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Ibn Khaldoun University of Tiaret



Faculty of Letters and Languages
Department of Letters and Foreign Languages
Section of English

**Investigating The Impact of Code-Switching on
Arabic
and English Languages : Case Study EFL Learners
at Zakaria Medjdoub Secondary School**

**A Dissertation is submitted in Partial Fulfilment of the Requirement for
The Degree of M.A in *Linguistics***

Submitted by:

- Fatoum BESSIS
- Karima DEHINA

Supervised by :

Dr.Ammar BENABED

Board of Examiners:

Members	Name&Surname	Rank	Institution
Chairman	Dr.Abed BOUBEKEUR	MAA	University of tiaret
Supervisor	Dr. Ammar BENABED	MCA	University of tiaret
Examiner	Dr.Khaled BELARBI	MCA	University of tiaret

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“We are entering a phase of global English which is less glamorous, less news-worthy, and further from the leading edge of exciting ideas. It is the ‘implementation stage’, which will shape future identities, economies and cultures. The way this stage is managed could determine the futures of several generations.”

(David Graddol)

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Dedication

This work is dedicated to our dear dead grandfather "Souliman" you will always be right here with us Mother "Djouher" and Father "Ghanem" who never stoped helping me and believing in me from the first day, i would like also to dedicate this work to my sisters "Zahira" and "Bouchra" , to my bestfriends "karima" and "Ismahan" to all my family members and friends and classmates for all who know and believe in me.

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I dedicate this work to my beloved family, to my father who passed away, to my sweat mother, a queen of my heart who raised me straight, for teaching me to never give up, to my two brothers, two stars shining in my sky so bright, to my precious best friends Fatoum and Ismahane , to all relatives, schoolmates and teachers.

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List of Abbreviations and Coding Conventions Used in the Dissertation

ADA: Algerian Dialectal Arabic

CA: Classical Arabic

CS: Code Switching

CM: Code Mixing

EFL: English as Foreign Language

L1: The First Language Acquired

L2: The Second Language Learned or Acquired

MSA: Modern Standard Arabic

ABSTRACT

Code-switching is one the systematic outcomes of language contacts in any community. The sociolinguistic environment of Algeria provides an ideal setting in which a large number of languages and dialects can come into contact with one another. The purpose of this work is to investigate the influence that code switching has on the educational process for EFL learners. To embark on such a study, a mixed-method approach has been selected. This approach consists of handing out a questionnaire to 39 English Foreign Languages students and conducting an interview with two English Foreign Languages teachers. According to the findings, the most likely reason for the learners' reliance on code switching (from English to Arabic) during classroom participation is that they have a limited number of English lexical items at their disposal.

Keywords: Arabic, Code-mixing, Code-switching, dialect, English, language contact

General Introduction

General Introduction

General Introduction

It is commonly acknowledged that the sociolinguistic situation in Algeria is particularly characterized by its complexity as well as diversity due to the presence of genetically related and unrelated languages and dialects in the country. Owing to contact of various languages/dialects, many linguistic outcomes emerged such as borrowing, code switching and mixing. The current research is principally limited to code switching (henceforth CS) phenomenon and its impact on EFL middle school learners.

In succinct way, CS is considered as a way out facilitating communication among speakers. In fact, resorting to CS enables speakers to accommodate their speech with the required circumstances, avoiding any communication rupture or misunderstanding. This sociolinguistic phenomenon is defined as the occurrence of two or more languages/ dialects within the same utterances. Furthermore, the code switchers may alter in their speeches for various reasons under different contexts and with different interlocutors' social status.

The motive behind the current research is to investigate the impact of CS on EFL learners' English learning. It focuses on the shift from one language to another during classroom practicum. Relying on some teachers' and learners' reports relating to the use of more than one language during classroom sessions, the researchers' attention was captured and motivated to embark on such endeavor with the attempt to deter possible positive and negative impacts on learners' learning process.

As any research work, the present study is based on the following research questions. In order to suggest something about the issue, the following questions are asked:

- Do students who know more than two foreign languages Code-Switch more?
- What pushes students to Code-Switch, where they are supposed to speak English only?

As stated above, the primary concern of this dissertation is to investigate CS use in EFL classes with regard to its impacts on learners' learning process. To this end, the following hypotheses are suggested as tentative answers to the aforementioned questions.

- If students who know than two foreign languages they will Code-Switch more than the others.learning process.
- Resorting to CS may be attributed to lexical gaps filling, linguistic weaknesses covering, prestigious matters and communicative needs inside classroom.

To address this investigative issue, a mixed method is adopted for the sake validity and scientificity. A questionnaire is directed to secondary school EFL learners? The choice of the questionnaire of questionnaire is justified by the fact it provides the researchers with a broad

General Introduction

range of data in connection with the objective of the current research. For the sake of gleaning various viewpoints, a semi-structured interview is conducted with two secondary EFL school teachers. The targeted sample is randomly selected among Zakaria Medjdoub staff of English teachers and learners.

The research work is structured in a way that endeavors to reflect the issue under survey as well as the adopted methodology. Accordingly, the present dissertation is twofold: theoretical and practical. The first chapter provides the conceptual framework as regards the reviewing of the relevant literature. Indeed, it covers the Algerian sociolinguistic landscape. While the second one displays in succinct way the definition of some important concepts in tight connection with the fallouts of language contact such as borrowing, CS, CM and bilingualism. The third and last chapter is mainly devoted to delimit the fieldwork survey and thorough interpretation of the various generated data out of the questionnaires and the semi-structured interview conducted among teachers.

The study is primarily concerned with an investigation of the CS and its impact on secondary school learners' learning process. Thus, it evolves around the positive/negative effects of the shift from one language to another during English sessions. We heedfully purport to approach a limited size of secondary school teachers and learners at Zakaria Medjdoub . Ergo, the obtained results cannot be generalized to all EFL teachers' and learners' environment.

Chapter One
Literature Review
The Algerian
Sociolinguistic Profile

Chapter One**Literature Review****The Algerian Sociolinguistic Profile****Introduction**

The current chapter is devoted to the theoretical overview of the Algerian sociolinguistic profile. In fact, throughout the history, Algeria has witnessed many conquests and colonization impacting on the language/dialect used in everyday people's interactions. It is divided into two sections; viz., historian view point of Algeria and contextualized perspective of languages/dialect in contact and their unavoidable outcomes.

This chapter shed the light on the Algerian Sociolinguistic situation in addition to some perspective insight of the present research.

1.1. The Sociolinguistic Situation in Algeria

There are many languages and dialects spoken in Algeria, which makes it a multilingual society. This includes Berber (Tamazight), the mother tongue of a sizable minority (according to the national census of 1996), MSA (Modern Standard Arabic), French, and English, which are used for scientific research and education.

1.1.1. A Brief Overview of the History of Algeria

The history of Algeria has witnessed different invasions, these invasions triggered contact with many nations, and therefore the languages of these nations, culture and civilizations.

First immigrants of Algeria were the Berbers of the North African Peninsula. After the Carthaginians and Romans came the Byzantines, Carthaginian-Roman, and Byzantine-Byzantine conquest of Algeria and the Maghreb (Western North Africa). A number of other languages were used in these times, but the most common and frequently utilized were Berber, Punic, Latin, and Greek For centuries, the Byzantine Empire controlled over the territory, but it was overtaken by an Arab group that brought ISLAM and Arabic to the nation. With the addition of the Spanish, the Ottoman Empire, and the French empires afterward, the Arab settlement is one of Algeria's most significant historical moments. Social, cultural, and linguistic changes brought about by these empires were substantial in Algeria.

Its diversified and complicated population's sociolinguistic status was significantly impacted as a result.

1.1.2. The Algerian Verbal Repertoire

Today Algeria is compose of multilingual speech community with a diverse verbal

repertoire, made up of MSA, ADA, Berber and other foreign languages such as French, English, Spanish and so forth and so on (a sort of linguistic melting-pot).

1.1.3. Modern Standard Arabic (MSA)

According to Article 3 of Algeria's constitution, MSA became Algeria's first official and national language during the Arabization of the 1990s. As the sacred language of the holy Qur'an, Classical Arabic (CA) is regarded to be a reduced and silent current form of CA. MSA has a wide range of changes and improvements that let it adapt to modern living. CA and MSA are both authentic symbols of religious identity, and these languages integrate Muslims Arabs and Tamazight.

Currently, MSA is the most widely used language in Algeria's educational system, as well as in business and government, and for the majority of official documents. It is also employed for religious purposes and in a variety of media. This dialect of Arabic is not spoken by anyone in Algeria or any other Arabic-speaking country.

1.1.4. Algerian Dialectal Arabic(ADA)

As a colloquial language, Algerian dialectal Arabic is based on MSA. However, the variations between the two kinds are significant. A lack of intellect and intelligibility is the first thing you'll notice about them. This is not the only distinction between ADA and MSA, but it is an essential one. Alternatively, it doesn't appear to have any esteem, which may be owing to the fact that it's stigmatized by authorities. In contrast to the MSA, this linguistic variant has included a significant number of borrowed terms from French, Turkish, Spanish, and other languages into its vocabulary. ADA is the primary language of the majority of Algerians, and it is utilized extensively in everyday communication and debates. It features a wide range of dialects, including urban, rural, and Bedouin varieties.

1.1.5. Berber

There are several diverse branches of Berber, or Tamazight, which are spoken throughout North Africa and Algeria in particular, making it a large and important language subfamily. In Algeria, it is believed that IT is made up of a variety of dialects. Taqbailith and Tamazight are two of the most widely spoken Tamazight dialects in Algeria, and they are spoken mostly in the cities of Tizi-Ouzou, Bouira, and Ghardaia.

