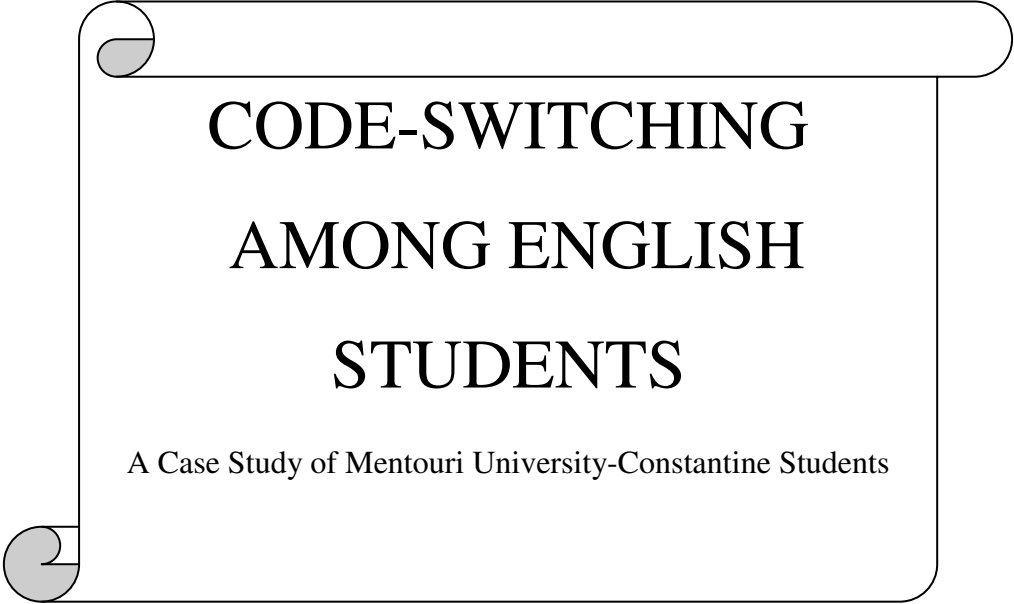


**PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MENTOURI UNIVERSITY – CONSTANTINE**

**FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH**



**CODE-SWITCHING
AMONG ENGLISH
STUDENTS**

A Case Study of Mentouri University-Constantine Students

Thesis submitted in partial fulfillment of the requirements for the
Master degree in language sciences
(Sociolinguistics)

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Defended on: 27/06/2010

Dedication

This work is dedicated to the memory of my favorite and beloved aunt HOURIA and uncle SALAH who did not live enough to see my achievement.

This thesis is dedicated to my father SLIMENE who educated me on the principles of life. I love you.

To you mum AICHA, The adorable person in my life. The one who does never stop in helping, advising me or even showing me what is right and what is wrong in life until the moments I'm writing these words. Thanks mum and dad, you are the best in my eyes.

I would like to dedicate this work to my dearest brothers and sisters –especially- KRIMOU who did not stop helping me for fulfilling my research.

My dedication goes to my aunts: FATIHA, ZWAHI, LEILOUCH and Uncle ALI.

The dedication also extends to my favourite friend “KHADIDJA” with all the members of her family who have the greatest part of my thanks for their help. Thank you so much.

To all my cousins and friends without any exception especially, INES, NASSIMA, HASSINA, and WIDED. In addition to my favourite nephews: LALI and SIMOU and the beloved niece TOUDJA.

for all who know and believe in

MICHOU

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I would like to thank all the agents of the Central Library especially, Salim who was always present to help us for all what we need, he was the kindest one with Abd El Ghani too, thank you for your precious help -especially- in our hardest times. In addition to: Khaled, Djamel, Abd El Krim Bekhouche, Abd El Krim₂, Mansour, Samir, and for all who we do not know their names but we cannot/ will not forget their support. Thank you.

I extend special thank to all who were with me in my study especially the sampled students for their help, without them my research would not have been finished.

Thank you.

Abstract

Code-switching is interested by sociolinguistics. It plays an important role in the different studies of language contact which leads to language variation. The focus is on the resulting combination of languages with varying degrees of fluency through several levels in order to illustrate the main aim of this research which is to show what, when and how code-switching occurs. Our research is about code-switching among English University Students examines the above aim by analyzing the data drawn from the ethnographic study. The different patterns (code-switching and code-mixing) are identified, in addition to borrowing which is included to show its role within this phenomenon. The theoretical part consists of the different definitions, types, and causes of the several concepts (code-switching, code-mixing, borrowing separately, code switching and code mixing, code switching and borrowing). Each concept has been explained from different sides of discussion. The practical side will show what, when and how the data were collected. It is considered as a summary of all the relevant data that have a direct relation with the theoretical side. Our hypothesis came to be validated because the results show that students when learn more than two foreign languages they code switch more.

List of Tables and Figures

Table 2.1. Composition of the Sample in the Ethnographic Study

Table 2.2. The Consonants of French

Table 2.3. The Consonants of Arabic

Table 2.4. Phonetic Features of Vowels in Algerian Arabic

Table 2.5. Phonetic Features of French Vowels

Table 2.6. Examples of the Substitution of /π/ and /s/ in French Borrowed Words

Table 2.7. Example of Addition of Consonant to French Borrowed Words

Table 2.8. Examples of Additions both Consonant and Vowels to French Borrowed Words

Table 2.9. Examples of French Borrowed Words

Figure 2.1. The Use of Languages

List of Abbreviations

E: English

F: French

A-A: Algerian Arabic

S-A: Standard Arabic

SVO: Subject-Verb Object

VSO: Verb Subject Object

H: High variety

L: Low variety

Symbols

Vowels:

- /i/: High front short, as in /sinn/ (tooth).
- /i:/: High front long, as in /f i:l/ (elephant).
- /a/: Low front short, as in /ɔ̃al/ (solution).
- /a:/: Low front long, as in /ɔ̃a:l/ (state).
- /ʊ/: High back short, as in /ηʊμ/ (they).
- /ʊ:/: High back long, as in /τʊ:τ/ (blackberry).

