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The Investigation of Code-Switching Impact on Learning English Language at the University. Case Study: Licence and Master Students of English

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DEDICATION

We dedicate this work to those whom we most love in life for their endless love, our respectful parents and to my father's soul "Saidoun Mustapha", and to my grandfather's soul "Chouai Mohamed". To our lovely sisters and brothers. To our best friends particularly: Sidahmed, Khaoula, Iman and Amel, and all who guided us to achieve this dissertation.

Abstract

This dissertation tackles the topic of "The Impact of Code-Switching on Learning English Language at the University. Case study: Licence and Master Students of English". The purpose of this research paper is to disclose how some cultural and historical factors affect the Algerian dialect and lead students to switch between their vernacular speech, Arabic, French and English. So, to reach the objective of that study, three hypotheses have been established. Firstly, the Algerians have their own dialect, language, traditions, and culture as French language; they also borrow vocabulary from Spanish, Turkish and Berber. These languages are the heritage of the colonialism. Secondly, the Algerian University is a large space that combines different students from different regions in Algeria. Hence, this combination causes the code-switching phenomenon. However; to answer the third question, it could be said that Algeria has a lot of linguistics varieties. Consequently, the Algerian people are capable to mix between different language and each language represents a culture. The majority of the results reveal the same hypothesised reasons that lead students to switch between, Arabic, French and English hence, this phenomenon has an impact on the language acquisition and understanding.

Keywords: Code-switching, Impact, Dialect, Learning, Switch

RESUME

Ce mémoire aborde le sujet de « L'influence du changement de code sur l'apprentissage de la langue anglaise à l'université. Étude de cas : Étudiants en licence et master d'anglais ». Ce document de recherche est construit pour révéler comment certaines historique et cultural facteurs qui affectent le dialecte algérien et amènent les étudiants à basculer entre leur discours vernaculaire, l'arabe, le français et l'anglais. Ainsi, pour atteindre l'objectif de cette étude, trois hypothèses ont été établies. Premièrement, les Algériens ont leur propre dialecte, langue, traditions et culture comme la langue française et quelques mots d'espagnol, de turc et de berbère. Ces langues sont l'héritage du colonialisme. Deuxièmement, l'Université algérienne est un grand espace qui regroupe différents étudiants de différentes régions d'Algérie. Par conséquent, cette combinaison produit le phénomène de changement de code. Cependant; pour répondre à la troisième question, on pourrait dire que l'Algérie a

beaucoup de variétés linguistiques, pour cette raison, le peuple algérien est capable de mélanger entre différentes langues et chaque langue représente une culture. La majorité des résultats révèlent les mêmes raisons hypothétiques qui conduisent les étudiants à basculer entre l'arabe, le français et l'anglais, ce phénomène a donc un impact sur l'acquisition et la compréhension de la langue.

Mots-clés : L'alternance-codique, Impact, Dialecte, Apprentissage, Commutateur

الملخص:

تتناول هذه الرسالة موضوع "تأثير التناوب اللغوي على تعلم اللغة الإنجليزية في الجامعة. دراسة حالة: طلاب الليسانس والماستر في اللغة الإنجليزية ". هدفنا من وارد هذه المذكرة هو الكشف عن بعض العوامل التي تؤثر على اللهجة الجزائرية و تؤدي إلى التناوب اللغوي بين العامية و الفرنسية والإنجليزية من طرف الطلاب. لذلك ، للوصول إلى هدف تلك الدراسة ، تم وضع ثلاث فرضيات. أولاً، للجزائريين لهجتهم ولغتهم وتقاليدهم وثقافتهم كلغة فرنسية وبعض الكلمات من الإسبانية والتركية والبربرية. هذه اللغات هي تراث الاستعمار. ثانيًا ، الجامعة الجزائرية مساحة كبيرة تجمع طلابًا مختلفين من مناطق مختلفة في الجزائر. ومن ثم ، ينتج عن هذا المزيج ظاهرة تبديل الشفرة. لكن للإجابة على السؤال الثالث، يمكن القول أن الجزائر بها الكثير من التنوعات اللغوية، ولهذا السبب فإن الشعب الجزائري متمكن على المزج بين لغات مختلفة وكل لغة تمثل ثقافة. تكشف غالبية النتائج عن نفس الأسباب المفترضة التي تدفع الطلاب إلى التبديل بين العربية والفرنسية والإنجليزية، وبالتالي فإن هذه الظاهرة لها تأثير على اكتساب اللغة وفهمها.

الكلمات المفتاحية: التناوب اللغوي، التأثير، اللهجة ،التعلم، التبديل

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GENERAL INTRODUCTION

People who master different languages in a bilingual society always make an effort to use various languages in expressing their ideas and thoughts freely. They may struggle to convey it in particular language because the lack of vocabulary. We can say that the code-switching is a linguistics phenomenon that can occur in a bilingual community as Algeria. One of the most common reasons of code-switching is making others understand what is not entirely known, for example; in some cases we are obliged to clarify a word, expressions or terms in another language since our partner lacks enough vocabulary to comprehend our discourse.

It should not be forgotten that in the history of Algeria a lot of factors had found to build the structure of the Algerian society such as; its culture, identity, its traditions, thoughts, beliefs, dialect and language. The Algerian linguistics had been created because of several processes of colonization and invasions as Spanish, Arabs, Ottomans and French. Berber as the origin race of the North African countries is another factor that played an important role in the establishment of Algerian accent because it is mixed by the Arab language, Spanish, French language, and also the English in the period of globalization. As a result; these languages had been combined and mixed to produce the vernacular speech of Algeria. Eventually, many Algerians from different cities deal with the code-switching phenomenon because they are influenced by different culture that affects their speech and lead them to switch and mix between many languages in one. Code-Switching plays a necessary role in presenting the Algerian dialect. In Algeria the Arabic is the official language in the country, Berber was formalized in 2016 in the Algerian constitution, and French is a language that inherited from colonialism. In this master thesis, we focus on how Code-Switching affects the student's communication at the university. Our research study focuses on “The Impact of Code-Switching on Learning English Language at the University. Case study: Licence and Master Students of English”.