Since its designation as a national language in the Algerian constitution in 2002, Tamazight has gained national significance and is currently taught in the majority of schools in Berberphone cities.

1.1.6. Arabic Language

"Al Arabiya," or Arabic, is the fifth most frequently spoken language on Earth, with 293

million native speakers and 422 million total speakers. It is the official language in 26 nations, and is spoken by an estimated 422 million people throughout the world. One of the six official languages of the United Nations, Arabic is also the liturgical language of the world's 1,7 billion Muslims, who use it in their daily prayers. Most of these people do not know Arabic, but they do know enough to read and recite the Qur'an, as well as to participate in religious studies and prayers. There are numerous diverse dialects of the Arabic language, which might make it difficult to talk about the language.

According to some, "Classical Arabic of the Holy Qur'an," which was spoken by the Prophet Muhammad, peace be upon him when God gave him the Qur'an, is the only real Arabic since it is the language in which God gave the Qur'an.

In addition to MSA and ADA, there is MSA, which is one of the most intriguing languages in the world right now. The majority of nations in the Middle East have Arabic as their official language. Because Islam is the most widely practiced religion in the Islamic world, they are considered Arabs.

1.1.7.English

It is a matter of fact that the Algerian government wants its people to teach the old colonial French, which is ranked 17th in the world in 2016, most Algerians are unable to communicate effectively in English. As a result, they have limited access to high-quality English. As a result, they will be unable to participate and have their voices heard in global environment where English is the international language of communication.

1.1.8.French

When France ruled Algeria for more than 130 years, French was made the official language for Algerians and for the country. Foreign languages like MSA were not recognized in Algerian culture. The significance of French as a secret official language in Algerian social thinking persists despite its formal marginalization by authorities through Arabization.

Education, administration, media, and informal settings are all examples of places where it has been used. Algerian society's importance is demonstrated by the language's effect on it. This multilingualism leads to different multilingual sociolinguistic phenomena, such as language interaction, bilingualism, diglossia, code flipping and mixing in the Algerian community of speech.

1.2.Algeria's Present Sociolinguistic Situation

This section introduces the present sociolinguistic situation in Algeria starting with

1.2.1. Language Contact

Speakers of various languages (or dialects of the same language) communicate with one

another in order to exchange linguistic traits, a phenomenon known as "Language Contact." Stephen Gramley, author of several works on the English language, says it is a key influence in language evolution. An alternate pronunciation or vocabulary can be found by studying different languages or dialects of the same language.

1.2.2. Bilingualism

The study of bilingualism is an important one in the field of linguistics as a whole. The concept of bilingualism has been explored by different academics in different fields of linguistics, and so a variety of definitions exist. A person who can speak two languages fluently as a natural speaker or as someone who can perform two languages orally, everyday, and with mastery is referred to as a bilingual person in Webster's 1961 definitions. J.F. Hamers and Michel H.A.Blanc, 2000, p. 6 (in French) "The capacity to speak two languages fluently as though they were native languages" is Bloomfield's definition of bilingualism." According to Macnamara, "minimal proficiency" in reading, writing, speaking, or listening in a language other than one's native tongue constitutes bilingualism.

1.2.3. Types of Bilingualism

Researchers have identified three ways that people acquire second language:

- Children who are exposed to more than one language before the age of three are said to be experiencing "simultaneous bilingualism." Exposure and regular opportunities to use each language allow them to acquire two or more languages at the same time, or nearly so. When a child grows up speaking both Arabic and English at home, he or she is concurrently acquiring both languages.

- There are two types of bilingualism: • Successive Bilingualism: This is when children learn two languages at the same time in their early years of life. Having a youngster study Algerian Arabic at home, and then learning French in school, is an example of this.

- People who are able to understand a language without speaking it are said to be receptive linguists. However, the means by which this receptive capacity was acquired and the understanding of linguistics that underpins it vary greatly across the many populations that fall under this category. Also, when you are able to understand and speak two languages. Suppose a child grows up speaking exclusively French, despite the fact that he or she has been exposed to Arabic at school and is fluent in both languages at home.

1.2.4. Bilingualism in Algeria

There have been foreign traders in Algeria for a long time because of its geographical position. These colonial outposts had an impact on the Algerian language's grammatical

structure. Words of Spanish or Turkish roots can now be seen and used. Bilingualism in Algeria would arise following the French occupation of Algeria in 1830, although their language was never sufficiently entrenched to allow for this. When ISLAM became the dominant religion in the Middle East in 1830, Arabic became the region's most frequently spoken language. As a result, the Qur'an and the nuances of Islam were better understood by Algerians who studied classical Arabic. Even Berbers who spoke their own dialects had to learn and master Arabic since the majority didn't have access to the educational level that allowed them to comprehend the spoken rather than written language. Upon the entrance of the French, they decided to introduce the French language alongside the Arabic language. Because of this, the mosques, zawiya, and madrasa where Arabic was taught were shuttered and replaced with French schools. In particular, this was the case with Napoleon, who set up mixed-language schools in Algeria to prepare the people there for future use of French and Arabic (Zoulikha Bensafi;2011;p.834). A strategy of Arabization was initiated in 1968 by Algerian president Houari Bumediene following Algeria's independence. He put it like way: "Without the recuperation of this essential, and important element which is the National language our efforts will remain useless, our personality incomplete and our entity, a body without a soul" (Lamia Ali Chaouche,2006;p.8)

In terms of definition, Ahmed Djabri describes Arabization as follows:

"means the replacement of French with Arabic, which means making Arabic the Official language in all social, cultural, and economic activities in a broader sense, it means teaching the new Algerian generation Arabo-Islamic culture and values, and it also means that Arabic would reclaim its legal status, which it had previously lost to the French language for many years"(1981; p.9).

So, Algerian society was split into two groups: Arabophones and Francophones, both of which considered Arabization as a desirable change. Francophones argued against it, saying that bilingualism was essential for Algeria, given that French was the language of modernity. (Fatima Zohra Boubkeur & Soumia Benmokrane,2017;p. 24 25)

1.2.5. Diglossia in Algeria

It was coined by Charles A. Fergusson in 1959 to describe a "relatively stable language situation in which, in addition to the primary dialects of the language, there is a very divergent codified often grammatically more complex superposed variety, vehicle of a large and respected body of written literature, either from an earlier period or in a different speech community." In other words, diglossia is the coexistence of a dialect and the standard language from which it originates. When it comes to variety, the standard has a high (H)

variety, according to Fergusson (1959), whereas the vernacular has a low (L) variety because of its lower societal status. Although their positions in the community differ, H and L have many similarities. Primarily, H serves as a substitute for (L), and vice versa. They seldom perform the same functions in different domains. Examples of H usage are new broadcast writing and university lectures, while L is often reserved for casual settings such as family gatherings and other social gatherings. In addition, the prestige factor H always has more steel than L, and the latter seldom has any respect among its speakers think that standard Arabic is more attractive and capable of conveying significant thoughts. Since a third component, it is important to note that the learning of H and L differs, as H is taught in school, whereas L is learnt as a mother tongue. For the fourth time, in contrast to L, which is primarily spoken and does not have any clearly defined linguistic rules, H has always been the standard. Although the grammar of L is more basic than that of H, it is no less accurate. There are several words that can only be found in L because of the functional differences between the two dialects.

By referencing Standard Arabic, Dialectal Arabic, Dhimotiki, Khatarvussa, Standard German and Swiss German, Standard French, and Creole, Fergusson demonstrates his concept of Diglossia. Diglossia, on the other hand, only includes genetically connected language variations. Classical or Narrow Diglossia, on the other hand, was created by Fishman (1972) when he expanded the term Diglossia to include a wider range. "Diglossia appears not only in multilingual societies that use vernacular and classical varieties, but also in societies that use multiple dialect registers or functionally differentiated varieties of any type." Fishman(1972:92) Using Standard English, Fergusson demonstrates his Diglossia definition. Extensive diglossia may be seen in the coexistence of colonial languages like French and Arabic, or French and Tamazight in Algeria, Morocco, and Libya, with the native languages of the people who speak them.

1.3. Code Switching

In Sociolinguistics a language may be referred to as a code. A code is a neutral term which can be used to denote a language or a variety of language.

Phenomenon When two languages are used in a single speech, the term "code-switching" is used to describe it (Paradise,Gense and Carago,2011.p.88). By moving from one code to another, it occurs in the same phrase. It is also common in multilingual cultures for people to switch codes depending on the occasion. At various points in time and in diverse contexts, CS is defined by Hudson (1980) as speaker usage of distinct variants of the same language.

Halliday (1978) on the other hand, defines CS as "code-shift actualized as a process within the individual." the speaker moves from one code to another and back, more or less-rapidly in the course of a single sentence."(p.65) that is to say, code alternating is dependent on there are multiple definitions for CS. According to Savil Troik(1976) "Code switching is the response of languages to various social interactions." And Mayers-scotten (1993:1) "code switching is the alternation of linguistic varieties within the same dialogue." To put it another way, CS is the transition from one language to another within the context of a conversation. CS and bilingualism are linked in Hudson (1955), he claims." An inviolable consequence of bilingualism as anyone who speaks more than one language chooses between them according to circumstances"(p.33) simply expressed, CS refers to a speaker's ability to switch between two or more dialects of the same language in the course of a single conversation or discourse.

