnaire to accomplish the study objectives. The analysis and interpretation of the findings revealed that students change their coding strategies depending on both the context and the interlocutor rather than the formality of the settings. also, psychologically, to demonstrate their social status and knowledge. Besides, it has been discovered that a person's limited vocabulary affects their capacity to transfer between languages since students mostly code-switch during interactions as a way to fill in the blanks that may cause miscommunication, hence, the use of code-switching has an overwhelmingly negative effect on student English language learning.

Keywords: Code-switching CS, bilingualism, formality, miscommunication, Algerian sociolinguistic situation

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List of Abbreviations

- AA :** Algerian Arabic
- ADA:** Algerian Dialectal Arabic
- EFL:** English as a foreign language
- AF:** Absolute Frequency
- CA:** Classical Arabic
- CM:** Code Mixing
- CS:** Code Switching
- DA:** Dialectal Arabic
- H:** High
- L:** Low
- L1:** First Language
- L2:** Second Language
- MSA:** Modern Standard Arabic
- RF:** Relative Frequency
- SA :** Standard Arabic

General Introduction

People who speak more than one language such as Bilinguals frequently engage those languages simultaneously, which is usually done by merging or exchanging two language codes in the same conversation. Code-switching commonly abbreviated CS is the name given to this linguistic occurrence (Sudrama & Yadnya, 2015). this code-switching often exists in multilingual communities like Algeria, where the latter country has an intriguing but extremely complex sociolinguistic situation that is continually exhibited in the way Algerians use language. For that reason, the current study will examine the use of code-switching at Ibn Khaldoun University, Algeria, particularly, among students who are undergoing their master degree studies in English as the researchers' main sample; so to examine how CS is affecting their English language learning and how they perceive CS and utilize it in their day-to-day interactions. in other words, this study will focus on the practice of code-switching by master students as it relates to Algeria's sociolinguistic landscape and bilingualism.

Given that code-switching (CS) is seen as a way to improve communication and that it is most commonly used by bilingual people, a formidable research statement will look at where CS use varies, depending on what circumstances, people, and formality, and whether it has functions beyond language in a conversation. It will also be interesting to investigate students' perceptions of CS. Particularly in terms of how it affects their language learning.

Moreover, three primary questions that strongly encouraged the researchers to investigate this current topic;

1. When and how frequently master students switch codes and with whom?
2. What are the reasons behind the use of Code switching among master students?
3. What are students' attitude towards using CS in the classroom, notability, using CS to learn English?

Hypotheses are suggested as tentative answers to the aforementioned questions:

- People code switch based on context, topic, person, and formality of the occasion.
- Master students 'Code switching may be attributed to lexical gaps filling, linguistic weaknesses covering, and communicative needs.

This study was chosen by the researchers. For a variety of reasons, the first is an attempt to shed light on the issue of code-switching at Algerian universities. Then, evaluate the state of bilingualism and how it affects the learning process of EFL students. Finally, to raise awareness among Algerian students about code-switching and its impact on their everyday conversations and language development.

At the University of Ibn Khaldoun Tiaret, master's level English students are given a printed questionnaire as part of this study. where the latter group is chosen because they speak two languages or more and is therefore thought of as a convenient sample. In order to fully understand the research's primary issue, the questionnaire will include both quantitative and qualitative questions. By having participants think about our topic from their point of view, the questionnaire will also help the researchers identify any areas of agreement or disagreement when coming up with a strategy to address our research questions.

To reflect the methodology and subject content of the research investigation, this dissertation is divided into three chapters. The theoretical underpinnings of this study are presented in the first chapter, which aims to demystify and define certain linguistic concepts that are related to code-switching and discuss the latter types, functions and theories. The second chapter works to provide a comprehensive overview of the important concepts and ideas pertaining to the various dialects of the Algerian language and those dialects that are unique to the Algerian environment. Besides, it defines the linguistic situation that exists in the country's multilingual society. Overall, it comprises Algeria's entire sociolinguistic profile. The third chapter describes the research methodology design, as well as the research instruments sample and data analysis. In addition, this chapter focuses on compiling and analyzing the collected data. Finally, the primary purpose of this study is to investigate CS and its impact on English Master students at Tيارت's Ibn Khaldoun University. However, the researchers must note that because the study was conducted on a small sample size of participants, the findings cannot be extrapolated to all students across the country.

Chapter One:
Theoretical Background

1.4. Introduction

The researchers will define numerous concepts relevant to the investigation in this chapter. As a result, the chapter will be divided into three sections. Bilingualism, code-switching, code-mixing, and borrowing will all be defined in the first section. The second section will go deeper into code-switching types and patterns (situational, metaphorical, and conversational). code-switching functions and forms (intra-sentential, inter-sentential and tag switching) and the most common theories. The final section clarifies several ideas and examines the markedness model.

1.5. Bilingualism

The presence of two languages is referred to as bilingualism. That, according to Bloomfield (1933) as it was illustrated by Fezzioui (2013), Bilingualism is the outcome of acquiring a language other than one's native tongue. Similarly Based on Richard Nordquist the term 'bilingual' refers to an individual who uses two or more languages or dialects in his or her everyday life, regardless of the context of use. Taking this definition into account, more than half of the world can be considered bilingual (Giussani, Roux, Lubrano, Gaini and Bello, 2007: 1109). That is, it can also apply to someone who has not yet learned complete grammar for a language but can nevertheless make meaningful utterances in that language. Similarly, (Haugen, 1953) believes that there are two types of bilinguals, the first are non-perfect bilinguals having at least one of the four skills of a language. The second is perfect bilinguals who have mastered all four language skills.

1.3. Code Switching CS

Code-switching is a global phenomenon. It is caused by language contact. It refers to bilingual speakers conversing in several languages or dialects simultaneously (Gardner, 2009). According to Paradis, Genesee, and Cargo (2011), the process of code-switching only occurs in multilingual or bilingual speech communities. Additionally, The term Code-Switching refers to the "use of elements from two languages in the same utterance or stretch of conversation," implying that shifting from one code to another occurs within a single utterance.

1.4. Code Mixing CM

Code-mixing is the transfer or mixing of linguistic fragments or words from one language to another. CM is also a sociolinguistic term. In CM, multilingual or bilingual users use different codes from other languages and combine them with other languages. Due to language contact, is a very common phenomenon in modern times; it often occurs when speakers and listeners understand more than two languages; in CM, speakers use terminology from other languages, which is also known as lexical variety in the language (Pieter, 2000).

1.5. Borrowing

Borrowing is the act of importing linguistic items from one linguistic system into another, which takes place whenever two cultures come into contact through time, as said by Bates L. Hoffer (2002). Similarly, borrowing is the use of terminology from the mother tongue when speaking in a second language, (Holmes, 2001). In other words, speakers must switch back to the first language when they cannot find the correct word in the second (the mother tongue). In addition, early studies of the borrowing process and its results concentrated on linguistic concepts like grammar, phonology, and lexicon. But recently, the investigation of borrowing from other communication system features has received more

attention, such as, in the field of inter-cultural communication which encompasses many different areas.

In short, a bilingual or multilingual speaker will use words from another language to fill in linguistic gaps and convey meaning or express a particular notion when they are unable to locate an equivalent word in their mother tongue. This switching process is called borrowing.

1.6. Types of Code Switching

Situational code switching, metaphorical code switching, and conversational code switching are the three types of code switching. There are three different forms of code-switching theories: intrasentential code switching, intersentential code switching, and tag switching. (Fanani, A, 2018)

1.6.1. Situational Code Switching

In the 1970s, the "situational switching" Vis "metaphorical switching" approach was adopted. The alteration of code that is impacted by the context and the interlocutor is referred to as situational switching. It incorporates subject shift; it is dependent on the assignment of a language variety to a group of themes, people, or goals (Myers et al, 1977). As a result, situational CS entails a shift in topic as well as the location of the communication.

1.6.2. Metaphorical Code Switching

Metaphorical switching is based on participants' decisions to code switch at a certain point during a dialogue. As a result, the speaker makes a changeover to generate a unique communication impact. According to Myers et al (1977) "Metaphorical switching also depends on cultural agreements,"(P. 5). As a result, it comprises the assignment of codes based on public agreement. In reality, metaphorical CS is frequently used to emphasize or call attention to anything.

1.6.3. Conversational Code Switching

Gumperz (1982) used the phrase 'conversational code switching' to describe 'metaphorical code switching' the juxtaposition within the same speech exchange of messages belonging to two different grammatical systems or sub-systems. (P. 57)

Moreover, according to Gumperz (1982). (Fanani, A, 2018) quotes as cited by KERTOUBI.(2014), addressee specificity, interjections, reiteration, message qualification, and personalisation versus objectivization are some of the elements of conversational CS,

The distinction between direct and reported speech is defined by quotations. When someone wishes to report anything spoken by someone else, they utilize them. According to Gumperz (1982, PP. 75–76) "in many instances the code-switched passages are clearly identifiable either as direct quotations or as reported speech" : . CS is used to incorporate the addressee in the dialogue when it comes to addressee specification. As a result, "the switch directs the message to one of several possible addressees." (Gumperz, 1982, P. 77)

It may also be used to keep someone from participating in a conversation by speaking in a language that no one understands.

Interjections occur when CS is used to fill in gaps in sentences. (Gumperz, 1982) As a result, code switching is utilized to indicate the presence of an interjection. Reiteration, on the other hand, denotes the use of CS for clarification (Fanani, A, 2018) Message qualification, on the other hand, refers to a subject that is introduced in one language but discussed in another. It can also refer to qualifying anything that has already been spoken.

Personalization versus. objectivization, according to Gumperz (1982), refers to the distinction between talk about action and speaking as action, as well as the speaker's distance from a message.

Conversational code switching is described by Gumperz (1992) as contextualization cues, in which the processes are implicit means of communicating meaning as part of the

interaction between the speakers. Furthermore, Romaine (1995) asserts that all three code switching patterns (situational, metaphorical, and conversational) may be found inside a single discourse.

There are several ideas of code switching as part of the forms of code switching (intrasentential, intersentential and tag switching).

1.7. Theories of Code Switching

Some linguists classify code switching according to how much one language is mixed with another. Code mixing happens when switching occurs within a phrase (at the intrasentential level). Code switching occurs when more than one phrase is involved (intersentential level). Intrasentential CS, intersentential CS, and tag switching are the three forms of switching identified by Poplack (1980).

1.7.1. Intra-Sentential Code Switching

Intrasentential switching refers to the many forms of switches that occur at the end of a phrase. Lui (2010) notes that the statement is in various languages in this situation.

1.7.2. Inter-Sentential Code Switching

Switches within a clause or sentence border are referred to as intersentential CS (switching of phrase, noun or adjective). Poplack (1980) divided CS into five categories: entire sentence, between verb and adverb, noun and adjective, auxiliary and verb, single noun, and interjection. (Velásquez, 2010, P, 24)

1.7.3. Tag Switching

"The insertion of a tag in one language into an utterance in another language" is what tag switching refers to (Romaine, 1995, P. 22). Poplack (1980) gives an example of a tag: "I'm sorry, verdad, you know what I mean" as was cited in (Becker, 1997, p. 6) Discourse markers such as "okay, alright, right" and interjections are also used in tag switching (Poplack, 1980).

Bilinguals switch codes for a variety of reasons, and these reasons range from one bilingual speaker to the next.

1.8. Functions of Code Switching

Gumperz' model was questioned by Auer (1984) in the 1980s because it failed to define the term "situation." Auer (1995) used conversation analysis, also known as sequential analysis or Auer's conversation analysis, as a response.

According to Auer (1995, p. 116) " any theory of conversational code– alternation is bound to fail if it does not take into account that the meaning of code – alternation depends inessential ways on its sequential environment " as was cited in (Ylelyinen, 2004, p, 15). As a result, depending on the phrases, speakers interpret the meaning of CS.