Consonants:

- /β/ Bilabial stop, as in /ba:b/ (door). ب
- /τ/ Voiceless non-emphatic dental stop, as in /taʃiba/ (he is tired). ت
- /δ/ Voiced non-emphatic dental stop, as in /da:r/ (house). د
- /T/ Voiceless emphatic dental stop, as in /μatar/ (rain). ط
- /Δ/ Voiced emphatic dental stop, as in /Δaraba/ (he hit). ض
- /κ/ Voiceless velar stop, as in /kataba/ (he wrote). ك
- /γ/ Voiced velar stop, as in the French word gourde /gu♦d/ (flask). ق
- /θ/ Uvular stop, as in /qarja/ (village). ق
- /ʔ/ Glottal stop, as in /ʔakala/ (he ate). أ
- /φ/ Voiceless labio-dental fricative, as in /fa↓r/ (dawn). ف
- /ϑ/ Voiced labio-dental fricative, as in the French word /vest/ (jacket). پ

/θ/	Voiceless interdental fricative, as in / aʔr/ (revenge). ث
/ð/	Voiced interdental fricative, as in /ηa: a/ (this). ذ
/s/	Voiceless alveolar fricative, as in /σa:ŋa/ (watch). س
/ʃ/	Voiceless emphatic dental fricative, as in / aβa:η/ (morning). ص
/z/	Voiced alveolar fricative, as in /ζa:ra/ (he visited). ز
/ç/	voiceless alveo-palatal fricative, as in /♥amus/ (sun). ش
/ʒ/	Voiced alveo-palatal fricative, as in /↓a:r/ (neighbor). ج
/h/	Voiceless glottal fricative, as in /ηυωωa/ (he). ه
/ʕ/	Voiced pharyngeal fricative, as in /ʎaβδ/ (slave). ع
/ħ/	Voiceless uvular fricative, as in /ξυrv:↓/ (exit). خ
/ħ̥/	Voiceless pharyngeal fricative, as in /♥a:⊃tva/ (lorry). ح
/ħ̄/	Voiced uvular fricative, as in /♦arβ (west). غ
/m/	Bilabial nasal, as in /μaka:v/ (place). م
/n/	Dental nasal, as in /vυ:r/ (light). ن
/l/	Lateral, as in /la⊃μ/ (meat). ل
/r/	Flap, as in /καβt:r/ (great). ر
/w/	Labio-velar semi-vowel, as in /ωalaδ/ (boy). و
/j/	Palatal semi-vowel, as in /jaδ/ (hand). ي

Content

Introduction.....	1
Chapter One: Code-switching	
Introduction (Algeria’s Language Situation).....	4
1.1. Code-switching.....	8
1.1.1. Definitions.....	8
1.1.2. Types.....	10
1.1.2.1. Situational Code-switching.....	10
1.1.2.2. Metaphorical code-switching.....	11
1.1.3. Cause.....	12
1.1.3.1. Diglossia.....	12
1.1.3.2. Bilingualism.....	14
1.1.3.3. Multilingualism.....	15
1.2. Code-mixing.....	16
1.3. Borrowing.....	18
1.4. Code-switching and Code-mixing.....	19
1.5. Code-switching and Borrowing.....	20
1.6. The English Department(From C.E.L.G.M TO LMD).....	20
Conclusion.....	22

Chapter Two: Field investigation

Introduction.....	23
2.1. Research Procedures.....	23
2.2 The Ethnographic Study.....	24
2.2.1. The Sample.....	24
2.2.2. Speech Repertoire.....	25
2.3 Data Analysis.....	27
2.4. Results.....	27
2.5. Discussion.....	36
Conclusion.....	40
General Conclusion.....	41
Limitation of the study.....	41
Pedagogical Implications for Further Research.....	41
Bibliography.....	43
Appendices	

Introduction

1. general overview:

When someone walks in the streets of Algeria, he/ she observes a common phenomenon shared by the majority (if not all) of the members which means that they do not use one language when they speak. There is always a group of more than one language in the same discourse whether in one situation or another. In sociolinguistics studies, this phenomenon is called “Code-switching”. According to Myers-Scotton (1993), code-switching is the selection by bilinguals or multilinguals of forms from an embedded language (or languages) in utterances of a matrix language during the same conversation. The dominant language in code-switching is the matrix language (ML) instead of the embedded language (EL) which has a lesser role (ibid.)

2. Statement of the problem

There are different languages used by the Algerian citizens. This leads to a problem which became a common phenomenon known as Code Switching that attracted studies made by sociolinguists.

This study will help to see how English students use three different languages to in contact, i.e. how they use their native language (Standard Arabic and/ or Algerian Arabic) with two foreign languages, French and English, in the same discourse. English students at Mentouri University are chosen here as a population. The sample is taken at random from different levels because they will

help to discover new discourses totally different from other samples of other faculties. These students have been in contact for several year, with English in addition to Arabic and French. Thus, they seem to be a representative and a perfect sample to work on within this subject.

The main questions that are raised are:

1. Why do people code switch from one language to another and in which situation?
2. Why students who learn more than two foreign languages code switch more than other students?
3. What pushes students to code switch?

3. Aims of the study

The primary aim is to show the different causes which lead students, who are learning English, to code switch from their mother tongue (Algerian Arabic) to other languages (French, English). Our study will attempt to shed some light on the different topics and/ or situations which push students to code switch inside or outside the classroom.

4. Hypothesis

This research consists of one major hypothesis which is:

“If students know more than two foreign languages, they will code switch more and differently from other students.”

5. Means of the Research

The data of this study will be collected by using recordings as a research tool to get as much information as possible.

The recordings will show the different languages used by students, through using several topics about different domains. The sample consists of University students of both sexes from the English Department. A random sample was taken from different levels –LMD students (second and third year –Graduation, and Master1 & 2). It has been limited to the same department–Department of Foreign Languages—to see whether these students will use more codes because they have at their disposal many languages.

6. Outline of the Study

The research is divided into two parts one theoretical and one practical. The theoretical part consists of the different definitions, types, and causes of the several concepts (code-switching, code-mixing, and borrowing). Each concept has been explained from different sides of discussion. The practical side will show what, when, and how the data were collected. It is considered as a summary of all the relevant data have a direct relation with the theoretical side. It will work to see whether our hypothesis is valid or not.

Chapter One

Code-Switching

Introduction (Algeria's Language Situation)

Former people in Algeria were Imazighen. They spoke the different varieties of Tamazight, a “Semito-Hamitic” language which later became to be called “Berber”. It is one of the oldest languages of humanity. Nowadays, it is spoken by the people of North Africa, Egyptian oasis of Siwa, and the Touareg in the Sahara.