Objectives of the study

The main aim of this study is to investigate the Impact of code-switching on Learning English Language at University, Affecting students' skill of speaking, and to what extent code-switching improve student's level in language performance. In addition, knowing the real cultural background that led the Algerian students to switch between languages. Another aim is to identify the types of code switching, and determining its functions.

Statement of the problem

Many linguists were debating about the Impact of code-switching, and its affect on learning languages. Scholars argue that code-switching help the learners of English language. However, some of them shared different points of view.

So, from that concept the following questions have been asked:

1. What are the cultural and historical factors that push Algerian students to switch between their dialect, French Arabic and English?
2. Does code-switching help learning the language or hinder the learning?
3. Does the cultural diversity in Algeria lead to the emergence of t
4. he Code-Switching between students at the University?
5. What does code-switching reveal about the Algerian context?

Hypotheses:

- The Algerians have their own dialect, language, traditions, and culture as French language and some words from Spanish, Turkish and Berber. These languages are the heritage of the colonialism.
- It helps students because they are influenced by their dialect. They switch between more than two languages when they are learning.
- The Algerian University is a large space that combines different students from different regions in Algeria. Hence, this combination produces the code-switching phenomenon.

- To answer the fourth question, it could be said that Algeria has different linguistics culture, for that reason, the Algerian people are capable to mix between different language and each language represents a culture.

In that thesis we are motivated to know how Algerian university students use the code-switching between Arabic, French and English language at the English department. To achieve this study, the following dissertation will be composed into four chapters; the first theoretical part will tackle the debate of Algerian Dialect. In the second theoretical chapter we will treat the Code-switching and Its Types. Chapter three is the analytical part that discusses the results of the questionnaire and the experiment. We will follow the manual technique to count the percentage of each result which means we are going to classify the repeated answers in designed tables and present the analysis in graphs or pie-charts. As for the fourth chapter, it dealt with the problems and the limitations and the recommendation. Then, we presented the general conclusion of the study, its references and appendices.

CHAPTER 01

Introduction

The first chapter is considered as a starting point of our research paper. Through this theoretical part some fundamental elements will be defined such as; the concept of cultural language diversity in Algeria, the linguistic diversity in Algeria and the impact of the English language on the Algerian dialect. Some circumstances will be treated to demonstrate how the Algerian people integrate several languages in their speech.

1.1 Dialect

The distinction between 'dialect' and 'language' was born of the influence that Greek culture had over other cultures, since in Ancient Greece this distinction came about in the face of the number of distinctly different varieties of writing that were in use at the time. (Adil Moustaoui, 2017, p. 49).

1.2 Algerian Dialect

Algeria is considered as an Arab country which contains a cultural diversity and a sophisticated linguistic system. For that reason, the Algerians frequently mix up some terms of different foreign languages in their conversation such as Arabic, Berber as well as French words due to the French colonization which lasted almost a century and a half. So, Arabic is the official language in Algeria as it is revealed in the following Solomon's speech:

Although Algeria is multicultural, and 27 per cent of its population is composed of the indigenous Amazigh, throughout its post-independence existence Algeria has defined itself as a purely Arab state and pursued a policy of Arabisation. As a result, under Article 3 of Algerian Constitution, Arabic has been institutionalised as the only Algerian language. (Solomon, 2012, P. 43).

As it is known Algeria is a multilingual society and its dialect is considered as a combination of many languages as Arabic and Tamazight which is the original tongue

before the emergence of the Arabs community. Amazighs or Berbers are the original people in the region of North Africa. Some historical sources claimed that Berbers were scattered tribes in every region in Africa. They integrated with different nations as Egyptians, Phoenicians, Arabs and Muslims civilization. Galand explains in that quote "*Before the coming of the Arabs to North Africa in the 7th century, the Berbers were dominating the area from the Atlantic to Egypt."* (Galand, 2010, as cited in Abdelhamid Bessaid, p.110)

Definitely, the Berber community which was dominating the region were adapted with the Arab Muslims who came to North Africa in the period of Islamic expansions. The analysis refers that the integration between Berbers and Arabs created the language contact which means these nations exchanged new culture between them (Arabs and Berbers), new traditions, new beliefs, thoughts and even languages. They start borrowing words from Arabic and use it in Tamazight to produce what we call it the code-switching that means the capacity of using more than two languages in one sentence. So, Galand clarifies the origins of North Africa before the existence of Arabs, however; Abdelhamid. B explains in details the various regions that speak Tamazight dialect:

The Arab invasions and propaganda of the Arabic language led to radical changes to the linguistic situation in this region of the world. For some centuries, Arabic did not reach to replace Berber, and mainly Tamazight varieties in the north of Algeria. But, today, 25% of the Algerian population learn and exercise Tamazight (about 9.5 million inhabitants out of 42) distributed throughout Algeria. In the eastern part of Kabyle, in the west of Algiers, and the capital city of 'Chenaoua,' Algiers, Beni- Mezab in the southwest, Awras, and in many other parts of the west of Algeria; Ain Safra. This unfair distribution of Berber dialects affected communication between speakers of these dialects across Algeria's vast borders consequently. (Abdelhamid Bessaid, p.110).

Abdelhamid.mentioned several places in Algeria that communicate Tamazight dialect as the West of Algiers capital, great Kabily, some regions of Sahara as Bni M'zab.