1.3.2. Purposes of Code-Switching

When it comes to code shifting, Trudgil (2002) explains that "the same speaker utilizes distinct linguistic varieties in various settings and for various objectives" (p.18). To put it another way, Woolard (1988) believes that CS represents the junction of social identity, awareness, and action. CS has also been seen as embedding social interactions and attitudes in the context of the greater social world. It is being used as a discourse element to shift the focus and emphasize a certain point in the text. As stated by Wong (1979), bilinguals can switch between languages and cultures to exhibit their distinct linguistic and cultural background and also repeat the meaning of statements in another code to offer emphasis or to explain the message. The inclusion or exclusion of someone from a discourse can be shifted by bilingual speakers, according to Hokney (2008). Alternate codes can also be used to include or omit a specific person. Switching for reference and effective functions occurs when speakers switch to communicate their thoughts and attitudes when discussing a topic. Lexical borrowing is another type of borrowing that occurs when a language does not have enough words. To get around the difficulty of finding a comparable term in the target language, speakers may resort to CS, which is another form of borrowing. We'll cover the many functions of CS in context while analyzing the phenomena of CS.

1.3.3. Functions of Code Switching

Since 1984, Auer has criticized Gumbrez's model for failing to define "Situation" because Auer was first to explore CSR as an interactional phenomena (Bailey 2000:168) Auer(1995 1998) also completed a research using conversation analysis and presented a strong argument for it, referring to the method as a sequential one to CS. Auer (1995 1998) Code alternation's significance is influenced by the context in which it occurs, hence any

explanation of conversational alternation is doomed if it overlooks this (p.116). When it comes to understanding the meaning of communication systems (CS), the interpretation of the meaning of CS is done via the use of utterances, which is to say, the speakers interpret the meaning of CS through sentences. When we say "discourse related CS," we imply that it is concerned with the interactional meaning of particular words in order to structure a discussion *ibid*8. A consequence of this linkage to speech is that it implies that new information is shared by all speakers and that it causes interaction *ibid*8. On the other hand, participant-related CS is a phasis of divergent language choice that is more or less consistent8. According to Martin Jones (1995:95), "discourse-related" CS takes into account the listener's linguistic preferences or proficiency, as well as the speaker-oriented nature of the approach (*ibid*99). When it comes to communicating with each other, there is an agreement on how to utilize the code for language use.

A Model of Markedness

Carol Mayers-Markdness Scotten's Model hypothesis has been created by 1993. For her, the motivation for switching from one code to another or from one language to another was not necessarily social, hence she argued that CS was a generally controlled phenomena. "An explanation accounting for speakers' socio-psychological motivation when they participate in CS," she argues of the markedness model (P.75). In this way the social roles they play in a conversation influence how speakers adopt a code. While the listener hears the message, the speaker is provided with a tool and a way to impact social change through CS. Markedness was also provided as a concept that said you could select how you wanted to conduct a discussion such that the rights and duties you intended to be in place between a speaker and an addressee would be reflected in your interaction. Five different maxims are also listed by Mayers-Scotten in order to assist the speaker in better understanding the choices made by the citizens of the Commonwealth of States (CS) (1998:25), namely the virtuousness maxim and four others: the unmarked choice maxim, the expletory choice maxim, the difference maxim, and the marked choice maxim. With this idea, a specific aim may be achieved while also accounting for the context of the speaking act.

1.3.4.Types of Code-Switching

Bloom and Gumperz (1972), for example established two forms of CS: Situational and Metaphorical codes. Later on, Gumperz coined the term Metaphorical CS and coined another word 'Conversational CS'

1.3.5.Situational Code-Switching

In the case of a bilingual who speaks both Algerian Arabic and French, a change in

circumstance may be described as a change in any component, which implies that languages, or linguistic varieties, may be utilized to communicate that to the interlocutors. "Social choices and situations," as some academics put it, refer to these social standards.

1.3.6. Metaphorical Code-Switching

Metaphorical CS is the usage of many languages in a single social context. In this type of CS, the speaker alternates between languages in the same situation that would normally need one language and the other. If you're interested in the difference between Situational and Metaphorical CS, Bloom and Gumperz have a simple answer: The speaker determines the code choice. "Special meaning, social significance to the discussions"(1972:89). Hymes and Gumperz do the greatest job of describing the differences between the two forms of CS (1972):" While Gumperz & Hymes requires a shift in participants and/or tactics, metaphorical switching just requires shifting the emphasis of the subject. (1972:40)

1.3.7. Conversational Code-Switching

In the third type of switching, known as Conversational CS, switching takes place inside the same conversation. Bilingual speakers interact with other bilinguals and switch languages without affecting the environment, according to Hudson (1999). (p.52 53). Instead of an alteration in social circumstances, Gumperz (1982) says that the shift in linguistic usage here relates to certain types of subjects or subject areas. Rather than a shift in social context, this language shift is related to specific subjects or subject issues. Regular links between variables and social situations like the one just described are necessary for metaphorical switching to have its intended semantic impact. Using a particular variant form in a situation where it is not typical might carry some of the flavor of the original setting into the context where it is utilized (p.162).

1.4. Theories/Forms of Code-Switching Intra-Sentential CS

Cross-linguistic speech occurs when the speaker transitions from one language to another in the middle of a phrase or clause. For this reason, according to Poplack (1980:589), this variation of coded speech (CS) might be considered a more personal one. One of the many examples of English and Spanish being used interchangeably inside a single sentence is Poplack (1980:589) "why should Carol SENTARSE ATRAS PA'QUE make everyone move? SE SALGA PA'QUE (why make carol sit in the rear and force everyone to shuffle in order for her to exit)

a- Inter-Sentential CS

It appears at the conclusion of a sentence or a clause of a sentence. That is, the speaker shifts between sentences, phrases, or clauses in a different language. To put it another way, if

a conversation is broken down into sentences, one phrase will be in one language or variety of languages, while the other sentence will be in a completely other language or variety. Clause boundary, CS occurs inside the same sentence structure.

b- Tag-Switching

Mugskén 1987 describes Tag-Switching as the use of a tag, a discourse marker, or a conversation marker in a language that is completely different from the language into which it is inserted. (p.118) According to Romaine (1995), tag-switching refers to inserting a word or phrase from one language into another. If a tag is attached to an expression, Poplack claims, it has "essentially zero" impact on its meaning (1980). A tag's syntactic freedom means that it can be placed almost anywhere in the text, without infringing any rules of grammar (p.589).

1.4.1.Social features of Code-Switching

For Myres-1993 Scotten's matrix language frame model, Gumpres and Bloom's 1972 research laid the groundwork. The model was then tested in Hemmensberget, a town in northern Norway with a diglossic community where Bokmal, a standard dialect, and the majority's mother tongue make up the linguistic repertoire. According to the findings, there are distinct types of CS.

1.4.2.Borrowing

Words from other languages are used by bilingual or multilingual speakers when they cannot find an equivalent term in their own native language to convey meaning, explain, or express a specific notion. To explain this sort of swap, it is called borrowing. Single words or brief, frozen idiomatic phrases that have been taken from a different language but have not been properly integrated into the grammatical system are considered to be Gumperz's definition of the phenomenon. Because they're part of the language they're learning, they're treated as such. (P.66)

Conclusion

There is little doubt that Algeria's sociolinguistic situation is a complex one. As part of the work, we also endeavored to define and operationalize the notion that would be used. There is little doubt that Algeria's sociolinguistic situation is complicated and that this creates a number of multilingual occurrences. Sociolinguists are drawn to the topic because of the processes, in particular code flipping and mixing, as well as the accompanying notions. The tendency of speakers, particularly EFL students, who do not have a predetermined and definitive answer, to flip between words, phrases, clauses, or even sentences in everyday conversations, whether they are bilingual or multilingual, varies from one to the next. The following chapter will focus on this topic.

Chapter two

The language Use in

Algeria

Case study EFL

classroom

Chapter two:
The language Use in Algeria
Case study EFL classroom

Introduction

The current chapter aims to deal with the language use in the Algerian context. Language is one of the crucial elements that constitute society. The Algerian definition of this component has been conflicted about long time ago, especially after the colonial era where the state needed to clarify for the world, and for its people who and what does it represent. After the independence of Algeria, Arabic gained attention. Political leaders, at the time, the constitution designated it as the national language. A number of government agencies, courts, and other institutions of higher learning continue to utilize it as their primary language. However, it is noteworthy that French has continued to compete with Arabic as a language. As far as some are concerned, French is seen as a language of power, while English is seen as a language that may be utilized for scientific and technical advancements, as well as social progress. Arabic, on the other hand, is viewed as a language of poetry and religious instruction.

2.1. Arabic Language Status in Algeria

Most Algerians speak one of numerous vernacular Arabic dialects, which became the national language in 1990. Nearby countries like Morocco and Tunisia speak similar dialects. Students learn MSA at school. The Amazigh language (Tamazight) is spoken by Algeria's ethnic Imazighen in a variety of regional dialects, but most are also fluent in Arabic. For some Amazigh groups, fear of being dominated by the Arab-speaking majority has led to vocal opposition to Algeria's official "Arabization" policy since independence, which aims to promote indigenous Arabic values and Islamic cultural values throughout society. Arabic has replaced French as the country's national medium and, in particular, as the primary language of instruction in primary and secondary schools. It was first recognized as a national language in 2002, and in 2016, it became an official language.

2.2. Algerian Dialectal Arabic (ADA)

Algerian Arabic is the primary language of most Algerians. It's a term for the wide range of dialects spoken by Algerians. Colloquial Arabic is utilized in everyday contexts and in many kinds of interpersonal interactions, such as greetings and farewells. ADA reflects the folk culture and oral tradition of popular songs, tales and sayings. However, one may come across an informal written text in Arabic script that is unwritten. EL M'unchar, EL Quardash,

and Sah Afa, satirical journals from the 1980s and 1990s, were among the last to publish in Algerian Dialectal Arabic.

The spoken Algerian Arabic dialect (Darija) are rich complex languages and are well used in the everyday communication, movies (بلا حدود), TV emissions (المسامح كريم) telephone conversations (Salam, sbah elkhir) and so on.