Algeria was a Roman province in 46 BC. It was colonized by the Arabs from the 7th to the 9th century. Then, it became under the Ottoman reign in 1518. It was governed by the “Dey” with his subordinates “Beys”. It finished in 1830 when the French occupied Algeria (Ahmed Sid, 2008). It was colonized for a long period from 1830 to 1962. Within this period, there were some important changes (and events) which took place. In 1848, Algeria was declared as a French territory and Arabic became in a second position, whereas French was taught as a first language (Ibid.). This led to a problem because Arabic was not used in the formal occasions as in the governments and instruction but its use was limited within few members of the society. This situation took a long time until Algeria got its independence. During its early years of independence the Algerian government tried to follow a totally different way through Arabization which is the starting point of changing the language situation in Algeria. With this new decision, Arabic became the first language in a multilingual community where French, Berber, and Algerian Arabic were already present. French lost its precedence on Arabic, the became the second language, i.e. predominant one, used by the members of the Algerian society,

and it still has a high status because it is an academic language especially at University where some of the fields still use it alone especially in science, technology, and medicine (Grandguillaume, 1997 in Lakehal Ayat, 2008: 102).

Algeria like its neighbors-Tunisia and Morocco- faced problems in applying arabization because the influence of the French colony was greater whereas countries from the Middle East which were either “under a French Mandate (Syria and Lebanon)” or “under a British rule (Iraq and Jordan)” were not confronted with the same problems.

Unlike Tunisia, which clearly opted for bilingualism, Algeria, while in effect bilingual, was the most adamant in proclaiming its Arab identity and on insisting on total Arabization as its ultimate goal (Grandguillaume, 1983, in Lakehal_Ayat, 2008: 103).

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Although authorities implemented laws to arabize institutions and school, French became the second language with a prestigious social status. The Algerian authorities pushed the people to use Arabic but sent their children to French schools still present in the country or even to France, Great Britain and the USA (Lakehal-Ayat, 2008).

Algeria was interested by recovering its Arabic and Islam in order to be distinguished from the French while the situation of its neighbors differs simply because Arabic was taught in an equate status with French (Moatassime, 1993 in Lakehal-Ayat, 2008: 102). Thus, Arabic was seen as a “reflection of

illiteracy and ignorance” because it was limited to religious school, and French as the language of “modernity” with a high status (Mostari, 2005, in Lakehal-Ayat, 2008: 103).

English, since this is the language the University students study, is the foreign language which is used almost by the majority of people all over the world and its position differs from one country to another. It has a special situation in Algeria because the teaching of English went through different reforms, i.e. before and after Algeria’s independence (Lakehal-Ayat, 2008: 187).

During colonialism, English was taught as a first foreign language (F.L.1.); by the time pupils reach University, they would have spent seven years studying at schools (four years in the Intermediate Cycle+ three years in the Secondary one). From the beginning of the independence, the system has changed because it became taught as a foreign language after French which was the second language at that time. It took a long period from 1962 to 1993 and it was taught for five years (two years in the Intermediate Cycle+ three years in the Secondary one). From 1993 to 2004, pupils were to choose either French or English as a foreign language which was taught for nine years (three years in the Primary Cycle+ three years in the Intermediate Cycle+ three years in the Secondary Cycle). In the other case, French or English were chosen as a second foreign language, the language was taught for five years, as the period from independence until now. English as a foreign language went through different reforms where it moved from a privileged place as the first foreign language to a second foreign language, as it is now, coming after French. French too went through different periods: from first language at school, it is nowadays the first foreign language taught in Algerian schools.

From 2003, English became taught as a second foreign language until getting the Baccalaureate Exam and it takes seven years (four years in the Intermediate Cycle+ three years in the Secondary Cycle) because the educational system changed. The following table will summarize the above data:

	-1962	62-75	75-93	93-2004	93-2003	2003-
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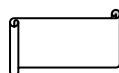
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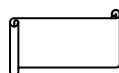
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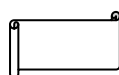
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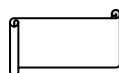
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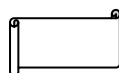
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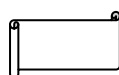
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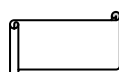
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Table1.1: Status of English at School (Lakehal-Ayat, 2008: 187-8)



Sociolinguists have been always interested with the connection between society and language where different varieties of the same language or even different languages are mixed/ or exchanged in conversation. In this case, the problem will appear because the language may reflect the culture of a society. With time, language contact leads to language variation within the different systems of a language (lexis and grammar) in addition to the social patterns (Ahmed Sid, 2008: 5).

Speakers use different languages varying from one to another. They came into contact when living, studying, or working together (families, students, workers) (Ibid.) Our research studies a totally different situation because the language contact takes place among the same speakers who use three different languages with different “degrees of fluency”. These speakers are English University Students who have been in contact with both Arabic (Standard or Dialect) and French for a long period, in addition to English which was learnt later.

However, code-switching is the widespread phenomenon of language contact which leads to language change from one situation to another. The contact of these languages with each other varies from one person to another and provides code-switching, code-mixing, and borrowing.

1.1 Code-Switching

1.1.1 Definition

The term Code-Switching is used to refer to the switching between two or more different languages in a single conversation. This occurs when the bilingual speaker uses both languages in order to

communicate with other person (hearer/speaker). It happens consciously as well as sub-consciously. In other words, “Code-Switching is the use of a first or third language within a stream of speech in the second language”(Brown,2007:139). It, often, occurs between advanced learners sub-consciously in a conversation with the use of first –common- language. At the stage of acquisition, learners –usually- code switch with some words from their native language because they feel that knowledge is missing whether the addressee knows their native language or not. In such case, the learner might “slip” with few words (one or two words) in order to get the “gist” by the learner about what is communicated (Brown, 2007: 139).

However, the term Code-Switching is used too to refer to switching through the different varieties/ or dialects of the same language within the same conversation. Hudson (1996: 51) defines Code-Switching as the consequence of, generally, multilingualism. The language chosen by the speaker –who speaks more than one language- depends on the circumstances and this language is what the hearer understand. If the members of the multilingual community speak the same range of the example of the Italian Situation where a speaker uses German within family, Saurian –Italian dialect- within the village, and Standard Italian in formal settings as schools, church, and work (Ibid.: 52).