In other words, the Algerian society also deals with the French language which is considered as a language of colonialism. Many Algerians today master the French language and integrate it in their vernacular speech. Arabic, French and Tamazight represent some historical factors that push the Algerians to deal with them and mix up these languages in one sentence, expression or conversation. Depending to Halley Brown, he says:

Following independence, Algeria entered a period of instability and economic hardship leading to a wave of immigration to France. Algerian citizens, many of whom were francophone and understood French culture as part of their lives. (Haley Brown, 2018, p. 6).

In this concept, it is disclosed that the Algerians migrated to France because their economy after the independence of Algeria was weak and instable. Likewise; those who went to France they mastered the French language because they inherited it from the colonialism, so, they can understand the French culture and their way of life. These historical circumstances compelled the Algerians to deal with different languages and switch between them to produce the Algerian dialect. Some nations find difficulties in understanding the vernacular speech in Algeria because of their linguistic diversity. Abdelhamid declares:

There are four forms of Arabic language in the Arab world: Classical Arabic (CA), Modern Standard Arabic (M.S.A.), the Elite's Arabic (a kind of 'pure' Arabic) used among intellectual people, and dialectal Arabic. The combination of these linguistic forms led to the overlap with extra/ extraneous factors, which themselves gave a new term called 'Disorientation linguistic deficiency/ handicap.' These figures put altogether give a scholar an image of the difficulty of describing the language panorama in Algeria. (Abdelhamid Bessaid, 2020, p. 106).

The quotation above confirms that some people cannot understand the Algerian dialect because every region has its own vernacular speech as they live in the Algerian capital, the east of Algeria, the inhabitants of the eastern borders of Algeria, and the same for

the western border areas of Algeria and the inhabitants of southern Algeria. These differences (rich linguistics) make others from different countries unwilling to understand the Algerian dialect. He adds that Arabic in Algeria is known as the language of national identity "*Muslims in the cities gave great impetus to literary writings in the sense that the linguistic issue in Algeria was politicized in contemporary history. The Arabic language was used as an umbrella of national identity".* (Abdelhamid Bessaid, 2020, p. 109).

The Algerian dialect is a very fundamental for the integration of Berber words with Arabic words and French. So, the Berber language refers to the Algerian identity before the invasions of Arabs and French colonialism. Hence, these factors influenced the Algerian dialect and create the different types of code-switching.

1.4 Cultural Language Diversity in Algeria

In Algerian dialect there are a set of cultural factors that play a necessary role in the creation of the language. This field studies the development of human languages relating to some reasons or aspects. As we recognize, linguistics is also the study of phonetics, phonology, morphology, syntax and semantics. Likewise, it tackles the history of all spoken languages in the entire world. Susan and Lamont define linguistics as:

The scientific study of language, and as such it aims to view language objectively in order to answer a broad range of questions contributing to our general knowledge of human language, including its structure, its use, and its place in society. Linguistic research can be theoretical or empirical, qualitative or quantitative, and the field as a whole is highly interdisciplinary, as can be seen in the variety of subfields that exist, such as structural linguistics, cognitive linguistics, historical linguistics, computational linguistics, and the area that this book concentrates on sociolinguistics, which investigates the interaction of language and society. (Susan Tamasi & Lamont Antieau, 2014, P. 4).

To discuss that concept, it can be said that the study of language tries to deal with language in an objective way as it is shown in the speech above. So, Susan and

Lamont reveal that linguistics analyses the language use and structure. Overall, the linguistics diversity means the use of several languages and switching from one language to another easily. Depending to Nettle's concept of linguistics diversity, he says that "*Linguistic Diversity is a case in point, defining linguistic diversity as the total number of language."* (Nettle, 1999 as cited in Dave Sayers, 2017, p. 37). Needless to confirm that all the spoken languages in the world change by time relating to some reasons and conditions. One of the most important circumstances that lead the language to change throughout history is the human discoveries and inventions, also the process of travelling to different countries especially; the process of migrations or the period of colonization that emerged in various continents as Africa, the Middle East and Asia. Hence, these factors are the direct reason of new vocabulary and the creation of new words in the dictionary of any language. Basing on that concept:

All languages change through the course of their lifetimes, and these changes constitute natural processes that occur in all languages, and at every linguistic level. (Susan and Lamont, 2014, P. 10).

Certainly; the explanation above confirms that languages can be affected by many natural circumstances. The language change is related to the change in society as technological ways, new style of life or new inventions. From that concept; there is a big relationship between linguistics diversity and language variation. According to Dave Sayers:

Linguistic diversity is complicated. It involves two main elements: a headcount of "languages", plus variation and variability within and between them. (Dave Sayers, 2017, p. 35).

It means that people use in their speech more than two languages comprising variation and variability which shows that a set of several words from different languages are used in a sentence or conversation to produce a special dialect. For example; some speakers borrow terms or expressions from many languages to integrate them in the context of their vernacular speech. To defend this idea the following quotation has been adapted:

Language varies besides language change, another phenomenon that exists in all languages is linguistic variation, which is a general term for the systematic differences exhibited in a language by groups of speakers and individuals. And, like change, variation occurs at every level of linguistic structure. For instance, different groups of speakers often use lexical variants that refer essentially to the same object. (Susan and Lamont, 2014, p. 14)

Borrowing is also a kind of linguistic diversity since those who live in multilingual community; they can borrow words of a specific language and use them in their mother tongue, for instance; there are semantic, phonological or grammatical adaptations. Indeed, these adaptations lead to the lexical creation and the emergence of new words adapted from another language, hence this community will have a rich vocabulary in their own dialect and diverse types of linguistics. Basing on that quotation, it is said that:

While it is possible that a borrowing language will adopt certain phonological and structural characteristics from another independently of lexical borrowing, extensive borrowing from an individual source may gradually lead to phonological and other structural changes in the recipient in a kind of domino effect (Haugen, 1950 as cited in Fredric. W, 2002, P. 3).