According to Mazouni (1969:13), "Dialectal Arabic is one of the distinguishing qualities of the Algerian people and the Native language for most people," several academics have recently acknowledged ADA. ADA should be researched and used as assistance to the development of Modern Standard Arabic instead than being disparaged, he adds. Quoted in (Ennaji, 1991:13)

2.3. Berber (Tamazight)

Tamazight is Algeria's oldest language. It is the native tongue of the Algerian people. While the Amazigh accepted "Islam" and Arabic as their official language, they continued to use their own language at home, which they continue to do today. As a result of the government's Arabization efforts, which began after independence and have continued to this day, the Tamazight (also known as Berber) language and culture have been marginalized, and the population has been forced to adopt French or an Arabic-French hybrid as a result of social, educational, and economic factors. The country's multilingualism is ignored by the Arabization strategy. Berber rulers are more outspoken in their hostility to Arab nationalism, particularly the prominent role given to Modern Standard Arabic at the detriment of berebers. Demands for language rights led to a school boycott in Kabylia in 1994 and 1995. Furthermore, it is noteworthy that the 2002 constitution of Algeria marks a watershed moment in Algerian history by officially recognizing Berber as a national language and an essential component of the country's united linguistic and cultural identity. Section 3a (adopted April 10, 2002).

2.4. Modern Standard Arabic-Algeria's National Language

Decision-makers in Algeria favored In reality, Arabic is not CA at all, but a contemporary literary form that grew from it to meet the social and political necessities of its time. There are linguistic prerequisites for this modern Arabic dialect, which is clearly less formal than CA and more common. (1973:57) Maamouri

MSA was formed as a result of the 19th century's influx of foreign words and phrases into Arabic. MSA is an updated version of CA that is more efficient. All Arab countries have it as their official language, and it is widely understood across the Arab world. MSA has been defined and standardized so that it may be understood by Arabic speakers across the world. A

modern language that serves as a medium for worldwide literature is defined by its distinguishing traits.

2.5. French Language Status in Algeria

Education, media, and administration are among areas where French is employed with MSA. As Fitouri (1983:47) points out, the growth of Maghreb depends on the ability to communicate in French. It was also used to show the speaker's social standing. To put it another way, (Akila, 2001; 01) asserts "French has become an elitist language, symbol of social success and remains omnipresent in the fields of the bank, of economy and the opening up on the universal. It remains nevertheless the language of the colonizer."

(kermaMokhtar p.9)

2.6. English in Algeria

At the elementary and middle school levels, students are introduced to it as a second foreign language. While French is still widely used in the country, there are some who believe that English will eventually overtake it as the country's primary language. There may not be any noticeable impact from its spread; academics believe that it will take more than simply the desire of young people in learning it to endanger a long-established language with deep cultural ties to the nation. Before the 1980s, English arose as a competing foreign language in Algeria as a result of the rise in oil prices and the ensuing socioeconomic success. As a result, in order to assess the spread of the English language in Algeria, it is necessary to identify Algerians' general attitudes about foreign languages and their views on English in particular. It is considered that the dominance of French in Algeria is one of the primary reasons for the language's slow spread. However, the country's ecological benefits are a strong argument for keeping it alive. Despite the country's convoluted linguistic situation, the Algerians themselves are conscious of the importance of English as a means of gaining access to the world of today. In some ways, the rise of English in the country in recent years may have been a breath of fresh air and a possible solution to the country's linguistic quandary. It's possible that young people are interested in learning the language since it's not viewed as evil or good or a betrayal to any sector of the country, and they don't feel pressured to do so.

2.7. Language Contact

Richard, N (2020) describes language contact as the social and linguistic phenomena when speakers of different languages or dialects of the same language interact with one another and transfer linguistic traits. (Thought Co last updated this on January 20th, 2020).

It is possible to anticipate the linguistic outcome of language contact by studying the patterns of social interaction between people who speak different languages. What Code-

Switching does assist us forecast the linguistic outcomes of social interaction between speakers of various languages. This can be observed in the way individuals switch between languages depending on their situation.

The ability to convey our ideas, feelings, and opinions to others is very remarkable. In addition to communicating who we are, language has the power to transform our self-concept and identity, as well. It's a two-way street: Our language reflects our cultural influences, which impact how we perceive ourselves and our origins. This field of linguistics focuses on social concerns and the interaction between language and society.

Certain tactics are employed by bilingual communities in order to improve the quality and effectiveness of their communication. "Code-Switching" is one of these sleights of hand

2.7.1. Code-Switching

When two or more languages or dialects or variants of language are spoken at the same time, it is known as code-switching. Examples of these phenomena include the following:

- Can you provide me?Are we eating chez ta mère demain? (English+ French)
- Sorry for being late j'ai oublié mes papiers dans la maison (English + French)
- Guys! tjou maaya? (English+ ADA)
- Gracias for the lovely gift esta awesome (Englidsh+ Spanish)

I can't speak English! nhder Francais beaceaup mieux (English + ADA+ French)

Who uses Code-Switching?

People who speak two languages are more likely to engage in code switching. As Aranoff and Miller (2003:523) note, speakers of more than one language have the ability to code switch between languages when communicating. This ability to do so is well known among linguists, who contend that switching between languages is a communicative option open to bilingual members of a speech community.

Reasons Speakers use CS:

- To Fulfill a Need: It's common for people to flip between languages when they aren't able to explain themselves adequately in one.
- To Express Solidarity: Switching is particularly prevalent when a person wants to show support for a specific social group, and rapport is built between the speaker and the listener if the listener reacts with a comparable transition.
- To Exclude Others: Code-Switching can also be used to exclude those who don't speak the second language from the dialogue.

Motivations to Code Switching

The choice of code is influenced by various factors which motivate the phenomenon of CS. Researchers, such as Gumperz 1982, Poplack 1980 and Hoffmann 1991 stated that the choice of CS is motivated by linguistic factors which refer to the grammatical structure of the language. The language deficiency is considered the main factor that motivates bilinguals to switch from one code to another. In addition to the linguistic factors, there are also the social ones which have a hand in determining the choice of a particular language rather than another.

2.7.2. Code Mixing

Code Mixing refers to the transfer of linguistic elements or words from one language to another or mixed together. CM is also a term which is studied in sociolinguistics, in CM the users who are multilingual or bilingual use different codes from different languages and mix them with other languages. This is a very common phenomenon in present days because of language contact, it generally takes place where the speakers and listeners understand more than two languages, in CM the speakers use words from other languages which is also known as lexical variation in languages.

For example:

- could you borrow me your pen من فضلك (Code Mixing between English and MSA)
- Yesterday I went to market and bought some vegetables, and des fruits (code mixing between English and French)

2.7.3. Types of Code Mixing

There are two different types of Code Mixing as follows:

- **Intra-Sentential Code Mixing** This kind of CM occurs within a phrase, a clause or a sentence boundary. For example:

The English teacher asked Lina "where is your book?" Lina said: "Sorry نسيته" Here what happened, the word "نسيته" was borrowed from MSA and adapted in the English class ("نسيته" means forget in English) maybe she did not know the exact word in the target language.

- **Intra-Lexical Code Mixing**

This kind of CM occurs within a word boundary involving a change in pronunciation. For example: The letter "p" in the word "psychology" is silent, yet due to a lack of phonetic conventions, most of the students spell it.

2.7.4. Code Switching And Code Mixing

Code Switching and Code Mixing are most important features and well studied speech processes in multilingual and bilingual countries. Many scholars claim that there is a distinction

between the two conceptions in reaction to this, while others argue that there is none. Several linguists have sought to define CM and its implications Amuda(1989), and Bokamba (1989), for instance the latter Bokamba (1989 in Ayeomony 2006) defines both concepts:

"Code-Switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech act...Code Mixing is the embedding of various linguistic units such as, affixes bound morphemes, words, unbound morphemes, phrases and clauses from a co-operative activity where the participant, in order to infer what is intended must reconcile what they hear with what they understand"(p.91)

Code-Switching and Code Mixing are two devices which can be considered as different manifestations

- Firstly CS is the ability to switch or change elements from one language to another. For example in English conversation the speaker changes or switches from English to MSA according to the function of the situation.

- On the other hand CM refers to the transferring of the linguistic units from one code to another, this transferring results in developing a new code of linguistic interaction.

2.8.Code-Switching in Algeria

Because of the country's long history of colonialism and invasion by other civilizations, scientific study and knowledge in Algeria are mostly conducted in Arabic, which has two variants (MSA and ADA), French, the country's second language, and English. As a result of the interaction between Arabic, French, and English, language phenomena such as bilingualism, borrowing and CS have emerged.

At all levels of Algerian society, CS is prevalent and can be found in any location distinguished by Arabic-French fissions. This phenomenon is the result of a long period of French colonialism for those who were generally monolingual, and this phenomenon appears in their daily lives within the conversation. Here some examples are provided from the Algerian society:

1. bsahtek la note de francais

/bsahtək lə nɔt də frɑ̃sɛz/

(Congratulation the mark of French)

2. Rani rayha la fac

/rani raiħə lə faik/

(I'm going to the faculty).

3. rani ntapé fi pc

/rʌni ntʌpi fə pesi/

(I'm typing on the lap top)

2.9.1. Code-Switching in EFL Classroom

Computer science (CS) has split ELT educators and policymakers. Contrary to popular belief, teachers should not be required to utilize L1 in EFL classes, even if the policy of monolingual education requires it (Cummins,2007). Teachers and students alike have a positive outlook on computer science (CS). For example, Lee(2010) found that the majority of secondary school students use English as a second language in his journal papers on Code-Switching in the classroom.

Computer use in the classroom is seen favorably by the majority of Malaysian English as a Second Language (ESL) instructors in his study. However, both professors agree that CS should only be used when absolutely essential, hence they recommend limiting its use.