Code switching has been differently defined. For Myers-Scotton (1993: 1), code-switching is “the alternation of linguistic varieties within the same conversation.” For Savill-Troike (1976: 42-3), “code-switching is the responses to the different social relations that languages signals”. For Haugen (1956), code-switching is the variation between different languages (two or more), integration of using words from one language instead of another one used by a bilingual speaker.

Whereas, for Jacobson (1990:1), code-switching is the alternative between language is not considered in one way but it is examined in different ways by investigators who avoid the possibility to define Code-Switching. For Gumperz (1982: 59), Code-Switching is when speakers alternate between two or more varieties of the same language within the same speech exchange of a given passage from the speech interaction.

1.1.2.Types of Code-Switching

Code-Switching can be both situational and metaphorical.

1.1.2.1.Situational Code-Switching

This kind of code-switching occurs when the languages used depend on the situation without any change in the topic discussed. In other words, a change of codes equates to a change of situation. When the switches between the languages -in a given discussion- coincide, the language changes from one situation (for example language used within family) to another (speaking with neighbors) (Hudson, 1996: 52). In addition to that, it is observed that the language used changes depending, also on the topics; the topic change leads to language change. It is used as a process which has connectors with the status of speakers in addition to the social value which has a great role in this situation. Hudson shows that the changes are controlled by some rules that the members of the same society get from their own experiences which, then, become “part of their total linguistic knowledge” (Ibid.) Within the same discussion, a question arises: when all the members of a society use the languages

perfectly –the case of Italian- why do not they learn only one language and leave the others disappear? People of this society have a clear answer which is related to the famous expression which says: “Speaking Standard Italian at home would be like wearing a suit, and speaking German in the village would be like wearing beach-clothes in church.”Thus, each language has its specific role (social function) that cannot be replaced by another language, i.e. it cannot fulfill its place (Ibid.).

However, there is another point of view for the types of Code-Switching. Hoffmann (1991: 112-3) shows that there are many types of Code-Switching (according to her examples):

1-Switches within the same sentence, i.e. intra-sentential switches: using different languages within the same sentence.

2-Switches between sentences, i.e. inter-sentences: varying from one language to another from one sentence to another within the same conversation.

3-What Poplack (1980) calls “Emblematic switching”: items (tags exclamations) that serve the characteristics of bilingual speaker.

4-In addition to the switches which involve change of pronunciation features.

1.1.2.2. Metaphorical Code-Switching:

The second type is the Metaphorical Code-Switching which is used to refer to the case of the relationship between the language and the situation. In other words, when speakers choose the language depending on the situation whereas the idea that the situation can define which language should be used

is ignored. In some cases, it is clear to tell which situation the speaker is in by observing the language used and the audience, for instance, whether the speaker is listening to a lecture, or having breakfast with family.

But in some cases the situation is less clear, either because it is ambiguous or because the speaker decides to ignore the observable external situation and focus instead on less observable characteristics of the people concerned. Such cases, where it is the choice of language that determines the situation, are called METAPHORICAL CODE-SWITCHING (Blom and Gumperz, 1971 cited in Hudson, 1996: 53)."

1.1.3.Causes of Code-Switching

1.1.3.1.Diglossia

The term "Diglossia" was introduced by Charles Ferguson (1959) in order to describe the situation found in places like Greece, the Arab speaking countries and German Speaking Switzerland.

In all these societies, there are two varieties sufficiently distinct for lay people to call them "Separate Languages" of which one is only used in formal and public occasions while the other is used by every body under normal every day circumstances (situations). The two varieties are normally called: high (H) standard (Variety) and the low (L) Vernacular (Variety) every day language including all dialects.

Holmes (2001) describes the situation in Eggenwil¹, where the pattern of variety choice or code exists, with “diglossia”. According to Holmes, diglossia has three different “crucial” features:

1-In the same community, two distinct varieties are used with one as (H) and another as (L) variety.

2-The two are used in the different position –functions-; they complement each other.

3-And that the high variety is not used in every day conversation.

He adds that the situation in this place fits these three features perfectly.

According to Ferguson (1959), diglossia is a language situation in which two markedly divergent varieties co-exist. There is a highly codified, often grammatically more complex variety, the vehicle of a large and respected literature which is learnt largely by formal education and is used for most written and formal spoken purposes but is not used for ordinary conversation.

The functional distinction between ‘H’ and ‘L’ is generally clear –cut. ‘H’ is used in such context as lectures, speeches, and newsbroadcasts; it is a language that has to be taught in schools. ‘L’ is used in every day conversation and other informal contexts. ‘H’ and ‘L’ display differences in grammar, vocabulary, and phonology. According to Holmes (2001: 28), the two varieties are related linguistically while the relationship is closer in some cases rather than others. For instance, the differences in pronunciation, “the sounds of Swiss German are quite different from those of Standard German, while Greek Katharévousa is much closer to Dhimotiki in its pronunciation.”

Eggenwil: situated in Switzerland

The most obvious difference between diglossic (Arab countries and Switzerland) and the non diglossic ones is that no one in the formal had the advantage of learning the high variety ‘H’ as their mother tongue since every one speaks the low variety at home. Diglossia does not guarantee linguistic equality since we need to go to school in order to learn the high variety.

1.1.3.2. Bilingualism

The term bilingualism is much used in most topics which deal directly with language and society because it is relevant to the study of language change and language variation (Code-switching). If we look for the different dictionaries, all of them give a unique information: “a bilingual is the one who uses two languages.” According to Li Wei (2000), bilingualism is limited for a few members of the same society (or community) who live in a monolingual and unicultural way. In fact, people from the world use routinely two or three languages especially in their work and with families; others –sometimes- use irregular languages more than their native language.

Tourists who successfully communicate phrases and ideas while not fluent in a language, may be seen as bilingual. According to Kaouache (2008:36), people from different areas in the world think that using more than one language with various factors is a natural way of life and these factors will decide in a given occasion which language will be spoken. Thus, the world will be considered as either bilingual or multilingual by using two or more languages within different out-groups.

1.1.3.3. Multilingualism

It is not of less importance than the previous point, the two sociolinguistic concepts are related to each other in some cases. It is observed that monolingual speech communities or even monolingual countries are rare –not all of the countries in the world- to find because the majority of the other speech communities, people use more than one language –especially- in the spoken domains (Spolsky, 1998: 51).

