Investigating the Use of Target Language and Mother Tongue Switching amongst EFL Students between Communicative Deficiencies and Desires. Case study: Ibn Khaldon's Univesity English Depatement.

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Linguistics.

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List of abbreviations

AA: Algerian Arabic.

CA: Classical Arabic.

CC: Conversation Code -Switching.

CM: Code Switching.

DA: Dialectal Arabic.

EFL: English Foreign Language.

ESL: English Second Language.

IBKU: Ibn Khaldoun University.

L1: First language.

L2: Second language.

MCS: Metaphorical code-switching.

MSA: Modern Standard Arabic.

MT: Mother Tongue.

Q: Question.

QCA: Qualitative Content Analyses.

SCS: Situational Code-switching.

TL: Target Language.

List of Tables

List of figures

ABSTRACT

This Enquiry focuses on Code-Switching as its primary subject matter. Students engaged with English as a foreign language (EFL) at Ibn Khaldoun University Tiaret at the English Departement. The analytical descriptive methodology and the content analysis method were used in this investigation. The following processes were employed in order to collect the required dataA questionnaire was distributed to 100 randomly selected students. Ten master's students from the English Department Yard were also interviewed using a structured interview method. In fact, a mixed-method approach is employed, which means both qualitative and quantitative methodologies are used. During the interview, the students switched between several coding languages to compensate for any inadequacies or gaps in their mastery of the English language. For this dissertation, the various perspectives are being investigated and practiced by students regarding the aforementioned phenomenon. According to the data gathered, the usage of code-switching is primarily due to the students' communicative deficiencies in the target language. In other terms, a shortage of English linguistic components may be the source of switching between the target and mother tongue.

Keywords: Code-Switching, Code-Mixing, Communicative deficiencies, dialects varieties, Language contact, Mother tongue, Target language

List of content

General Introduction

Chapter one: Review of the Literature

Chapter two: Methodology and Data Collection

Chapter three: Displaying and Interpreting the Data.

General Introduction.

General Introduction

Algeria is a very interesting area for sociolinguistics studies because of the diglossic, individual bilingual, or even plurilingual that prevail. These linguistic situations have created a phenomenon of altering the existing varieties. Nevertheless; code-switching is mostly used by different language users, this diversion from the language of instruction to the dialect that accommodates is said to have certain effects on learning and communicating. Though code-switching has been (dis)couraged in the teaching and learning process as regards its negativity or positivity effects on English language utilization. Therefore, the primary focus of this study was the impact of code-switching on English students' communication.

Research Background

Code-switching is a phenomenon that happens naturally and is widespread among the bilingual and multilingual communities in Algeria. Whereas code-switching is, the process of shifting from one linguistic code (a language or dialect) to another, depending on the social context or conversational setting. The use of code-switching occurs in the education domain too. For example Students in the English section use code-switching to fill the gap around their desire to use the target language and their communicative deficiencies.

Study motives.

Subjective motives

Studies have shown that code-switching is not a manifestation of mental confusion, but rather a rule-governed behavior among bilinguals that is motivated by a variety of socio-psychological and linguistic factors. What motivates us is that as students in the English Section, we have noticed that many students use code-switching while communicating, so we are trying to figure out of curiosity the main cause of this phenomenon. Is it because of their desires or their communicative issues?

Objective motives

Our investigation of the prevalence of code-switching among EFL students at IKU will help instructors understand better why their students are engaging in this practice and how they may best assist their students in overcoming it. The second and most important purpose is to assist students in identifying the root cause of their problem so that they may develop strategies to deal with it.

General Introduction

Statement of Purpose

The use of code-switching among English section students to bridge the gap between the students' desire to use the target language and their communicative deficiencies.

Contributory questions

❖ This work attempts to answer the following questions:

1. What effect does code-switching have on communication amongst students in the English Department?
2. Why do students refer to code-switching?
3. What is the motivation behind the use of code-switching amongst EFL students?

Hypothesis

Main Hypothesis

The communicative deficiencies of English students prevent them from using the target language despite their desire to do so and communicate by switching to another language.

Contributory Hypotheses

❖ To answer the research questions, the following hypothesis is provided:

1. The effect of code-switching on EFL students' communication may have a positive impact.
2. Code-switching may be used because of students' desire.
3. The use of code-switching for English section students was justified because of communicative deficiencies.

Research Significance

Code-switching is a common occurrence in Algeria's bilingual and multilingual communities. Students in the English Department use code-switching to communicate outside the classroom, so, the primary objective is to investigate this phenomenon in students' learning towards how to bridge the gap between students' desire to use CS or display their communicative weaknesses.

Research Objectives

This dissertation aims:

General Introduction

1) To investigate students' attitudes toward code-switching.

2) To identify the various types of code-switching.

3) To identify the purpose of code-switching in instructions.

4) To determine the frequency with which instructions switch codes.

5) To submit the effects of code-switching in the English section.

6) To investigate students' communicative deficiencies.

Research Design

A primary objective of this research is to find out if students in the English section code swap because of poor communication skills, or if they do so out of their own volition. Our objective is to see if their communication challenges cause them to code-switch when speaking the target language. Our inquiry must focus on empirical criteria to examine students' perceptions of CS to evaluate if it helps their communication.

We collected credible data using mixed-methods research. Combining quantitative and qualitative methodologies simplifies data analysis. It's held at IBN KHALDOUN UNIVERSITY's English division in Tiaret. The essential data comes from the three BA levels and Masters 1 and 2 in the English yard. The research approach includes quantitative and qualitative methodologies, the research environment and population sample, as well as questionnaires and yard observation.

The Descriptive Statistical Method is utilized to assess closed-ended interview questions, while Qualitative Content Analysis (QCA) is used to analyze and interpret open-ended questionnaire questions and student yard observations. Our research was mixed-method. It collects and analyzes quantitative and qualitative data. Quantitative data are statistical and quantifiable, whereas qualitative data are data interpretations, according to Kottari (2004).

The data collecting process makes use of a variety of methods, as previously mentioned. Quantitative data are collected from questionnaires' close-ended questions and should be presented statistically using percentages, pie charts, and tables; qualitative data are collected through observation and open-ended questions (interview) and should be analyzed and interpreted using Qualitative Content Analysis (QCA).

Students in the English section were asked to complete a series of survey questions, which were then used to gather data on their views about and actual use of code-switching. Determine if their lack of communication is related to their wants or requirements.

Chapter one: Review of The literature.

Chapter one : Review of the literature

1. Introduction

Code-switching is one of the phenomena that is observed frequently in the communication of individuals in the environment of Algeria. It is extremely uncommon for a single language variety to be utilized over the entirety of linguistic interaction. These may include situations in which the goals of communication as well as the techniques used to achieve those goals are strictly monitored and regulated. A speaker is only concerned with the most direct method of conveying his or her points orally and, as a result, being understood by his or her audience. When attempting to communicate a specific concept that he wants to convey, he may find that he is missing a word or more in the mother tongue. As a result, he may have to resort to their equivalents in a second language variety that he may have some mastery over in order to bridge the gaps and continue his intervention. This is what is meant by the term "code-switching."

The investigation of the phenomenon of code-switching in any community, in terms of its scope, uses, restrictions, and aspects alike, should invariably be prefaced by an elaboration on the fundamental concepts that bear on it either directly or indirectly. This is the ultimate concern of the present chapter, which gives a brief history of the Algerian language and culture. It continues with several perspectives that move forward with the goal of determining what code-switching is. It is then followed by a variety of sociolinguistic notions, such as code-switching, its varieties, patterns of code-switching, code-switching vs code-mixing, and code-switching versus borrowing; in a nutshell, terminology that are often utilized in order to characterize any instance of multilingualism.

In addition, this chapter provides a list of the most common reasons why people switch codes, as well as different perspectives held by students regarding code-switching. Furthermore, since communicative deficiencies have been shown to influence the use of code-switching, these deficiencies are defined and accounted for with examples.

II- Linguistic Situation:

1. The Linguistic Situation in Algeria

Algeria's linguistic situation is characterized by its diversity and complexity, i.e., the coexistence of various languages and language varieties throughout the country. Arabic, Berber, and French are the predominant languages spoken.

Chapter one : Review of the literature

2.1 Arabic

The Arabic language has existed in Algeria since the 7th and 11th centuries when it was conquered by the Arabs. Following Algeria's independence from France in 1962, the Arabic language became the country's official and national language. Classical Arabic (CA) or Modern Standard Arabic (MSA) and Algerian Arabic (AA) or Algerian Dialectal Arabic (ADA) are the two Arabic varieties actually used in Algeria. "*CA is the language of the Coran and classical literature'*", says Laroussi (1993:48). It has been used in more formal settings, such as schools, administrations, workplaces, government, and the media.

Furthermore, AA is the mother tongue of the great majority of Algerians who acquire it spontaneously at home as their first language. It is used in informal situations, such as among friends and relatives. Furthermore, Algerian Arabic varies at the level of the many methods of linguistic study from one part of the nation to the next. Consequently, Algeria is a diglossic society with CA and AA as the two Arabic dialects. Therefore, Arabic is the country's predominant language.

2.2 Berber

Berber is the second most common vernacular language after AA used in Algeria. It is the mother tongue of a small community of Algerians. It became Algeria's national language in 2002 and official in 2016. Algerians speak this language in North Africa. According to Salem Chaker (1990:18), "his land has a pre-Islamic Berber past, and his language is the unique Maghreb autochthon." He says Algeria's only native language, Berber, is ancient.

Berber has four dialects. "Kabyle is the Maghreb language spoken in Kabylia," says Montagnon (1998:21). Shawia, M'zabit, and Tamashekt are Aures, Mizab, and Sahara Desert languages (Fezzioui, 2013). These archaic dialects hadn't changed structurally. Salem Chaker (quoted in Khaula Taleb Ibrahimi, 1995:40) says in this regard:

> *Minoritaires par le nombre des locuteurs confinés à un usage oral, dialectisés à l'extrême, les dialectes berbères bien que vecteurs d'une tradition vivace et très ancienne n'ont jamais été soumis à une codification ni à une uniformisation, mais ont été surtout, depuis toujours, victimes d'une domination et d'une marginalisation certaine, accentué, d'ailleurs, ces dernières années par la scolarisation.*

(In Khaula Taleb Ibrahimi, 1995: 40)

2.3. French

French was designated as the official language of the French colonial empire beginning in 1830 and continuing until 1962. The replacement of the Arabic language with the French language was the primary objective of the French conquerors, and as a result, education was provided in French throughout this time period. Duke Rovigo (cited in Chitour, 1999:84) who serves as the general commandant of the Expeditionary Corps declares:

> *On the one hand to replace Arabic by French; on the other hand, to alter indirectly the culture by an insidious and systematic alienation of the spiritual places of knowledge -because the great majority of the mosques gave also the teaching of Arabic and, for some, the scientific knowledge of the epoch.*

(In Chitour, 1999: 84)

French is the first language that is officially recognized as being used in Algeria when the nation gained its independence in 1962. Despite the fact that the colonizer has departed Algeria, the Algerians continue to utilize French in a variety of contexts, such as government, business, politics, and other areas. In light of this information, Taleb Ibrahimi (2000:66) says:

> *The only language among the other languages which lasted and influenced the users. It has gained a particular status in the Algerian society. The French language which was imposed on the Algerian by fire and blood, constituted a fundamental element in the French policy of depriving people from their identity and the decolouration.*

Moreover, Grand G. Gilbert (1993:53) adds: '*French is the language of social success and modernity*'. Further, French is used in private schools and media.

To summarize, Algeria is a multilingual country with Arabic, Berber, and French as officially recognized languages. Other languages, such as English, German, and Spanish, are now spoken in Algeria. These dialects are used in a variety of fields, including education and economics.

2. Linguistic situation in Tiaret.

Tiaret or as it is called "the balcony of the south" is a major city in northwestern Algeria. this region lies southwest of the capital of Algiers in the western region of the Hautes Plaines, in the Tell Atlas, and about 150 km from the Mediterranean, state N 14. Tiaret has

been witness to a number of historical events that have resulted in change, including linguistic shifts.

The higher education sector in Tiaret began with the founding of Ibn

khaldoun university center on May 31, 1980, with the enrollment of 190 students for the 1980-1981 academic year. On January 25, 2010, six new faculties were established, including the letters and language department. When the section was annexed to Mostaganem University, there were three persons in charge: Dr. Benabed Ammar, the section's director, Dr. Hemaidia Ghlamallah, the head of the division, and Dr. Hemaidia Mohamed, the head of the specialty. We must not forget the excellent university physicians such as Berrabah Ali and Miss Sahli Naima...along with a lengthy list of others who contributed to the section's name.

It is essential to understand the particular Taiaritien dialect while discussing Tiaret, they use (TDA) Tiaret Dialectal Algerian. It includes terms like "9ara3" (wait), "Hawshta" (how are you), and "g3od" (sit), as well as the pronunciation of the letter g. When referring to objects whose names may be found in other languages, such as French, they employ what's known as the "lotto".

3. Outcomes of Language Contact.

3.1 Multilingualism

Sociolinguists frequently draw a distinction between social multilingualism and individual bilingualism before defining multilingualism. Trudgill (1992) points out that authors (sociolinguists) use the term bilingualism to refer to individuals, whereas multilingualism is used to refer to societies.

Multilingualism is a worldwide phenomenon in contemporary civilizations. It is described as "the presence of many languages within a politically defined society, such as India, Canada, or Switzerland" according to the Routledge Dictionary of Language and Linguistics (1996:776). Countries where many languages coexist within a politically defined society, such as India, Canada, or Switzerland, are multilingual. This country has four official languages: French, German, Italian, and Romansch. Recognized as official are four languages.

Conversely, Trudgill (1992:53) characterizes multilingualism as "the reverse of monolingualism." In other words, multilingualism is the use of more than two languages in a speech community, whereas monolingualism is the use of just one language in a speech community. Moreover, according to Tom and Arthur (1996:606), multilingualism is "the capacity to employ three or more languages individually or in a variety of code-mixing ways."

Chapter one : Review of the literature

Multilingual societies are, thus, communities where many languages are utilized for communication. In accordance with this definition, a multilingual society is a community where many languages are regularly employed for communication. In Algeria, for example, three languages are spoken: French, Arabic, and Berber. This is known as being bilingual. It is considered that bilinguals are more likely to speak many languages throughout their lifetime.

3.2. Bilingualism

Many people in the global society of the twenty-first century can converse successfully in not just one, but two or even three languages. The concept being explored here is referred to as "bilingualism." People view this as a chance to practice speaking two or more languages on a regular basis. People have the sense that this affords them an opportunity. Consequently, bilingual speakers can switch between the languages spoken in a conversation based on the context. This skill permits people to communicate more effectively.

There is much that can be said about the phenomena of bilingualism, which is quickly spreading over the globe and about which much may be written. Regarding the event in issue, several viewpoints have been articulated in the literature. Mackey (1968:555) defines bilingualism as "the alternate use of two or more languages by a single person." This is what is meant when the term bilingual is used. Those who are deemed bilingual are conversant in two or more languages and can carry on a conversation in any of them, according to this definition. This description is similar to that provided by Haugen, who argues that the word "bilingualism" is most commonly connected with persons. "The speaker of one language is able to produce meaningful utterances in the second language," Haugen (1953:7) states as the moment at which bilingualism is deemed to have begun. According to this definition, a person is called bilingual if they can speak successfully in two languages, even if one is not their native language. In reality, the concept of bilingualism is examined by Wei (2000), who maintains that the sole prerequisite for bilingualism is the practice of two or more languages throughout a discourse or discussion. In other words, the only criteria for bilingualism are the personal use of two or more languages. A person is termed bilingual if they are proficient in two or more languages, regardless of where they acquired their linguistic abilities (at home or school). This conclusion was made as a consequence of all of the discussion that has occurred so far.