Code switching has two roles, according to Auer (1998) discourse-related CS and participant-related CS.

Discourse-related CS, according to Auer (1998), is the contribution of code switching to the structure of the meaning of a phrase in conversation. As a result, CS is applied to the dialogue. There is a new language that all the speakers agree on and use for their engagement in discourse-related CS.

Auer (1998) as cited by Ylelyinen (2004, p. 20) as cited by . KERTOUBI. (2014), defines participant-related CS as the use of phases of diverse language choices . For communication, the speakers choose a language. As a result, there is a discussion on the language that will be used for communication.

1.9. Code Switching Purposes

Code switching denotes a high social status. For an example Algerians code switch to french to in formal settings. People can even code swap based on the topic being addressed. Switching for referential reasons refers to when a speaker switches between codes to describe a topic. Speakers may code switch to communicate their sentiments and attitudes when it

comes to emotional functions. Furthermore, when a language lacks vocabulary, code switching indicates lexical borrowing. When a speaker is unable to discover a term in the other language, he or she may borrow. Code swapping is sometimes used to influence the audience. (Holmes, 2008)

1.10. Code–Switching CS Versus CM and Borrowing

Many researchers have defined code mixing (CM); CS and CM are considered bi-products of bilingualism (Eastman, 1992). CM is defined by Kachru (1978. p. 28) as the employment of one or more languages for the consistent transfer of linguistic units from one language to another, and the development of a new restricted and non-restricted code of language interaction as a result of such language mixing. As a result, CM entails the usage of many languages as well as a transition from one code to another. In this regard, Bokamba (1989, p. 278) adds the following:

Within the same sentence and speech event, code – mixing is the embedding of diverse linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases, and clauses from two separate grammatical (sub) systems. (as cited in Walwadkar, 2013, p. 45)

In other words, CM is the transfer of linguistic components from two distinct languages within the same conversation or speech event by bilingual speakers.

That code, according to Crystal (1997, p. 66), "involves the transfer of linguistic components from one language into another" (as cited in Walwadkar, 2013, p. 45). As a result, CM is the process of switching from one code to another while conversing in one or more languages.

There are two approaches to code mixing. In fact, some linguists believe that code switching and code mixing are two separate phenomena that should be distinguished. Others, on the other hand, believe that there is no difference between code switching and code mixing. (Walwadkar, 2013,p. 42)

In terms of the differences between code switching and code mixing, CS refers to the transition from one language to another for a variety of reasons, including the circumstance and the speakers, whereas CM refers to the transfer of linguistic components from one language to another. (Walwadkar, 2013,p. 42)

In a similar vein, Bokamba (1989) proposes three reasons why code mixing and code switching should be distinguished. For starters, the two phenomena are distinct because each includes a distinct language component. For example, CS does not include rules for spoken languages, but CM does. Second, CM demonstrates a high level of bilingualism; it requires proficiency in both languages. It also necessitates the usage of two languages.

Some researchers disagree with the distinction, claiming that there is no difference between code mixing and code flipping because both occur as a result of language interaction. As a result, the two words are interchangeable. Some argue that there isn't a difference between CM and CS. Furthermore, some people believe that the phrases CM and CS are interchangeable. (Walwadkar, 2013, p. 43)

Since a definition covers just one component of CM and CS, it is difficult to preserve the separation between the two phenomena, based on the definitions offered and the two different perspectives on CM.

Borrowing is compared to code mixing and code flipping, although it is distinct from both. Bilinguals and multilinguals use CM and CS. Monolinguals' speech may contain simply borrowing (Walwadkar, 2013, p. 48). As a result, there is a distinction between CM, CS, and borrowing. Each phenomenon has individual characteristics; occasionally, two phenomena have similar characteristics, and a common trait across the three phenomena may be identified.

1.11. The Markedness Model

In 1993, Carol Mayers-Schotton created a theory known as The Markedness Model. The markedness model is based on Myers-Matrix Scotton's Matrix language-frame theory, a production-based explanation for code-switching as a phenomenon that is universally governed by regulations. In her theory, she argued that speakers switching between codes or languages need not be motivated by social factors. According to Myers (1993, p. 75), the markedness model is actually "an explanation accounting for speakers' socio-psychological reasons when they engage in CS [code-switching]". The interaction between interlocutors dictates the code alternatives.

To emphasise Switching is a tool, a way of accomplishing something for the speaker (by affecting the rights and obligations balance). Switching is an index for the listener, a sign of the speaker's objectives. As a result, switching serves as both a method and a message (Wei, 2000, pp. 141–142). As a result, in every society, there is always more than one manner of communicating. Languages are also connected to social groupings. According to Myers (1983, p. 115), "speakers recognize choices as either marked or unmarked about the norms of their speech community". As a result, the options are either marked or not indicated.

Furthermore, according to Mayers-Schotton, the speaker and the listener determine whether code-switching serves a discourse function or a societal goal. What separates marked from unmarked choice is the idea of mutual agreement between the expectations of the listener and the speaker. Inferring that code-switching is governed by implicit social convention, Mayers-S defines markedness as "what community norms would forecast being unmarked, what is not foreseen being marked." *ibid.*, 5. When code-switching is used with a specific motivation, it is an unmarked choice, and switches are less common. When code-switching is used without a specific motivation, it is a marked option.

Moreover, Mayers-Schotton (1998:25) proposes five maxims to help the speaker understand people's code-switching choices: the unmarked choice maxim, the marked choice

maxim, the exploratory choice maxim, the difference maxim, the marked choice maxim, and the virtuousness maxim. The purpose of this method is to achieve a specified goal while considering the circumstances around the speaking action.

Several linguists, however, have criticized it. According to analyst Peter Auer, the markedness paradigm does not adequately capture speakers' perceptions of their behaviour. (Peter.1998) Blommaert and Meeuwis also suggest that the model is limited in that it does not account for language heterogeneity (codes). They criticize the paradigm for assuming monolingualism as the normative communication reference point.

1.12. Conclusion

In this chapter, the researchers' purpose was to highlight the phenomenon of code-switching in general, as well as, the concepts related to this field. In particular, the researchers managed to offer adequate descriptions of the various forms of CS, their functions, and theories which will aid in the subsequent analysis. In addition, the description and discussion of The Markedness Model from which the researchers will build a comparable methodology.

Chapter Two:
**Algeria Sociolinguistic
Atmosphere**

2.1. Introduction

The linguistic situation in Algeria is the subject of the second chapter of this study project. It begins by listing the country's spoken languages. Moreover, discussing Algeria's sociolinguistic status, by mentioning various linguistic phenomena such as diglossia, bilingualism, code switching/mixing, in addition to, what impact they manifest on the process of learning a foreign language.

2.2. The Spoken Languages in Algeria

Algeria's linguistic situation is complicated, since it is marked by the presence of many communication languages. Algeria is a multilingual country since it speaks a variety of languages including Modern Standard Arabic (MSA) or Standard Arabic (SA), Berber, French, and Dialectal or Algerian Arabic (AA). Arabic, French, and Berber are the spoken languages, while Arabic and French are the spoken and written languages utilized in education and government.

2.2.1. Berber

The Berber tribes were the first residents of Algeria. Many Algerians speak Berber as their first language. After the constitutional change of May 8th . 2002, it was recognized as a national language. Many African countries, including Mali, Mauritania, and Morocco, speak it. Kabyle is spoken in Kabylia, particularly in Algiers, Béjaia, TiziOuzou, Bouira, Sétif, and Boumerdes; Shawia is spoken in the Aures, particularly in Batna, Khenchla, Souk Ahras, Oum El Bouagui, and Tebessa; and Mozabite is spoken in Mzab and Tamashekt in the Sahara Desert. (Fezzioui, 2013)

2.2.2. Arabic

With the entrance of Muslim Arabs in the seventh century, the Arabic language became Algeria's official language. Arabic is a descendant of the proto-Semitic language family. It is widely spoken in the Maghreb for a variety of reasons, one of which is because Arabic is the official language of Islam. It was also the language of science and knowledge. It is the Arab countries' primary and native language. MSA (Modern Standard Arabic) is spoken in 22 Arab nations. (Fezzioui, 2013)

Modern Standard Arabic (MSA) and Dialectal Arabic are the two types of Arabic (DA). Algerian Arabic includes a variety of accents. The pronunciation of / q / is realized as / q / in Algiers, / g / in Oran, / / in Tiaret, / k / in Jijel, and / ts / in Ghazaouet due to phonological diversity from area to region. The dialect of Algerian Arabic varies by area. Borrowings from other languages, mostly French, are prominent (Fezzioui, 2013). Words like / tabla/table, / bata/boite, / loto/car, and / kartab/bag are examples.

2.2.3. French

It is widely known that France had colonized Algeria around 1830, and their colonization lasted for 132 years, until Algeria gained independence in 1962. Algeria's first foreign language is French. The colonial language for obvious reasons since France made it an obligatory to master if one wants a higher degree It's also denotes a high social status as was emphasised by Fezzioui. (2013) Subsequently, It was considered as a requirement of every Algerian school's curriculum.that entails the fact that many Algerians have mastered the french language.

2.2.4. English

English is required in all Algerian middle and secondary schools, as well as colleges (and even in some military/security, commercial, and cultural sectors). Its current state is that, after French, it is regarded as the second most important foreign language. The roles that English plays in Algeria demonstrate its spread in the former French colony. English, in particular, is used to transmit status, for interpersonal communication in formal and professional settings, to serve the regulative, creative/innovative, and instrumental roles.(Belmihoub, 2018). Despite the fact that it does not play a very significant function in Algerian people's national and social lives (unlike English), not a historical component of Algerian cultural identity, People do not appear to require it in order to live their social, intellectual, and economic everyday reality. Furthermore, English is not the pupils' native conversational context in Algeria. Furthermore, the foreign language is not the same as the students' native language, Arabic as a result, aside from the minimal amount of English they hear and say, to some extent, English is not being read or written in the classroom the most of the time in their everyday lives (Belmihoub, 2018).

There is no denial that English as language in Algeria is gaining more popularity and the number of Algerian English speakers is increasing daily because it is considered as a tool to help develop and benefit many domains in Algeria such as economy, politics and the educational system in Algeria as it was put by (Bouchrif, 2001). The educational journey of English in Algeria starts in middle school where students get introduced to the alphabet and basic concepts in English. during that step learners are considered as " beginners". It also continues all throughout high school where they start learning about English grammar and in this step, students are expected to develop their vocabulary baggage. However, only 10% of high school graduents choose English as their university major (Benrabah, 2013).

2.3. The Sociolinguistic Situation in Algeria

2.3.1. Algeria as Bilingual Community

Algerian bilingualism refers to linguistic traits unique to Algeria. It is performed in various ways by the majority of Algerians, including intellectuals and illiterates alike. As a result, the Algerian people may be split into three sociolinguistic groups: bilinguals who are educated, illiterate, or semi-educated.

A) Educated bilinguals: They converse in both local and standard French. 'Le bilinguisme des hommes cultivés,' as defined by Meillet (1934). In their life, the two languages play different roles. In most cases, the dialect is the primary language spoken at home, while the other caters to a larger audience. Furthermore, some educated Algerians are multilingual, speaking Arabic, Berber, and French in various contexts. However, only those Algerians who speak Berber as their first language do so. The lifestyle of educated bilinguals is Gallicized. Members of the medical and educational professions, as well as public workers, are examples of bilinguals. Their French has various traits, notably at the phonological level, making it difficult to tell the difference between a natural French speaker and a French educated Algerian in many circumstances.

B) Uneducated bilinguals: A large number of individuals become illiterate as a result of colonialism. After independence, almost 80% of Algeria's people could not read or write. Nonetheless, bilinguals can be found among them. It's evident that they all speak a regional dialect (either Arabic or Berber). So, when did they learn French and how did they do it?