More than two-thirds of the 299 EFL students studied by the researchers Ja'afar & Maarof (2016), published in April 2016, judged that their teachers' usage of computer systems in the classroom was improper. According to the author, "the data suggest that code switching is mostly used to facilitate teaching and learning." Teachers believe that Code-Switching is useful to the learning of a second language, especially for youngsters, when both the teachers and pupils have the same L1. (p.212) This investigation also found that instructors' CS had an impact on their students' emotional states. A survey of the students' responses found that their teachers' switch made them more comfortable. Lectures were less stressful for them since they were able to comprehend input in their own language (L2) (p.214) Qing (2010) also says that CS is useful since it helps students study in a good learning environment. Teachers in a 1999 poll of Spanish students in EFL classes overwhelmingly supported the use of CS in their classrooms. CS takes longer, according to the participants, so you have more time to work on your English or do other things. Despite this, it has been proven that CS is a learning experience. Switching back and forth between the teacher's native language and English is a clear indication of his inability to speak well. A speaker's inability to explain himself or herself in one language, so he or she changes to the other to compensate, is another possible explanation, according to Modupeola (2013). (p.93). Because of their inability to speak in L2, teachers had to move back to L1 in order to continue their conversation. Instructors may code-switch to their native language for a number of reasons, despite the fact that research and other advocate that English teachers should use English entirely in class and employ L1. Consequently, the term CS is used to describe instructors' alternative use of technology in this study. There are separate English and Arabic lessons within the English curriculum.

2.9.2. Function of Code-Switching in EFL Classroom

It has been connected to a range of functions [Suleiman,(2000),45?;11;6,7; Abdel Tawwab, 2014]. According to Abdel Tawwab, interlocutors may change topics, convince their audience, or express support for a certain social group (2014). According to Holmes(2000), "A speaker may switch" in her book " An Introduction to Sociolinguistics". Addressing the recipient in another language as an indication of shared ethnicity and group membership (p.35). Computer science (CS) may be used to introduce new concepts, clarify meanings and make comments, etc. in a formal context such as the classroom because the students' native language is more accessible and simpler to provide instructions into (Gumperz, 2005 1982a; Karen, 2003; Tien & Liu, 2006). It was revealed that teachers in Ibrahim et al.(2013sample)'s used Malay (students' L1) grammatical norms to explain English (the target language). The use of CS in EFL classrooms can also be used for a variety of other purposes, including as evoking strong emotions, performing repetitive tasks, changing the subject matter, and presenting new information or providing clarification on previously given instructions (Moodley,2007; Mattson& Burenhults Mattson 1999). Teachers usually express a wide variety of emotions in their native language (L1) (Al-Khatib, 2003). In Gumperz(1982b), instructors are said to use CS as a useful tool to communicate their feelings, create a happy atmosphere, or reduce the teacher-learner gap (Auebach,1993; Cook, 2001; Hughes, et al.;2006)

To cover linguistic gaps, such as a missing word in the target language, researchers have found that code-switching may be employed. Many terms were converted into new language by teachers in Qing's study, which she found to be surprising.

2.9.3. Teacher's Perspective on Code-Switching in EFL Classroom

From teachers perspective CS is viewed as helpful because the benefits it bring to classroom although teacher should risk other aspect the following extract proves this:

Thats the experience i realize that actually everytime i have to explain two languages she number of the slides i should give them reduce but i should do this because if i finish the material in doubt actualy i fail. When we look at the score of EFL learners but if i just give them not many they understand they can devlop by themselves later. So i prefer to give them the basic and then the concept and if they understand they read something else they can devlop by themselves. So for me the number of material is not important but they understand the basic , the foundation of this concept.

From the excerpt it shows that whenever teachers choose to employ CS in classroom they take the risk to reduce the number of presentation in order to ensure students understood the material, this perspective confirmed the support toward CS.

Conclusion

Code-switching in the EFL classroom has been examined in this chapter in an effort to understand why instructors and students move back and forth between English and Arabic (ADA, MSA) in the classroom, as well as to reveal the roles of moving back and forth between languages in the classroom.

Chapter Three

Research

Methodology

Data Collection and

Analysis

Chapter Three
Research Methodology
Data Collection and Analysis

Introduction

The process of collecting and compiling the data from the questionnaire and the interview is the primary emphasis of the present chapter. At the beginning of the article, a summary of language contact in the tertiary environment of Ibn Khaldoun University is provided. Additionally, it displays the use of questionnaires and interviews as methods for data collection.

3.1. Research Aims

This study's primary objective is to investigate the significance of incorporating computer science and foreign languages into the educational environment as a means of preventing a disruption in the process of teaching and learning. To put it another way, what it is going towards is

- ✚ Analysing and illustrating this sociolinguistic phenomenon which revolves around languages in contact that can be used in the EFL context in order to enhance the role of each language in the teaching foreign one (English).

3.2. Research Design & Methodology

In effort to retain a particular level of delicacy, the research sector carried out investigations in 2021 and 2022, respectively. The session had a total of 39 participants, including EFL students from high school and an interview held with two English teachers.

In order to teach the outcomes of linguistic contact, such as code-switching, diglossia, or borrowing, the teacher must transition between MSA, ADA, and French so that the students can understand these concepts in the context of Algeria. In addition, an instructor of translation, CS, and borrowing is necessary in order to make use of MSA and the language that is the focus of the study.

39 students studying English as a Second Language (ESL) have responded to the questionnaire, which is broken up into three pieces. We have provided translations in both English and Spanish for your reading and listening pleasure. It is necessary to do an analysis of the impact that this event has had on the ESL classroom, which consists of the teachers as well as the students, in order to acquire a comprehensive understanding of how severe this incidence actually is. A self-administered questionnaire is used to gather data from the surveyed participants. Students in the study's target demographic have already completed the

11-item survey. Most of the questions on the survey are open-ended or closed-ended choices. During the first phase of the survey, participants' gender and age are gathered. The second portion focuses on the variety of languages spoken by the informants. All participants were asked to answer a series of questions about the everyday language use in Algerian society, from code switching between ADA and French to the present day. The third one focuses on the languages that come into touch in a classroom. Informants were asked about the codes they use most frequently in class, or if they switch codes during the session and enable students to utilize other languages like MSA and French during the learning process, in this part of their interviews Informants were asked to provide comments on their experiences with languages in touch and how they felt about it in the final section of the survey.

There are a total of eleven (11) questions, some of which are open-ended and some of which are closed-ended. As a result of the significance of this linguistic phenomenon, both quantitative and qualitative studies were conducted in order to establish that this instructional approach is the most effective one for teaching EFL. In order to respond to the questions that only offer closed-ended options, it will need to check out the languages that they are fluent in or select "Yes" or "No." It is beneficial to utilize closed-ended questions since the responses can be given quickly and the data may be analysed with little effort. On the other side, the purpose of the open-ended questions is to gain a better understanding of the respondents' perspectives regarding the issue at hand. As a result, it incorporates both quantitative and qualitative aspects of the topic.

3.3. Population Sampling

The sample consists of both students and English teachers. Students represent the majority. The purpose of this is to ensure that the study is scientifically valid by making sure that it is representative of the population. There are many other reasons why these particular professors were chosen, but one of them is that these three languages are frequently taught together This is especially true at the undergraduate level in the faculty of Letters and Languages. According to what Cohen (2000) states, for the purpose of this study, *“a valid sample is very important as it represents the whole population in question”*. The study's sample consists of 39 English as Foreign Language (EFL) students and two teachers who made significant contributions to the researcher's knowledge of the phenomena while it was occurring in the classroom.

It would appear that the demographics of the audience that was targeted are diverse in terms of gender, age, and seniority, as indicated by the responses to three "filler questions" that were posed to the respondents.

3.4. Quantitative Method

Quantitative research has a significant emphasis on questions regarding the total number of items in the study, such as "how many are there?" The time has come to do a statistical study. In order to draw conclusions from an analysis, it is common practice to count or quantitatively evaluate a set of numbers. When conducting quantitative research, typically much larger datasets are involved, and statistically sound methods are applied to the analysis of this data. Quantitative data frequently provides what is known as a "macro" perspective because of the large number of samples that are involved.

For the purpose of counting and analyzing the decisions that participants in this study made, a questionnaire was employed as a quantitative research tool. Through a sequential data gathering procedure beginning with a quantitative one (a questionnaire), and concluding with the collection of qualitative data, qualitative and quantitative approaches are utilized to verify the scientific validity and reliability of the findings (interviews).

3.5. Qualitative Method

We employed the qualitative method to conduct an interview with two EFL teachers who are professionals in the field of linguistics in order to lend the study more credibility on a scientific level and to obtain a point of view that is wholly unique in comparison to the English and French points of view.

During the interview, you will be asked questions that are only partially structured. When conducting research in the social sciences, the method that is used most frequently is an interview that is only semi-structured. The participants are able to generate innovative concepts for the interview as a direct result of the interviewee's responses to their questions.

3.6. Data Collection and Analysis

The first data collection instruments for this research, including a questionnaire, are sent to the EFL students; this includes a questionnaire. Whereas a questionnaire and semi-structured interview were used for the EFL teachers' interview.

3.6.1. EFL Students' Questionnaire Analysis

The questions in this questionnaire are presented as follows:

Section one: Informants' Personal and Professional Data

Question 1: The Participants' Gender (male/female)?