Multiple scholars concur that one definition of bilingualism is the ability to carry on a conversation in two separate languages. One definition of bilingualism is the capacity to speak both one's native language and a second language that has been mastered to an expert

degree. The capacity to communicate well in both languages is another definition of bilingualism. As a direct result, we refer to a person as bilingual if they are proficient in both English and another language. "the native-like command of two languages," as described by Bloomfield (1933:55), is the definition of bilingualism applicable to the present situation.

Being bilingual entails not just knowing two or more languages, but also having an excellent command of both and the capacity to communicate effectively in both as if they were one's native tongue. In addition, being able to speak successfully in both languages as if they were one's native tongue is a vital component of being bilingual. In other words, a person is deemed bilingual if they are equally proficient in both languages they speak. It demonstrates a high degree of ability in listening to and speaking two languages, as well as reading and writing in both languages. Moreover, both languages in question are read and written. As a result, according to Moradi (2014), it is possible to notice a finely dispersed usage of diverse types, which makes them easy to monitor and study. This is something that can be observed. According to Moradi (2014), the term "bilingual" in common usage refers to a person who can speak, converse, read, and understand two languages equally well (in this instance, the term "balanced bilingual" is used), although a bilingual person typically has a stronger command of one language than the other.

(Moradi, 2014: 107)

In addition, according to Ahmed Sid (2008), the educational system might contribute to bilingualism. As in the Algerian educational system, pupils learn French and Arabic in elementary school and acquire a grammatical understanding of each system independently. As a result of this, people become multilingual. Finally, bilingualism and code-switching are connected in the sense that a person who speaks more than one language can switch between languages.

3.3 Translanguaging

Whenever bilinguals pick from a variety of language features known as autonomous languages (Garcia, 2009, p. 141) and structure their language practices to meet their communicative settings once they have decided on the code or linguistic methods to utilize while interacting with their counterparts. Instead of functioning as independent monolinguals, these bilinguals exist in a linguistic third space where they have a single linguistic repertoire that encompasses the languages they speak in all of their variety and complexity (Cummins, 2010; Flores & Garciau, 2013; Guzula, Tyler & McKinney, 2016). A translanguaging environment is where these multilingual hang out (Wei, 2018).

Chapter one : Review of the literature

Bilinguals, according to Garcia et al. (2013), are able to use a "seamless and sophisticated network of numerous semiotic signals in their endeavor to alter their languaging to meet their current job or social setting" to include diverse codes (Garcia & Kano, 2013, p. 261). As a result of this development, translanguaging is expected to evolve as a separate and well-organized communication mechanism, and as a result, it is likely to fit local contextual limits while simultaneously creating interdependency across all of the system components (Kloss & Van Orden, 2009). Teachers and students participate in complicated discursive practices while translanguaging, according to Garcia and Kano (2013). Through these methods, students can learn new ways of speaking while yet keeping their more ingrained ways of speaking. They give voice to new socio-political realities by challenging language inequity, which allows them to express relevant information that is appropriate to their level of comprehension and the life experiences they have had (Garcia & Kano, 2013, p. 261).

According to Baker (2011, page 288), translanguaging comprises the production of meaning and the molding of experiences in addition to the acquisition of comprehension and information through the utilization of various languages. When applied in an educational setting, translanguaging takes use of all of the language resources available to the student or learners in an effort to optimize communication, comprehension, and academic performance (Lewis, Jones & Baker, 2012).

As a dynamic and functional integration of languages, translanguaging attempts to organize and mediate comprehension, speaking, and listening as well as learning processes (Lewis et al., 2012, p. 655). In a less complicated manner "Translanguaging" is when the complete linguistic repertoire of a multilingual individual is utilized and respected, as opposed to attempting to maintain a restricted emphasis on a single language.

3.4 Code mixing

Preliminary research provided a range of different definitions for the concept of code-switching. For instance, Gumperz (1982) described code-mixing as a more general kind of linguistic contact than the formal context. Code-mixing can include instances of code-switching as well as other forms of interaction that stress lexical components (Gumperz, 1982). Later, Wardhaugh (1986, page 103) noted that code-mixing extends beyond the incorporation of lexical items and enables speakers to switch from one language to the other in the course of a single utterance without changing the topic. Instead, code-mixing involves multiple levels of language that include morphology in addition to lexical items. Morphology is "the mental system involved in word production or the study of the internal structure of words and how they are generated or transformed," according to one definition. Morphology

is also known as "the study of the internal structure of words" (Aronoff & Fudeman, 2011, pp.1-2).

Muysken (2000, page 109) noted that code-mixing includes individual instances of lexical elements and grammatical traits from two different languages occurring in a single phrase. This is in keeping with Wardhaugh's statement. A decade later, in 2010, Ncoko et al. discovered that code-mixing may develop beyond morphology and lexical items to a mixture of suffixes, phrases, and sentences from two or more languages within the same speech. This type of code-mixing is known as "code-switching." In the framework of this discussion, many switches are included in the same discourse. Recently, code-mixing has been described as intra-sentential mixing that takes place inside a single sentence, at the word, phrase, or clause level (Songxaba, Coetzer, & Molepo). This definition was developed by Songxaba, Coetzer, and Molepo (2017, p. 1). According to Geetha (2010), the theoretical differences between code-mixing and code-switching in terms of language and social groups are as follows: code-mixing takes place within societies or groups that are bilingual or multilingual, and it involves the use of two or more languages with two or more cultures; code-switching takes place within societies or groups that speak only one language. While code-switching does include the employment of two or more languages within a single utterance, it also involves the shared ideas, practices, traditions, and social norms of the particular speech in question.

In a more simplified phrase, the embedding of linguistic components such as phrases, words, and morphemes from one language into an utterance from another is referred to as code-mixing. Here's an illustration of the Code-Mixing phenomenon in an Algerian context: Hey cv rani ray7a demain la sale de sport can you join me nbrasek manrou7ch wa7di. Here, we may observe the utilization of both English and French languages, while maintaining the use of such variety (ADA) Algerian dialectal Arabic.

3.5 Borrowing

The act of transferring single words or brief frozen idiomatic phrases from one type to another is an example of borrowing, which is often referred to as lexical borrowing (Bokama, 1988). These words and phrases are eventually incorporated into the vocabulary of the language that is being borrowed (Bokama, 1988). The interaction of the grammar and lexicon of language A with the lexicon (rather than the grammar) of language B has historically been understood to constitute the definition of borrowing (Treffers-Daller, 1994, p.259). Borrowing is defined as an interaction in which only the lexical components of one language are

integrated into the vocabulary of another language, according to Muysken (1995). (Muysken, as cited in Southwood & Van Dulm, 2015).

The reason for this is because the act of a speaker using a term for the first time is referred to as code-switching, but the act of using a word regularly instead of the original phrase in their home language is referred to as borrowing. As a direct consequence of this, the recipient's existing vocabulary will be expanded to include this term as a brand-new entry. Examples of this may be seen in words such as "lemon," an Arabic word that is used so frequently in English that it gives the impression that it was first derived from the English language. The second illustration is found in the term "anonymous," which has its roots in Greek. These are also sometimes referred to as borrowing words.

3.6. Code-Switching

Code-switching is challenging to articulate. There has been plenty of investigations carried out on the topic of CS. As a direct consequence of this, linguists and sociolinguists arrive at distinctively dissimilar explanations for this occurrence. CS is one of the most important sociolinguistic patterns of language usage found in societies with more than one language spoken.

The employment of two different languages or linguistic varieties simultaneously in a discussion by the same speaker is referred to as concurrent speech (CS) in Hudson's (1980) definition. A similar point of view is expressed by Gingras (1974:167), who defines CS as "the alternations of grammatical rules taken from two distinct languages that occur inside sentence boundaries." The description of CS offered by Gingras seems to allude to the practice of simultaneously utilizing two separate languages, each of which has its unique grammatical system, inside the same discourse or speech event.

This occurrence is referred to as "the juxtaposition within the same speech exchange of portions of speech belonging to two separate grammatical systems or sub-systems," as described by Gumperz (1982:59). In addition, Heller (1988) asserts that CS emerges when a person who is bilingual blends words, phrases, or sentences from both languages into a single utterance. Baker (2006) asserts that a person who can communicate in two or more languages can do it in a variety of methods while doing so during a discussion.

This indicates that one of these languages is more prominent than the other and carries a higher amount of influence. Baker (ibid) asserts that there are bilinguals who are passive in both languages, meaning that they do not have sufficient knowledge in both languages. On the other hand, some bilinguals are active, meaning that they have a good command of both languages. Baker's argument can be found here. The explanations of CS

presented above unmistakably point us in the direction of the realization that CS is the end outcome of bilingualism. That is to say, those who are bilingual can converse in more than one language at once if they so desire. In addition, there have been several other attempts made to define CS. According to Spolsky (1998), colloquial speech (CS) can be defined as the usage of words and phrases from a second language that is borrowed and inserted into sentences written in another language.

For instance, the vast majority of immigrants assimilate new terms learned in other languages into their own tongue. In addition, Gumperz (1972) defines computer science as the utilization of two or more languages at the same time. To put it another way, when a speaker moves from one language to another, they are using a second language as an alternative to their primary language for a number of different reasons. In conclusion, Gumperz and Hernandez Chavez (1974) postulate that there are further concepts that are intimately associated with CS, such as code-mixing, code-changing, code-shifting, and so on.

3.6.1 Patterns of Code-Switching

According to Gumperz (1972), there are three types of CS: situational code-switching (SCS), metaphorical code-switching (MCS), and conversational code-switching (CCS).

3.6.1.1 Situational Code-Switching (SCS)

Bilinguals are people who can communicate in two or more languages. Each language is given to a certain setting, such as at home and at school. This is known as situational code-switching, according to Fishman (1965). Furthermore, Hudson (1999) adds that in bilingual societies, language choice is determined by circumstances, and choice is governed by social conventions that members of this community acquire through experience and incorporate into their overall linguistic knowledge.

(Hudson, 1999: 52)

SCS happens when a bilingual individual shifts from one language to another dependent on circumstances or a specific context, according to the passage above. As a result, the context dictates which code the bilingual speaker must employ throughout a discussion. Furthermore, the speaker should think about the language that the interlocutor will comprehend. Consider the Arabic language, which has two varieties: CA, which is used in official contexts such as schools, and AA, which is used in informal situations. As a result, the language chosen is determined by the context. According to Meisel (1994),

CS is the capacity to choose a language based on the interlocutor, the situational setting, the topic of the discussion, and so on, and to switch languages within an interactional sequence in line with sociolinguistic rules and without breaching certain grammatical restrictions. (Meisel, 1994: 415)

SCS entails changing the addressee's, topic's, and conversational context's non-linguistic properties. As a result, these factors aid the speaker in selecting the appropriate sentence.

3.6.1.2 Metaphorical Code-Switching (MCS)

Gumperz (1972) defines MCS as a new form of CS. In this situation, the circumstance is determined by the language rather than the language by the situation. Gumperz (1972) distinguishes situational and metaphorical CS. 'Situational switching entails a change in participants and/or techniques, whereas metaphorical switching involves a shift in thematic focus,' he says. The Gumperz (1972) In other words, SCS refers to the speaker's capacity to choose the proper language for a given circumstance, whereas MCS refers to the shift in language that highlights the situation.

Furthermore, MCS may be connected with a person's ability to transition between languages at a certain time in a conversation. To put it another way, the speaker employs a range of languages or dialects to convey his or her message. Due to the paucity of English lexical components, first-year MS students may require explanations in Berber, Arabic, or French, which Algerian English language teachers may be able to supply. According to Meyers-Scotton, this type of CS occurs more frequently inside sentence boundaries (1993). (Intersentential CS)

3.6.3.3. Conversational Code -Switching (CCS)

Gumperz coined the term MCS and introduced the third type of CS, CCS, in 1982. According to academics, CCS is also known as Code-Mixing. According to Hudson (1999), CCS is any situation in which a bilingual person switches from one language to another in a single sentence or conversation without changing the participants or setting of the conversation.

Gumperz (1982), in his turn, defines CCS as the simultaneous use of two languages or language varieties of two different grammatical systems. Furthermore, according to Sridhar (1996), CCS is distinguished by stylistic functions such as tone change, emphasis signaling, reiteration, and so on. For example, an Algerian speaker may say Merci /Saha/ to express gratitude to the addressee. As a result, the emphasis is on the message.

3.6.4 Types of Code-Switching

To a lesser or greater extent, code-switching can also be affected by the placement of language changes inside an utterance or phrase. Jingxia (2010) differentiated three categories of CS in light of all of this. Tag-switching, intra-sentential switching, and inter-sentential switching are the three methods.

3.6.4.1 Tag-Switching

According to Jingxia (2010), this form of switching refers to the insertion of an exclamation, interjection, or tags from one language into an utterance while another language is being utilized. An example is provided to demonstrate the point:

Eg:*Ay Gouli*, Avez-vous mangé aujourd'hui ?

That is, Hey tell me, did you eat today?

3.6.4.2 Intra- Sentential Switching

It is also referred to as 'Code Mixing.' In this case, the transition happens within a phrase or sentence border, according to Meyers- Scotton (1993). Intra-sentential switching happens when a person starts speaking in one language and then shifts to another in the middle of a phrase or clause. As a result, there is a change in terminology inside the clause (inside the sentence).

This form of switching must occur without halt or interruption, and individuals intending to switch must adhere to the laws of the language in which borrowed words are employed. This style is well accepted to be widespread among Spanish-English bilinguals (Zirker (2007). Here's an example: -You are sleepy *coğu zaman*, because you spend a lot of *saat* in your bed.

- I should not behave as such, *mais* things are out of control.

- I would love to visit you more often Allah ghaleb ak 3aref dorof, we are getting older and life is getting harder.

- I am so tired today ghadi nti7 frach, I did a lot of work today.

3.6.4.3 Inter-Sentential Switching

While intra-sentential switching is the use of two distinct languages within a single phrase, inter-sentential switching is the usage of codes between sentences, according to Jingxia (2010). In other words, it refers to linguistic transitions that occur at the borders of phrases, sentences, or conversations (outside the sentence). That is, the first statement is

written in one language while the second phrase is written in another. It's also known as 'Extra-Sentential Switching.' This kind necessitates equal proficiency in both languages as well as a thorough understanding of both codes' grammatical standards. For further emphasis, consider the following example:

- Sometimes I'll start a sentence in English y termino en español (sometimes I'll start a sentence in English and finish in Spanish').

- Are we eating *chez ta mère demain*? (English + French)

-*Gracias* for the lovely gift. (Spanish+ French).

- I won't join you tonight ana mot3abon 9alilan. (English+Arabic)

3.6.5 Code-Switching (CS) versus Code-Mixing (CM)

Several scholars have defined the term "code-mixing" (CM). Hudson (1996:53) defines CM as "a type of linguistic cocktail- a few words of one language, then a few words of the other, then back to the first for a few more words, and so on." Bilinguals may, for example, combine words from one language with those from another in the middle of a statement or speech.