The main language, French, was used by the authorities and those who were 'serving' them throughout colonization. They were either self-employed farmers or domestic servants. Their minds had been conditioned to accept French views and even speak the language in French. Unlike the bilinguals in group one, this group of bilinguals, who are mostly from the peasant or working class, considers French to be a foreign language. Their French

pronunciation distinguishes them not just from native speakers, but also from group one bilinguals. In this second example, the word bilingualism is believed to begin at the moment where speakers of one language can talk without difficulty with speakers of another language. It is not necessary to be fluent in both languages. The most important aspect is to produce meaningful statements in the target language. Thus, what we require of a bilingual is not a high level of proficiency in both languages, but rather a sufficient communicative ability in the other language to conduct daily language, as is the case with most uneducated Algerians who understand French even if they don't speak it, but use some French words morphologically and phonologically adapted to Algerian dialects to make themselves understood.

When we consider the third group, semi-bilinguals, the situation becomes much worse. This category comprises of bilinguals who have little proficiency in French but are generally from the same social background as group 2. The members of this group are multilingual in the sense that they speak both MSA and Berber.

Another facet of Algerian multilingualism may be seen in many young people's daily discussions. Frequently, components of Arabic or French, Berber/French, or MSA/French are blended in a discourse to the point that neither an Arab nor a French listener can distinguish the spoken language.

Bilingualism in Algeria is now described as an insecure position. Because of the media's promotion of MSA and the arabisation campaign, it is just a transient situation; that is, Arabic is gradually replacing French everywhere, a process Lambert (1978) refers to as Subtractive Bilingualism.

Algeria, according to Boyer (2001), is a bilingual country where political tension between French and Berber persists. Gallagher also believes that the arabization agenda will take at least a generation and will need a concerted effort. He declared the following: "French

is the language of Algeria, and there is no mistaking”.

2.3.2. The Diglossic Situation in Algeria

From the foregoing explanation, it can be concluded that Spoken Arabic is the primary means of communication for more than 300 million Arabs. Arabic vernacular, unlike MSA, is the native language of the Arabs and is acquired without formal education or training.

The term ‘diglossia’ refers to the occurrence of two varieties of the same language. A High and a Low forms are both regarded as a degree in which they are used separately. In Algeria, as in other Arab countries, the official language is MSA, as already mentioned. When it comes to the official form of Arabic known as MSA, nearly no one in Algeria utilizes it, while the dialectal form of Arabic spoken by Algerians was employed in everyday discourse. In the same vein, Ferguson (1959) clarifies that:

There is a very divergent, highly codified (often grammatically more complex) superposed variety of the language, which is the vehicle of a large and respected body of written literature and is used for most written and formal spoken purposes, in addition to the primary dialects of the language (which may include a standard or regional standards. (P. 435)

Due to the large number of loanwords from French, Spanish, and English that have been incorporated into dialectal Arabic, it is still used for informal daily communication within families and in everyday life.

Furthermore, according to Ferguson (1959) who reinforces that the diglossia occurs where L and H varieties are used interchangeably, asserting that "no section of the community uses the highly codified variety for regular communication."(Ferguson, 1959, P. 435).

In a speech community, diglossia is defined as the presence of two language varieties. Each kind serves a distinct purpose. Fezzioui (2013) states that the codified variety, which is used for official purposes, has a large variation. In casual contexts, the low variety is

employed.

The Arabic language has several variations in Algeria, each of which is utilized for a distinct purpose. The Quran is written in classical Arabic. MSA is a standard language that represents a wide range of possibilities. Furthermore, Arabic has been "... codified to the degree that it may be comprehended by a variety of Arabic speakers" (Ennaji, 1991, P. 19). Algerian Arabic, on the other hand, indicates a low variation because it is not standardized (Fezzioui, 2013). Also, "It refers to the colloquial language known as amma, darija or lahja." (Kaye, 1970, P. 67)

There are several variants that "are identifiable from Classical Arabic as a consequence of a general grammatical reduction in structure" since they are "spoken rather than written" (Kaye, 1970, P. 67).

Algeria is thus a diglossic community. Ferguson published a set of diglossia criteria in 1959. Function, prestige, literary legacy, acquisition, standardization, stability, grammar, and phonology are a few of them. (Hudson, 2002)

The high (H) and low (L) variants are, in reality, employed for distinct reasons and in various domains. In addition, because it is employed in official settings and administrations, the H variant is more prestigious than the L variety. Furthermore, the literature is written in the H dialect. Furthermore, the high variety is taught at school, but the L variety is the first language learnt at home. Furthermore, the government has standardized and stabilized the high variety. The grammar of the two types differs as well. Finally, the H and L types have distinct lexicon and phonemes. (Shiffman, 1999)

2.4. Bilingualism Aspect in the Algerian Context

Different languages are used in Algeria for communication. The native language is Arabic. The first foreign language is French, while the second foreign language is English.

Arabic is, in reality, the official language. It's utilized in schools and government

offices. French is also taught in schools. Because of the French colonialism, the majority of Algerians speak and comprehend it (Fezzioui, 2013). Miliani (2001) asserts that French "is an instrument (linguistic, cultural, social, economic, and technological)" as it was phrased by (Fezzioui, 2013, P. 41). Furthermore, following Algeria's independence, the French language became a component of the Algerian people's linguistic repertory. English as a second language is also taught in schools. It begins in the first year of middle school and continues until the eighth year. Nevertheless, it is not utilized for regular dialogue (Fezzioui, 2013).

As a result, Algeria may be classified as a bilingual/multilingual society since more than one language, particularly Arabic, Berber, and French, is used for daily communication.

2.5. Borrowing in ADA

The exchange transactions in Algeria, where numerous people, mostly French, Spanish, and Italians, came into touch throughout the colonial eras either antagonistically or for commerce, were fairly one-sided. Their social and cultural activities will undoubtedly have an impact on one another. Because all social actions are mediated by language, the many languages will respond to one another, notably in the form of borrowing.

Algerians have not only done the most of the borrowing, but they have also had to learn the invaders' language. As a result of frequent interaction with French throughout the colonial period and subsequently, Algerian dialects are today known for possessing a large number of French vocabulary and idioms. Because of the Spanish commerce or invasion that happened before the French arrival, certain Spanish terms can be heard, especially in the western portion of the nation (Oran, Ain temouchent, etc...). The French language, on the other hand, infiltrated the populace to the point that it is now regarded a second language.

In ordinary conversation, both educated and uneducated people employ a number of French terms, frequently making them seem like Arabic phrases

2.6. The Impact of Code-Switching on Education and English Learners

Bilingual education, as well as CS-CM, is employed informally in most Algerian classrooms (Mlay, 2010). Bilingual speakers, according to Holmarldotti (2016) and Mlay (2010), people who use two or more languages in their daily speech are bilingual, and code-switching (CS) is defined as a language change that user employ. CS is frequently used interchangeably with Code-Mixing (CM) by different academics. According to Saville-Troike (1982), code merely refers to a distinct language. CS is classified as intersentential, which indicates that the language switches in the middle of a phrase. CM is often regarded as having a more negative connotation than CS, and it frequently shows a lack of linguistic proficiency in the language in question. CS is not a sign of a speaker's deficit, but rather the product of complicated multilingual skills (Myers et al, 1993) When a teacher with an excellent command of the English language notices that his or her students are not understanding, he or she can employ CS.

When teachers see that their pupils are confused because they are speaking a language that they are unfamiliar with (English), they deploy CS and CM techniques. Other scholars have reported seeing similar behavior in classrooms throughout the world such as: Saville and Troike (1985), Myers (1993), and Ndayipfukamiye (1993)

2.7. Conclusion

This chapter explored Algeria's sociolinguistic situation as it is influenced by language contact, besides, its impact on speakers. The researchers presented the current language situation in Algeria, including historical context, as well as, a description of each linguistic phenomena that occurs in the country and its implications, which have resulted in the melting pot of linguistic complexity that we see today in Algeria.

Chapter Three:

Data Analysis & Findings

3.1. Introduction

This chapter provides the practical part of the study that examines the usage of code-switching by master students at Ibn Khaldun University. It is divided into two segments, the first of which discusses; the research methodology that was utilized to carry out the fieldwork. Then, identify the current sample, and lastly, explains the method for gathering data and the framework for analysis. Moreover, finding answers to the primary research questions will be the focus of the second segment, which will be devoted to the analysis and interpretation of the questionnaire, where the data will be viewed by researchers from the participants' point of view. The data will then be discussed to formulate adequate answers.

3.2. Research Design

The core of any research project is how it proceeds, because the technique used and its clarity have an impact on the validity and dependability of the final findings. "Fitness for purpose" governs the study kind (Cohen et al, 2000, p. 146). That is to say, the objective of study dictates whether or not a technique and design are acceptable. The goal in our situation was to look into code switching among master students and the reasons for combining languages when speaking. As a result, the current study's research approach is a quantitative data gathering method.

3.3. Case Study Approach

On this research field, we have conducted investigation during the academic year 2021-2022. The total number of participants is 71 students who are undergoing their master studies at the University of Ibn Khaldoun Tiaret.

Even though each of these languages can be found in a tertiary setting, we chose to include the participants in this study because researchers wanted to investigate this phenomenon from a number of different perspectives. For instance, the outcomes of language contact, such as code switching, diglossia, or borrowing, can be an alternate proposal for

ensuring that the message is understood properly. For this, students may frequently move between MSA, ADA, and French in order to communicate effectively.

3.4. Sampling Technique

Only English language students from the department of foreign languages were chosen as a sample. The justification for this choice is based on the fact that, as "captive audiences" (Cohen et al, 2007, p. 114), this group of English master students met all of our research's requirements in terms of purpose, availability at a certain time, simple accessibility, and geographic closeness (Gal & Borg, 2003). Nonetheless, it is acknowledged that this type of sampling does not guarantee that the findings are relevant to the wider population to which this sample belongs. The argument may be that, despite being empirical, most social science research does not use random sampling. (Dörnyei, 2007)

3.5. Research Methodology

In the social sciences, there are a variety of research methodologies; each subject necessitates the use of a distinct approach. However, because this is a descriptive study, a quantitative technique is the best way to conduct the research in a methodical and objective manner in order to discover the primary causes for code switching across languages among university students.

3.6. Data Collection Tool

As stated, the goal is to determine the factors that induce English students to switch codes. The data for this study came from a semi structured questionnaire distributed and filled out by 71 participants. Furthermore, the questionnaire comprise 19 various types of questions, most of which are multiple-choice, scale questions such as frequency, agreement, and yes/no types of replies. Besides, three open-ended questions were put for more qualitative feel.

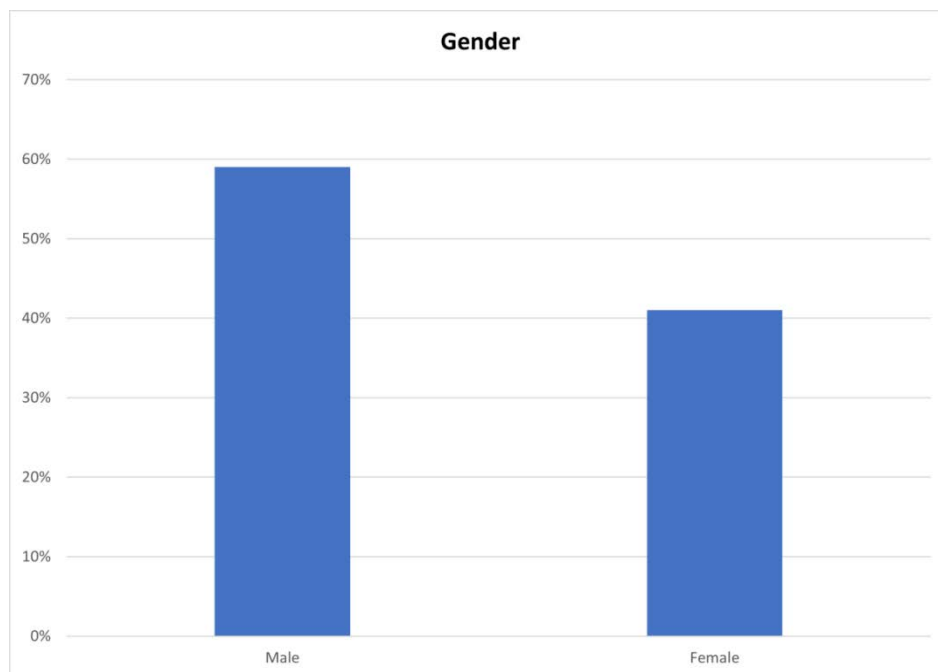
3.7. The Analysis of the Questionnaire

➤ Section one: Informants' Personal Data

Question 01: Your gender ?