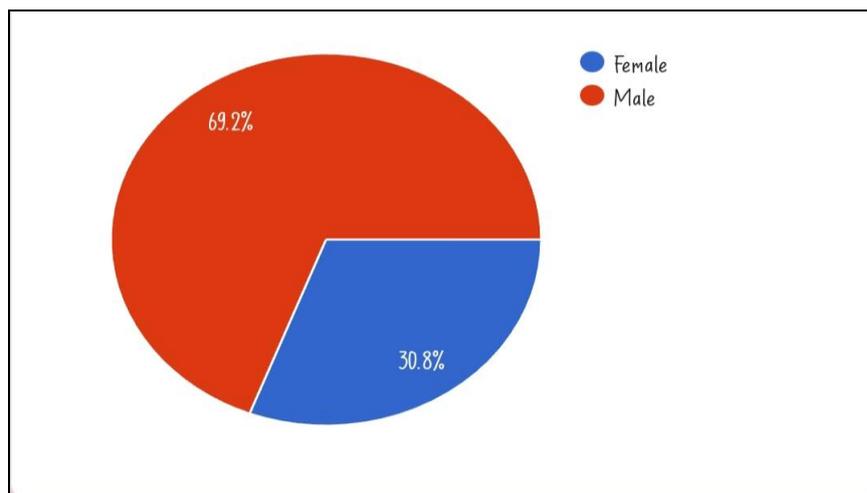


Figure 01: the distribution of the participant's according to gender

The majority of the participants were males with a percentage of 69,2% , while females with 30,8%, because males are curious about knowing the context of the research more than females.

Question 2: The Participants' Age?

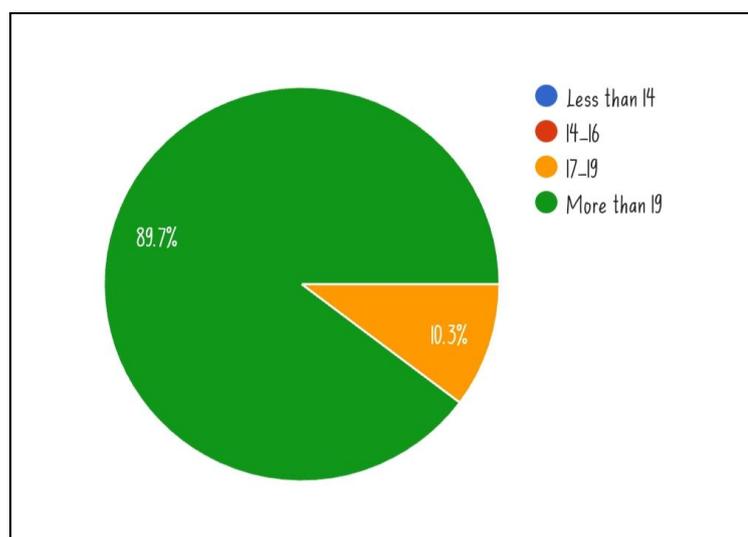


Figure 02: representing the age categories of the participants

The age of the participants varies from 17 to 20 years old .The age category that participated more was more than 19 years old with a percentage of 89,7%. As for the other age between 17 and 19 years old with a percentage of 10, 3%. Percentages are represented.

Section Two: *Information's Reflection on Foreign Language Use.*

Question 3: How many languages do you speak well?

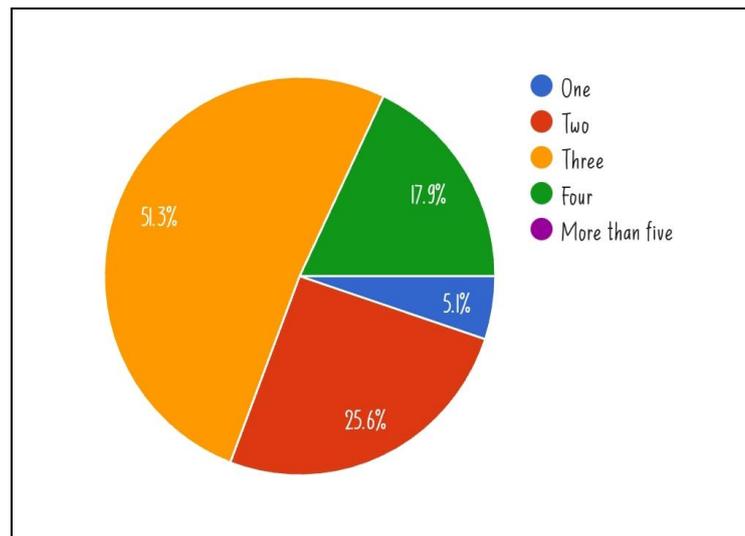


Figure 03: representing the percentage of participants' language use

This question is intended to survey the participants concerning the amount of languages they are fluent in besides their mother tongue. This question demonstrates that most of the participants are multilingual as they are likely to code switch when they interact.

Question 4: Which language have you used mostly in your Primary and Middle school classes?

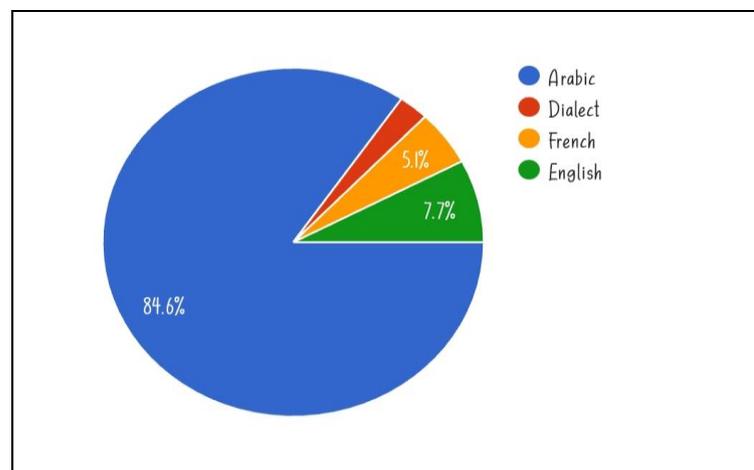


Figure 04: depicting responses to questions on the most commonly utilized languages and languages types in elementary and middle school classes.

The survey subjects were asked then to provide information about the language varieties that they utilized most frequently in elementary and secondary school. According to their responses the majority claim that they use Arabic with a percentage of 84,6%.5,1% use French .2,6% use dialect and finally English used with 7,7%

Question 5: It is appropriate to use Arabic during English classes?

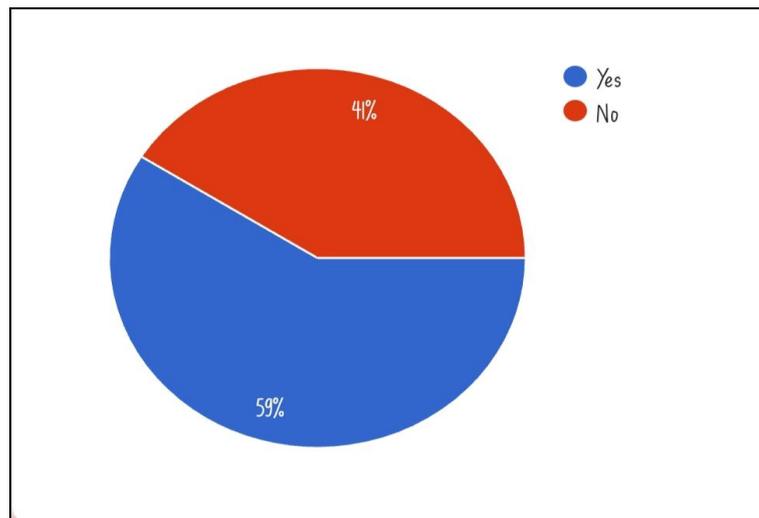


Figure 05: demonstrates the usage of Arabic in English classes

In fact, this question has been answered by all the participants, as it is devoted to know whether they prefer using Standard Arabic in addition to English in EFL classrooms or not. A total of 59 % consented to use Standard Arabic, but 41% said that they tend to use this language in such contexts because could not understand English. The results are presented in the table 3.5.

Question 6: Where is English used? 1. Inside classroom/ outside classroom

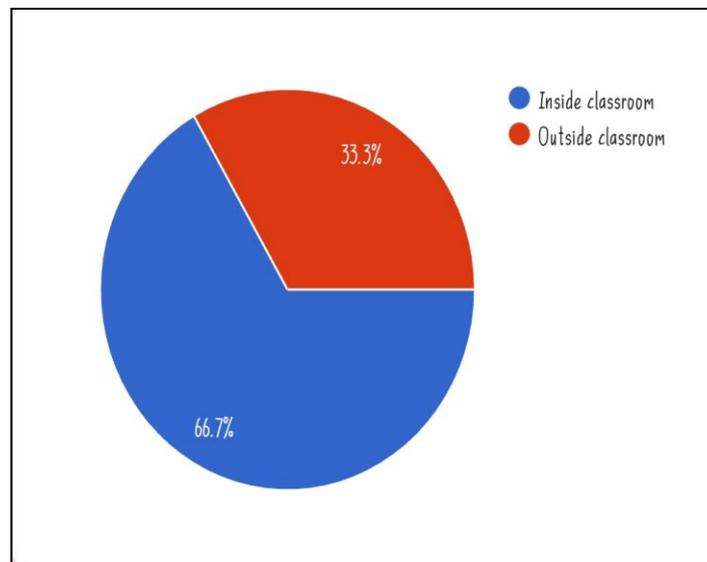


Figure 06: representing the usage of English outside and inside classroom

Question 7: What is the most effective technique to explain tricky English words?