Some researchers distinguish between CS and CM, while others perceive no difference. William and Bhatia differentiate the words (2004). Because it occurs between sentences, CS is inter-sentential, whereas CM is intra-sentential. After all, according to them, it occurs within sentences. 'Differs between code-mixing, which refers to changes inside sentences, and code-switching, which refers to altering language throughout phrases or sentences,' McLaughlin explains (1984:96-97). Sridhar (1996) claims that CM stresses grammatical difficulties whereas CS does not. Furthermore, participants in CS share both languages, but participants in CM do not, according to Kachru (1984, quoted in Ahmed Sid, 2008:60). Others, on the other hand, disagree with the difference between CS and CM. These two ideas are employed in.

3.6.6. Code-Switching versus Borrowing

Borrowing happens in sociolinguistics when an item is taken from one language and put in another. Rendez-Vous (derived from French), Paella (taken from Spanish), and several more instances, according to Hudson (1996), are borrowed things that are considered standard English terms.

Many academicians stressed CS borrowing. According to Holmes (2001), while speaking in a foreign language, a person may revert to his or her mother tongue because he or

she does not know the proper vocabulary in the language being spoken. In this situation, CS fills a void in this language. Borrowers, on the other hand, steal a term from another language since there is no equivalent in that language. Gumperz (1982) distinguishes between these two words as well. He claims that borrowing is the transfer of single words or idiomatic phrases from one language to another and that these things include integrating the borrowing language's grammatical system, while CS involves integrating two separate varieties, each with its own system.

Hudson (1996:55) also differentiates between these two occurrences. "Whereas code-switching and code-mixing entail mixing languages in speech, borrowing includes mixing systems themselves, since an item gets borrowed from one language to become part of the other," he explains. It indicates that, unlike CS and CM, borrowing requires the mixing of the same language systems in a discussion.

3.6.7. The use of L1 and L2 by the students.

The function of L1 in L2 learning is debated in the literature (see the recent review by Hall & Cook, 2012). Historically, grammar-translation (where the L1 is largely utilized) and audiolingual techniques have had competing viewpoints (where it is considered undesirable). Recently, the L1 has shifted from being seen negatively to being viewed positively in L2 learning.

According to some experts, too much L1 exposure restricts L2 intake and output. According to Hammink (2000), code-switching is inappropriate and a symptom of low language abilities. Al-Nofaie (2010) supports only utilizing a foreign language to increase language abilities. According to Fernandez (1990), code-switching is damaging since children cannot communicate in either language. According to Jones and Halliwell (1991), learners may speak and understand L2 without first learning L1. They claim that it is possible to communicate nearly entirely in L2. According to Atkinson and Macaro, deleting L1 is unrealistic and deprives English pupils of a learning tool. According to Clanlone, L1 saves time and enhances pupils' confidence. Schweers thinks that allowing pupils to speak their mother tongue will increase their feeling of security and help them relate L2 learning to real-life situations. Stern feels that allowing children to use their mother language is more compassionate.

According to Huerta-Macias and Quintero, code-switching improves a bilingual's language. According to Abbas et al. (2011), code-switching helps pupils communicate with one another. Latsanyphone and Bouangeune promote the use of one's native language (2009). They feel that using L1 will benefit low-skilled pupils. According to Sert (2006), adopting L1

helps students communicate by bridging language gaps. Others argue that swapping codes improves learning and communication. Clearly, there is no 'correct' answer to whether or not the L1 should be employed in L2 learning. While 'banning' is technically possible, in fact, some L1 usage will always occur, particularly when students share a common language.

3.6.7. Students' Attitudes toward code-switching

The goal of this point is to find out how university students feel about code-switching. Although it is generally thought that maximizing the use of the target language is good in a foreign language (and this is a belief I hold), code-switching is a prevalent aspect of the English language in my culture. As a result, I wanted to look into the perspectives of students on this topic (for example, to check if they agreed with my viewpoint that students should use the target language with one another as much as possible).

3.6.8. CS Motivations.

When multilingual persons move between or mix their two languages, a practice known as code-switching may occur for a number of reasons. Grosjean (1982) provides many explanations for the technique of code-switching. When they are unable to locate the relevant words or idioms, or when there is no translation available for the language being used, some multilingual persons resort to mixing languages. The interlocutors they have, their surroundings, the messages they get, their attitudes, and the emotions they experience all contribute to code-mixing or switching. Students use code-switching in their presentations for a variety of reasons, including lack of skill, habitual experience, semantic relevance, addressing a new audience, and garnering attention.

According to Grosjean (1982), code-switching can also be used to qualify what has been said, discuss past events, quote what someone else has said (and thus emphasize one's group identity), specify the addressee (switching to the usual language of a specific person in the group will indicate that one is addressing that person), and discuss what has been said. A bilingual person's choice of language relies on a variety of circumstances, including whom they are speaking with, what they are discussing (in terms of subject matter and substance), when and where a speech act occurs, and so on (Bhatia & Ritchie, 2004).

4. Target language and Mother Tongue

4 .1 Target Language (TL)

A language that is not a person's native tongue but is used in society for the purposes of communication is referred to as a "communicative language." The second language (L2) is learned after the first language (L1), which is also known as the mother tongue. As an illustration, English is considered a second language in the country of Nigeria, but French is considered a second language in the country of Tahiti. Non-native speakers are those who are not native English speakers and are studying English in an environment where English is spoken. There are several programs out there that are created with the explicit goal of helping youngsters acquire a second language.

4.2 Mother Tongue (MT)

Some people also refer to their mother tongue as their first language or their native language. It is the language in which you communicate the majority of the time. The term "mother tongue," on the other hand, always refers to the native language of the kid, the language that the child has spoken from the time they were born and at significant points in their lives.

4.3 Differences between TL and MT.

The first language to be mastered is telegraphic speaking. In 1963, American psycholinguist Roger Brown invented the term "telegraphic speech," derived from the word "telegram." It refers to the two words a baby may utter between 18 and 24 months of age. Telegraphic speech in (AA) includes phrases like "mama awahi, atini mama, hati mima, rouhi minimini, mama hami" these were some examples from the Algerian context. In contrast, second language acquisition begins with a whole phrase. A youngster cannot start learning a second language until the first is mastered.

a) Our ability to communicate sets us unique from other creatures. Language learning is the most stunning phase of human development, both psychologically and cognitively. Normal individuals learn whatever language they hear as children. This means kids may learn several languages, but each will be different from the first. First and second languages are therefore highly diverse. The first language is a person's native tongue; the second language is one they acquire to converse with native speakers.

b) The first language is innate and acquired by experience. Someone chooses their second language.

c) the First language is essential. The first language is unchangeable. It's his birthright, inheritance, or legacy. Individuals decide on a second language. Language learning choices abound. An individual or group might choose a second language.

d) Learning the first language is very fast, however, learning the second language might differ by language and by the individual.

e) The first language is 'acquired' while the second is 'acquired.' The contrast between these terms summarizes the two languages. The first language is a dynamic, abstract quality that a person acquires. 'Learn' implies that second language acquisition is not passive.

f) A first language is 100% mastered by age six. A second language can't be taught as rapidly as a first, but it may be learned well.

g) First-language learning is natural and doesn't require teaching. Second-language acquisition isn't natural and requires continual teaching. According to Walwad Kar (2013), they are interchangeable.

h) A person's first language is natural to them. A person's life changes as they learn a second language.

First-language learning is subconscious, not conscious. The learner must make a conscious effort to acquire the second language's structures.

4.4. Students desire to code-switch to their MT

Bilingual people have a plethora of linguistic resources at their disposal, but they are embarrassed when they discover that they must resort to code-switching to keep the communication process running smoothly. Traditional upbringing, education, and common beliefs persuade them that code-switching is a sign of poor language skills. Trying to avoid it at all costs, on the other hand, can lead to an even worse perception of our abilities. Codeswitching is meaningful in the same way that a short story's choice of style is meaningful, and it is quite natural in many multicultural communities, where it becomes a register in its own right, a mode of expression in many informal situations, used to avoid defining the social situation in terms of either language or culture. Francois Grosjean lists some of the reasons for code-switching (Life with two languages: an introduction to bilingualism, 1982).

> **a. Fill a linguistic need for a lexical item, set phrase, discourse marker, or sentence filler:** This is the exact situation described above. I haven't mastered Italian to the point where I could comfortably discuss Mao's Cultural Revolution in it. Switching can also be caused by a linguistic habit - we all have favorite fixed phrases and discourse markers, e.g. so see you tomorrow, jal ja! (Goodnight!), Bien sur (of course!).

b. Continue the last language used (triggering): The topic and setting of the conversation may increase the level of activation of specific lexical items to the point where they become more available in one language than the other. I studied linguistics in English, read scientific literature in English, and wrote about it in English, so don't ask me to discuss it in Korean; I'd be lost!

c. Quote someone: About translations? They are rarely faithful, so why translate when we can quote the original?

d. Specify addressee: This is especially useful in multilingual groups. You can control turn-taking and avoid the dreaded question: "Are you talking to me?"

e. Qualify message: amplify or emphasize: Have you ever observed that a message conveyed in two languages is more effective? A frustrated multilingual mother may shout at her child who is sobbing, "Enough already!"7absiii!! (Stop!) Switches can also be used to draw attention to a specific part of the message, to mark "asides" from ongoing discourse, or to end an argument.

f. Specify speaker involvement (personalize message): Some concepts may be stated more effectively in one language than in another. Which language is more comfortable for you to communicate your thoughts and feelings: A or B? For instance: I can express my feelings and talk about my emotions in English than ADA or MSA.

g. Mark and emphasize group identity (solidarity): Most prevalent among immigrant and ethnic minority groups.

h. Convey confidentiality, anger, annoyance: Listeners interpret codeswitching as a signal of the speaker's current attitudes, communicative intentions, and emotions, which monolinguals convey through the use of various levels of formality in language.

i. Take someone out of the conversation Monolinguals despise this, which is why they are so opposed to code-switching. The scene can be used to describe how accommodation and divergence strategies are used.

j. Change a speaker's role by elevating their status, adding authority, and demonstrating expertise. For instance, someone who frequently converses with Algerian travel agents who are well aware that they could easily place their orders with him in Algerian. Instead, they choose to communicate with him or her in English because their job description requires them to do so, and their resumes state that they are qualified to do so.

5. Communicative deficiencies.

It's widely spread among people to struggle with communication difficulties at some point in their life; today, we're going to discuss some of the most significant challenges that students experience when it comes to communicating.

2.   Fear and lack of confidence

The first rule that we need to learn is that learning a language is not only about learning vocabulary, grammar, and conjugations; rather, the most essential element focuses on practicing and speaking the language. Fear of making a mistake and anxiety over how other people will respond to your manner of speech or pronunciation is the most common form of social anxiety. Hurdles to learning, one should see how native Arabic speakers communicate with people from other countries. Strange, but also occasionally humorous, despite the fact that...

They never let this prevent them from continuing to practice talking in order to enhance their language skills.

3.   not being able to understand the speaker

It might all look good when you're reviewing your course material, listening to your instructor, or practicing with a colleague, but as soon as you find yourself face-to-face (or in a Skype interview, for example), with an official of the language you're learning, you get confused, stressed out, and feel lost. This is especially true if you have been exposed to circumstances and materials that are designed specifically for language learners. The pronunciation of these kinds of sources is clearer and simpler, which makes it easier for non-native speakers to grasp them. However, in reality, expressions are different, accents are different, colloquial terminology is incorporated into the conversation, and even common words seem to be getting shorter and shorter! It's possible that the reality may be so drastically different from what you're used to that it'll feel like you're being spoken to an entirely new language that you've never encountered before.

4.   The bed prononciation

When you are reading your course material, listening to your instructor, or practicing with a classmate, it could appear like everything is going well, but the pronunciation is not good "Have you ever mispronounced a word to the point that the person standing in front of you could not comprehend what you were saying and requested you to repeat the phrase at least three times?! It's also possible that someone gave you a chilly grin, which indicates that they didn't understand your question but chose to refrain from responding because they wanted to

be polite. When you are able to remember vocabulary well and apply grammar correctly but are nonetheless misunderstood because of your accent, this can be a significant factor in lowering your self-confidence and self-esteem. This is especially true in situations in which you are misunderstood because of your accent.

5. lack of vocabulary

6. Students of a second language often struggle the most due to a lack of vocabulary, which is the barrier that presents the greatest challenge to be overcome.

If you are having a conversation with someone who is more knowledgeable about languages or has more experience with them than you do, you may find that you are unable to continue speaking, and as a result, you may resort to using your native language. This could happen if the person you are speaking with has more experience than you do with the language, or if they have more knowledge about the language.

Conclusion

To summarize what we have covered throughout this chapter, one could say that the phenomenon of code-switching continues to pique the curiosity of many scholars because it is regarded as the most significant outcome of language diversity and sociolinguistics. This is a statement that could be made as a conclusion to what we have discussed throughout this chapter.

In addition, studies on code-switching among EFL students have revealed the following: Due to the fact that code-switching has been defined in several ways, these have sparked a great deal of controversy among researchers. This chapter has tackled the main researchers' views. It can be divided into three distinct parts. This debate will begin by examining the linguistic situation in Algeria. In the second section," Outcomes of Language Contact" is discussed. It highlighted the fundamental concepts pertinent to our work, including CS, multilingualism, and bilingualism, among others. And we began to investigate the subject of code-switching from every viewpoint, including its definition, types, patterns, differences, and motives as well as the students' attitudes. The third section will cover both TL and MT. The final part concerns communication deficiencies.

Chapter Two : Methodology and Data Collection

Chapter Two : Methodology and Data Collection

Introduction.

The goal of this study, as stated in the general introduction, is first to determine whether students in Tiaret's English section, code switch due to their communication deficiencies or due to their needs and desires. Our goal is to determine whether the communication deficiencies they are experiencing are causing problems when communicating in the target language, which is why they are using code-switching. As a result, our investigation must concentrate on empirical criteria to scan students' perspectives on CS to determine whether it is useful in their communication or not.

1. Research design.

This study was designed to be descriptive research. It means that the data has been gathered, analyzed, and linked based on what was observed in the field. Descriptive research studies, according to Donald (1985:322), are intended to gather information about the current state of phenomena. Furthermore, according to Gay (2000:189), one common type of descriptive research is concerned with assessing attitudes or opinions toward individuals, opinions, or procedures.

The research method includes both quantitative and qualitative methodologies, the research context and population sample, and the data collection procedures, which include two questionnaires and student yard observation. The Descriptive Statistical Method is used to analyze closed-ended questions, and Qualitative Content Analysis (QCA) is used to analyze and interpret data collected from open-ended questions and students in the yard observations.

Our investigation was carried out using the mixed method. It combines tools for collecting and analyzing quantitative and qualitative data. As previously stated, several procedures are used to collect data. According to Kottari (2004), quantitative data are concerned with statistical and numerical data, whereas qualitative data are concerned with data interpretations multiple procedures are used for data collection, as previously stated.

So, the quantitative data are collected from the two questionnaires' closed-ended questions, and they seek a quantitative description that should be statistically presented using percentages, pie charts, and tables; whereas the qualitative data are collected through classroom observation and open-ended questions and they should be analyzed and interpreted using Qualitative Content Analysis (QCA). This study, on the other hand, employs a series of survey questionnaires to collect information about students' attitudes toward and practice of

code-switching in the English section. And to ascertain whether this is due to communication deficiencies or desires and needs.