For better explanation, borrowing is a type of the linguistic diversity and part from language contact which is the result of cultural, political, economic and historical factors that created a linguistic diversity and people inside society capable of mixing more than two or three languages in their spoken vernacular. For that reason Thomason argues that:

Linguistically, a contact language is identifiable by the fact that its lexicon and grammatical structures cannot all be traced back primarily to the same source language; they are therefore mixed languages in the technical historical linguistic sense: they did not arise primarily through descent with modification from a single earlier language. (Thomason, 2001, as cited in Fredric, 2002, P. 11).

In Algeria as an example; the Algerian speak dialectal Arabic in Algeria that is a mixture between the Berber language which presents the identity of all the countries of the Great Maghreb, as well as classical Arabic which is the official language in Algeria, the languages of colonialisms and the English which is the language of globalization. These circumstances play an essential role in the development of the Algerian dialect.

1.5 The Impact of English Language on Algerian Dialect

English language is the dominate language in the world since all people from different countries deal with the English language in order to speak with foreigners. Tourists or travellers attempt to master the English language in order to use it when they travel or visit some countries and exchange new culture. Anderman and Rogers demonstrate that:

There is little doubt that the increasing use of English as a means of international communication has helped to establish contacts across linguistic and cultural borders as perhaps never before Research, technology and business all benefit from the use of a common language and in some aspects, English would seem an ideal candidate to take the role of the lingua franca of Europe. (Anderman and Rogers, 2005 as cited in Kristina Eichhorst, 2012, P. 1)

From that demonstration, it has been clarified that the English language is very important because it has an essential role in dealing with others from different part in the world, for that reason; these scholars see that the English language is the one which can be used in the international contacts. Many countries in the world integrated the English in their system of education as Algeria. In the period of nineteen seventy to nineteen eighty the Algerian middle school pupils used to learn English in the Fourth year as it is explained in the following speech:

English in Algeria started to be taught as the secondary compulsory foreign language for students beginning in the fourth grade in the middle school cycle, from the end of the 1970s to the early 1990s. In September 1993 the Ministry of Primary and Secondary Education made French and English two separate choices for the first

mandatory foreign language; students were required to pick one over the other The Minister of Education said that English was to be promoted because it was "the language of scientific knowledge". (Ouanda Nariman and Chebouki Laalia, 2013, p. 48).

The responsible of the system of education in Algeria see that integrating the English language as a fundamental module and must be taught from the first year middle school. The English became the language of science and academic researches that is why and that what was confirmed by the minister in the speech above. In other side, the globalization in Algeria qualified the English language to be more dealt and used than the French language as it is explained in the following explanation of Quanda and Chebouki:

The use of English as a communicating vehicle started to gain more space within globalized Algeria. Consequently, disparities in the use of French started to fade away at the cross-roads leaving more space to the teaching of English. (Ouanda Nariman and Chebouki Laalia , 2013, p.49).

Another essential point is that the system of education in Algeria finds that dealing with the English language is a necessity because it became the international means to contact people from different part in the world. It is also important either in the field of business and economy or in education:

The English language is very important in Algeria whether in the educational system, for economical aims or, the international relationships. First of all, English is the language of science, due to multi-national enterprises, and also international exchange it is considered to have major importance in bringing civilization and technology to Algeria. (Ouanda Nariman and Chebouki Laalia, 2013, p. 49).

On the whole, the English language is linked with the development and civilized people for that reason every nations accelerate in integrating this language among their system of education. To defend this debate some researches confirm that in this current era the globalization enable the English language to become the most desirable language in all fields or domains. So, many educational systems in the world encourage that language to be integrated in their curriculum. Nowadays, the English is

the language of all nations since it is demanded in all fields of life. Hence, people they are obliged to learn the English besides to their native language to be able to deal with other nations when they across the borders. Consequently; the English became as a compulsory subject in many schools around the world. (Paraphrased from [1]). In the same way Quanda and Chebouki demonstrate:

English occupies the status of a second language in the Algerian education system in both primary and secondary schools.Algerian students has been exposed to English language as a foreign language from their eighth year in fundamental school. (Ouanda Nariman and Chebouki Laalia, 2013, p.49).

This explanation is an example that confirms what is paraphrased from the article above. The system of education in Algeria choose the English to be integrated in all Algerian schools maybe because the responsible who govern our country have the desire to prepare civilized people that speak and deal with developed language and being adapted with the globalization why not to defend and represent their culture, traditions, thoughts, beliefs of their country when they assist in the international conferences and meetings. However; Mohamed Benrabah clarifies:

It is in Algeria where the English language is the least developed, people with a good command of English represent 7% of the total population in Algeria. (Mohamed Benrabah, 2013, P. 119).

To discuss that concept; perhaps the English language in Algeria is the least developed because most Algerians speak French, which they inherited from the French colonizer, despite the efforts made by the state officials to impose English as a second language in Algeria. In addition, the Algerian government is still striving today to integrate English in all sectors such as administration, institutions and factories because the majority of the Algerians are against the use of French as Meliani declares in the following speech:

In Algerian society, English has benefited a lot from very favourable attitudes of a majority of users and non-users as well. However, this is also the result, in many

[1] Retrieved from that Article on 28 November 2022: http://eprints.umpo.ac.id/1430/2/2.%20CHAPTER%20I.pdf

cases, of a systematic attack against French, and indirectly against the users of the language, accused of being members of a utopian Francophile party. (Mohamed Miliani, 2000, p. 21).