Gender	Number	Percentage
Males	42	59%
Females	29	41%
Total	71	100%

Table 3.1: Students' gender



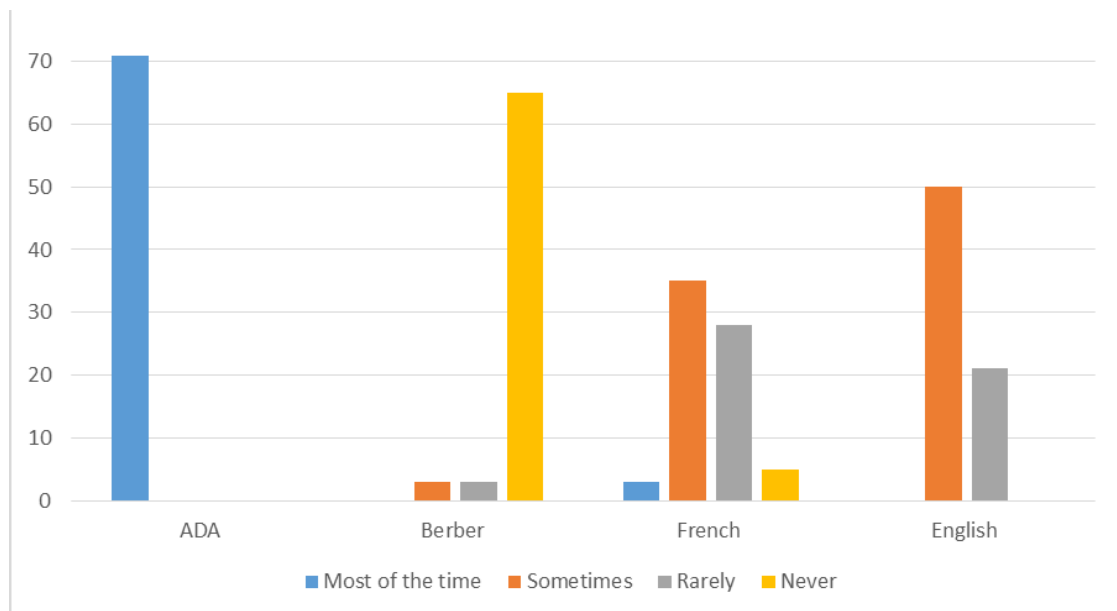
Graph 3.1: Gender statistics

Male master responders exceed female master responses by just over half the total number of participants, as seen by the statistics above. In that, males account for 59 percent (n=42) While, females account for 41 percent (n=29). It's worth mentioning that the bulk of the sample picked for the questionnaire is made up of men, as evidenced by the numerical statistics. Which was totally random. Since both males and females utilize CS.

Question 02: How often do you utilize each of the following languages in daily interactions?

Participants' Answer	Always	Regularly	Rarely	Never
ADA	71	0	0	0
Berber	0	3	3	65
French	3	35	28	5
English	0	50	21	0

Table 3.2: Students daily use of languages



Graph 3.2: Students use of languages

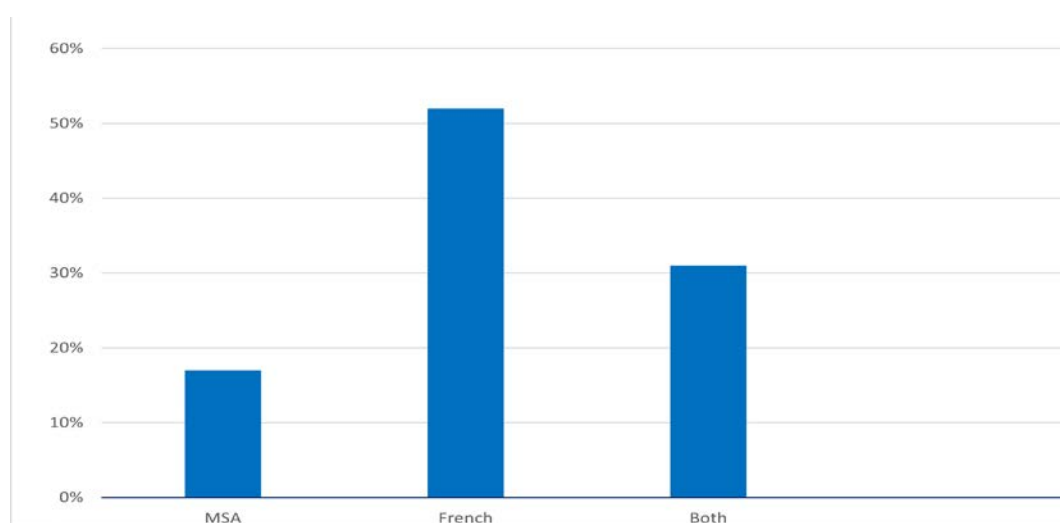
As expected, all of the participants use ADA most of the time because it is the mother tongue of the bulk of Algerians. while, Berber, despite being an official language in Algeria, is used by only three students on a regular basis for this sample, three use it rarely, and the rest of them estimated by 65 participants never use it. These numbers can be attributed to either students' ethnic backgrounds being Arabic or because the community of Tiaret is formed and maintained in ADA. The third language, French, has an influential usage in that three participants say they use it all the time, 35 participants say they use it regularly, and

28 participants say they rarely use it. The last language is English, which is used by 50 participants regularly, 21 participants seldom, and no participants usually or never. This is explained by the fact that the study sample consists of EFL students. This inquiry is designed to determine students' attitudes about languages, and which language or variety is the most prominent in their daily interactions.

Question 03: Which language do you speak more effectively?

Participants' answer	Number	Percentage
MSA	12	17%
French	37	52%
English	22	31%

Table 3.3: The language on which student speak better at



Graph 3.3: The language on which student speak better at

The findings of the percentage bar chart show that more than half of the respondents (52%) grasp the French language (n=37), while just 17% (n=12) master the MSA. With a rate of 31%, the remaining 31% (n=22) people are good at English.

Modern Standard Arabic is the Algerian language that every educated Algerian must know and be proud of. Girls, on the other hand, informed us that MSA is tough to grasp and

that French is not a challenging language; this is why they are more proficient in French. They went on to say that no one will utilize MSA in everyday conversation save in a few exceptional cases; nonetheless, French is more commonly used in many official circumstances such as administration, university, conferences, and so on.

Question 04: In a regular conversation, do you switch between or combine the latter languages (French, ADA, Berber, English)?

Participants Answer	Number	Percentage
YES	71	100%
NO	0	0%

Table 3.4: Students use of CS

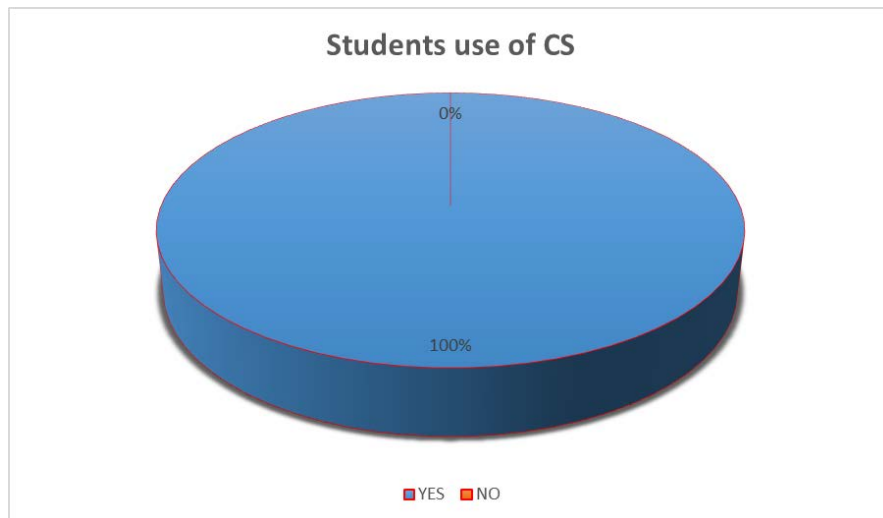


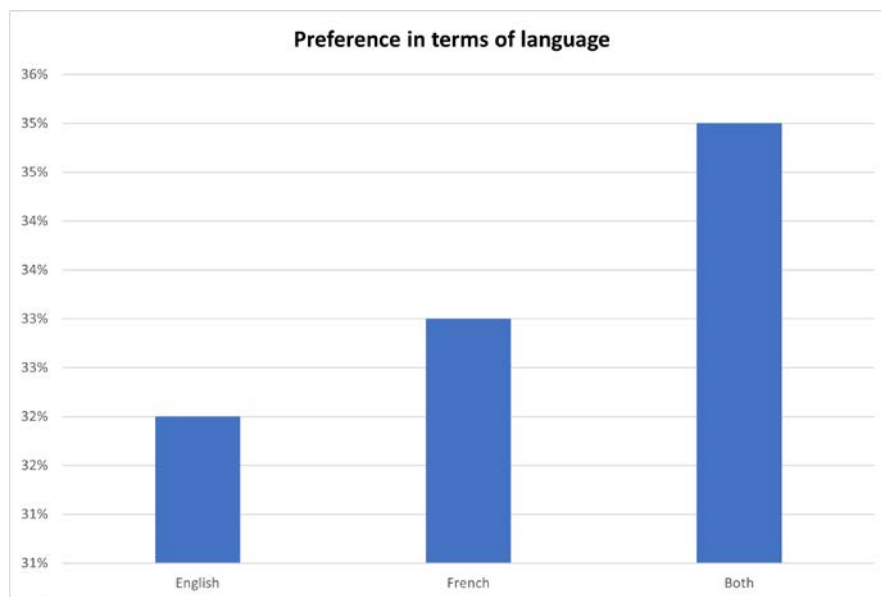
Chart 3.1: Students use of CS

Unsurprisingly, 100% of our participants (n=71) mix or code switch between the languages they are familiar with; this is fairly common, especially for bilinguals or multilingual, at least in both English, Arabic or the use of ADA given that the sample is formed by master students in English. Besides, to code-switch, you must have some passive skills in a second foreign language, and the next question will further investigate this area.

Question 05: Which foreign language do you personally prefer?