2. Context of investigation and sampling population.

The sample was made up of English university students in order to study their code-switching and language contact in this speech community. The participants are from the same faculty but were chosen at random from different levels (1st, 2nd, and 3rd year of License, 1st year Master, 2nd year Master) from the community of IBN KHALDOUN UNIVERSITY of Tiaret, English section yard.

Both genders were concerned. The total sample number for the questionnaire used is 100 students and for the interview is 10 students the survey period lasted for one week. Thus, we would mention that our final sample consists of 13 males and 84 females, as we found that the females were more cooperative than the male participants. Nevertheless; the age factor doesn't matter in our study so we didn't focus on or use it in our questionnaire. It is worth mentioning, however, that we attempted to include as many male students as possible in our study, even though they were not available at the level of the English Language Department or during their respective sessions in both specialties.

This is undoubtedly due to the Corona Virus pandemic; a difficult period during which the research fieldwork was being conducted on the one hand, and the health protocol adopted by the Ministry of Higher Education and Scientific Research, which did not require the presence of students at university on the other. We wanted to look at all students in the English section, regardless of level, to see who code-switched the most. However, due to coronavirus procedures, we did not receive from master 1, so we chose 10 master 1 students for the interview. Our final sample consists of 5 males and 5 females. Data was collected by recording the students in the yard; they were not prepared in any way.

The students were briefed and the research's purpose was explained to them. Several students objected to having their answers recorded because they were afraid to take risks and make mistakes or were obviously shy. These ten students agreed that the data would be further analyzed, with the providence that the participants' anonymity would be guaranteed. All of the data gathered was later written down for the analyses.

3. Procedures of Data Collection.

3.1. Observation.

No pure sociolinguistic analysis can be done without an observation tool. In this context, Milroys and Gordon (2003) have stressed that "Participant observation can be an enormously fruitful method for sociolinguistic analysis". This technique was used as the first step in conducting this research because the researchers are members of the community where the investigation is taking place.

This qualitative measure is very beneficial because individuals are observed when they speak naturally with their families or with friends at various points in street or bus conversations. As a matter of fact, whenever there was an opportunity to observe, notes and recordings were made covertly.

3.2. Questionnaire.

A questionnaire is a collection of systematically structured items that are administered to respondents in order to collect a large amount of data about a specific issue. According to Wilson and McLean (1994, as cited in Cohen et al., 2007:317), "the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, and being able to be administered without the presence of the researcher..."

Since our research is about 'the TL and MT switching in Ibn Khaldoun University between Communicative deficiencies and desires in The English yard so our Questionnaire was directed to 100 students to examine all the levels in the English departments.

The researcher prepares a list of answers that are given to respondents in order to select the appropriate answer. This questionnaire contains 15 items. It is divided into three main sections. The first section is **Participant's Personal Information.** The second section is **Linguistic Competence** where we discover the Use and the competence of students' language and its varieties in their daily life. Last but not least is the third section labeled **Participants Attitude toward CS,** Its objective is to comprehend the main causes that lie behind students' code-switching in their daily life interactions.

3.3. Interview.

An interview is an interactive procedure in which one person asks questions in order to obtain specific information. Interviews in qualitative research are defined by Sewell (1998) as "attempts to grasp the world from the subjects' point of view, to unfold the significance of

peoples' experiences, to unveil their lived world before scientific explanations." The qualitative interview is critical to data collecting, as other experts have stated.

Our interview consisted of eight questions divided into three sections: the first two were titled "Using the English Language Outside of the Department," the third to sixth questions were titled "Students' Ability to Communicate in English," and the final two questions were titled "Students' Use of Code-Switching."

Due to their absence from the questionnaire, we focused our interview on Master's one students, and we conducted 10 interviews in five days. Despite the low demand for males to speak owing to tension and shyness due to the audio recording, we planned to be five females and five males for more accurate information.

4. Procedures of Data Analysis.

4.1. Descriptive Statistical Method.

For the analysis of the information gathered from the questionnaires, we used the two rules.

4.1.1.The Mean $\bar{X}$

The first of three by calculating the mean rule, which is applied as follows:

$$\bar{X} = \frac{\sum X}{N}$$

- $\bar{X}$ = population mean.

- $\sum X$ = sum of each value in the population.

- N = number of values in the population.

4.1.1.The Percentile %

The second one is the rule of three to calculate the percentage of a number which is applied as follows:

- Determine the total amount of what you want to find a percentage.

- Divide the number to determine the percentage.

- Multiply the value by 100.

  ❖ **X= (Y×N) ⁒ 100**

The determined percentage is denoted by the letter X. The total number of participants is N, and Y is the value of the similar replies. The findings are given in the form of numerical data in the form of percentages in pie charts, tables, and bar graphs.

4.2. Qualitative Content Analysis.

QCA is a data analysis technique that is used to analyze and interpret qualitative data collected from open-ended questions in questionnaires and interviews. "A research method for the subjective interpretation process of the content of text data through a systematic classification process of coding and finding themes or patterns," Hsieh and Shanon (2005:02) define QCA. As a result, QCA is a valuable technique for analyzing the results acquired from open-ended questions.

5. Limitations

The study was limited to determining students' attitudes regarding code-switching and whether they utilize it because of their weaknesses or they want to. The study's 39% findings are based on the methodologies used and designed. The result cannot be generalized to other English students.

5. 1Geographical limitations:

The study covers random students in the yard of Ibn Khaldoun University. The interview took one week and one day for the questionnaire.

5.2. Human Limitations:

A questionnaire was oriented to random students (100 students) from the English section except for master 1 students because of the divided lessons and interviewing 10 Master one students (5 girls and 5 boys).

6..Obstacles of the study

During this research, we encountered some challenges: Several issues include the lack of availability of all sections due to the Coronavirus, as well as the students (39%); unwillingness to cooperate in answering the questionnaire and interview questions due to their fear of speaking in English outside of the department, The tension caused by their poor language.

Chapter Two : Methodology and Data Collection

Conclusion

      This section depicts the overall layout of our research. It outlines how we went about performing our investigation. It also explains the setting, participants, and data collection tools, which include both "Participation observation" and "questionnaire" for English section students in the yard. And an "interview" with master one English students because they were not included in the questionnaire. It also explains the methods used for the data analysis.

Chapter Three : Displaying and Interpreting the Data.

Chapter Three : Displaying and Interpreting the Data

Introduction.

This chapter presents and discusses the results of a questionnaire administered to students of all levels in the English department at Ibn Khaldoun University Tiaret, as well as an interview conducted with students in the same department. This chapter is divided into two parts. The first section is dedicated to the presentation of the questionnaire results, which are presented in percentages and presented in tables, and figures, and the discussion of the findings, while the second section is dedicated to the presentation and the discussion of the interview results.

1. Displaying the collected data

1.1. Display the Participant observation collected

Observation	Exemples in Arabic (AA)	Example in French	Examples in Berber
_The code-switching occurs in the middle of the sentence which we call Intra-sentential code-switching.	_Can we go out it's hot in here, *w zid gdit bel jou3 ma9aditch* let's go.	_I think we should stop seeing each other *Tu changeras jamais* and that's why I don't trust you anymore. (argument)	_It's our last session can we skip it and go home, *a3yigh atas atas.*
_The code-switching occurs at the end of the sentence Inter-sentential code-switching	_Let's sit here I'm tired *jomit hada y3ayi f had skhana*	_What's wrong with this girl, *elle n'arrête pas de me regarder.*	_Assinet why are acting like this, *thess7i chwita7 a9laghe zthethe layvadh.*

Table 3.1: Display the collected Participated observation.

Table (3.1) display some examples from IKU students, while communicating with their friends in the English Departement yard. We can clearly notice the use of code-switching.

1.2. Presentation of the Questionnaire Results.

1.2.1. Participants' Personal information.

This section reveals our respondents' Gender. We shall present it in the following graph and table:

Chapter Three : Displaying and Interpreting the Data

Gender	Number of students	Percentage
Male	13	13%
Female	87	87%
Total	100	100%

Table 3.2: Gender distribution

Table (3.2) indicates that the respondents 87 with a rate of (87%) are Female students followed by 13 respondents with a rate of (13%) are male students with a total of 100 students.
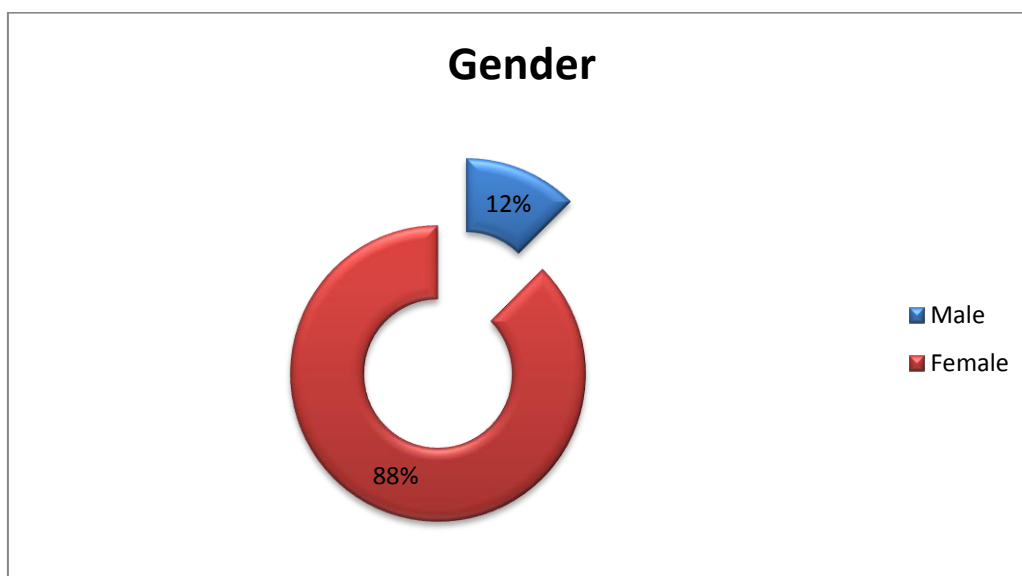

Figure 3.1: Gender distribution

From figure (3.1) we find that the females' contribution is more than the male It is obvious that the distribution of our questionnaires is imbalanced between males and females. This may be because females dare to study Foreign Languages rather than males do.

Level	Number of students	Percentage
First year	6	6٪
Second-year	74	74٪
Third-year	14	14٪
Master 1	/	/
Master 2	6	6٪
Total	100	100٪

Table 3.3: Student's Level.

The results of the above table (3.3) show that the second year has the highest rate with 74 students with a rate of (74 %) from a total of 100 students, and the third year has the lowest rate with 14 students with a rate of (14 %) from a total of 100 students. Both master 2 and first-year students rank in third place with 6 students each and a rate of (6%). Finally, our master candidates do seem to be 00.
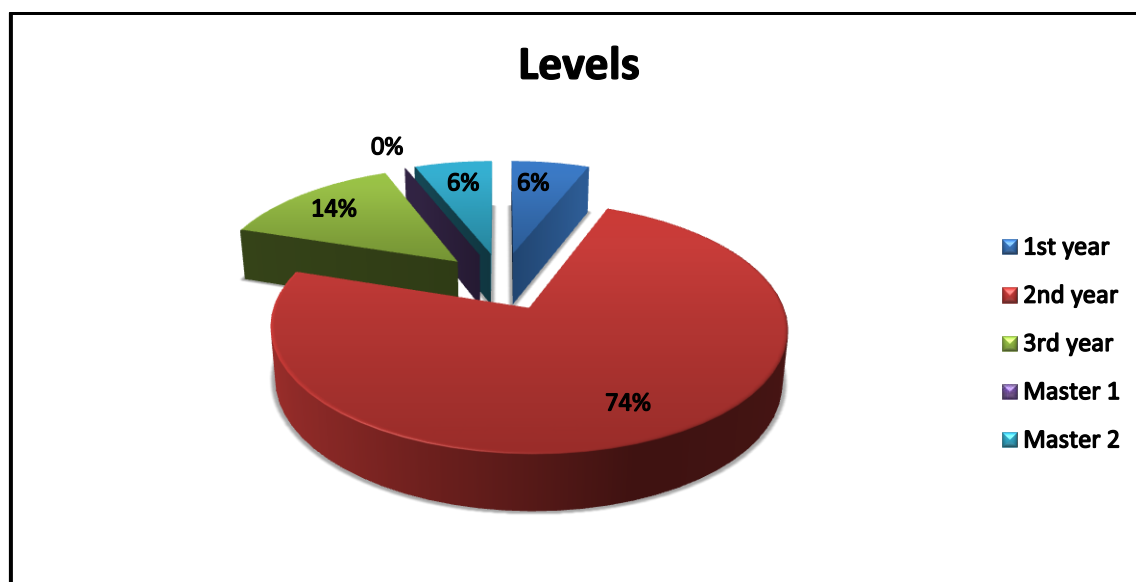

Figure 3.2: Educational Levels.

This graph(3.2) indicates that our research is full of second-year English students and none of the master ones was included in this questionnaire because of the pandemic situation

we couldn't collect data in a normal settlement whereby all the students should be found in the English yard and both master 2 and the first-year was few regarding the number of third-year students since it was the period of the second and third-year classes.

1.2.2. Linguistic Competence.

Languages	Number of students	Percentage
Classical Arabic	57	16.42%
Algerian Arabic	94	27.08%
Berber	22	6.34 %
French	74	21.32%
English	94	27.08%
No answer	6	1.72%
Total	347	100%

Table 3.4: The spoken Languages.