To conclude; Algeria is among the countries that have integrated the English language into their educational programs because it has realized that this language is not only the language of science, research, civilization and technology but also for keeping pace with globalization. On the other hand, Algeria has nominated English as a second language in order to eliminate the French language as well to enable students and the educated category to master English and represent a sophisticated image of Algeria in international forums.

Conclusion

In this chapter, we have discussed many factors that played an important role in shaping the Algerian dialect which is special and unique by its linguistic diversity as the period of French colonization, the emergence of Arabic in Algeria and the integration of the English language in the system of education. Most Algerians in general mix many languages and dialects in the conversation or through dialogue. Therefore, most of those who switch between Arabic, French and English are students who have studied English, but they are influenced by their mother tongue and their original dialect, which is Arabic, so they use them all to express their thoughts or ideas.

CHAPTER 02

Introduction

In that part, we are going to present the theoretical concepts of code-switching including its different types. We will use the notions of GUMPERZ who describe these phenomena in several ways. As well as, we will see the impact of code-switching on learning acquisition and understanding.

2.1 Definition of Code-Switching

To present a very clear definition of the term code-switching, it can be said that it is a process that connects between two languages in a single discourse or when a bilingual speaker changes languages in the conversation. In another way, code-switching is used much more by the young speakers than the older ones. The analysis of code-switching is not easy because it is difficult to distinguish between alternations and non-assimilated loans. Some linguists consider the term of code-switching as a situation where a speaker A is speaking using language A but his interlocutor B produces his utterance in language B. While linguists consider that this case is an abuse of the notion of code-switching and that should be limited to the alternations produced by the same speaker in the same speech act. (Paraphrased and translated from that article)[1] . There are differing explanations to the term code-switching. Ouanda and Chebouki (2013) argue that:

Code- switching can be dated to a 1972 study of language use in Hemnesberget, conducted by Jan Blom and John Gumperz and described in a volume on sociolinguistics edited by Gumperz and Hymes. (Ouanda & Chebouki, 2013, p. 23).

It is first necessary to explain that the code-switching back to 1972, when some linguists described its functions in sociolinguistics. Through our research, we find that the following quote supports what we have explained. Thuy firmly believes that the

[1] http://uoh.concordia.ca/sociolinguistique/m/module3/co/module3_88.html

Code-Switching is one of the weaknesses symbols or indications that some linguists consider to be an intellectual failure, as they demonstrate that people who speak more than one language are unable to master or communicate in one language professionally. For that reason Thuy (2014) argues:

Code switching, the alternative use of two languages within the same conversation, remains one of the central issues in bilingualism research. For a long time, code switching has bigly considered as a lack of linguistic competence since it was taken as evidence that bilinguals are not able to acquire two languages or keep them apart properly. Thus, it was regarded as result of not knowing at least one of the languages very well. (Thuy, 2014, p. 1).

Basing on our analysis as student researchers, it can be argued that people who speak more than one language have diverse culture, linguistic diversity and historical factors that made them able to integrate in their dialect a lot of languages in an innate way. In another definition of code switching, some scholars consider that this phenomenon enables the speaker to change more than one language and deal with different manners. From Suzanne perspective (1995) it is demonstrated that:

*Code-switching is defined as the alternation between at least two languages within a conversation, mostly by the same speaker. Whereas most of the definitions on code switching are referred to the alternation between languages in bilingual speech, it may also describe the alternation between dialects and styles in monolingual speech***.** (Suzanne 1995 as cited in Thuy, 2014, p.16).

So, this explanation means that the switching between two languages happens by the same speaker, he/she is obliged to change between different dialects and languages to express their feelings, ideas or point of view. According to Jeff (2014) "*Code-switching is a speech style in which fluent bilinguals move in and out of two (or conceivably more) languages."* (Jeff MacSwan ,2014, p. 37).Jeff agrees with Suzanne in the idea that a speaker who speaks fluently in two or more languages is able to move skillfully from one language to another. It is clear from that, that this phenomenon is not a linguistic failure or lack of linguistics competence in both languages as Thuy has demonstrated, but rather a skill acquired by the speaker that has

been influenced by several factors and circumstances that affected his/her dialect and own linguistics. It can be said that the social factor is a very important dimension because it plays an active role in the formation of dialect and code-switching. Jeff declares (2014):

Code-switching has been studied from a number of perspectives. While some have focused on social dimensions of language use among code switchers, others have taken an interest in the grammatical properties of code switching. (Jeff MacSwan, 2014, p. 37).

There is no doubt in our mind that the Code-Switching presents a very essential linguistic product for particular attention in sociolinguistic research because it is used extensively in bilingual communities. Basing on GUMPERZ point of view:

*In early work, Gumperz analyzed code switching as "situational" or "metaphorical," adding "conversational" code switching in Gumperz (1982). A situational switch involves a change in participants and/or strategies, whereas metaphorical code switching involves a change in topical emphasis. These switches appear to be motivated by speaker-external factors, according to Gumperz***.** (Gumperz, 1982 as cited in Jeff MacSwan, P. 37).

Thus; in a bilingual society, people can mix two languages in a conversation relating to some social conditions as it is declared in the explanation of GUMPERZ. For instance; they can mix up the grammatical rules, phonetics sounds of another language and even borrowing some words in their native tongue. GUMPERZ argues that:

Detailed observation of verbal strategies revealed that an individual's choice of speech style has symbolic value and interpretive consequences that cannot be explained simply by correlating the incidence of linguistic variants with independently determined social and contextual categories (GUMPERZ, 1982, as cited in Jeff, P. 38).