Participants' Answer	Number	Percentage
English	22	32%
French	23	33%
Both	24	35%

Table 3.5: Students foreign language Preference



Graph 3.4: Students foreign language Preference

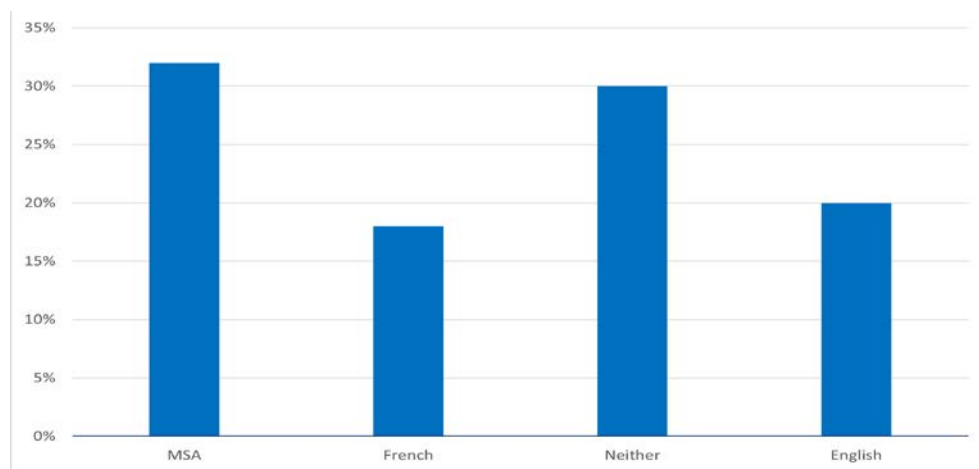
According to the results of question-item 2, around 35 percent (n=24) of respondents prefer both languages, whereas 33 percent (n=23) favour French. The remaining 32% (n=22) prefer to communicate in English.

Because of the underlying historical causes outlined in the previous chapter, our speech community heavily uses French. as a result of both educational and cultural factors brought by the colonial French society, thus, become accustomed to switching from Arabic to French; English on the other hand is appreciated but underutilized in daily discourse.

Question 06: Which one of the following languages is the most difficult?

Participants' Answer	Number	Percentage
MSA	23	32%
French	13	18%
English	14	20%
Non of the above	21	30%

Table 3.6: The most difficult language according to the participants



Graph 3.5: The most difficult language according to the participants

According to the results, 30% of the participants do not consider MSA or French or English to be challenging languages, whereas 23 respondents (32 percent) believe MSA is more difficult than French and English. Thus (18% / n=13) believe that French is more challenging. The remainder (20% / n=14) consider English as the difficult language.

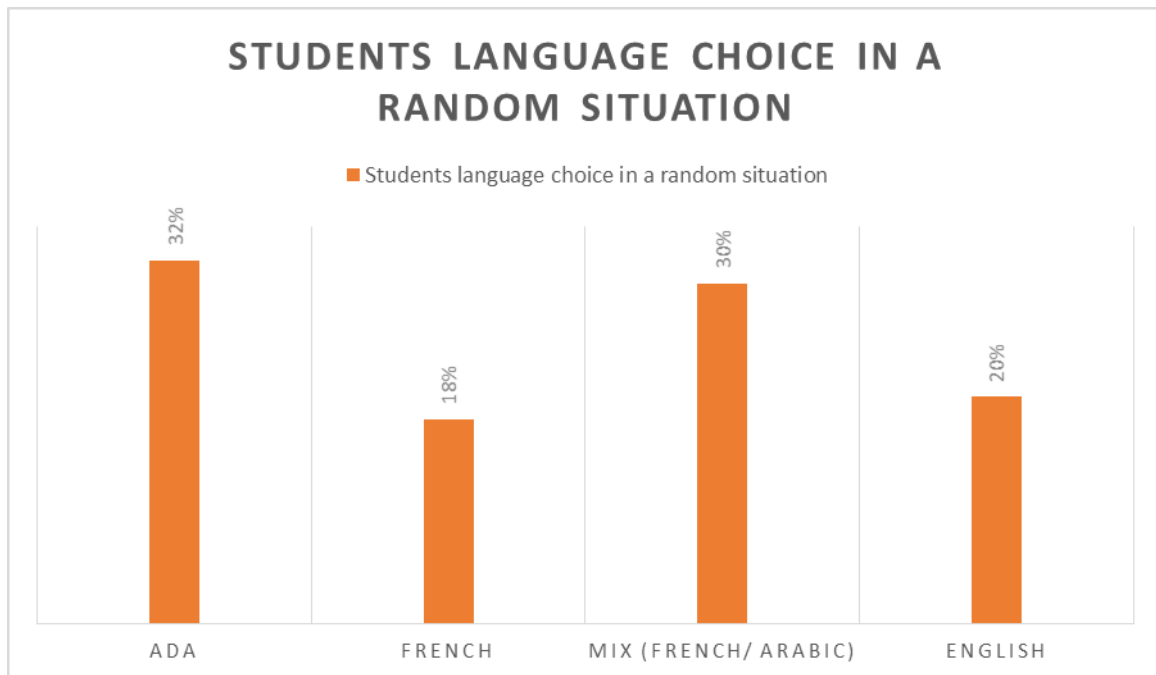
Language preferences, on the other hand, do not accurately reflect student proficiency or challenges in English, French and/or MSA. Despite the fact that MSA is our native tongue, some people regard it as a challenging language since it is morphologically rich and complicated, posing substantial hurdles for natural language processing and applications. It is the official language of 22 nations, with about 350 million people speaking it. On the other hand, some individuals believe that learning and producing French and English are more

difficult, maybe because they are foreign languages that they do not understand, particularly those who originate from rural areas.

Question 07: If you visit or happen to come across someone who is not a colleague or someone you are not familiar with, how would you address them?

Participants' Answer	Number	Percentage
ADA	23	32%
French	13	18%
Mix (French/ Arabic)	21	30%
English	14	20%

Table 3.7: Students language choice in a random situation



Graph 3.6: Students language choice in a random situation

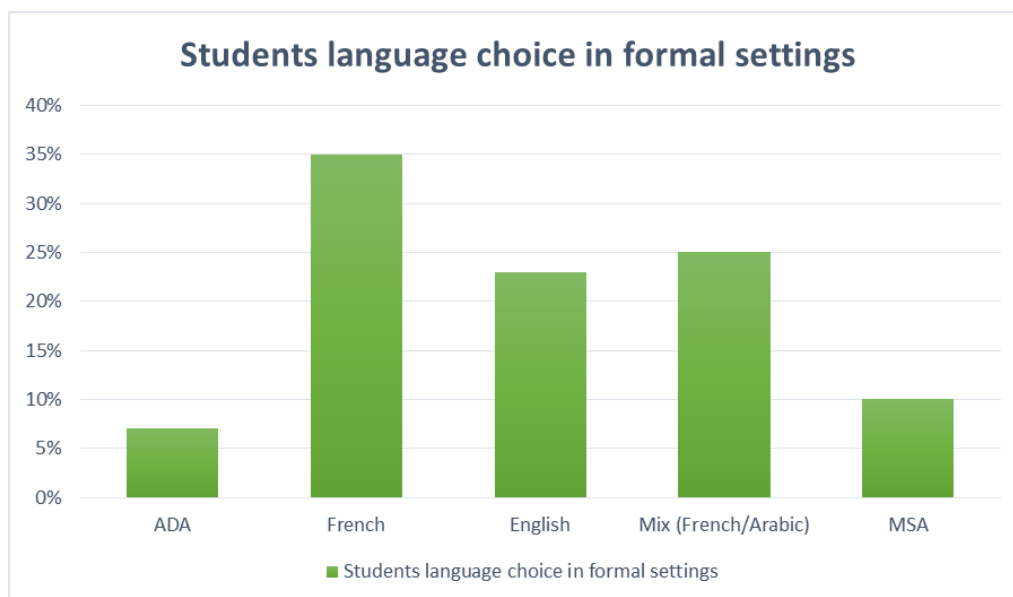
When we asked the students to envision a chance encounter with a stranger, the highest parentage by 32% (n=23) said they would use ADA or MSA to address the person. An additional 30% (n=21) said they would code-switch between French and Arabic. The rest

18% (n=13) chose French. The results indicate that ADA is used in all contexts, the close percentage of the ones who chose ADA and CS (French/Arabic) can be linked to the fact on which ADA is largely made up of French loan words, where some Algerians are so accustomed to using them that they are unaware that those words are originally French.

Question 08: Which language will you use at the office, school, or place of employment?

Participants' Answer	Number	Percentage
ADA	5	7%
French	25	35%
English	16	23%
Mix (French/Arabic)	18	25%
MSA	7	10%

Table 3.8: Students language choice in formal settings



Graph 3.7: Students language choice in formal settings

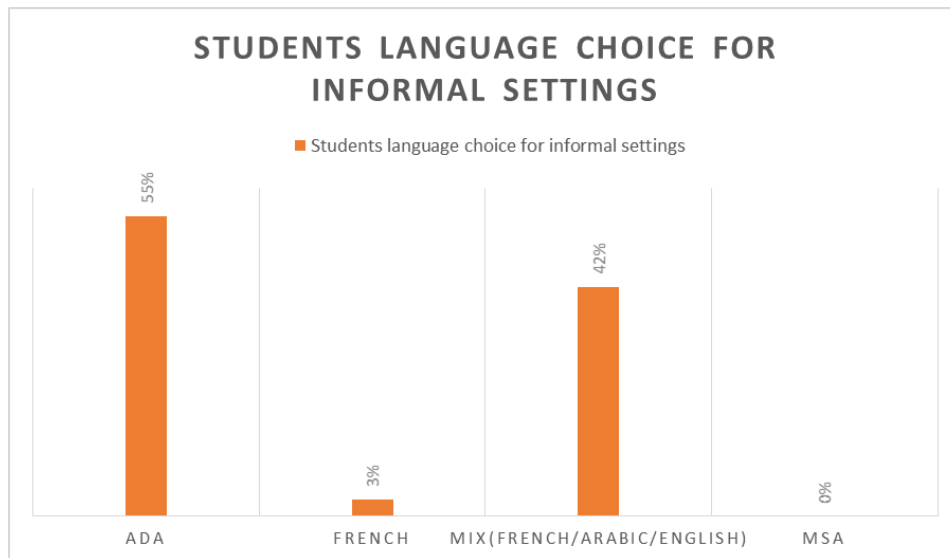
As demonstrated above, a significant portion, estimated at 35%(n=25), highlights French as a standardized language for formal circumstances. French has a high status in the country for instance; one can notice when Algeria's elite, including politicians and media leaders, speak French more frequently than MSA despite MSA being the country's official language. Code-switching between French and Arabic was in second place with 25% (n=18) participants, followed by English with 23% (n=16). Lastly, MSA and ADA are the two least recommended languages to use in formal settings.

The results can be understood under the assumption that MSA is not employed, while emphasizing that it is so difficult that it is best avoided, furthermore, because ADA is a mash-up of different vocabulary, using it in such formal contexts might be viewed as disrespectful. As a result, students prefer French or a combination of French and Arabic. Moreover, English is rapidly gaining popularity among Algerians because it is already a global language. Not to mention that the sample of participants is made up of university of Ibn Khaldoun EFL students, thus, it is typical to be the third most used language by the sample.

Question 09: In an informal context (such as a party, restaurant, market, football field, etc...), what language will you use?