Table (3.4) indicates that the most spoken language among the participants is in the Algerian Arabic variety and English language with a total number of 94 students (27.08%) each. The third most spoken language is French with 74 students with a rate of (21.32%); However, Classical Arabic was only used by 57 of 100 students with a rate of (16.42%). Berber was spoken only by 22 Berber students with (6.34%). 6 participants chose to not answer this question with only (1.72%).
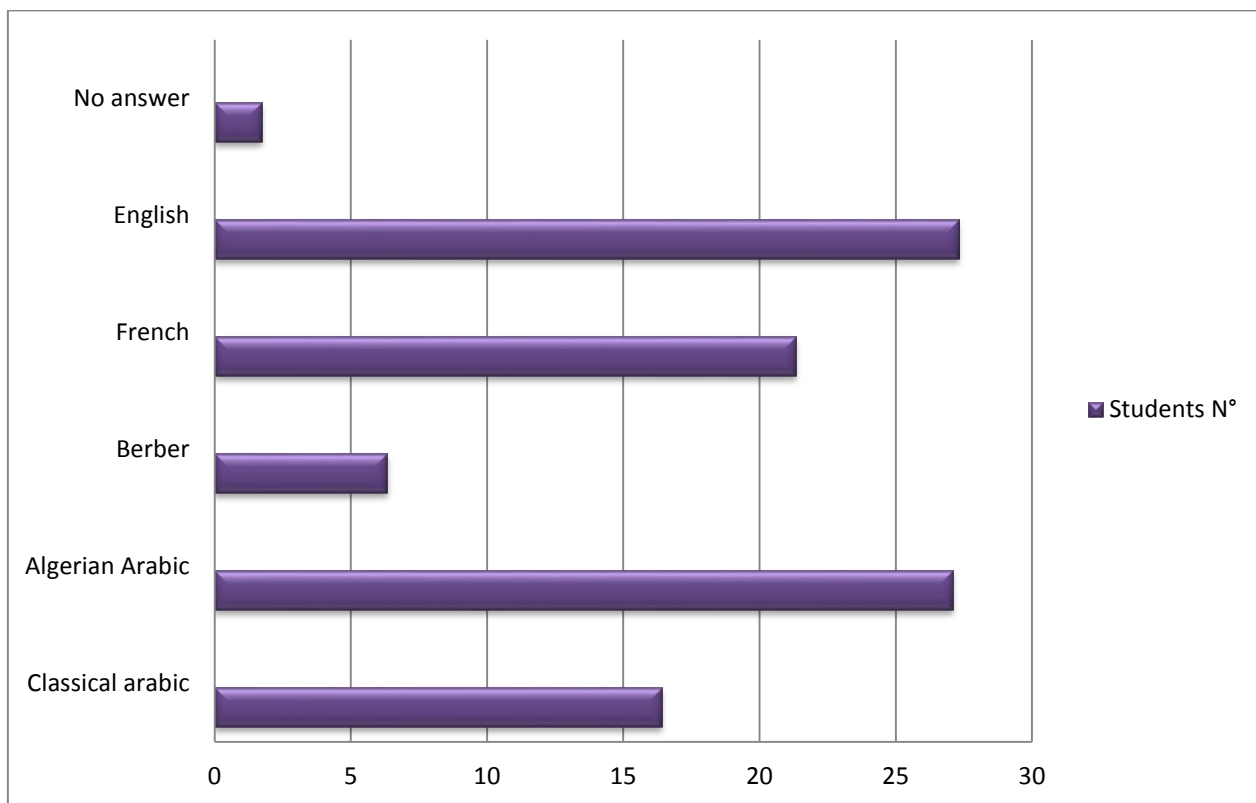
Figure 3.3: Spoken Languages.

We can notice from the figure (3.3) that the Algerian Arabic variety and English language are the most spoken languages among the students in ibn Khaldoun University in the English yard simply for the reason that Algerian Arabic is their mother tongue and the English language is their target language because they study it. Nevertheless, it was surprising that the participants use French more than Classical Arabic maybe because it is the second language used in Algeria after the French colonialism, and the language use remained in our culture and our daily life. Here in Tiaret number of Berber is insignificant, so only minorities speak Berber.

Languages	Perfect		Very good		Rather good		Médiocre		Bad	
	N°	٪	N°	٪	N°	٪	N°	٪	N°	٪
Classical Arabic	34	٪37.36	35	٪38.46	17	٪18.68	4	٪4.39	1	٪1.09
Algerian Arabic	71	٪71.71	21	٪21.21	6	٪6.06	1	٪1.01	0	٪0
Berber	4	٪5.88	1	٪1.47	3	٪4.41	6	٪8.82	54	٪79.41
French	11	٪11.82	27	٪29.03	33	٪35.48	15	٪16.12	7	٪7.52
English	16	٪17.97	49	٪55.05	18	٪20.22	4	٪4.49	2	2.24٪

Table 3.5: Representation of scores illustrating spoken language competency.

Table (3.5) the data are illustrated in the following graph, where the five varieties of languages appear from the most spoken one The Algerian Arabic variety with the rate of (71.71%) to the least spoken and used variety Berber with the rate of (79.41%). It demonstrates as well the level of competence for every language on a scale of five measures; perfect, very good, rather good, mediocre, and bad.
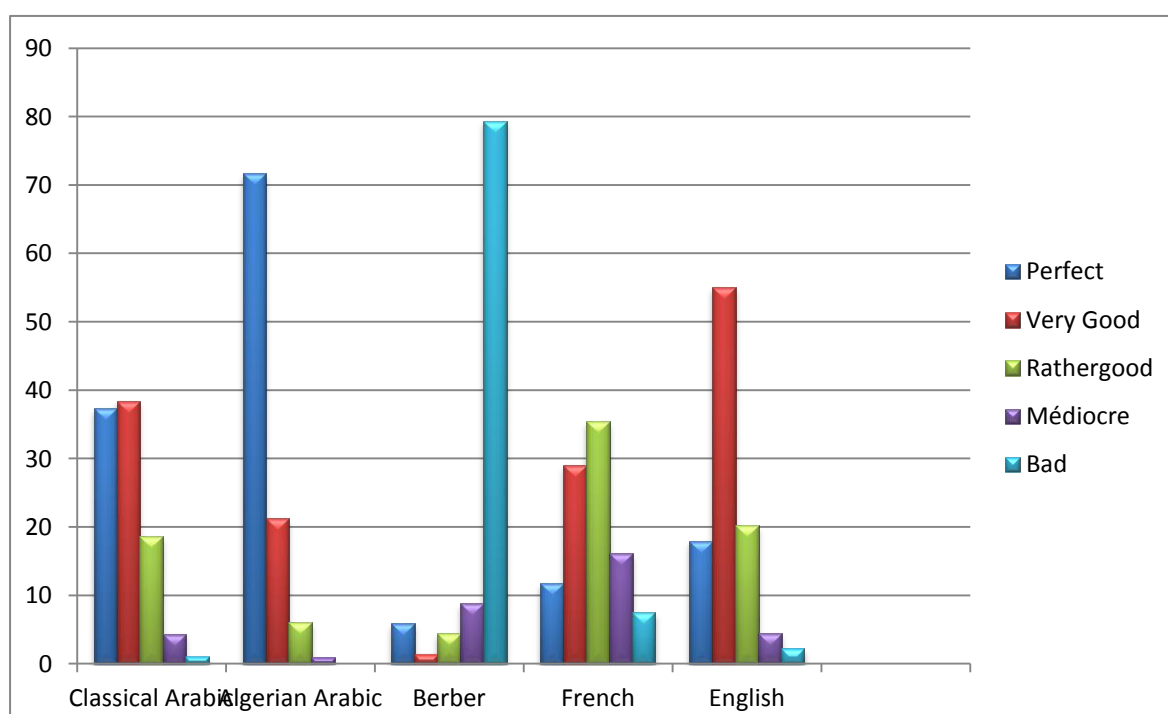

Figure 3.4: Language competency

Figure (3.4) shows that language competencies are different among participants. Algerian Arabic is found to be the most spoken and the highest mastered language; while The

Berber language is the less spoken and least mastered. The highest "Perfect" Score was (71, 71) for the Algerian Language, on the other hand, the lowest (Perfect) score was to be (5.88) for the Berber language. In addition, the figure demonstrates that the participants' attitudes toward different languages vary. In a conclusion, the students are competent in their Algerian Arabic Dialect and very good at English but weak in the other Languages.

Options	Number of student	Percentage
Yes	90	٪90
No	7	٪7
No answer	3	٪3
Total	100	٪100

Table 3.6: The Language Used.

As is shown in table (3.6), the majority of students with (90%) use more than one language while interacting and communicating with their friends while only (7%) answered no as an answer to not using another language. whereby (3%) choose not to answer this question.
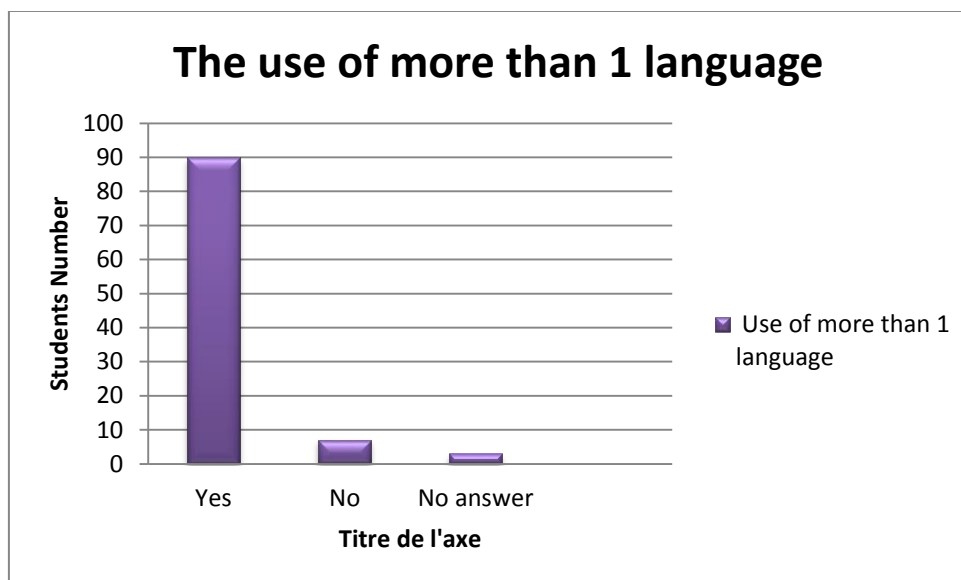

Figure 3.5: The language Used.

This grap (3.5) demonstrates that almost all students in The English Section yard communicate in more than one language daily (90%). A clear result is that almost every student does code-switch.

Languages used	Number of students	Percentage
Classical Arabic	13	5.4٪
Algerian Arabic	74	30.57٪
Berber	3	1.23٪
French	99	40.90٪
English	5	21.9٪
Total	242	100٪

Table 3.7: The spoken Language varieties

The following table (3.7) shows the extent to which language varieties the students use when they speak to their friends with a total of 99 students with the attribution of (40.90%) plump for the French language. With an average of (30.57%), Algerian Arabic comes in second place with only 74 students out of 100. And only 5 students picked up English as the spoken language used with their friends (21.9%).   Berber does always come as the least spoken language with only 3 students who use it in their daily life with the least rate (1.23%).
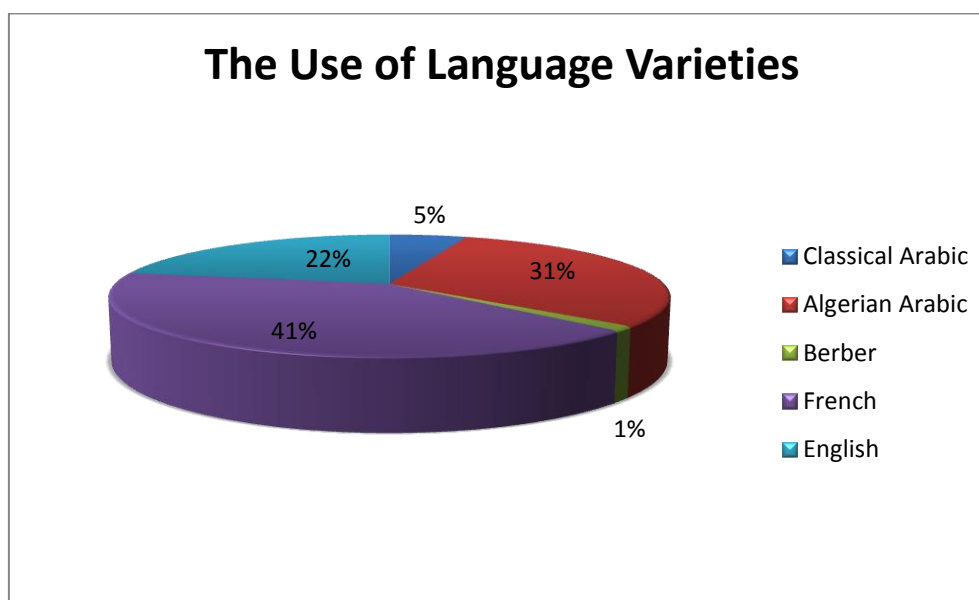

Figure 3.6: The spoken Language varieties.

The results from figure (3.6) concretely reveal that the majority of the students use French more frequently than the other languages and the least spoken language is Berber because of the minorities. Otherwise, students in the English department use English in third place. They do not communicate with it that much.

1.2.3. Participant's Attitude toward CS.

	Number of students	Percentage
You cannot find the right word in the first language.	66	57.89٪
You would like to demonstrate your mastery of the second language.	27	23.68٪
You would like to be more emphatic by repeating ideas in the second language.	21	18.42٪
Total	114	100٪

Table 3.8: Represents when the participants' code switched.

The table above (3.8) represents when the students are talking to somebody When do they switch to another language .66 participants out the rate of (557.89%) answered that they switch to another language because they cannot find the right word in the first language. 27 candidates with the rate of (23.68%) discriminate that they would like to demonstrate their mastery of the second language this their cause. Last but not least the last option why do they switch is they would like to be more emphatic by repeating ideas in the second language 21 students were involved with it with the rate of (18.42%).
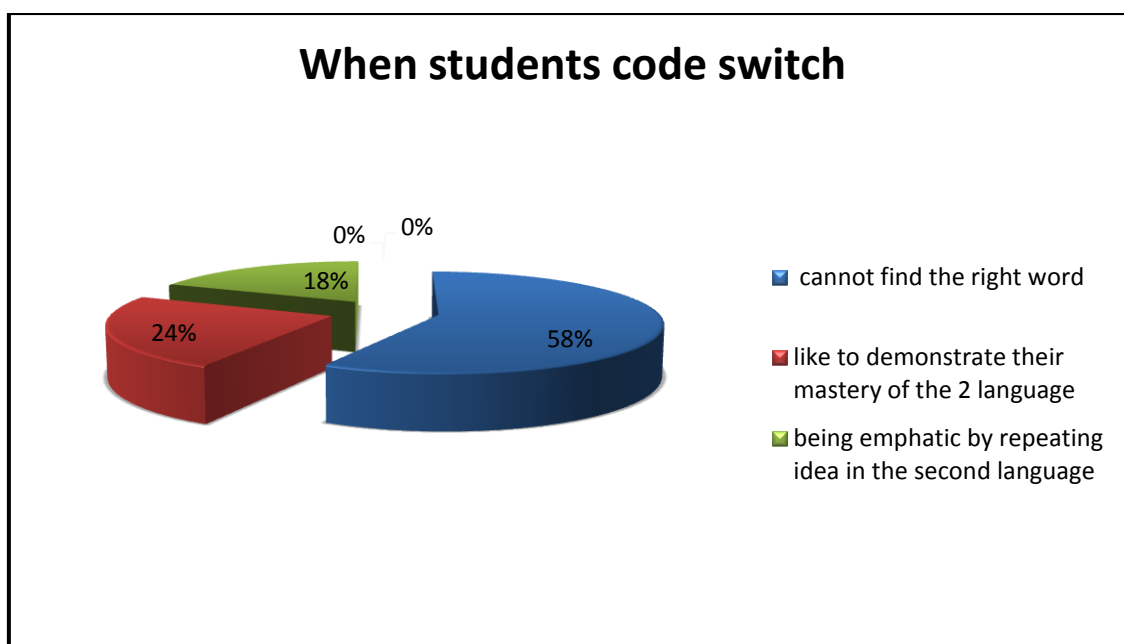

Figure 3.7: When do students code-switch.

Figure (3.7) demonstrates that the average of students (58%) code switch when they cannot find the right word in their first language and that this is one of the communicative deficiencies that cause most students to code-switch. The second reason given by some students is that they want to demonstrate their mastery of the second language, implying that it is a desire to use the L2 rather than a problem with the L1. Regardless, with a rate of 18 percent, they would like to be more emphatic by repeating ideas in the second language, and we can classify this as a desire rather than a communication issue. . As a result, when the total of these two last options of desire is added together, we find that (42%) code-switch because it is their desire and (58%) code-switch because of their hold on their communicative deficiencies. The main reason for this is because of their communication difficulties.