Maybe GUMPERZ means that the code-switching in the conversation is the ability of speakers who master more than two languages to switch words from more than one language in a conversation. The change of languages in a speech or in a conversation

is determined by internal causes or reasons that push people to change the language during the discussion. Lipski (1978) clarifies that:

Indeed, since the role of individual idiosyncratic factors seems to be an important aspect of code-switching, in that among groups of approximately equal bilingual abilities, some code-switch more than others; a complete determination of the sufficient conditions for code-switching probably lies beyond the reach of the behavioural sciences. With regard to the linguistic constraints, however, the path toward an eventual model seems more clearly indicated. (Lipski, 1978, as cited in Jeff, P. 39).

Lipski means that individual factors have been influenced by the Code-Switching; he also believes that is necessary to determine some conditions that help bilingual speakers to move from language to language in a proficient manner. However; Shim (2021) shows that "*Code-switching refers to the concurrent use of more than one language in a conversation, which is commonly observed in bilingual speech. Bilingual speakers may alternate from one language to another when they converse with other bilingual speakers.*" (Shim, J.Y, 2021, p.1). Depending to our analysis, it has been confirmed in the quotation above that bilingual speakers who master several languages in their own dialect are capable to deal with native speakers fluently. So, Lopez provides another explanation that reveals:

When bilinguals code-switch, they do not simply go back and forth from one language to another. Nor is code-switching about inserting words of one language into the other or alternating from one language to the other. These shallow descriptions do not provide us with insight into the properties of code-switching because code-switching involves establishing a network of dependencies among the disparate constituents that conform a sentence structure.(López, 2020, as cited in Shim, 2021, P. 3).

Here, the researcher means that bilinguals do not use mixed words from different languages to produce the phenomenon of code-switching, but rather move from sentence to sentence, hence each phrase is from different language. Bucholtz and Hall argue that scientists treat the subject of Code-Switching in many domains and studies as the anthropology and sociology domain:

Code-switching has been extensively studied and covered from different fields in linguistics and other disciplines like sociology and anthropology. Researchers investigate code-switching from two different perspectives, namely, socio-cultural and linguistic frameworks. The socio-cultural side of bilingual behaviour includes a "broad interdisciplinary field concerned with the intersection of language, culture, and society" to reveal the interactional and social motivations and patterns of code-switching. (Bucholtz & Hall, 2005, as cited in Hussein. A. B, 2019, p. 707).

Our analysis, as student researchers, indicates that some of the words and concepts that are integrated in the Algerian dialect are taken from either the colonizer's language, the Arabic language or the Berber language, which contains many dialects such as; the Targui dialect as an example. To be more clear, these new words have become part of their society's culture, social and interactive structure. In other words, there is another kind of code switching that compels the bilingual speaker to change some grammatical rules in order to switch between languages. To defend that idea Shereen (2014) expalins "*Conversational code switching is the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.*" (Shereen Abu Hait, 2014, p. 3). In terms of the English language, many students switch it between the Arabic language in order to convey an idea or information. That is why it is found in many societies around the world the integration of the English language into their curricula, such as high school and university. For example; in Algeria, students at universities speak Arabic and adding the English or Berber sentences to express the conversational Code-Switching. Likewise; Shereen claims that:

Conversational code switching is most likely to occur compared to situational code switching as the choice of using other languages in teaching English may exist due to specific factors in the class. Hence, code switching in this particular study is the alternating use of English and Arabic in English classes by the students. (Shereen Abu Hait, 2014, p. 3).

In this part, our research has been provided with some theoretical concepts that explain the phenomenon of code switching and the factors that played a key role in the

birth of bilingual nations such as; Algeria whose people speak several languages and mix between Arabic, French and Berber. We have also based on the introduction of some Gumperz' quotes that explain the conversational Code-switching.

The phenomenon of code-switching occurs to achieve different functions, as some scholars in linguistics see that code-switching has a role in defending the concept of bilingualism. Gumbers clarifies:

There are many functions that lead to shifting between language varieties in order to serve different communicative purposes; for instance, Gumperz"s concepts of we-code (i.e. the language of minority) and they-code (i.e. the language of the dominant group) advocate the notion of bilinguals" switching for convenience to better suit a certain topic, place or role relationship which is basically associated with claiming group membership or solidarity. (GUMPERZ, 1982, as cited in Shereen Abu Hait, 2014, p. 4).

One of the most important functions of the code-switching is to express feelings, thoughts, and deliver an idea to convince others. Most bilingual speakers use symbols and words from another language in order to clarify or explain a piece of information, as stated in the following quote:

Nur Syazwani Halim and Marlyna Maros's study investigate the various pragmatic and aesthetic functions of code-switching used in the online communication activity on Facebook. Their findings indicate that people switch languages to express their emotions, thoughts and feelings. Besides, they prefer to use simpler English and Malay words to economise and clarify statements as well as to emphasise on certain ideas and messages. (Nur, S. H & Marlyna Maros , 2014, as cited in Azianura, H. S, 2018, p. 187).