Multilingual countries or communities are the results of some historical events that happened long ago and still have a great influence on them. Spolsky (1998: 52-4) classified them:

1-Because of migration, the voluntary or involuntary movements when people use one language while others use another language.

a- Involuntary migration (or forced movement) of people was common in the ancient Middle East and in the Biblical account of the Babylonian exile; it continued as force movement for multilingual countries.

b-Voluntary migration leads to changes in the linguistic make-up of some communities in the world; each of them has a specific production of multilingualism in its own way (they differ from one area to another).

2-Migration from the small areas (towns) to the common ones where people find best conditions for their lives.

3-“The conquest and the subsequent incorporation of speakers of different languages into single political units”.

4-After the Second World War (WW 2), Northern European countries were added to the list of communities which enhanced their multilingualism by gusseting workers from Mediterranean countries.

5- In addition to the colonial policies which, also, lead to multilingualism.

6- and finally because of the division of Africa to parts by the European powers (in the 19th Century) which opened the door for these divided populations to speak different languages before they adopted the needed language –Lingua Franca-.

1.2. Code-Mixing

The term “Code-Mixing” refers to the use of different foreign words in addition to the mother tongue. According to Spolsky (1998: 49), speakers who use some new words instead of their old ones – the case of immigrants- lead to what is called code mixing or mixed codes. In other words, it is when they use different words from their new language –for instance, where they immigrated to- with their mother tongue.

According to Hudson (1996: 53), code mixing is a kind of code-switching, it is also called conversational code-switching simply because the language varies without any change in the situation. In other words, two fluent bilingual speakers exchange through the use of different languages; they utter few words from one language and few words from the other one, then come back to the first language and so on without any change in the situation. The “balance between the two languages becomes a kind of a linguistic cocktail” (Ibid.).

Whereas Hoffman (1991: 104), refers to code-mixing as the use of different languages or the switches which occur at the lexical level in the case of intra-sentential switches. It is used to clarify and to precise a given message from the speaker to the addressee. It is when the speaker focuses on using specific languages varying from one to another in order to give a chance for the hearer to get a gist about what is communicated or what the speaker wants from him to understand.

The change of languages is not precised because speakers –generally- use them randomly depending on the subject discussed. This is an example of a Puetro-Rican speaker quoted by William Labov (1971, in Hudson, 1996: 54) using Spanish-English (the Spanish stretches are translated between brackets):

Por eso cada [therefore each...], you know it's nothing to be proud of, porque yo no esloy [because I'm not] proud of it, as a matter of fact I hate it, pero viene Vierne y Sabado yo estoy, tu me ve hacia mi, sola [but come (?) Friday and Saturdy I'm, you see me, you looke at me, alone] with a, aqui solita, a veces que Frankie me deja [here alone, sometimes Frankie leaves me]. You know a stick or something...

The example shows that both speaker/ hearer understand each other through conversation clearly shows mixture of two different languages.

1.3. Borrowing

People in their everyday conversations may use words for a given language in order to express what they want to describe. For instance, an idea or a concept and they may not find the equivalent or the suitable word within their mother tongue; this what is called “Borrowing”.

For Holmes (2001: 42), Borrowing refers to the use of words from the mother tongue while speaking in a second language. The reason is that speakers do not find the appropriate word in second language and come back to the first one (the mother tongue). In this case, it is accepted as another kind of switches because it differs in the case where a word is used instead of another with a total change of languages.

Generally speaking, code-switching concerns the unconscious switch from one language to another, when the speaker does not find a suitable word, in first language or second language; he then takes the one which comes to his/ her mind. Thus borrowing is a type of code-switching whereby the speakers takes a foreign word and adapts it to the grammatical, phonological, and morphological rules of his/ her first language (Grosjean, 1982).

However, it is seen to be different but taken from the same side of our research, where the language mixed up by picking up some words from first language and put them instead of other ones from the second language, i.e. to borrow them (Heath, 1994 cited in Hudson , 1996: 55).

1.4.Code-Switching and Code-Mixing

Code-Switching which is the alternation between languages and code-mixing which is the use of languages together are well known traits of the bilingual speech in the human society all over the world (Ayeomoni, 2006: 90).

On the one hand, we observe a clear cut difference between both code-switching and code-mixing where the motivations for code-switching is to begin a new conversation for a given discourse. However, the switching patterns at discourse markers are studied in bi/multilingual discourses using other languages but they do not focus –generally- on this point because they do not employ “discourse marker’s” term (Wei, 1998: 156).

On the other hand, it is seen that code-mixing started when a bilingual speaker does not find an equivalent of a word from the second language in the first language within the same conversation (seems as borrowing to some extent). The phenomenon which called code-mixing involves –in bilingual or immigrant communities- the use of words from first language in the utterances from second language; it is used as a technique for teaching vocabulary. “It was found that using code-mixing to introduce new vocabulary can be an efficient and effective method”.

Thus, the study appears to show the positive correlation between code-switching and code-mixing with the educational attainment of individuals. So, both phenomena have their merits as well as demerits in their users’ repertoire and only English teachers who hope to devise demerits from adversely affecting of the child’s language acquisition process².

²Taken from the Wikipedia.

1.5. Code-switching and Borrowing

In a bi/multilingual speech community, speakers –generally- use the different languages in their everyday conversations for several occasions. Sometimes, they use a specific language within their situation (for instance, within family or friends) but whenever another person enters, they may change the language itself or join it to another one (Myers-Scotton, 1992).

In addition to that, they –sometimes- do not know or cannot find an equivalent word in the spoken language which leads to replace the word by what may have the same meaning at this situation, i.e. to borrow. However, code-switching and borrowing resemble each other more than they differ, but they are not identical (Ibid.).

Thus, borrowing and all forms of code-switching are related to each other, i.e. they are not distinct phenomena(Ibid.).

1.6. The English Department: (from C. E. L. G. M.3 to LMD4)

The English Department started in 1969. There were eight students in Constantine and the diploma was given after three years which consisted of:

*First year: of common core used both French and English languages through four modules.

*Second year: studying the English language (C. E. P. A.)⁵ in addition to three modules.

³Certificat d'Etudes Littéraires Générales Moderne

⁴Licence. Master. Doctorat

⁵⁵Certificat d'Etude Pratique d'Anglais

*Final year: was a combination of three modules studied in English and one in Arabic.