Options	Students Number	Percentage
Yes	74	74٪
To some extent	23	23٪
No	03	03٪
Total	100	100٪

Table 3.9: The use of more than one language.

As shown in Table (9.3) 74 students believe that using more than one language helps them communicate more effectively, while 23 believe that using more than one language helps them communicate more effectively to some extent, and only a few students (3%) believe that it does not help them communicate more effectively.
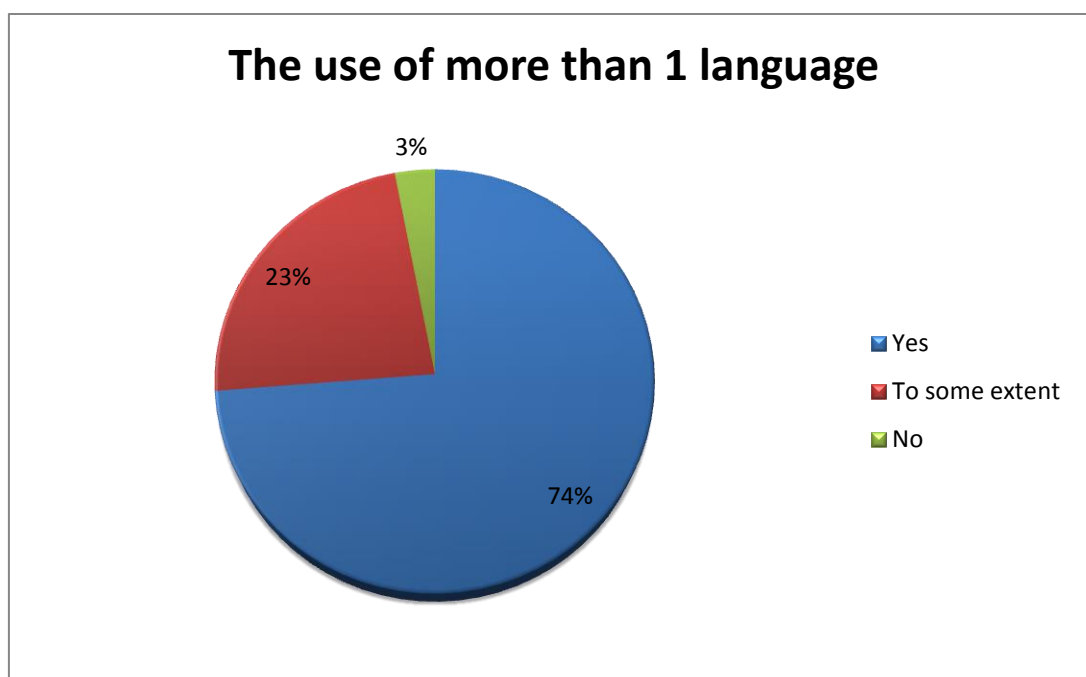
Figure 3.8: The Use of the participants in more than 1 Language.

In the presented figure (3.8) we can easily remark that the majority of students do use more than one language while communicating only 3% of the whole sum use only one language. We can deduce that the opinion of students thinks that being multilingual helps them communicate more effectively.

Options	Students Number	Percentage
Yes	35	35٪
To some extent	35	35٪
No	03	03٪
No answer	27	27٪
Total	100	100٪

Table 3.10: Does mastery of more than 1 language upset the conversations.

As is indicated in the above table (3.10) that 35 students answered yes and 35 students also answered to some extent with an average of (35%) each. On the other hand, 3 students claimed that their mastery of more than one language does not upset their conversations at the rate of (3%). However; 27 participants opt not to answer this question.
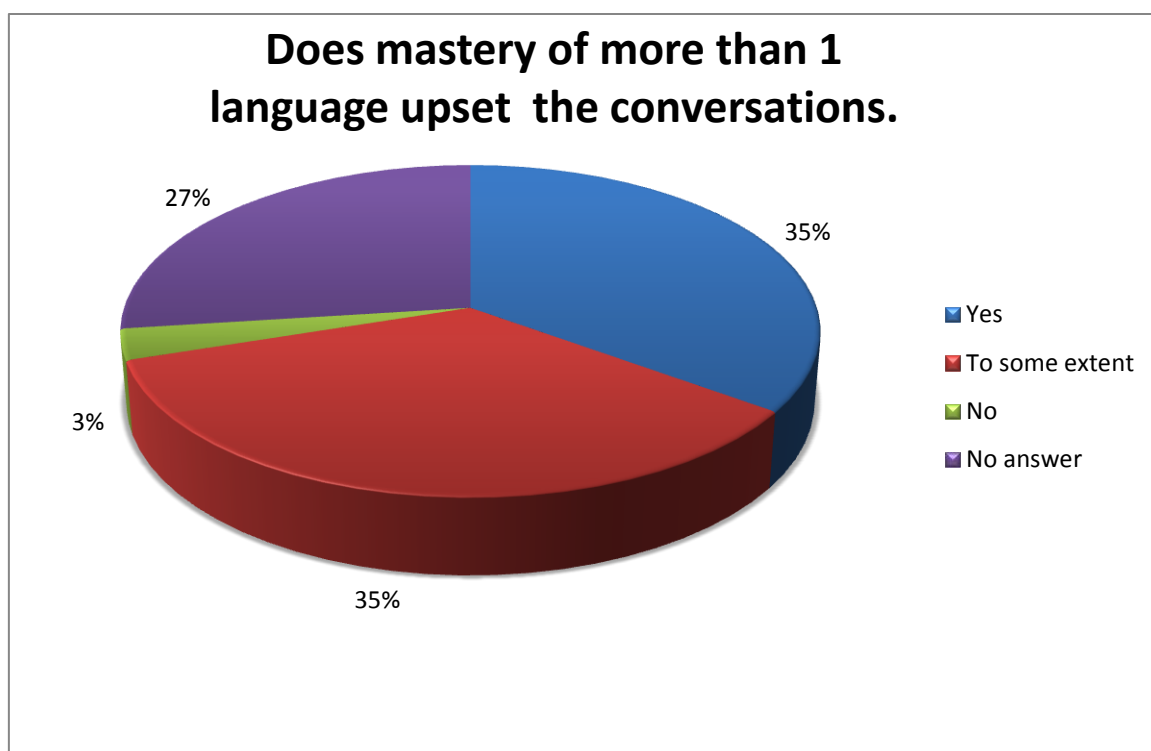
Figure 3.9: Does mastery of more than 1 language upset the conversations.

It is clearly shown in graph (3.9) that the mastery of more than one language does upset in some way the conversation whereby we found equality between the yes and to some extent answer only a few claimed that it does not affect the conversation. Therefore, yes somehow the mastery of more than one language upset their conversation so it is clearly desirable code-switching.

Answers	Student	Percentage
Yes	20	20%
For extent	36	36%
No	44	44%
Total	100	100%

Table 3.11: students' communication troubles.

This table (3.11) shows if pupils face penalties when communicating in English, with 20 saying yes, 44 saying no, and 36 saying for extent.
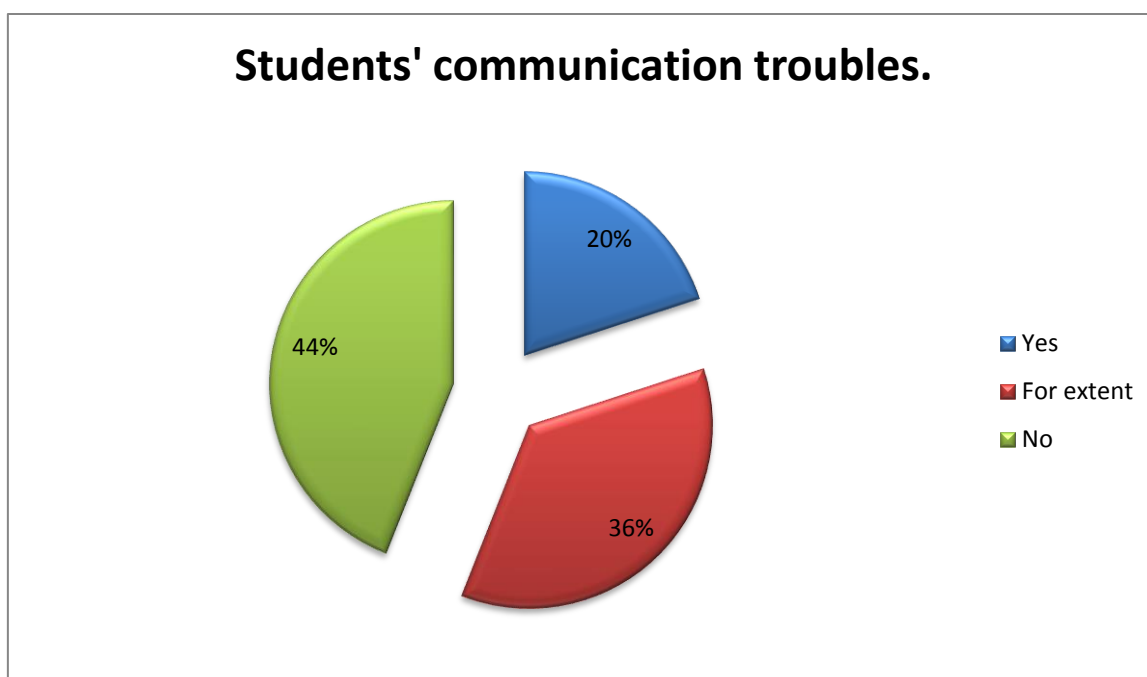
Figure 3.10: students' communication troubles.

The relativistic circle in Figure (3.10) depicts the percentage of students who have difficulty communicating in English; we discovered that 20% have issues, 36% claim they have a few occasions, and the remaining 44% have no speaking problems. So we can conclude that they do not find trouble communicating using the English language. So the reason behind code-switching is their desires.

Answers	Students number	Percentage
Yes	56	56%
To some extent	38	38%
No	6	6%
Total	100	100%

Table 3.12: The use of English in students' conversations.

Table (3.12) depicts students' difficulties communicating in English, as 20 students replied yes to the presence of these issues, 44 said no, and the remaining 36 said some extent.
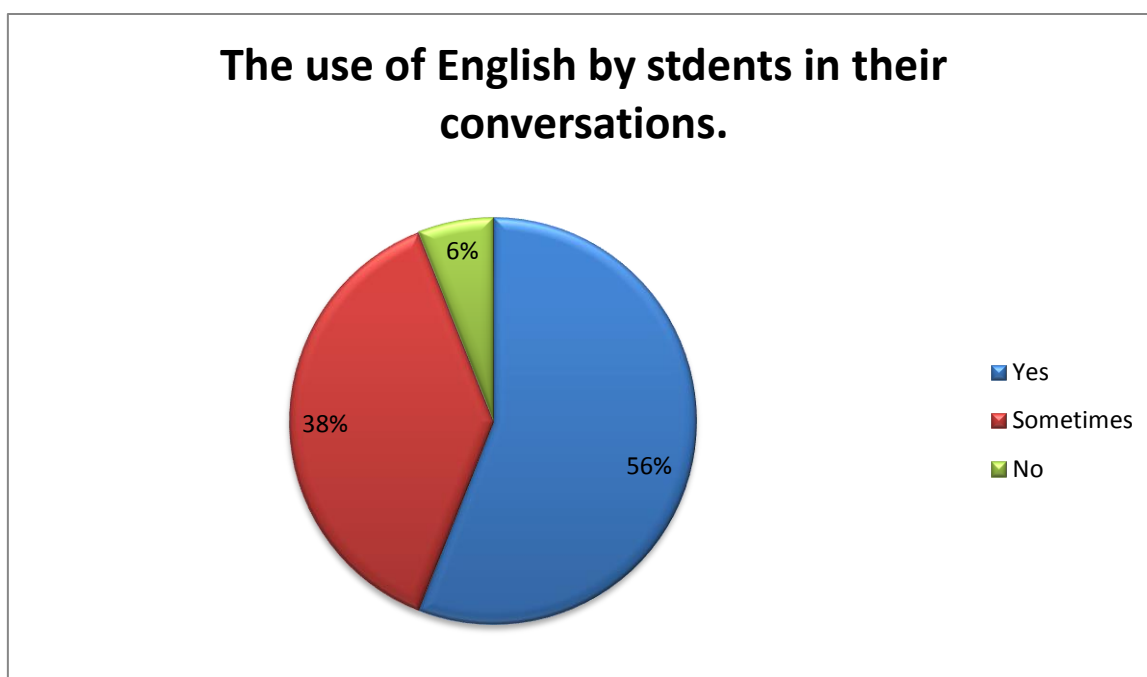
Figure 3.11: The use of English in students' conversations.

The relativistic circle in the Figure (3.11) represents the percentage of students who use English to communicate and converse with one another, with (56%) saying they use it in conversations, (38%) saying they use it occasionally and the rest (6 %) saying they don't use it at all. As a result yes, they actually use English in their conversation with other students (the use of target language).

Answer	Student	Percentage
Yes	34	34%
Not that much	51	51%
No	15	15%
Total	100	100%

Table 3.13: the ability of English speaks without switching.

This table (3.13) illustrates the ability to communicate in English without using Arabic or another language. 34 students are capable of doing so, 15 are unable to do so, and 51 said not that much.
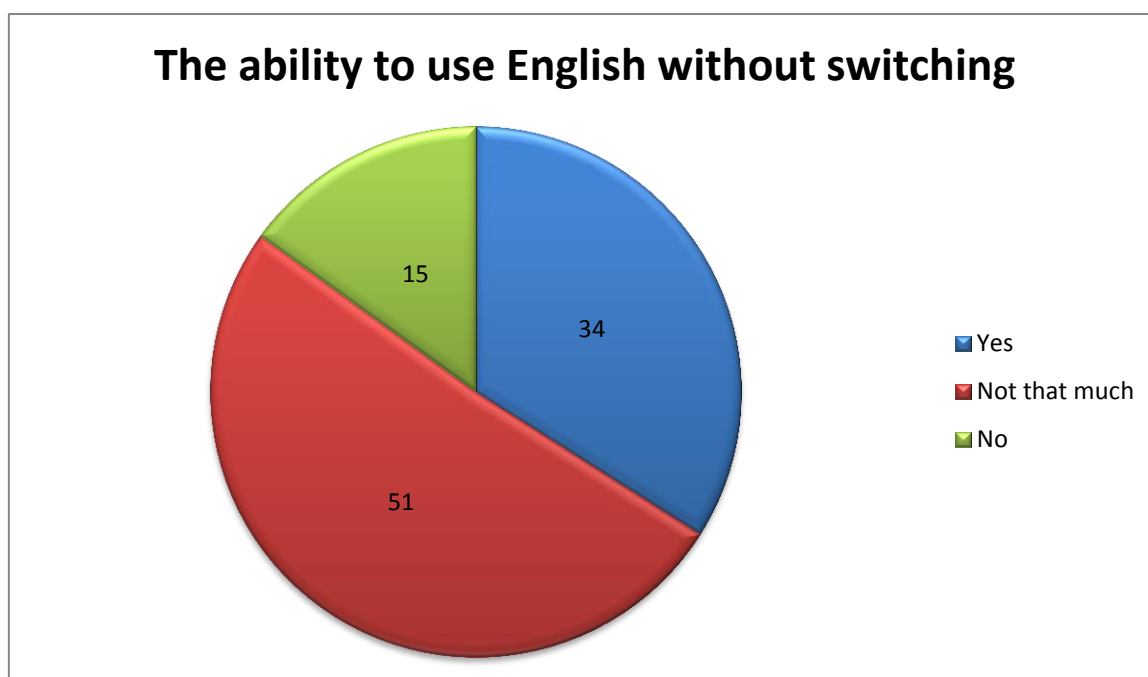
Figure 3.12: The ability to speak English without switching.