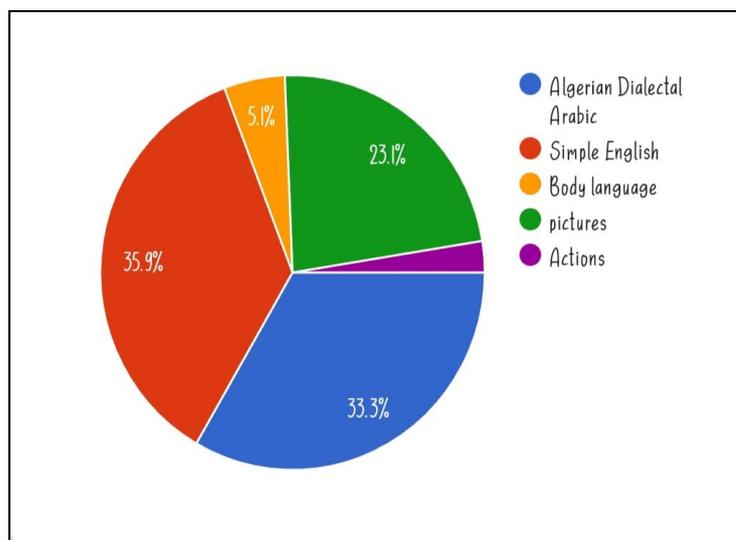


Figure 07: Explanation techniques for problematic English

The main purpose behind asking such question is to determine the most effective strategies used by EFL students to clarify some difficult words in the English lexis. Hence, the majority of them (35,9%) agree that using simple and the most commonly used English words is the most effective strategy to explain certain tricky words in the English language

Question 8: Do you think that Arabic is useful to learn the English language?

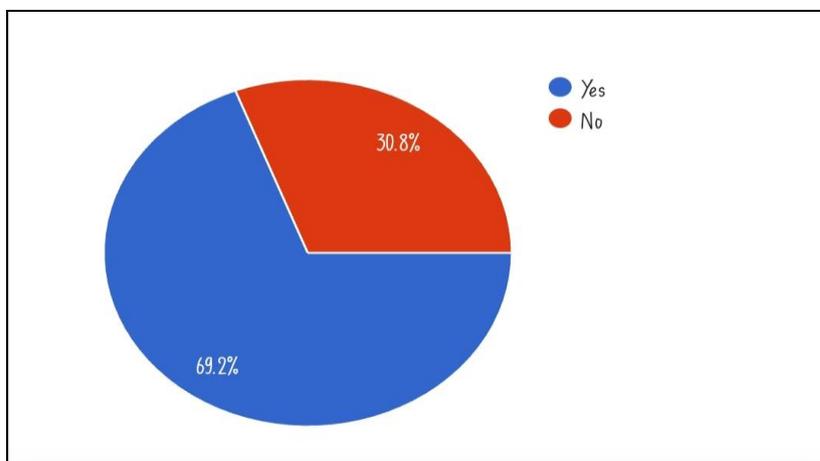


Figure 08: represents students answers.

The majority of the respondents (69, 2%) believe that learning English through Arabic is beneficial. Then there are 30, 8% are not .

Question 9: How often do you code switch during EFL classes?

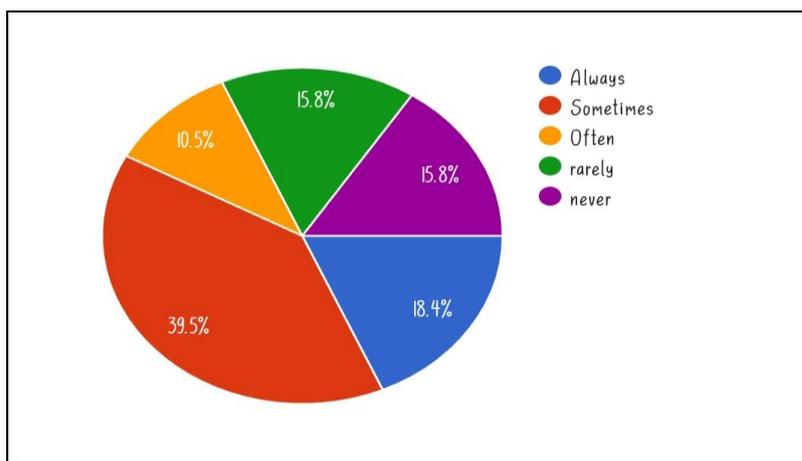


Figure 09: The frequency of using another language variety in an EFL context.

This question seeks to measure the extent to which students make use of another language variety instead of English in an EFL classroom ;The results in table 09 as well as figure 09 above show that EFL learners tend to use another language varieties to a great extent in EFL contexts.

Question 10 : What incites you to use Mother tongue while speaking in?

No similar words in English
Did not know the right word in English
filling the lexical gap
Easier to speak in your own language
To avoid misunderstanding
To convey intimacy
To have privacy
To avoid interruption of communication

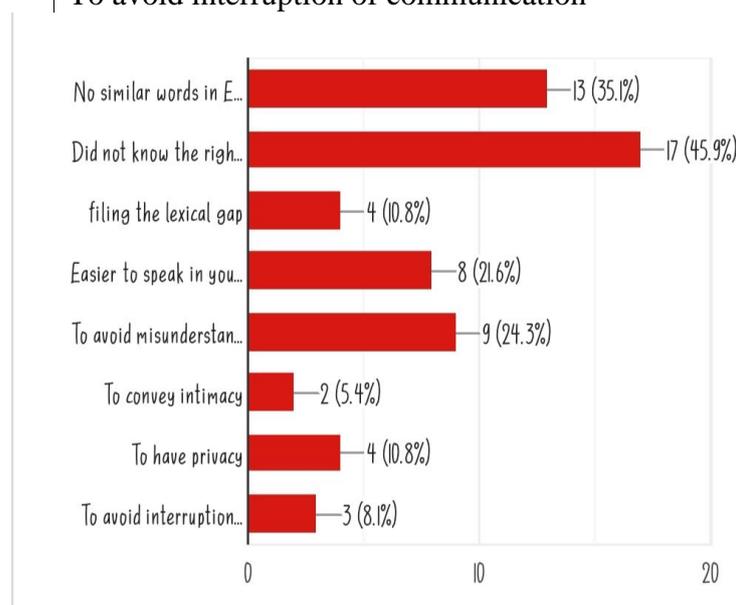


Figure 10: represents the purpose of using code switching by EFL students.

This question which is multiple choice in type, attempts to identify why EFL students code

switch between codes more. The results demonstrates that learners mostly code switch when they did not know the right word or when there is no similar word in English and to avoid misunderstanding.

Question 11: What could you suggest or recommend to eschew code switching in EFL classrooms?

As far as the tenth question is concerned, the participants were asked to provide any suggestions to eschew the phenomenon of code switching in EFL classrooms. This question has received 17 responses out of 39 from our participants. Their major views are summarized as follows:

To educate and use English at a very young age ,precisely From the first year classes in primary schools so that to acquire a solid knowledge base in the English language.

To put the English language into practice in real life situations not just in educational contexts.

Using an appropriate code and avoid all the problems that may prevent the learner from acquiring and understanding English language.

Position yourself around people with whom you can let your guard down.

Developing students' vocabulary repertoire in the English language is a must.

Using particular audio-visuals aids may be more helpful than code switching, since learners would become more motivated to learn English better using CS this could be done only by using audiovisual aids.

Incorporating both simple English expressions and body language is compulsory in avoiding misunderstanding and clarifying intentions.

Using simple English words to explain those difficult ones.

Using illustrative pictures instead of switching to the mother tongue variety.

Using easy phrases and synonyms instead of entering other languages, as well as accustoming students to using dictionaries and individual research in case they encounter difficult words because the more you search for an idea the more it takes root in your mind.

3.7. The Interview Analysis

As a matter of fact, the interview was administered in English language with the cooperation of two English language teachers at high school. The interview consists of 7 questions that were designed for purely sociolinguistic purposes. Generally speaking, this research instrument aims at deconstructing the mechanisms of language contact; particularly investigating the use and impact of code switching/mixing phenomenon in EFL contexts.

Question 01: How would you define Code-Switching using your own words?

This question seeks to reveal the teachers' perspective towards this contact-induced phenomenon. In fact, both of the interviewees answered that code switching refers to the use of two or more linguistic varieties in the same conversation and they consider it as an effective communicative tool.

Interviewee 01: *“Code switching is the use of two or more linguistic varieties in the same conversation, and it is a powerful tool for communication between people. It helps us to convey a thought and it has also some positive effects on student learning and can be beneficial.”*

Interviewee 02: *“It is using more than one language when speaking.”*

Question 02: What is your attitude toward such linguistic phenomenon?

The data shows that teachers have positive attitude toward CS in EFL classroom because they think that it helps them to convey certain thought. In view of the teachers responses, code switching so bears some positive effects on students' communicative skills and boost their learning; standing on the fact that are not English native speakers.

Interviewee 01: *“It helps us convey a thought and it has also some positive effects on student learning and can be beneficial”.*

Interviewee 02: *“I think that such phenomenon happens because our learners are not native speakers; I mean English.”*

Question 03: Whenever you face a difficulty in delivering a piece of information to your students, do you usually switch from one language variety to another?

a) If yes, do you find this process useful?

b) If no, what do you resort to avoid communication failure ? A closer look at the data indicates that the main reasons that push teachers of English to code switch inside the classroom is to avoid misunderstanding in communication, and to clarify an important piece of information due to the lack of audio-visual means. Besides that, it seems that they switch back and forth during their English session because, according to their answers, they find it useful for them to. Moreover, they have highly recommended the frequent use of gestures, equivalent words, and new vocabulary in order to make EFL learners' learning process easy to avoid interaction breakup in class.

Interviewee 01: *“yes, I do”*

a) If yes, do you find code switching useful?

“Code- switching is useful to avoid misunderstanding in communication and to clarify important information that cannot be explained in one language or code. So, it is clear

that through the code-switching practices, EFL learners could be able to express their meaningful message or sense of the classroom as bilinguals”

b) If no, what do you resort to avoid interaction break?