Participants' Answer	Number	Percentage
ADA	39	55%
French	2	3%
Mix(French/Arabic/English)	30	42%
MSA	0	0%

Table 3.9: Students language choice for informal settings



Graph 3.8: Students language choice for informal settings

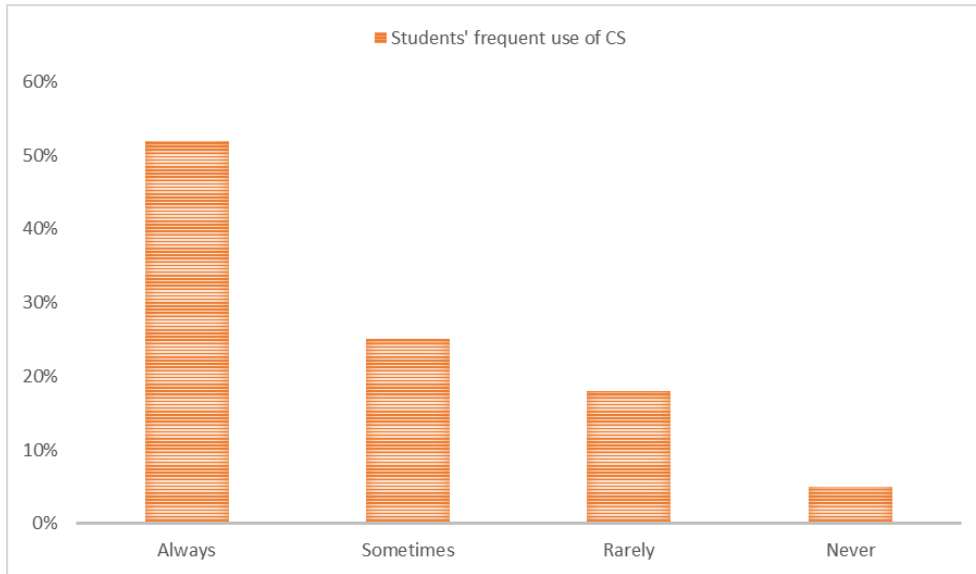
The results suggest that French is not suitable for casual conversations since only 3% (n=2) of those who responded to our survey claimed to speak to their families frequently in French. The majority of our respondents 55% (n=39) who stated that they use ADA in their daily interactions. Moreover, there is a great deal of code switching (Arabic/French/English). as being claimed by 42% (n=30).

Using ADA in such situation confirms the lack of it formality, and when linking this results with the previous one it seems that code switching is used in both formal and informal situations.

Question 10: How often you use code switching ?

Participants' Answer	Number	Percentage
Always	37	52 %
Sometimes	17	25 %
Rarely	13	18 %
Never	4	5 %

Table 3.10: Students' frequent use of CS



Graph 3.9: Students' CS frequent use

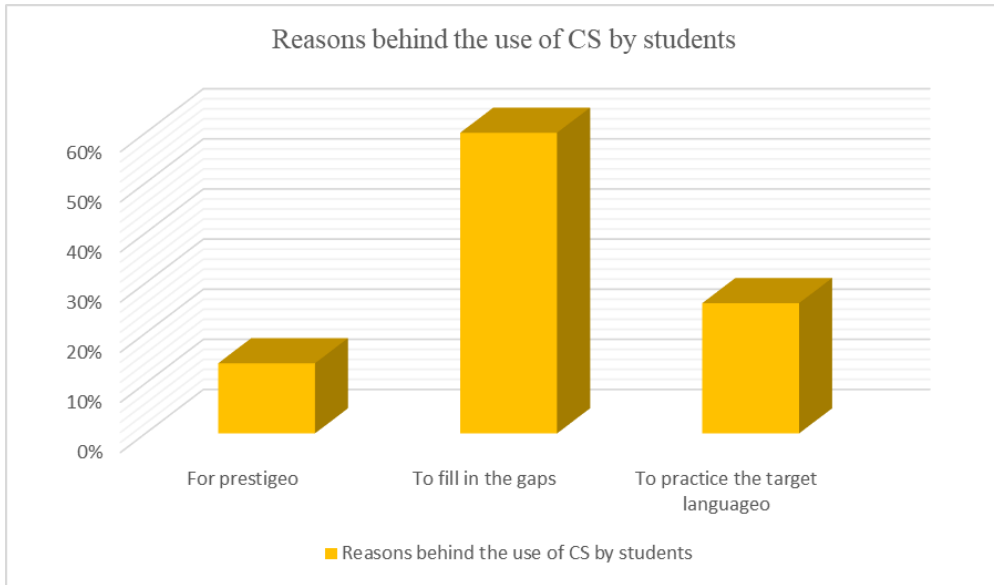
The table and graph illustrate that the vast majority of participants (52 percent / n=37) mix languages on a regular basis, whereas 25 percent (n=17) do so sometimes. Only a minority of the remaining respondents 5% (n=4) state that they do not mix languages.

When the researchers asked the students to explain their selections, many claimed that the practice of code-switching between French and MSA is in and of itself, making it as natural to Algerians as breathing air or eating food. Others claimed that because Algerians are naturally "bilingual In both French and Arabic," and some claimed it simplifies as well as clarifies ambiguous meanings in order to keep the conversation flowing.

Question 11: For what purpose do you use code switching?

Participants' Answer	Number	Percentage
For prestige□	10	14%
To fill in the gaps	43	60%
To practice the target language□	18	26%

Table 3.11: Reasons behind the use of CS by students



Graph 3.10: Reasons behind the use of CS by students

The purpose of this question is to identify the primary functions of CS among students. The results show that 60% (n=43) of participants use CS to fill in blanks or gaps in conversation, which means that if one person forgets a word or an expression in the first language, they can borrow an alternative in the second language without having to pause, while 26% (n=18) use CS to practice their target language even though it is unclear how CS enables L2 acquisitions, and the remaining ones use it only for prestige, which is a psychological reason indicating an intentional act.

Question 12: Do you think the use of code switching depends on the context?

Participants' Answer	Number	Percentage
Yes	46	65%
No	25	35%

Table 3.12: The use of CS is dictated by the context of the speech

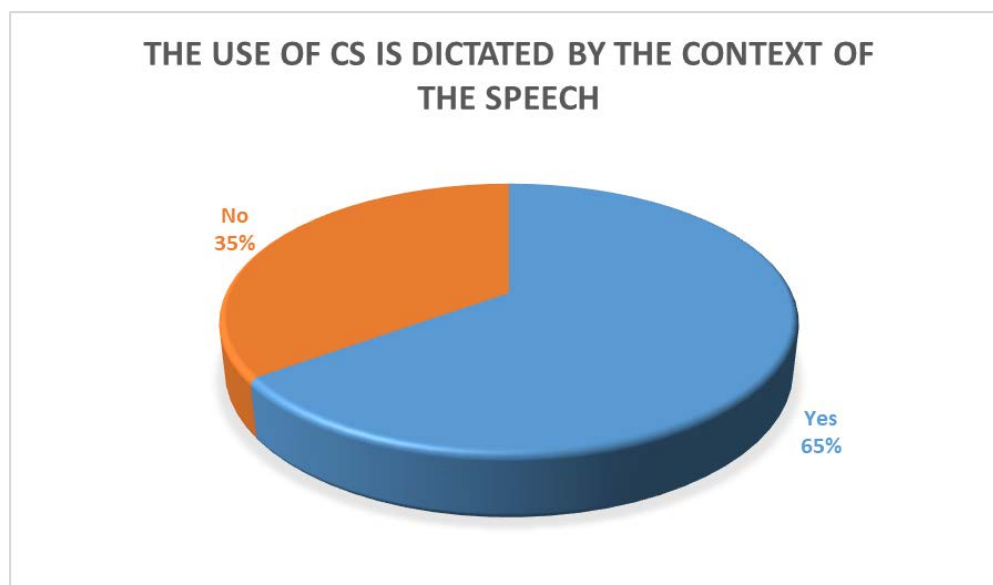


Chart 3.2: The use of CS is dictated by the context of the speech

This question was posed in order to determine whether students mix and switch codes based on the context of the conversation (the type of discourse, and its settings). Indeed, the majority of respondents do not switch codes for various subjects, and in the classroom, pupils appear to avoid using CS with teachers because they are limited to the target language. As per the findings, 65% of participants agreed with the idea of employing CS based on the context, whereas 35% said No.

Question 13: Justify your previous choice ?

Students who responded "yes" on the one hand made statements like, "We can not code-switch in English during our classroom discussion," while on the other hand, another remarked, "We have other formal varieties like MSA, thus I suppose CS is employed in casual contexts." Another person responded in detail, saying that Algeria has a diglossic situation where different languages and dialects are used in various contexts. For example, MSA and French are typically used in media and schools, whereas ADA is spoken with family and friends. However, some students think that not everyone asserted that CS depend on the context as some students claim "I believe ADA is built on CS since it has a lot of french vocabulary so we use it in every case". The researchers lean toward NO because it is clear

from looking at some results from earlier questions that CS, particularly between French and Arabic, is used in both formal and informal settings, but students do not use it with teachers as the next two question will confirm;

Question 14: Do you think the use of code switching depends on the interlocutor?

Participants' Answer	Number	Percentage
Yes	51	72%
No	20	28%

Table 3.13: The use of CS depends on the interlocutor

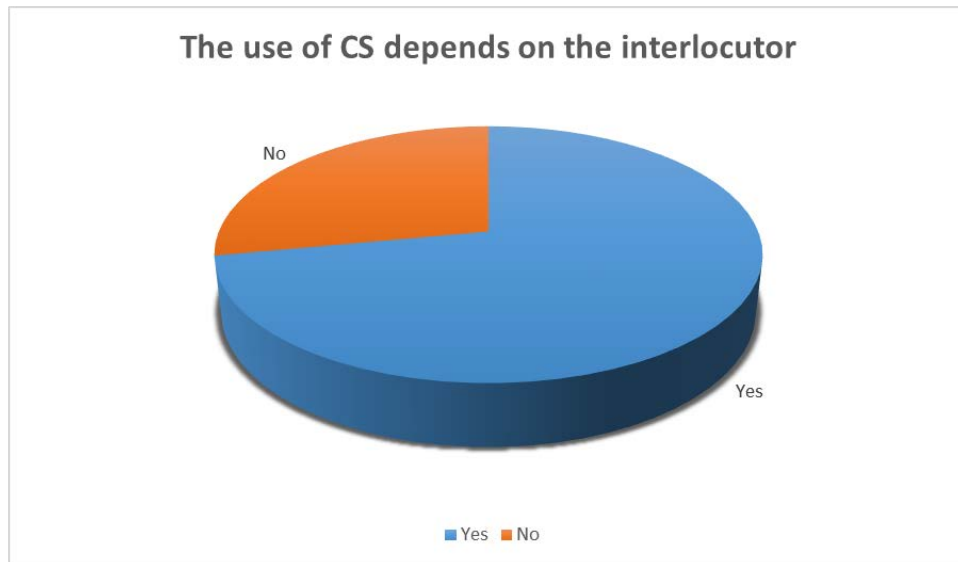


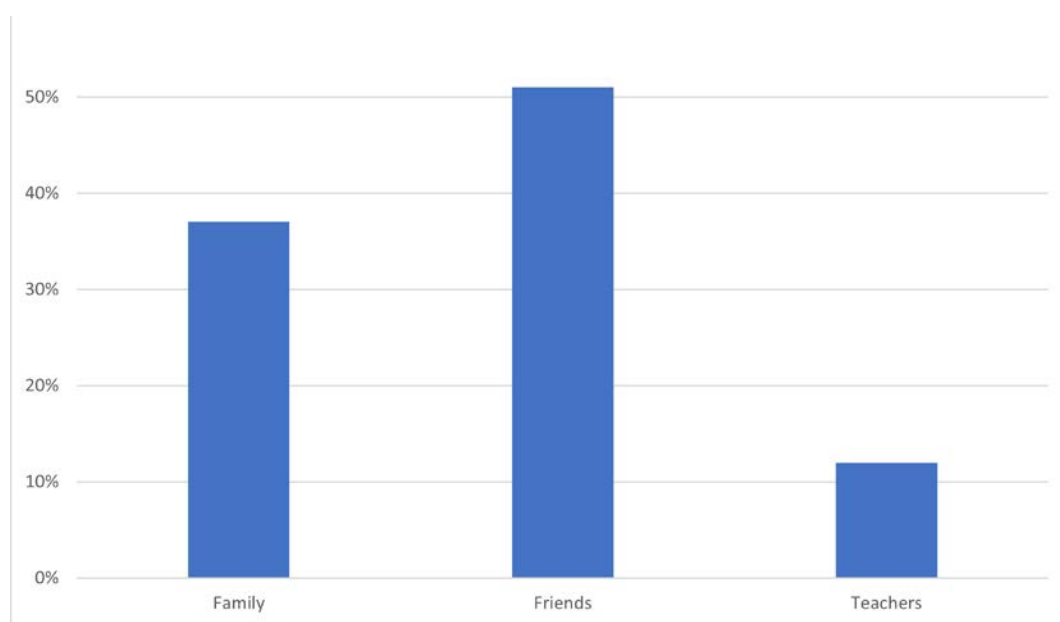
Chart 3.3: The use of CS depends on the interlocutor

According to the data gathered from question-item 72 percent (n=51) of participants code switch depending on the interlocutor. They do not use CS freely when they are talking for example with teachers they are guided with a particular language in conversing so they cannot use a mixture of languages just like when talking with parents or friends. Whereas a minority responded with No (28% = n°20).