GUMPERZ introduced six basic functions of code-switching, as dealing with another person or confirming a topic. He states that the six major functions for conversational code-switching; are created to reveal that the bilingual talk to another speaker he also clarifies that the speakers may switch to specify their addressee (addressee specification) (c) Speakers may switch because of emotional associations with

different languages, or because specific expressions come to mind more readily in language that in another (interjection) (d) Speakers may repeat the same content in each of their languages in order to clarify or emphasize a certain message (reiteration) (e) The main content is expressed in a language while extra detail is rendered in another to provide emphasis through linguistic contrast (message qualification) (f) Certain languages in speakers‟ repertoire can be used to express objective facts, whereas others are associated with subjective opinion (personalization vs. objectification). (Paraphrased from: GUMPERZ, 1982, as cited in Shereen Abu Hait, 2014, p. 15). Likewise; we see this phenomenon with students at universities, they use phrases from another language within their original language in order to achieve one of the functions that GUMPERZ has shown in the previous quotation.Eldridge declares "*Students also use code-switching in the classroom. Although students may use code switching unconsciously, code switching serves functional perspectives such as: equivalence, floor holding, reiteration, and conflict control."* (Eldridge, 1996, p. 16). In another discussion Brown sees that the bilingual speaker uses the code-switching in order to complete a deficiency in his own knowledge which could be in his vocabulary. For example, the TAMAZIGHT language in Algeria lacks some words, so the speaker is obliged to adapt some Arabic words in order to complete the sentence. Brown shares "*The role of Code-Switching, one is when it "serves a referential function by compensating for the speaker's lack of knowledge in one language"* (Brown, 2006, as cited in Shereen Abu Hait, 2014, p. 16). *Hymes provided four other code-switching functions, unlike GUMPERZ who explains that:*

There were four basic functions of code-switching: First, expressive function suggests that students use code switching to express emotions. Second, directive function is used in a situation where a speaker wants to direct someone. This function can get the listeners" attention. Third, metalinguistic function is utilized to include the definition of terms, paraphrasing others" words, and some metaphors. The next function is poetic function. It means that during the conversation, the speaker inserts some jokes, stories; some poetic quotations into English- based conversations to add a sense of humour. (Hymes, 1962, as cited in Shereen Abu Hait, 2014, p. 21).

As a summary of this part, we can say that the switching-code has multiple functions that help the speaker during the conversation and communication with others. For example, he can make up for the deficiency in his language and express his ideas with ease.

2.2 Types of Code-Switching

Code-switching is a linguistic phenomenon that is derived from historical, cultural and social factors. People who use the code switching in their dialect are able to move from one language to another during their communication with others, they are also able to speak with native speakers fluently. Some scholars in linguistics have pointed out that there are different types of code-switching which are illustrated by the following quote ***"Concerning the linguistic structure that are involved in code switching , Shana Poplack proposed a distinction between three different types of switching whereas all types can occur within the same discourse."*** (Thuy, 2014, p. 13). So, Thuy relies on Shana Poplack explanation, he confirms that all the code-switching genres can be happened in one dialogue. To be more specific, there are three types of code-switching; Inter-sentential, Intra-sentential and Extra-sentential.

2.2.1 Inter-sentential

In this case, the change is not about sentence by sentence, it may be happens through two or three words, and usually it is during the transition from one topic to another topic, so the speaker is obliged to enter some words with his original language. Carol (1992) explains:

*Inter-sentential code switching is witnessed, for example, in cases of code-switching of the sequential unmarked choice type where changes in situational features (new participant, new topic ect.). Call for the switch to a new unmarked code without the usual switching back and forth taking place***.**(Carol. M.E, 1992, p. 76).

To support the concept of inter-sentential code-switching that is provided by Carol, we present the following example; (**Tell me, Kifach dayra mdinet Oran haba nzorha**). The language of the sentence above is the Algerian dialect, it means (**describe to me Oran city I want to visit it)**. This type is the inter-sentential code-switching because

the phrase is in Algerian dialect and the unrelated word is tell me which is in English. On the other hand, Thuy believes that inter-sentential is the changes that occur between sentences , it refers that bilingual people use foreign words in their native language in order to communicate. These words are taken from another language relating to several reasons as historical, cultural and social factors **"*Inter-sentential code switching describes a switch of language varieties at the sentence boundary or between the sentences. As a result one sentence or a part of a sentence can occur in one language and the following part in a different one.*"** (Thuy, 2014, p. 15). Likewise, Azianura shares the same idea that the inter-sentential means that the speaker produces the first sentence in their original language but he/her enters one or two words in the same phrase as the example provided above (vernacular speech vs English). Azianura (2018) demonstrates "*Inter-sentential code-switching is a switch from one language to another that occurs at a clausal level and this involves a clause or a sentence that is changed entirely to a different language."* (Azianura, H. S, 2018, p. 187). According to what has been said in the following quotation, Myers confirms Azianora's interpretation when he clarifies that the change in this case is about some terms from another language as it is shown in the following citation "*Inter-sentential code switching involves switches from one language to the other between sentences, intra-sentential switching occurs within the same sentence, from single morpheme to clause level. She then introduces the terms matrix language and embedded language."* (Myers Scotton, 1993 as cited in Shereen Abu Hait, 2014, p. 2).

Depending to these concepts, it is shown that the inter-sentential code-switching happens when the speaker use one sentence in his native tongue but he integrates some words in other language. For instances; the Algerians communicate in Arabic but sometimes they borrow some terms of French language or Berber to express their feelings or ideas freely.

2.2.2 Intra-sentential

In this context, we will discuss the second type of code switching, through which a bilingual speaker seeks to communicate with others by using non-sequential sentences as stated in the following quote:

"Intra-sentential switching is typical of non sequential switching of the unmarked choice type. (For in group communication)". (Carol. M.E, 1992, p. 76).