The relativistic circle in the figure (3.12) represents the percentage of students who can communicate in English without switching to Arabic or another language. According to our findings, 34% of respondents said yes, 51% said no, and 15% said no. As a result, we discovered that they are unable to communicate in English without resorting to Arabic. It's also an obvious indication of communicative difficulties.

Answers	Students	Percentage
Keep speaking in English	57	57%
Switch to Arabic	43	43%
Total	100	100%

Table 3.14: students' choice of switching.

This table (3.14) displays the students' decision to utilize Arabic or not in a situation of ease of communication in English, 57 students refused to switch to Arabic, and 43 said yes to switching to Arabic.
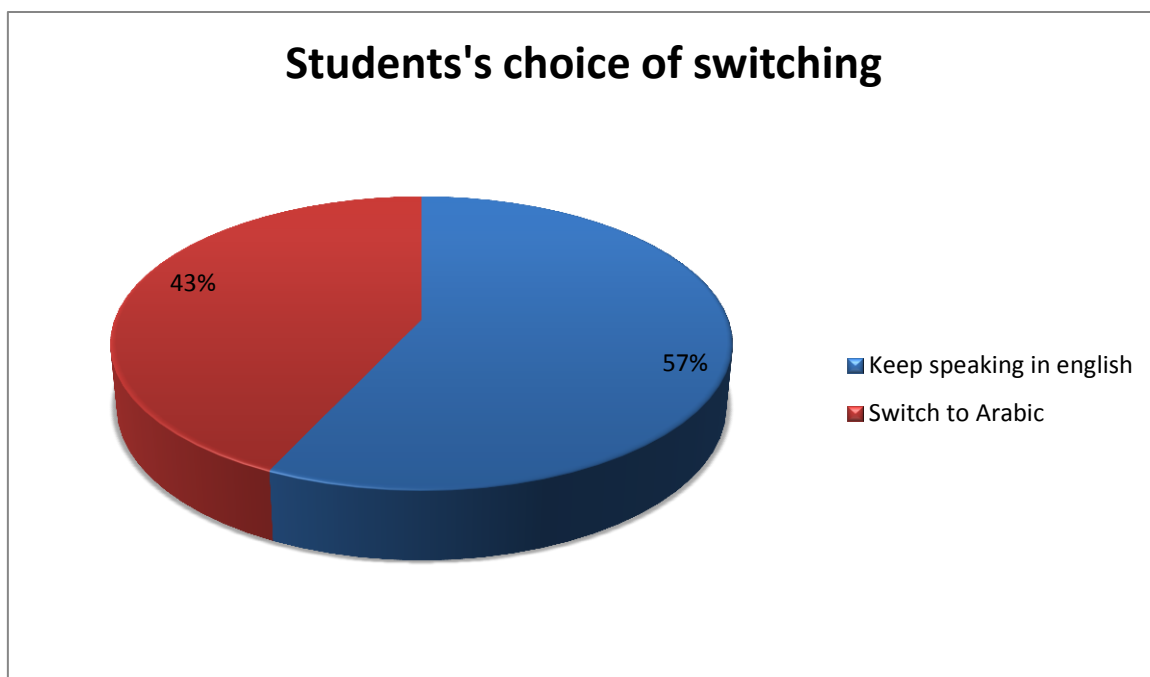
Figure 3.13 : students' choice of switching.

The relativistic circle in the figure (3.13) reflects the percentage of students who utilize the English language or switch to Arabic for ease of communication in the target language. We calculated that (43%) would switch to Arabic and (57%) would switch to English. Proportionately Students in this research when they find ease in speaking in English they would like to keep speaking only in English they prefer not to code-switch.

Answers	Students	Percentage
Carry on talking in Arabic	38	38%
Take up English again in your talk	62	62%
Total	100	100%

Table 3.15: The use of code-switching when they lose a word.

Table (3.15) shows how many students return to code-switching if a word is misheard during a conversation. "I will revert to Arabic," 38 students declared, and 62 students claimed they would not change and would continue to speak English.

The use of code-switching when they lose a word.

38% 62%

62%

■ Carry on talking in Arabic

■ Take up English again to your talk
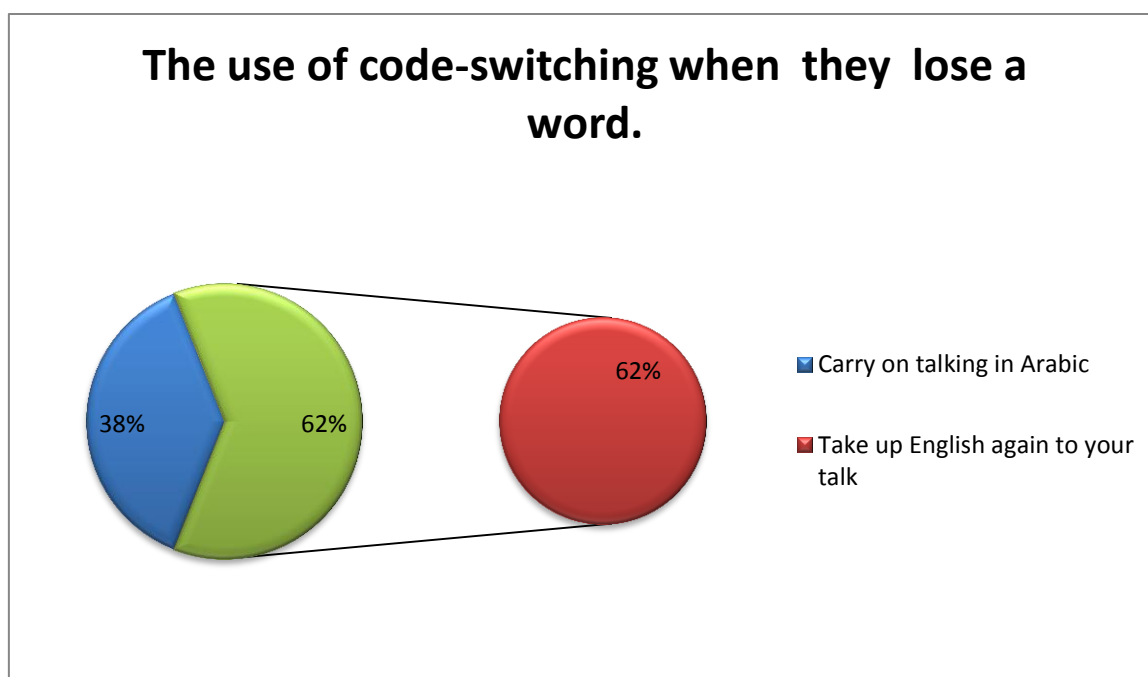
Figure 3.14: The use of code-switching when they lose a word.

The relativistic circle in the figure (3.14) represents the percentage of students who use code-switching if they miss a word when speaking in English. We discovered that 38% of respondents said they would switch to Arabic, while 62% said they would keep using English. Similarly, we can state categorically that when they cannot find a word, they substitute it for its Arabic equivalent, and that they prefer to speak in English rather than Arabic. As a matter of fact, they prefer not to code-switch from TL to MT.

Answers	Students	Percentage
Yes	66	66%
Not that much	28	28%
No	6	6%
Total	100	100%

Table 3.16: students' opinion about mastery of English.

This table (3.16) shows the students' opinions about using English to improve their level, where 66 students answered yes,6 said no, and 28 did not that much.
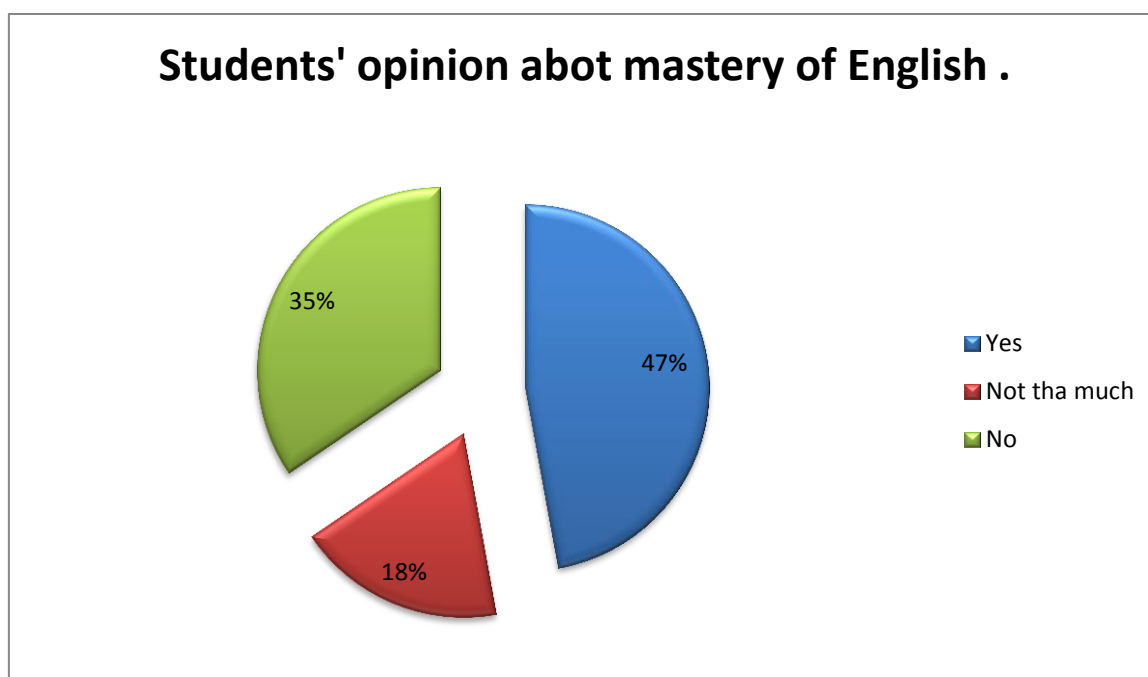
Figure 3.15: Students' opinion about mastery of English.

The percentage in the figure (3.15) of students who believe that using English in their conversations has improved their English level is represented by a relativistic circle. We concluded that yes they think that their actual use of English in their conversation has helped them in enhancing their mastery of it.

2.3. Presentation of the interview findings.

The results of an audio-recorded interview with a master one English student at Ibn Khaldoun University Tiaret are presented in the second section. The students responded based on their previous experience with code-switching, The data is evaluated using Qualitative Content Analysis (QCA), which allows researchers to learn more about students' attitudes and the reasons for code-switching, such as their desire or commutative deficiencies

Answers	Yes		No	
Statements	F	P(%)	F	P(%)
Using the English language outside the department	7	70%	3	30%
Students' ability to communicate in English	6	60%	4	40%
Students 'use of code-switching	8	80%	2	20%

Table 3.17: presentation of the interview findings

In the table (3.17) the interview was divided into three sections: using the English language outside the department: 70 % replied yes, while 30% refused to use it outside the classroom.

The study of students' ability to communicate in English reveals that 60% have no difficulty communicating in English, while 40% have problems with vocabulary or structure.

About the students' use of code-switching, it was discovered that 80% of Master one students employ code-switching when they encounter communication difficulties, while 20% stick to the target language

2. Interpretation of the collected data

2.1. Interpretation of the Participated observation collected:

In the English department yard, we can clearly observe that EFL students often switch their language. Sometimes the switching occurs inside the sentence which is known as Intra-sentential code-switching. Within the clause, the wording shifts. The second is Inter-sentential code-switching. It applies to language switches that occur at the level of clauses, sentences, or discourse and occur at the borders (outside the sentence). This kind requires equal competence in both languages as well as complete knowledge of the grammatical rules of both languages. We cannot determine whether switching was subconscious when it came to the student's mother tongue (the use of AA, Berber), to appear more sophisticated and intellectual in front of their colleagues (the use of French, Berber), or because they cannot carry the entire conversation in English due to communicative deficiencies.

2.2. Discussion of the Questionnaire Findings.

The results of the students' questionnaire have reported that CS is a common technique that takes a place among the students in Ibn Khaldoun University Tiaret English section yard. We dealt with 15 questions divided into 3 section **Participants' personal information** which we found that the majority of our students are females and most of them are second years students with a rate of (75%) and third-year students comes in the second place with the average of 14 students and both master 2 and the first-year comes in the third place with the rate of (6%) each. None of the master one students was included in this study because of the pandemic settlement.

The second section is about **Linguistic Competence**; we found from Q3 that there is some equality in the languages students speak between the TL (English) and their MT

(Algerian Arabic). Q4 indicates that students' competence is perfect in their MT (Algerian Arabic) and bad at Berber .Q5 states that the majority of students with the rate of (90%) do use code-switch. While Q6 we surprisingly discovered that French was the most used language among students with their friends more than their TL and MT.

The last section is the most important in our research one it's called **Participants' Attitude toward CS.** In Q7 when talking to someone they switch because they cannot find the right word in the first language / communicative deficiencies. While in Q8 they claimed that the users do use more than one language to serve their communicative aims which means it helps them solve their issues it indicates that they do have some communicative issues. Q9 the majority replied with yes somehow the mastery of more than one language upset their conversations/desire; we also find the desired element in the Q10 from the students replied with no they do not find troubles to communicate in the English language. In Q11 we conclude that they use the target language (English) in their conversation with their colleagues. Q12 obviously declare the appearance of the communicative deficiencies in their answers whereby they are not able 100% to communicate in English without recourse to Arabic or any other language. In Q13 we find some contradiction because they declared that when they find ease in speaking in English they would like to keep speaking only in English without switching to Arabic. While in Q14 when they cannot find a word that they substitute for it equivalent in Arabic they take up English again in their talk and do not carry in Arabic and prefer to not code-switch. Last but not least Q15 their actual use of English in their conversation has helped them in enhancing their mastery of it.

We can deduct from our subtracted questions that students clearly code switch, but they do so with a negative attitude, so they cannot admit that the real reason for their use of the phenomenon is their communicative deficiencies, not their desires. Only a few students fit into this category.

2.3.   Discussion of the interview finding.

In our interview which is divided into three parts: "using English language outside of the classroom "we explored whether Master one students use English outside of the department and encourage each other to speak it, the second section, we examined their level of involvement with it and its impact on them, "students ability to communicate in English "and Finally, we looked into if they use code_ switching and why "students use of code_ switching".

Regarding the first section, "Using English outside the Classroom," we have demonstrated through this interview that most students speak English outside of the department when dealing with one another, not just in the context of the study, and they encourage one another to do so as well, owing to their desire to communicate in English. That was evident in their responses, which included "of course." Few do not do so because they said that it is a foreign language concerning our culture, with only the oath as its place. It's not supposed to be outside of the class.

The second section consisted of four questions titled "Students ability to communicate in English." We addressed whether or not the students have difficulty speaking in English and how this affects them. The responses indicated their high level in English with some difficulties in pronunciation or vocabulary, they expressed their feelings about speaking fluently in keeping them talking in English all the time, and this has a positive impact "confident, new opportunities...., except one answer was considered it as showing off.