Question 15: With whom do you use code switching the most?

Participants' Answer	Number	Percentage
Family	26	37%
Friends	36	51%
Teachers	9	12%

Table 3.14: Situations of using code switching



Graph 3.11: Situations of using code switching

According to the statistics in the table and percentage bar chart, 51 percent (n=36) of the informants code switch with their friends the most, whereas 37 percent (n=26) use the mixture of languages with their family. The remaining individuals, with a proportion of 12% CS with teachers.

No one these days criticizes someone who speaks French or English. People are adamant that the Foreign language is a priceless. As a result, individuals are unconcerned with the usage of Foreign in everyday conversation. Some people feel it beneficial to use them, and others can tell who is educated and who is illiterate based on their level of languages. Even if a person is not educated, they may recognize that he or she is a person of a particular level if

they speak Foreign languages fluently.

Question 16: Which form of code-switching that you most use ?

Participants' Answer	Number	Percentage
Switching just words in the middle of a sentence "Intra-sentential code-switching"	43	60%
Switching entire phrases and sentences "Inter-sentential code-switching"	21	30%
Adding French words in the end of a sentence Tag switching	7	10%

Table 3.15: The most common type of CS utilized by participants

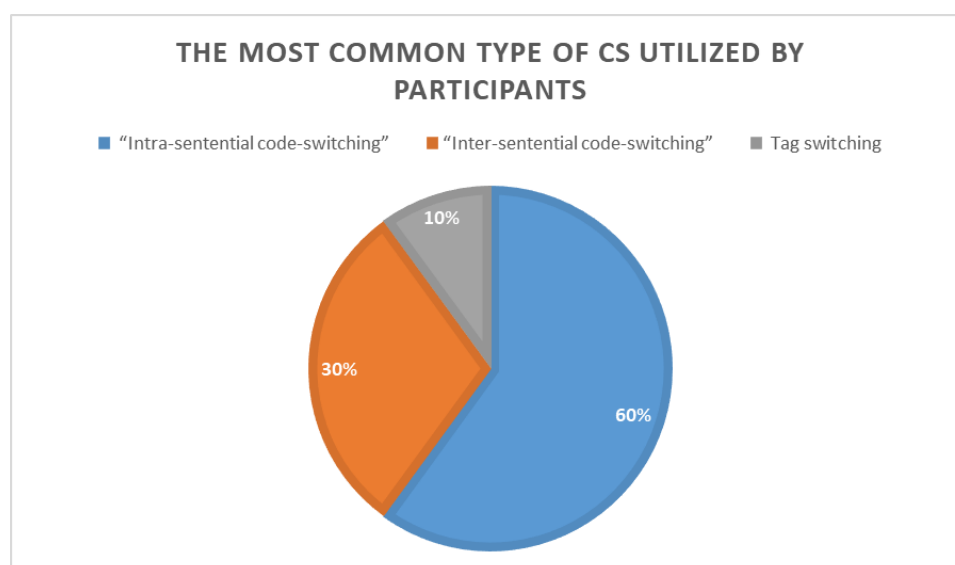


Chart 3.4: The most common type of CS utilized by participants

60% of participants (n=43) agreed that intra-sentential is the type of code-switching that students utilize the most, as seen in the table above. Thirty percent (n=21) of the participants reported noticing switching whole sentences, which is indicative of the intra-sentential form of code-switching. Only 10% (n=7) of respondents claimed they look for concluding clauses or sentences in French or English words.

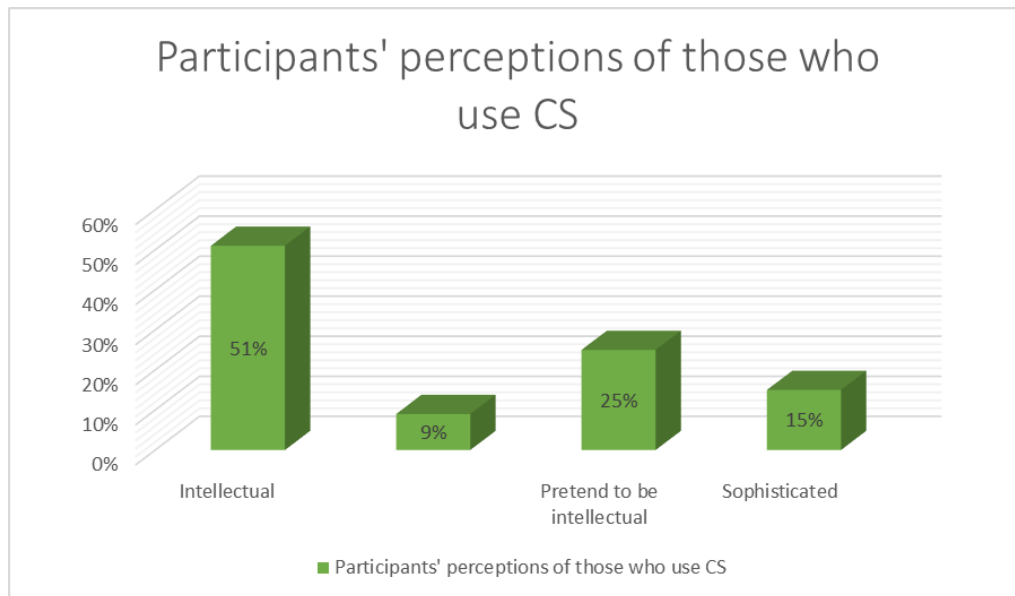
Statistics indicate that students only switch within-sentence boundaries by inserting French words into an Arabic dominating structure, despite some students' claims that they

switch full sentences between Arabic and English.

Question 17: How do you find a persons who mixes two codes or languages?

Participants' Answer	Number	Percentage
Intellectual	36	51%
Pretend to be intellectual	6	9%
Sophisticated	18	25%
Weak at one or both languages	11	15%

Table 3.16: Participants' perceptions of those who use CS



Graph 3.12: Participants' perceptions of those who use CS

The aforementioned graphs display two of the participants' top choices, with more than half 51% (n=36) claiming that the speakers who use CS are intellectual, suggesting they are fluent in both languages, and just over one-fifth (25%) (n=18) believing that CS users are sophisticated, meaning they have high social status. Additionally, 9%(n=6) of persons merely pose as intellectual in the sense that they code-switch on purpose. the last choice made by 15% (n=11) participants claim that the speakers who use CS are genuinely weak in both

languages, thus, in a way they combine the limited knowledge they have of the languages to hide their lack of competence.

The findings reveal a somewhat psychological base or purpose around which code switching is constructed. The majority see and favour code switching as an opportunity to demonstrate their language proficiency and acquire some social acceptance, both of which serve more individualized needs. Nevertheless, some participants think that CS can potentially demonstrate reversible psychology. Since CS primary purpose is to fill in gaps, it is plausible that some students use it to conceal their language weaknesses.

Question 18: Do you favour or oppose the use of CS in the teaching of English or any other foreign language within your university?

Participants' Answer	Number	Percentage
Favour	17	24%
Oppose	54	76%

Table 3.17: Using CS to learn L2 (Second language)

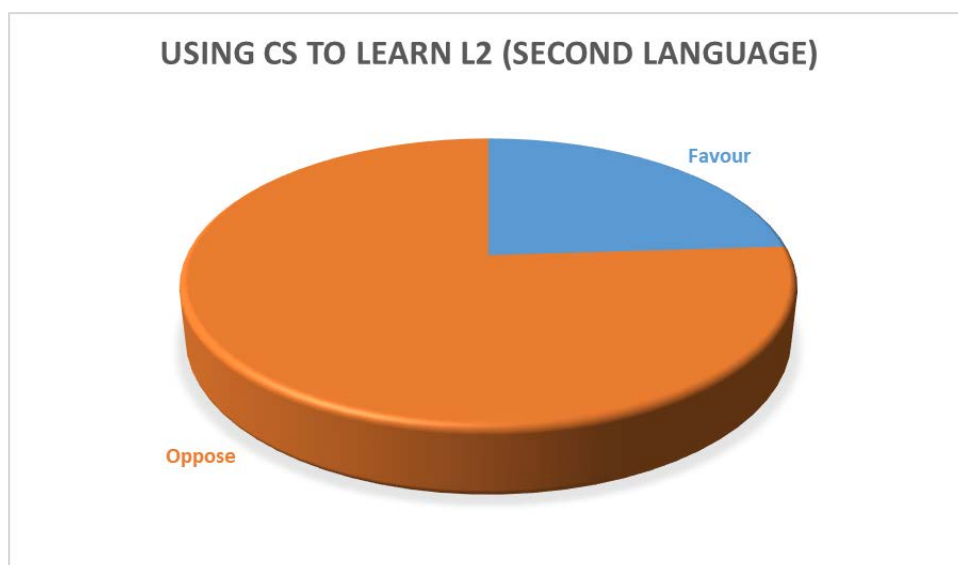


Chart 3.5: Using CS to learn L2 (Second language)

As observed in the table and pie chart above, the majority of participants (76%(n=54) are against utilizing Code switching by either teachers or students, while just over one-fifth (24%(n=17) are in favour of using it. To understand the reasons behind their choice, we receive the following statements.

Question 19: Justify your previous choice ?

The participants who answered by YES

Some argue that CS is required as an instructing language in the classroom because, as p1 stated, "it aids in learning grammar, rules, and instruction." According to p2,"code-switching can clarify some ambiguous concepts ." Similarly, p3 stated that "it is easier for the student to communicate with the teacher and correctly convey their views using a mediated switch, and all students will be participating regardless of their English level." Lastly, p4 stated that "Using CS can have some personal goals such as showing the language diversity of our country, and it's not that big of a deal even elderly people who never attended school in Algeria can code switch"

The participants who answered by NO

Most argue that code-switching can backfire when used to learn a foreign language such as English, as P1 stated, "I don't approve of it because it will affect students' listening skills if they don't use the target language," while another states, "It will create problems in acquiring the language because the student will rely on translation." Others argue that CS is already an indicator of language inadequacy. claims made by P3 Too much CS impairs L1 understanding and structure meaning Using fewer Arabic terms forgetting some vocabulary of our mother tongue" and P4 has the same line of thought "CS in itself is the clue to a lack of language mastery so how is this going to aid students learning a third language?" Moreover, P5 believes that this type of language use fosters a more negative stereotyped attitude toward

the original Arabic language, that is, it undermines public perceptions towards their mother tongue, causing them to favour other foreign languages, and use them for prestige goals rather than academic ones.

3.8. Discussion of the Results

Since there are numerous languages and dialects spoken in the Algerian community, including Arabic and its dialects, Berber and its variations, French and English... etc. It is not surprising that most participants in Q2 report using all of the aforementioned languages. Therefore, in order to answer our first research question, which examines how frequently CS is used by the sample and what factors influence its occurrence, Firstly, CS is used constantly by more than half of the participants, according to Q12, and only 5% of individuals dispute this. Additionally, Q2 demonstrates that students use ADA most of the time, with English being used secondly given that the sample consists of EFL students. Q3, and Q5, on the other hand, show that students use CS specifically between French and Arabic.