In 1971 there was the Algerian Reform of Higher Education which stopped what was seen as a common core because both French and English became divorced departments which led to a change in the curricula and studies focused only on English. The success of students was under a continuous assignment (Lakehal-Ayat, 2008: 82).

From 2004, a totally recent and different system entered in the education of university studies which is called: L. M. D. It is used to refer to the reform of higher education in the world. It is divided into three dimensions: 'L' refers to Licence or "Bachelor Degree", 'M' refers to Master, and 'D' refers to Doctorate. Its characteristics are either professional or academic trainings, in addition to the units which unify the different modules, the "allocation" of credits of each one, and the advantage of the possibility to finish studies in a European country. The LMD system is new for university courses and currently implemented in many European and some Asian and African countries (Nemouchi, 2008: 146).

The Department of Foreign Languages in the University of Constantine embarked on the process of implementing the LMD system in September 2004. The key objective of the whole process is to be in tune with the international higher education and ensure recognition of degrees by European member states.

Since 2004, all first year courses at the Department of Foreign Languages were available under the LMD system (Ibid.: 152).

Conclusion

From the first years of independence, Algeria's changes in the educational system led to a great change in the language situation. Nowadays, most people vary in the use of languages depending on their: knowledge background, different situation whether in work, at school, or at home, and what they need.

Chapter two

Data Analysis

Introduction

This chapter illustrates the steps of the methodology which were followed in order to present the qualitative and the quantitative data from the research procedure. It shows how the data was collected and analyzed in a sociolinguistic manner. Detailed analyses are shown within this chapter.

2.1. Research Procedure

The sample consisted of English University Students in order to examine their code-switching and the language contact of this speech community. The participants belong to the same faculty but were selected randomly from different levels (2nd year and 3rd year of Licence, 1st year Master, 2nd year Master) from the community of Mentouri University of Constantine. The recordings were about several topics which were both designed by the researcher and taken from natural conversations:

- 1 What are the characteristics of your future wife/ husband? [13 mn]
- 2 What is your point of view about the LMD system? [33mn]
- 3 Do you agree with people who use English for its prestige? [13mn]
- 4 "Freedom of forgiveness" (it is a book written by David Oxborger –an American writer-) [21mn]
- 5 The relationship between girls and boys? [4mn]
- 6 Students speak about their work with teachers (research project). [2mn]

It was necessary to collect and analyze the data taken from these different conversations because they help to explore new ways of switching especially with these speakers who know more than four

codes: the Standard and the vernacular varieties of Arabic in addition to two foreign languages. The recordings were the best tool to show how this phenomenon takes place within the University Community.

The data from the recordings were related to the previous choice of topics in order to be aware about the knowledge background (the option the students belong to: Applied Linguistics, Linguistics, Literature and Civilization).

2.2. The Ethnographic Study

This research consists of several recordings of students' conversations and all the data were collected using recordings. They were collected over two interactions between group students in order to observe how they reacted among each other.

The students were asked as to have natural conversations during the recording. We were present during the sessions to observe which topics drew the attention of the students, how they behaved and reacted. Sometimes they were oriented towards our preferences. They accepted with great enthusiasm to take part in our research, and succeeded particularly to speak naturally as if they were not recorded.

The recordings varied in length from(two to thirty three minutes). They were achieved with a portable recording device (MP4) and in all there were ten recordings. We beforehand asked students' permission to record their conversations and told them to sound as natural as possible.

2.2.1. The Sample

2.2.1.1. Characteristics

The previous recordings involved 20 students: 6 males, and 14 females. English University

Students were taken from four levels: 2nd year, 3rd year M₁ and M₂.

Year of study	2 nd year		3 rd year		Master -1-		Master -2-	
	M	F	M	F	M	F	M	F
Number of students	5	1	4	1	2	2		5
Total	6		5		4		5	

Table 1: Composition of the Sample in the Ethnographic Study

vfgjhxftgjhdxdthdthdchgcgchgcg	cghcfghcgchgcghcfghcfghcgcghc
cghxcgchgcgh	gcgchgcghcgh

2.2.2. Speech repertoire

All the students have in their speech repertoire at least four codes. These are Algerian Arabic, Standard Arabic, French, and English as a result of their studies. However, students tend to mix the

four codes in their speech, especially Algerian Arabic and English. According to the degree of interaction, we can have three types of mixture. The first is characterized by the use of Algerian Arabic with some French words (borrowings). This type of mixture has become a common feature of Algerian dialect which is not a code by itself. The second is characterized by the use of English with Algerian Arabic and what is important here is that the Algerian Arabic words entered from time to time because the speech is –overall- in English. The last type which is characterized by the use of the three/ or four previous mentioned codes all together, i.e. Algerian and Standard Arabic, French, and English in the same discourse varying from one language to another from time to time with varying degrees of fluency. So, to differentiate between the various codes used by the students, we felt it was important to separate them.

On the one hand, codes which are mixed result from the use of Algerian Arabic in addition to the French words which are borrowed and most of the time pronounced with an Algerian Accent even within the same utterance from the other hand, codes which either are switched, i.e. varied from one language to another or mixed –usually- occur within the same passage, i.e. between utterances or even within the same utterance –sometimes- by using Algerian dialectal words and some unassimilated French words, phrases, or even utterances.

In addition, English words, phrases, and utterances are included because the students are studying English. It is observed that Algerian citizens –in general- use Arabic –French contact in everyday communication; however, what makes this situation different is that we are in English as a Foreign Language (EFL) sitting. Thus, the codes which were used by the students are:

- 1 English with no code-switching.
- 2 Algerian Arabic with no code-switching.

- 3 English/Algerian Arabic.
- 4 English/ French.
- 5 English/French/ Algerian Arabic
- 6 Algerian Arabic/ French.
- 7 English/ French/ Standard Arabic/ Algerian Arabic.

2.3. Data Analysis

In this chapter, the switched and the mixed elements are examined in addition to the process of borrowing taken from the contact resulting from the recordings. The aim is to shed some light on the classification of the different languages used by the students. The analysis of these languages serves different levels: phonology, vocabulary, and grammar.

However, code-switching, code-mixing and borrowing are taken as distinguished parts within the discussion in order to show the importance of the relationships between them. Thus, it is better to take them separately.

2.4. Results

The examined languages (Arabic, French, and English) were used in different ways according to the different topics which were discussed. Some were totally in English but for the other ones, the sampled students preferred to code switch through them. The results show that there was no problem when the discussion was in English whereas in Algerian Arabic/ French, there were some changes with modifications affecting the consonants and vowels.