The third and last part of our dissertation, which included an answer to our dissertation's dilemma, was titled "students use of code_ switching." We concluded that, despite their excellent level of code-switching, students switch at any opportunity or difficulty, with only two students claiming to stick to the target language. However, the switching is not limited to the mother tongue "Arabic," but includes other languages such as French, Berber, Spanish, or the Algerian dialect. And when asked if code _switching compensates for their deficits, the majority of the students said yes, leading us to believe that English students employ code_ switching to compensate for their weaknesses and a la few for their desire.

3. Students' Attitude toward CS

We found out that students get confused when we bring the code-switching topic and it appears pejorative to them. They believe it is bad to employ code-switching and feel embarrassed because they do, yet the main reason they do is to overcome communication difficulties. And since they are too lazy to hunt for that term in the target language, they just switch to the other language. However, students tend to use it a lot and they think it's pretty helpful for other students but they would love to use French as a back language, not their mother tongue since it's more close to English. In general, they have a positive attitude and this is the confirmation of our question from the first chapter.

4. General interpretation and data discussion in the light of the research hypothesis

From our conducted study we investigated the questions and confirmed our hypothesis. Our main research problem was the use of code-switching among English section students to bridge the gap between the students' desire to use the target language and their communicative deficiencies and our global hypothesis was (that the communicative deficiencies of English students prevent them from using the target language despite their desire to do so and communicate by switching to another language). The data we're able to demonstrate that our entire hypothesis is accurate.

We concluded that the frequent usage of code-switching had a good effect on communication among English section students. The second hypothesis explored was that the effect of code-switching on EFL students' communication may have a positive impact. From the light of the collected data, we found that it is true CS has a positive effect indirectly. The second Contributory hypothesis was code-switching may be used because of students' desire. In order to discuss this hypothesis, we can go back to the results, and find that it is not correct the primary reason for CS in IKU is students' Communicative obstacles. Occasionally students code-switch also because they wish to appear more sophisticated and prestigious by speaking in various languages, and sometimes it occurs inadvertently.

Our very last question was what is the motivation behind EFL students' code-switch? It would appear that the decision to switch languages was not entirely driven by their desire; rather, the primary motivation was the difficulties that they have in communicating.

5. Conclusion

In conclusion, this chapter covers the findings from the two primary research instruments, namely the questionnaire and the interview. This chapter addresses the research issues posed in the introduction and verifies the hypotheses stated therein. The findings indicate that students participate in code-switching as a means of dealing with the challenges they face when communicating.

First and foremost, we discovered that students hesitate to accept that they have difficulties and a scarcity of English in their interactions, even though they do not use it regularly in their daily lives. We discovered from our research and our tough questions that they have communicative inadequacies and that the real reason for their usage of code-switching is not because they want to, but because it is a necessity since they struggle with the target language. Only a few pupils have a decent grasp of the English language, and they code-switch to other languages for other reasons.

It became clear to us at the end of our conversation that many English language students utilize code-switching to compensate for their lack of proficiency, and that only a few use it because they want to.

In light of everything, we can conclude that the students at Ibn Khaldoun University switch back and forth between the target language and their native tongue because they are unable to communicate effectively.

6. Further thesis

1-The practice of switching between English and Algerian dialect code by students in the English Department at Ibn Khaldoun University.

2-An examination of the nuances that distinguish code-mixing from code-switching in the context of the English classes.

3-The use of code-switching among old Algerian families.

4-The implications that code-switching has for both the teaching and learning of English at Ibn Khaldoun University.

5-Code switching usage in social media.

7. Recommendations

The phenomenon of code-switching is beneficial to individuals who struggle with communication, but at the same time, it is considered to be a problem, and therefore, it needs to be avoided by the following measures:

1. In order to avoid it, you should concentrate on the language you are trying to learn and refrain from translating or thinking in your mother tongue.

2. Despite the fact that this is not your first language, you need to be able to communicate without showing fear or anxiety. You must have faith in yourself as well. When learning a new language, it is natural to stumble across a few mistakes here and there.

3. Put yourself in an environment where you can listen to and interact with native speakers of the language you are learning and practicing.

4. Try to learn the second language's vocabulary to avoid reverting to your native tongue or another language.

5. By watching shows and listening to music performed in a second language, you can train your brain to think and speak in that language automatically because you grow the habituated.

General Conclusion.

General conclusion

The linguistic situation in Algeria may be summed up in two words: diversity and complexity. This refers to the fact that different languages and dialects of those languages can be found in different parts of the nation. Arabic, Berber, and French are the most commonly spoken languages in this region.

As an outcome of this factor code-switching and some related issues like borrowing, code-mixing and translanguaging were created. In linguistics, code-switching is when a speaker uses two or more languages in the same conversation or setting. Multilingual may mix languages when speaking. Code-switching is using many language varieties while maintaining their syntax and phonology. Below are some of the benefits of code-switching, as well as its forms and theories of use. Our study intends to explore how pupils feel about transitioning between different languages, Determine the frequency with which instructions switch codes, determine the purpose of code-switching in instructions, determine the frequency with which instructions switch codes, submit the effects of code-switching in the English section, and investigate students' communicative deficiencies. Identify the various types of code-switching, identify the purpose of code-switching in instructions, and determine the frequency with which instructions switch codes.

We investigated the matter and carried out our research in order to get a foundational understanding of whether or not EFL students at IKU in Tiaret do, in fact, code-switch between TL and MT in accordance with their communication needs and wishes. The following is a concise explanation of what it means to have communication deficiencies:

Anxiety and a lack of self-assurance while talking in their second language are one of the most significant obstacles English language learners face.

This returns us back to your and the speaker's level of operation. When communicating with a native speaker, a teacher, or another person whose first language is English, the language may move too rapidly for you to completely understand.

When confronted with a linguistic specialist, the situation is perplexing, unpleasant, and confounding. Having language-specific experiences and tools is beneficial. These resources aid pronunciation for non-native speakers. Changes are occurring in expressions, accents, and popular words. Reality may be so unlike expectations that it appears strange.

For second-language learners, a lack of vocabulary is the greatest obstacle.

If you are conversing with someone who has better linguistic knowledge or skill, you may use your native tongue. This might occur if your discussion partner has superior language expertise or understanding and prevents error repercussions.

General conclusion

The current research looked into Ibn Khaldoun University English section students and how do code-switching occur among its EFL student. The mixed-method approach is used to test the hypotheses and answer the research questions stated in the general introduction of this study. It collects and analyzes data using both quantitative and qualitative research methods. The information was gathered using two different research methods. To begin, there is a questionnaire that has been sent to 100 EFL students, they were chosen randomly in the English Section Yard.

In our three-part interview on "using English outside of," "students' capacity to communicate in English," and "students' usage of code-switching," we asked Master one students if they use English with each other outside of the department, as well as their level of code-switching and why they use it.

We first saw that pupils utilize English outside the university. The second section consists of four questions on the English-speaking issues of the learner. They discussed the benefits of speaking English fluently, including enhanced confidence and new prospects.

Students switch whenever there is a chance or a challenge; the majority of students switch due to shortcomings, but some switch because they choose to.

This thesis discusses the research concerns and hypotheses in the introduction. Results demonstrate that students code-switch to overcome communication obstacles.

First, students hesitate to accept that they lack English in their interactions, even when they don't use it consistently in their everyday lives. Our investigation and demanding inquiries revealed that they have communication deficiencies and that code-switching is a requirement since they struggle with the target language. Few students can speak English well, so they code-switch to other languages. Many English language students code-switch to compensate for their lack of ability, and only a handful do so on purpose.

Students at Ibn Khaldoun University move between the target language and their local tongue because they can't communicate successfully sometimes the target language they switch to is not their MT (AA) the use French language

Any research project will inevitably be hampered by obstacles that prevent it from achieving its objectives. Due to the Corona Virus epidemic, we were unable to gather data in a regular environment. The study fieldwork was done during a challenging time period, and the Ministry of Higher Education and Scientific Research created a health plan that did not necessitate the participation of university students. We intended to examine all of the English students, regardless of proficiency.

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Appendices

Appendix I

Student's Question.

Dear peers, we kindly ask you to help us through your considerate contribution to our research work …. Your responses to the following questionnaire about Code-switching among University Students are undoubted of great importance and will certainly be revealing as to important issues relating to the phenomenon among university students in particular, and the way to understand it and handle it. We ensure that your responses are kept confidential as anonymity is fully assured. We thank you in advance.

1-Gender:
- **male**
- **female**

2-Are you Student?
- **First-year**
- **Second-year**
- **Third-year**
- **Master 1**
- **Master 2**

3 -what are the languages you speak?
Classical Arabic / Algerian Arabic / Berber / French / English

4- How would you size up your competency in the languages you speak?

	Perfect	Very good	rather good	médiocre	bad
Classical Arabic					
Algerian Arabic					
Berber					
French					
English					

5 -Do you use more than one language when speaking to your friends?

- **Yes**
- **No**

6- What language varieties do you use when speaking to your friends?

- **Classical Arabic**
- **Algerian Arabic**
- **Berber**
- **French**
- **English**

7- When talking to somebody, you switch to another language when

- **- You cannot find the right word in the first language**
- **- You would like to demonstrate your mastery of the second language**
- **- You would like to be more emphatic by repeating ideas in the second language**

8-Does your use of more than one language serve your communication aims?

- **Yes**
- **to some extent**
- **No**

9-Does your mastery of more than one language upset, in any way, your

conversations?

- Yes
- to some extent
- No

10-Do you find trouble to communicate in the English language?

- Yes
- to some extent
- No

11- Do you actually use English in your conversations with other students?

- Yes
- to sometimes
- No

12_-Do you think you are able to communicate in English without recourse to Arabic or any other language?

- Yes
- not that much
- No

13 -When you find ease in speaking in English, would you prefer to

- - keep speaking only in English
- - switch to Arabic

14 -you talk in English and cannot find a word that you substitute for its equivalent in Arabic, do you

- carry on talking in Arabic
- take up English again in your talk

15 -do you think your actual use of English in your conversations has helped you enhance your mastery of it?

- Yes
- not that much
- No

Appendix II

Students' Interview:

This interview is part of our investigation of the primary cause of code-switching among EFL students. This interview intends to study code-switching between the target language and mother tongue among EFL students at Ibn Khaldoun University; between communicative deficits and desire, this interview was distributed to 10 master one students at Ibn Khaldoun University.

We want to use the data obtained from this interview for academic purposes. Due to the students' participation, I would want to express my gratitude to them.

Q.1 Do you happen to encourage students to use English outside the classroom?

Q.2 Do students really like to use English in their outdoor conversations?

Q.3 Do you find students able to use English easily in conversations?

Q.4 What effect does the ability to speak easily in English have on students?

Q.5 Does the feeling of being able to speak easily in English keep them using it per see?

Q.6 Do they demonstrate any kind of weaknesses in their conversations: vocabulary, structure, or any other kind?

Q.7 In case they lack a word, do they generally stick to the target language to negotiate meaning or straight have recourse to their mother tongue?

Q.8 Do students find code-switching a make-up for their deficiencies in the target language?

Some Candidate Answers

1. **Do you happen to encourage students to use English outside of the classroom?**
   Interview 1: yes it is.
   Interview 2: sometimes yes.
   Interview 3: yes code-switching makes up for our difficulties.
   Interview 4: yes it is.

Interview 5: no I do not think so.

Interview 6: no I do not.

Interview 7: yes it is made up for our issues.

Interview 8: no it is not.

Interview 9: yes most of the time.

Interview 10: yes of course.

2. **Do they demonstrate any kind of weaknesses in their conversation: vocabulary, structure, or any other kind?**

Interview 1: I do not but my friend has some pronunciation issues.

Interview 2: I have a vocabulary problem.

Interview 3: yes we all have weaknesses because it is a second language.

Interview 4: I do not have weaknesses.

Interview 5: yes everyone has his own issue.

Interview 6: yes maybe in speaking.

Interview 7: pronunciation issue.

Interview 8: yes lack of vocabulary.

Interview 9: yes I have a street problem.

Interview 10: my English is perfect I do not have weaknesses.

3. **Do students find code-switching a make-up for their deficiencies in the target language?**

Interview 1: yes it is.

Interview 2: sometimes yes.

Interview 3: yes code-switching makes up for our difficulties.

Interview 4: yes it is.

Interview 5: no I do not think so.

Interview 6: no I do not.

Interview 7: yes it is made up for our issues.

Interview 8: no it is not.

Interview 9: yes most of the time.

Interview 10: yes of course.

Summary

This work is an exploratory investigation on CODE-SWITCHING. It seeks to explore TL and MT switching between communicative deficits and desires among EFL students at Ibn Khaldoun University Tiaret. We employed the following data collection instruments to achieve these objectives: We employed a mixed method approach to data analysis, integrating qualitative and quantitative methodologies, with a questionnaire issued to 100 randomly selected students and a structured interview performed with ten Master 1 students outside of the English Department. According to the findings, the majority of pupils employ code-switching in their talks due of weaknesses, with only a tiny number doing so voluntarily. In terms of the interview, students all agreed that code-switching compensated for their speaking issues. When code-switching, we could use different languages or dialects instead of our native tongue.

Résumé

Ce travail est un étude exploratoire de Code-switching. Il vise à étudier la transition entre les barrières communicatives et les désirs à l'Université Ibn Khaldoun Tiaret en tant que langue cible et langue maternelle d'un étudiant en langue étrangère. Pour atteindre ces objectifs, nous avons utilisé les outils de collecte de données suivants : des questionnaires ont été distribués à 100 étudiants sélectionnés au hasard, des entretiens structurés ont été menés avec 10 étudiants de master1 en dehors du département d'anglais, et nous avons utilisé une combinaison de méthodes qualitatives et quantitatives pour l'analyse des données. Les résultats ont montré que la plupart des étudiants changent de code dans la conversation à cause de leur faiblesse, et quelques-uns à cause de leur volonté.

Mots clés: Code-Switching, Code-Mixing, Déficiences communicatives, Variétés dialectales, Contact linguistique, Langue maternelle, Langue cible.

ملخص

هذا العمل هو دراسة استكشافية لـ عملية تغيير اللغةهدفها هو دراسة كيفية قيام طلاب اللغة الإنجليزية باستخدام اللغة وفقًا لاحتياجاتهم ورغبتهم في استعمال اللغة الام كلغة اولى و اللغة المستهدفة او الثانية كلغة أجنبية بجامعة ابن خلدون بتيارت بالتبديل بين . لتحقيق هذه الأهداف ، استخدمنا أدوات جمع البيانات التالية: استبيان إلى 100 طالب تم اختيارهم عشوائيًا وإجراء مقابلة منظمة مع عشرة طلاب ماستر 1 قسم اللغة الإنجليزية ، استخدمنا نهجًا مختلطًا لتحليل البيانات ، يجمع بين النوعية والكمية. يتمتع الطلاب بمعرفة كبيرة باللغة الإنجليزية، لكنهم استخدموا اقتراض اللغة لملء أي ثغرات أو نقاط ضعف واجهوها خلال المقابلة. الهدف من أطروحتنا هو دراسة مواقف الطلاب تجاه هذا التغيير في استخدام لغتين في نفس الجملة، وتحليل تأثيرات هذا التبديل في الشفرة في قسم اللغة الإنجليزية، وفحص أوجه القصور في التواصل لدى الطلاب .

الكلمات المفتاحية : الاقتراض اللغوي, اللغة الام, اللغة المستهدفة, اللهجة