In concern to when they use code-switching, Q6, Q7, Q8, and Q9 indicate that a third of participants claim that CS is used both in informal and formal situations, which suggests that formality may not apply to CS, but that it does when the speaker is addressing someone specific Q15. as emphasised in Q14 which states that code-switching depends on whom they are addressing, and Q15 again revealed that only 7% of participants used CS when speaking with teachers. The researchers find it peculiar that students use MSA the least in classes compared to French, English, or CS.

Overall, CS is fairly frequent and is similar to ADA in that the latter uses a blend of French and Arabic words. Furthermore, formality may not influence the use of CS, but the context and the interlocutor do, for instance; Q12 confirms that students tend to favour French over both MSA and CS as a basic communication language in their class and when addressing a teacher.

Moreover, the second research question examines the type, reason, and purpose for students' use of CS. According to Q16, the most common sort of code-switching is intra-sentential, which proposes incorporating French or English words inside a sentence structure with a significant Arabic dependence.

Additionally, Q11 examines three different reasons why students use CS pointing each functions they serve. To begin with, most participants agree that CS is employed to explain unclear concepts and provide alternatives. That is to say, if the first language lacks words to explain certain objects or concepts, students borrow words from the second language, keeping the converse flowing, this can be linked to both the Metalinguistic and Referential Functions.

Additionally, the second reason, as suggested by nearly one-third of the students, is to practice the target language, which reflects a Directive Function, the latter indicates a desire to achieve language proficiency.

The third reason has a social nature, in that, More than half (51%) of respondents to question 17 indicate that people who use CS are seen as intelligent, and just over one-fifth (25%) believe that CS users are sophisticated, which could also be seen as a desire to demonstrate their linguistic skills and get some social approval. All of the latter reasons and functions imply that using CS among university students is done to exhibit status, intelligence, or to disguise a lack in one language, all of which are psychological elements, in addition to the mere linguistic benefit deduced from the participants' responses. CS is useful for filling lexical gaps and addressing the communication demands of conversational continuity.

Finally, in order to determine participants' perspectives on the use of CS to learn a foreign language, specifically English, the majority of students expressed a negative attitude toward the use of CS in teaching English, as shown in the last two questions Q18 and Q19, providing very detailed and convincing reasons such as from an audio-lingual standpoint, CS

is undesirable, that is to say, students may have poor listening skills if they rely on CS. Additionally, investing as much effort into the target language as possible aids in gaining linguistic competency. Arrifin and Husin (2011), for example, believe that code-switching is damaging since students will be unable to communicate successfully in either language.

However, several participants believed that CS use could be beneficial to students, particularly, if utilized as a grammar-translation strategy. Furthermore, CS as employed by Algerians is very similar, if not identical, to ADA, and L1 may play a supportive role in L2 learning. According to Huerta-Macias and Quintero (1992), code-switching not only improves communication in the teaching and learning process but can also aid in the development of a bilingual's language.

3.9. Conclusion

This chapter uses the data from the questionnaire to examine how bilingual informants switch between codes when speaking to one another and the person they are conversing with. The key points raised are illustrated by the frequent usage of CS among students, where it was discovered that formality only matters when addressing specific individuals; as a result, CS use is more influenced by the speech environment and the interlocutor's social standing. The most common pattern used by master students is situational code-switching. Students switch languages within the same discourse not just owing to a lack of vocabulary but also to display their intelligence and sophistication. Lastly, CS even though it is frequently utilized by students, most believe that it has major shortcomings in language acquisition.

General Conclusion

General Conclusion

The primary objective of this study was to understand the phenomena of code switching and mixing among English master students. Such students have been seen to switch between languages in their conversation and to mix languages within a single statement. The goal of the research was to discover answers to two primary research issues. The first was to figure out why people switched from one code to another. The second question was posed in response to student's tendency to mix codes within the same sentence. As a result, two possibilities have been developed. Bilingual people, in reality, move between codes depending on who they're speaking with, the issue, the environment, and the formality of the occasion. They combine codes within a single utterance to communicate a phrase that has no direct counterpart in the other language, to include or exclude someone from the dialogue, and to demonstrate unity.

Three chapters made up the study paper. The first was purely theoretical, and it focused on establishing essential notions in code switching and mixing. The second part focused on describing Algeria's sociolinguistic situation. The final one was more practical, since it focused on the case study. The questionnaire was chosen as a data collection technique for the study. The information gathered was then analysed and discussed.

The data analysis revealed that multilingual persons move between languages depending on who they are communicating with. Depending on the interlocutor, they switch from one code to another. Bilinguals also blend codes within a single phrase to represent a term that has no direct translation in the other language.

The researcher has faced several challenges. The first and most significant challenge was time limits, which precluded the researcher from using a different study tool. Furthermore, the small number of participants made it impossible to draw broad conclusions on the phenomena of code switching. Finally, due to the little time allotted to write the study report, the researcher

overlooked certain crucial aspects of code switching.

We hereby recommend students to:

Make further researches on language contact especially about code switching and code mixing.

To learn about the culture of the target language more to incorporate it correctly in a sentence.

Knowing about linguistic diversity and linguistic behaviours like code switching, is important in the goal of becoming a culturally competent organization.

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Appendices

The Questionnaire

We kindly invite you to take part in this survey and answer the study questions; your answers will be highly valued and used in a linguistic analysis of code-switching use and its implications by Ibn Khaldoun EFL master's students.

Note 01:

Please read the questions attentively and respond in WRITING. There are no right or wrong answers because this is NOT an exams.

Note 02:

If you're unfamiliar with the word code-switching, it's more usually abbreviated (CS) and refers to the process of switching between two or more languages or dialects during a conversation.

01: Your gender ?

Mark only one oval.

- Male
 Female

02: How often do you utilize each of the following languages in daily interactions?

Mark only one oval.

- ADA
 Berber
 French
 English

03: Which language do you speak more effectively??

Mark only one oval.

MSA

French

Both

04: In a regular conversation, do you switch between or combine the latter languages (French, ADA, Berber, English)?

Mark only one oval.

Yes

No

05: Which foreign language do you personally prefer?

Mark only one oval.

English

French

Both

06: Which one of the following languages is the most difficult for you?

Mark only one oval.

MSA

French

English

Non of the above

07: If you visit or happen to come across someone who is not a colleague or someone you are not familiar with, how would you address them?

Mark only one oval.

- ADA
- French
- Mix (French/ Arabic)
- English _____

08: Which language will you use at the office, school, or place of employment?

Mark only one oval.

- ADA
- French
- English
- Mix (French/Arabic)
- MSA

09: In an informal context (such as a party, restaurant, market, football field, etc...), what language will you use?

Mark only one oval.

- ADA
- French
- Mix(French/Arabic/English)
- MSA

10: How often you use code switching ?

Mark only one oval.

- Always
- Sometimes
- Rarely
- Never

11: For what purpose do you use code switching?

Mark only one oval.

- For prestige
- To fill in the gaps
- To practice the target language

12: Do you think the use of code switching depends on the context?

Mark only one oval.

- Yes
- No
- Other: _____

13: Justify your previous choice ?

14: Do you think the use of code switching depends on the interlocutor?

66

Mark only one oval.

Yes

No

15: With whom do you use code switching the most?

Mark only one oval.

Family

Friends

Teachers

16: Which form of code-switching that you most use ?

Mark only one oval.

Switching just words in the middle of a sentence “Intra-sentential code-switching”

Switching entire phrases and sentences “Inter-sentential code-switching”

Adding French words in the end of a sentence Tag switching

17: How do you find a persons who mixes two codes or languages?

Mark only one oval.

Intellectual

Pretend to be intellectual

Sophisticated

Weak at one or both languages

18: Do you favour or oppose the use of CS in the teaching of English or any foreign language within your university?

*Mark only one
oval.*

Favour

Oppose

**19: Justify your previous
choice ?**

Abstract

In communities where two or more languages are spoken, speakers often switch between languages when conversing; this practice is known as code-switching. Subsequently, the primary goal of this study is to evaluate "code-switching" in the Algerian sociolinguistic context, and its other related linguistic phenomena, such as bilingualism, code-mixing, and diglossia, which are used to characterize the sociolinguistic environment of Algeria. Therefore, 71 Master's level students at Ibn Khaldoun University, were chosen to serve as a convenient sample and given access to a semi-structured printed questionnaire to accomplish the study objectives. The analysis and interpretation of the findings revealed that students change their coding strategies depending on both the context and the interlocutor rather than the formality of the settings. also, psychologically, to demonstrate their social status and knowledge. Besides, it has been discovered that a person's limited vocabulary affects their capacity to transfer between languages since students mostly code-switch during interactions as a way to fill in the blanks that may cause miscommunication, hence, the use of code-switching has an overwhelmingly negative effect on student English language learning.

Résumé

Dans les communautés où deux langues ou plus sont parlées, les locuteurs passent souvent d'une langue à l'autre lorsqu'ils conversent; cette pratique est connue sous le nom de changement de code. Par la suite, l'objectif principal de cette étude est d'évaluer le "code-switching" dans le contexte sociolinguistique algérien, et ses autres phénomènes linguistiques connexes, tels que le bilinguisme, le code-mixing et la diglossie, qui sont utilisés pour caractériser l'environnement sociolinguistique de l'Algérie. . Par conséquent, 71 étudiants de niveau Master à l'Université Ibn Khaldoun ont été choisis pour servir d'échantillon pratique et ont eu accès à un questionnaire imprimé semi-structuré pour atteindre les objectifs de l'étude. L'analyse et l'interprétation des résultats ont révélé que les étudiants modifient leurs stratégies de codage en fonction à la fois du contexte et de l'interlocuteur plutôt que de la formalité des paramètres. aussi, psychologiquement, pour démontrer leur statut social et leurs connaissances. En outre, il a été découvert que le vocabulaire limité d'une personne affecte sa capacité à passer d'une langue à l'autre, car les étudiants changent principalement de code pendant les interactions afin de combler les blancs qui peuvent entraîner une mauvaise communication. effet négatif sur l'apprentissage de l'anglais par les élèves.



المخلص

في المجتمعات التي يتم فيها التحدث بلغتين أو أكثر ، غالبًا ما يتنقل المتحدثون بين اللغات عند التحدث ؛ تُعرف هذه الممارسة بتبديل الشفرات. وبالتالي ، فإن الهدف الأساسي لهذه الدراسة هو تقييم "تبديل الشفرة" في السياق اللغوي الاجتماعي الجزائري ، والظواهر اللغوية الأخرى ذات الصلة ، مثل ثنائية اللغة ، وخط الشفرات ، وازدواجية اللغة ، والتي تُستخدم لتوصيف البيئة اللغوية الاجتماعية في الجزائر. . لذلك ، تم اختيار 71 طالبًا في مستوى الماجستير في جامعة ابن خلدون ، يمثلون مجموعة متنوعة من التخصصات ليكونوا بمثابة عينة مناسبة وتمكينهم من الوصول إلى استبيان مطبوع شبه منظم لتحقيق هدف الدراسة. كشف تحليل النتائج وتفسيرها أن طلاب الماجستير يغيرون استراتيجيات الترميز الخاصة بهم اعتمادًا على سياق وشكلية المحادثة. أيضًا ، من الناحية النفسية ، لإثبات وضعهم الاجتماعي ومعرفتهم. إلى جانب ذلك ، تم اكتشاف أن مفردات الشخص المحدودة تؤثر على قدرته على الانتقال بين اللغات. نظرًا لأن الطلاب غالبًا ما يقومون بتبديل الشفرة أثناء التفاعلات كوسيلة لملاءم الفراغات التي قد تسبب سوء فهم ، وبالتالي ، فإن استخدام تبديل الكود له تأثير سلبي للغاية على تعلم الطلاب للغة.