2.4.1 Phonology

The recorded students used various kinds of speech contact varying in their speech from one kind to another to see whether they code-switch more because they know more. We observed the use of borrowed French words included in the Algerian Arabic speech and some phonemes were changed / or modified from one word to another. The following tables will help to show the changes:

Addition: students used French words but gave an Arabic pronunciation; for instance, they say /t α d e v l □ p α / instead of saying "developer" in French and "To develop" in English.

Place Manner	Bilabial	Labio-dental	Dental	Alveo-palatal	Palatal	Velar	Uvular
Stops	p b		t d			k g	
Fricatives		f v	s z	ʃ ʒ			
Nasals	m		n		ɲ		
Lateral			l				
Trill							R
Semi-vowels	w						

Table 2.2: Phonetic Features of French Consonants(Beghoul,2008).

Substitution: The two phonemes /p/ and /b/ which exist in French and Arabic respectively are inverted. It occurs –usually- with the French phoneme /p/ which is always replaced by the /b/ in Algerian Arabic words. For example, students say /blasa/ instead of saying /plas/ in French and /place/ in English. A concrete example taken from the conversation where one from the sampled students said: /the problem huTu le system LMD fi: blaşa xaTi ta şu:/

(The problem is that they did not put the LMD system in its right place)

2.4.2 Vocabulary

From the recordings, English was the most used in addition to Algerian Arabic whereas, French and Standard Arabic were used once and/or twice. Code-switching and borrowing patterns are almost used in the different conversations and sometimes the languages were used with no code-switching at all.

Code-switching which is defined as the alternation between languages occurred suddenly and unconsciously within the recorded students. It varied between inter- and intra-sentential switches which helped students to express their ideas freely. In addition to the other type which involves a total change of both the language and the situation where it is used. The topic change leads to language change, too, because from the observed results, the languages which were used in the recordings changed depending on the topic itself; the sampled students used English in most of the topics with Algerian Arabic, French and Standard Arabic for few times. The results, also, show that all the previous languages came in contact and helped us to determine both code-switching and code-mixing in all the conversations.

Whereas, borrowed elements occur when students wanted to express their ideas with one

dominant language—either English or Algerian Arabic—but from time to time they did not find the suitable words to the topics discussed. Thus, borrowed words were all from French and integrated in Arabic in order to show that they are shared between the majority of the citizens in the society. For instance: (the borrowed elements are underlined)

a: /fi: fraŋsa: l'edukasyon l'edukasyon l'edukasyon l'edukasyon:l'edukasyon les edutiands l'edukasyon l'edukasyon/

(In France, it (L.M.D.) is made to encourage students to study).

b: /The problem l'edukasyon: system l'edukasyon l'edukasyon l'edukasyon: l'edukasyon/

(The problem they put the system in its wrong place)

c: /l'edukasyon: trois ans l'edukasyon:l'edukasyon el l'edukasyon: l'edukasyon l'edukasyon l'edukasyon:, l'edukasyon, l'edukasyon bien/

(In three years, I proved thanks God that I can speak, write.... I was fine)

However, this contact led to borrowing. Sometimes, students inserted Algerian Arabic words when they were using English as a dominant language; other times it was the opposite, English or French words when using Algerian Arabic as a dominant one. All the borrowed elements were French integrated into Algerian Arabic. For instance:

They say: /l'edukasyon:l'edukasyon/ instead of /France/ in French and /France/ in English

/l'edukasyon/ instead of /plas/ in French and /place/ in English

2.4.3 Grammar

It is observed that the different models of code-switching, code-mixing and borrowing were discriminated. There were groups of different speech contact used by the recorded

students which are: English with no code-switching at all, Algerian Arabic with no code-switching. In addition to English with Algerian Arabic, English with French, English with French and Algerian Arabic, and the last kind where all the codes were used together, i.e. English-French-Standard Arabic-Algerian Arabic.

Segments of both English/ Algerian Arabic with no code-switching were the most used in all the conversations. Whereas, Standard Arabic and French segments were the least used in the recordings. Because even when Algerian Arabic was observed within their speech, students preferred to use English saying that they are English students.

English with single Algerian Arabic lexeme insertions shows that the word is a segment of the AA grammatical structure and the morphemes of one French word inserted in the grammatical description by an AA morpheme in all the A A segments. For instance:

/□□: je prefere □□-□□:□□□ □□: □□□:□ □□□□□:/

(I prefer man who are well educated)

It is important to note that though the whole sentence was uttered in Arabic, there is the presence of one French word (je préfère).

On a second side, where the speech was in English/AA or French, words slipped into the utterances and were taken as English ones. For instance:

/for me. The wife should be tall, □□□:□ □□□□□:, intellectual, comprehensive/

(For me, the wife should be tall, with dark complexion, intellectual, understanding)

In this case, it is clear that an Algerian Arabic clause is within an English utterance and it was adapted to the English structure.

/It's good, I don't know. Ok. Bon, relationships nowadays are very important/

In this example, the French word "bon" is seen as an English one because it was taken in the same morphological and grammatical structure which leads some people to see it as an English segment.

On the other side, the same thing was observed in the case where French was the dominant language used by one member from the sample; the AA words slipped and took the grammatical structure of the utterance. For instance,

/tu vas pas te marier avec un inconnu □□ □□□□: □□□□: □□□□/

(you will not marry an unknown one).

Lexically and grammatically, the utterance is in French, and only two Algerian Arabic words inserted in the French segment.

The mixed codes were present almost in all the conversations which were seen as a kind of code-switching, whether intra- or inter-sentential code-switching. To distinguish between them, the different discussed topics helped us to observe the phenomenon with realism because we observed that even students preferred to use English but some topics obliged them to vary through the other languages unconsciously—which was our work aim.

Intra-sentential code-switching occurred especially in the first topic where the recorded students found their comfort in speaking, because the topic itself was related to their situation of

study (the LMD system). These are some concrete examples:

a: /□□:□□: □□□□□ le principe □□∫ el LMD □ l’application □□:∫□: □□: l’Algérie

□□:□ □□□□□□ □□□:□ □□: □□□□□□□ □□:□□:normal/

(this is the LMD’s principle but it is not applied in Algeria correctly, success in France is normal)

b: /□□:□ □□□□□□□□□□□□□□□□ bien soit les étudiants □□□□ les enseignants □□□□□□:

□□:□□/ (if we apply it well –both students and teachers will all succeed).

c: /System LMD: bon □□□□ normalement □□:□□:□ □□:∫□□ trois ans donc el □□□□□

□□:□□□ □□:□□□ chargé any way/.