“Go over new vocabulary before lessons, readings, etc. by writing phrases on the board. Incorporate gestures and visual aids to make my meaning clear without lapsing into the native language. When the students have already encountered the vocabulary, they will learn and absorb it more efficiently in the context of a learning task.”

“Use the target language consistently so they find it easy to understand and absorb new words. The more they hear the language, the more students will feel confident about reproducing it.”

Interviewee 02: *“Yes I do; especially because of lack of audio-visuals means.”*

a). If yes, do you find code switching useful? *“Yes, most of the time.”*

b). If no, what do you resort to avoid interaction break? *“We sometimes use gestures, equivalent words...etc”*

Question 04: Have you ever noticed this phenomenon in your students’ interactions during their English session? If yes, how often?

As far as their replies to this question are concerned, both of the interviewees noticed that EFL learners switch from one variety to another during the English session, and they have reported that it is useful for them to convey their messages clearly, explain their thoughts, and fill in the gaps for the most part.

Interviewee 01:

“Yes, they sometimes switch from one language variety to another.”

Interviewee 02:

“Yes, they always do, because they do not have much vocabulary.”

Question 05: Do you think that code switching is helpful for students to learn English?

The findings show that both interviewees think that CS is helpful for EFL learners in their learning process.

Interviewee 01:

“Yes, it is helpful for them”.

Interviewee 02:

“Yes, in my opinion code switching is a helpful tool for students.”

Question 06: To what extent can CS negatively and/or positively affect the learning of English?

The results obtained from the interviewees answers demonstrate that the

implementation of CS in EFL classroom could to some extent effect negatively on the learners' learning process. In this respect, they mentioned that:

Interviewee 01:

“Code-switching provides students with opportunities to communicate and enhance their understanding.”

“The negative aspect of code-switching is miscommunication and misinterpreting what has been said. This could lead to a teacher being offensive to learners if a phrase or sentence is used incorrectly and thus diminishing the professional relationship between students and teachers.”

Interviewee 02:

“ Later students will be confused and will find difficulty to express them sing only one language.”

Question 07: When your students switch from one variety to another in order to fill in the speaking gaps , for example shifting from English to ADA, how do you react?

As predicted, the finding have revealed that interviewee tend to react differently when their students switch from one variety to another The first interviewee responded by saying :
“yes, I accept.”

“Code-switching provides students with opportunities to communicate and enhance their understanding.”

“The negative aspect of code-switching is miscommunication and misinterpreting what has been said. This could lead to a teacher being offensive to learners if a phrase or sentence is used incorrectly and thus diminishing the professional relationship between students and teachers”.

As for the second interviewee, this latter seems that they do not really like it when her students code switch in view of her answers.

a)” *I do not really like it, I would be pleased if they use only English in class and I am sure if I asked them to they would not do it”*

3.8.Discussion of The Main Results

From the collected data of this study, it is clear that Code-Switching it is a communicative strategy, it helps to keep the continuity and fluency of the communication process. Because of the educational background of the students using two languages at the same time has become natural and unpredictable. The learners are all conscious of what they are communicating, they use different codes with different contexts successfully. As a result CS could be considered as an effective approach used by student inside classroom.

Conclusion

The current chapter was devoted to the analysis and discussion of the main research findings obtained through the survey tools. It tackled the issue under study from the perspective of students as well a teacher concerning the use of code switching within EFL contexts , then presenting the research tools used in gathering data. The last part dealt with the analysis of both qualitative and quantitative methods used in the research in order to present and discuss the major findings. The analysis of the results revealed that CS in classroom occurs for different reasons such as, to avoid misunderstanding, filling the lexical gap, no similar word in English and lack of vocabulary.

Limitations and recommendations

Research may face many difficulties like any other and just like this case. The first and foremost, was the lack of references especially on this topic. Second, time constrains which sort of hindered the obtaining of further results. Also difficulties were in the practical part because the respondents did not give relevant answers to some questions especially when they were asked to comment on the answer. It would be a pleasure for the researcher to make further research since the phenomenon of CS is interesting and attracts attention within Algerian communities, because whenever one learns an extra language it will lead them to switch automatically.

- ✚ Students' lack of responses
- ✚ Time restriction
- ✚ Lack of sources

General Conclusion

General Conclusion

General Conclusion

This research was conducted with the intention of examining how the use of several languages by EFL learners differs from class to class. The interaction of languages has led to the development of a wide variety of linguistic phenomena. Among these phenomena is code-switching, which has been investigated in the current study.

The primary objective of this attempt was to place more of an emphasis on CS in secondary schools among EFL students. The fundamental objective of this endeavor was to provide an answer to the research question, and the findings have shown that learners switch codes for a number of reasons, including to avoid misunderstanding and to fill in the lexical gap. In addition to the absence of terminology, this is considered as a vital role to the continuation of an uninterrupted flow of communication.

The investigation was broken up into three chapters: the first and second dealt with theoretical concepts, and the third focused on practical applications. This was done to make the material more easily digestible and to give a comprehensive picture of the objectives. The first portion presented an overview and identified numerous aspects related with the notion (diglossia, code-switching, and borrowing) by presenting multiple explanations from various theorists. This section also provided an outline of the notion. This section will describe the reasons why code swapping is an issue in Algerian English as a Foreign Language schools.

The final one was totally empirical, with answers provided by 39 randomly selected students. For the study's final conclusions, data was evaluated to corroborate the premise that bilinguals use separate languages when necessary to explain a concept that does not have a direct equivalent in the other language. As a result, we've noticed that students who take more than two foreign languages tend to code switch more frequently, and we attribute this to the growing number of bilinguals who are promoting the Code-Switching phenomenon.

It is likely that the study has certain limitations due to practical concerns, such as a lack of relevant responses from participants, particularly when they were asked to comment on an answer. However, it is feasible that these restrictions do not affect the overall findings of the study.

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LEARNING AT TWO SCHOOLS IN SIBBINDA CIRCUIT Naha

The study of Code-Switching/ Mixing in Algerian Universities: Case of Master One English
Students in Mostaganem (Ms.MESSILITI Hayat 2016/2017).

Appendices

Appendices

Appendix I

Dear participants,

This survey is planned for an endeavor for a Master dissertation. Its purpose is to investigate the motivation behind code-switching and mixing on English language learners: Secondary School Learners. Therefore, you are kindly requested to answer this questionnaire. Your cooperation is highly appreciated.

When answering, please put a tick ✓ for the selected answers

Section One: Informants' Personal Data

Question 1: Gender

Female Male

Question 2: Age

Less than 14 14-16 17-19 More than 19

Section Two: Informants' Reflection on Foreign Language Use

Question 3: How many languages do you speak well?

One Two Three Four more than five

Question 4: Which language was mostly used in your Primary and Middle school classes?

Arabic Dialect French English

Question Item 5: Is it appropriate to use Arabic during English classes?

-Yes

- No

Question Item 6: Where is English used?

Inside Classroom Outside Classroom

Question 7: Which of the following options do you think is the best way to explain the difficult English words?

Algerian Dialectal Arabic

Simple English

Body language

Pictures Others

Appendices

If others, would you cite them please?

Question 8: Do you think that Arabic is useful to learn the English Language?

Yes

No

Question 9: How often do you code switch during EFL classes?

Always

Sometimes

Often

Rarely

Never

Question 10: What incites you to use mother tongue while speaking in?

No similar words in English	
Did not know the right word in English	
filling the lexical gap	
Easier to speak in your own language	
To avoid misunderstanding	
To convey intimacy	
To have privacy	
To avoid interruption of communication	

Question 11 : What could you suggest/ recommend to eschew code switching in EFL classes?

Thank you for your cooperation

Appendix II

The semi-structured interview is designed for purely sociolinguistic purposes. It aims generally at deconstructing the languages in contact, and investigates particularly on Code

Appendices

Switching phenomenon and its impact on EFL classes.

1- How do you define Code-Switching in your own words?

2- What is your attitude toward such linguistic phenomenon?

3- Whenever you face a difficulty to deliver the information to your students, do you usually switch from one language to another?

a) If yes, do you find this code switching useful?

b) If no, what do you resort to avoid interaction break?

4- Have you ever noticed your students switch from one language to another during their English sessions? If yes, how often?

5- Do you think that Code-Switching is helpful for students to learn English?

6- To what extent can CS affect negatively or positively students' learning process?

7- When your students switch from one variety to another in order to fill the gap in the conversation, for example, shifting from English to ADA, how do you react?

b) Why?

ملخص

الأفراد الذين يتعلمون / يستخدمون أكثر من لغتين غير لغتهم الأم لديهم ميل أكبر للمزج اللغوي في كثير من الأحيان. عندما يكون مطلوبًا شرح المفاهيم التي لا يمكن ترجمتها مباشرة إلى اللغة الأخرى ، سيستخدم الأفراد ثنائيو اللغة كلتا اللغتين للقيام بذلك.

الكلمات المفتاحية: اللغة العربية، خلط اللغات، تناوب لغوي، اللهجة، اللغة الإنجليزية، الاحتكاك اللغوي

Summary

Students who talk more than two foreign languages tend to code switch more frequently. Bilinguals use separate languages when necessary to explain concepts that do not have a direct equivalent in the other language.

Keywords: Arabic, Code-mixing, Code-switching, dialect, English, language contact

Résumé:

Les personnes qui apprennent/utilisent plus de deux langues autres que leur langue maternelle ont une plus grande propension à changer souvent de code. Lorsqu'il est nécessaire d'expliquer des concepts qui ne peuvent pas être directement traduits dans l'autre langue, les personnes bilingues utiliseront leurs deux langues pour le faire.

Les mots-clés : Arabe, Code-mixing, Code-switching, dialecte, anglais, contact linguistique