(The LMD system: ok normally they have introduced it for three years so the work would be over loaded)

d: /□□:□□ □□□□□ □□□□□ □□ □□□□□ □□ □□□□□ I don’t know why mais □□□□□

□□□ □□□:□ □□□□/

(This is my only condition I don’t know why but this is how I will be satisfied)

e: /donc, in ,general, le system LMD hna □□ □□ □□□□:∫□□□ in two words: it’s ...s¹.

that’s all/

(Thus, in general, the LMD system here in Algeria in two words: it’s.... that’s all)

Inter-sentential code-switching occurs when students exchange their speech and ideas through the different topics. Sometimes, they use one language, other times they use another one and so on with varying degrees of fluency from one utterance to another. The languages were used at random but English was the preferable one in addition to Algerian Arabic. Some concrete examples are classified below:

¹ The student said a word which has no place here.

a: /Freedom of forgiveness depends on the person. □□:□□□ □□□:□□ □□□□□□□

□□□□□□:□□□ □ □□:□□ □□□:□□ impossible/

(Freedom of forgiveness depends on the person. There are some things which you can avoid, and others not)

b: /I don't think so that we are learning English to show our levels. □□:□□:□

□□□□□□□□ I'Anglais □□□ □□:□□□ □□□□□ □□□□□ □□□□: /

(I don't think that we are learning English to show our levels. We want to learn English and everyone has his/her reason)

c: /I think it is not the language of prestige at all, it's French. The French said that Français c'est la langue de beauté/

(I think it is not the language of prestige at all, it's French. The French said that French is the beauty's language).

2.5 Discussion

The results gave the research a specific direction of analysis which is related to the languages used by the sampled students. They show that the language contact is divided into different levels' discussion(phonology, vocabulary, and grammar). It is important to separate these levels to help us giving a clear picture of what will be taken as a final result whether it will confirm our hypothesis or not. The following steps are analyzed according to the major observations taken from the recordings' results.

2.5.1. Phonology

We have seen the changes and the modifications which were observed in the recordings.

Concrete examples are shown in the following tables:

AA	F	E
bla□a	plas	place
fran□a	france	france

Table 2.6.: Examples of the Substitution of /p/ and /s/ in French Borrowed Words

AA	F	E
prouvit	prouver	prove

AA	F	E
yekspliqui	Expliquer	Explain
youncouragiw	Encourager	Encourage
tkomparili:	Comparer	Compare

Tables 2.7/2.8.: Examples of Non-Adapted French Words

2.5.2. Vocabulary

Both code-switching and code-mixing were present in the recordings where the sampled students use a variation of different languages to explain what they wanted to say about all the previous topics.

In addition, borrowing which was the result of the languages in contact and mostly occurred in the recordings which were taken naturally from some students. The French borrowed words were integrated into Algerian Arabic and used in different situation.

Some concrete examples of these words are shown in the following table:

A A	F	E
1. bla□a	plas	place
2. tedvelopa	developeur	develop
3. applikiwah	appliquer	apply
4. yekspliki	expliquer	explain
5. prouvit	prouver	prove
6. tkomparili	comparer	compare
7. fran□a	France	France
8. youncouragiw	encourager	encourage

Table 2.9.: Examples of French Borrowed Words

Students' vocabulary changed each time because they have different languages in their speech

repertoire (see 2.2.2.). This change helped us to calculate the percentage of the use of each language to see whether it is true to say that "if students learn more than two foreign languages, they will code switch more or not.

The results are explained in the following figure:

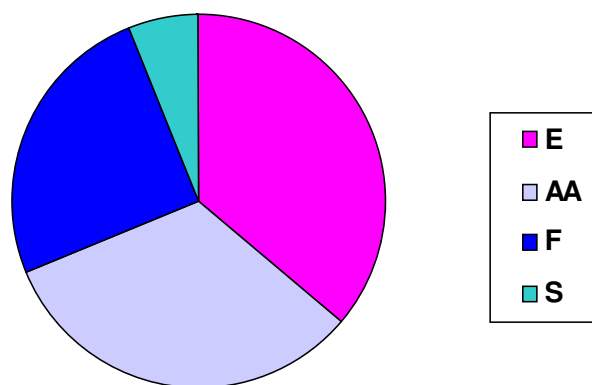


Figure 2.1.: The Use of Languages

2.5.3. Grammar

Students used English with its correct grammatical structures, using SVO form. They spoke with both American and British accents. Whereas, in Algerian Arabic, the common form “VSO” was dominant in their speech as if they were controlling themselves.

Conclusion

To conclude this chapter we have to say that the results drawn from the recordings were helpful in the discussion which illustrated the data shown in this chapter, and the results confirmed our hypothesis which states that if students know more than two foreign languages, they will code switch more.

General Conclusion

Our topic was about code-switching among English University Students which its major aim was to prove the hypothesis and the results shown that it is true to find students who know more than two foreign languages, they code switch more.

The research was divided into two parts: Theory and practice to facilitate the work and give it a good picture in order to understand. The first part consists of identifications of the different elements (code-switching, code-mixing, borrowing) giving their different explanations from different authors.

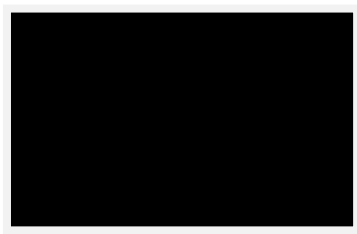
The practical part contains a sample of 20 students who were recorded in different topics. The data were analyzed in a sociolinguistic way to draw the final result and compare it with the hypothesis which became true.

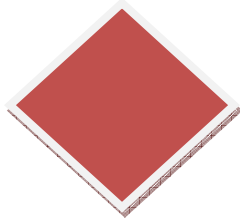
Difficulties of the Research

Like any other field, this study encounters some difficulties which are:

- 1 First and foremost, the lack of references –especially- for this topic
- 2 Time constraints
- 3 Difficulties were in the practical part because the way of collecting the data was used

for the first time, in addition to the way of analysis.





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