Through this explanation, we rely on the following example; **(where are you going, wla andek kech khedma dirha lyoum?)** To clarify the example provided, the first phrase is the English language and the second is Algerian Arabic dialect. It means that **(Where are you going it's hot today, do you have any job today)**. In another example; **(haba nechri hwayej, tu veux venir avec moi?).** Here there is a switch between the vernacular speech of Algeria and the French language. It means **(I want to buy new clothes, do you want to come with me?)**. Thuy discusses the same idea when he explains that Intra-sentential is a type of code-switching in which the speaker moves from sentence to sentence. The first sentence is in the language "A" and then the second sentence is "B". *"Intra-sentential is used to refer to a switch within a sentence. More precisely, in intra-sentential code switching the switch to a different language can either occur within clause boundary or even within the word boundary.*"(Thuy, 2014, p. 16).Thus, this type requires proficiency and skill in both languages because the speaker is obliged to master the rules and grammatical concepts of the language in order to form correct sentences from different languages in the same dialogue. For this Poplack reveals *"The intra-sentential switching occurs within clause boundaries and requires competency in both languages in order to integrate two or more linguistic systems; whereas inter-sentential code switching."* (Poplack, 1980 as cited in Shereen Abu Hait, 2014, p. 10).

2.2.3 Extra-sentential

In the extra-sentential type the speaker tries to integrate extraneous words or terms inside the sentence to express his/her thoughts or ideas. According to Romaine this kind of code-switching shows us how the speaker is wondering about something or being surprised at something. He says that *"Tag switching or extra sentential code-switching involves the insertion of a tag or an exclamation like you know or I mean in one language into a sentence which is otherwise in the other language".* (Romaine, 1995, p. 15). For example; (I will make all the necessary procedures to solve that problem because I'm really tired, yekfi !). Here there is a combination between

English (the first sentence) and Arabic in the last word (yekfi). As well as, Poplack provides some examples of codes by saying:

Tag switches include small units that are attached to larger monolingual units in the other language; in other words, it requires only a minimal integration of the two languages. To take some English examples of tags: you know, you mean are tags, for instance, se sininen talo, you know (that blue house, you know). "You know" is emblematic because it identifies a bilingual in a monolingual speech. Such expressions are automatically used because of slips of the tongue. (Poplack, 1980, as cited in Shereen, 2014, p. 10).

2.3 Characteristics of Code-Switching

One of the features which push the students to code-switching with students is to communicate with their teacher or friends in a comfortable way. For that reason; they are obliged to combine between languages and pass their message. Basing on Shereen citation, it has been declared that:

when code switching occurs in the classroom, and how code switching affects the linguistic aspects of language varieties in different contexts when students are engaged in conversations with their peers or teachers. The researcher ends with some comment for further investigations in code switching. (Shereen Abu Hait, 2014, p. 4).

The speaker who moves from one language to another within the conversation are usually has a cultural diversity in his identity, as Brown sees "*Can also be used to engage or detach a listener; it can state that the speaker has a multiple cultural identity by switching from one language to another***.**" (Brown, 2006, as cited in Shereen Abu Hait, 2014, p. 16). In another quote, Sert sees that the speaker who uses the code-switching during the dialogue sometimes wants to avoid misunderstanding and discuss an idea in an suitable way as stated in the following quote "*Code-switching is a strategy to render the intended meaning. In this case, code switching is used to avoid misunderstanding."* (Sert, 2015 as cited in Shereen Abu Hait, 2014, p. 18). This linguistic phenomenon is considered an effective means to convey others in a simple way, it is usually used to summarize some details. That's why Cook says:

The usage of code switching is always present in the learners" mind, its role in the classroom might have positive effects on learning and teaching as "a way of conveying the target language meaning to avoid misunderstanding and discuss an idea in an suitable way*," "a shortcut for explaining tasks, tests, etc.," "a way of explaining grammar," and "practicing using the native language such as code-switching".* (Cook, 2002, as cited in Shereen Abu Hait, 2014, p. 18).

Sometimes the speaker forgets the appropriate word in order to express something in his original language, so he has to use the second language in order to integrate that word into his dialogue, and thus the code-switching helps him to deliver his message or idea. Weinreich indicates "*When students are unable to conceive an appropriate word within a limited amount of time, code-switching, in some cases, allows them to express themselves more fluidly."* (Weinreich, 1968, as cited in Shereen, 2014, p. 21).Thus, Cook means that the speaker also uses the code switching in order to express his personal thoughts with people who have the same identity and the same culture:

Code switching can be used for self-expression and it is a way of modifying language for the sake of personal intentions. It is also used to establish a sort of intimacy among members of a bilingual community. In this respect, code switching is a tool for creating linguistic solidarity especially between individuals who share the same cultural identity. (Cook, 2002, as cited in Shereen Abu Hait, 2014, p. 20).

To sum up, there are many reasons why bilingual speakers use code-switching, one of these reasons is that the speaker wants to deliver a message but he doesn't find the appropriate word in his mother tongue or wants to convey the listening person in a clear way.

2.4 Impact of Code-Switching (Understanding Acquisition).

Code-switching is the alternating use of two or more languages in teaching and learning for easy acquisition of knowledge by learners. Code-switching has positive effects on learners and teachers. Researchers have explained that most teachers show positive attitudes towards code-switching, but believe that code-switching should be moderate. The school location has certain effects on how a learner learns English.

Learners who are in rural areas are negatively affected than those who are in towns. (Researchers saying as cited in Dorcas Naha, 2009, p. 57).

Conclusion

To conclude that chapter, it is necessary to say that living in a society that master more than two languages is a gift since people will understand different speech and culture. Furthermore; the code-switching can be a positive impact on learning the English language as foreign language. It helps the students to well understand English vocabulary and knowledge because they are influenced by some factors that facilitate for them the understanding and acquisition of language.

CHAPTER 03

Introduction

In this practical part, some code-switching expressions will be brought to be analyzed. Our objective in this chapter is to show how students switch between Arabic dialect, French and English. So, we will ask them to give examples of mixed sentences in order to find words that represent the contact of languages between their vernacular speech, French and English. The aim of that chapter is to confirm the hypotheses that have constructed in our general introduction and to justify them. As well as; a questionnaire will be addressed to students at the University of YAHIA FARES MEDEA.

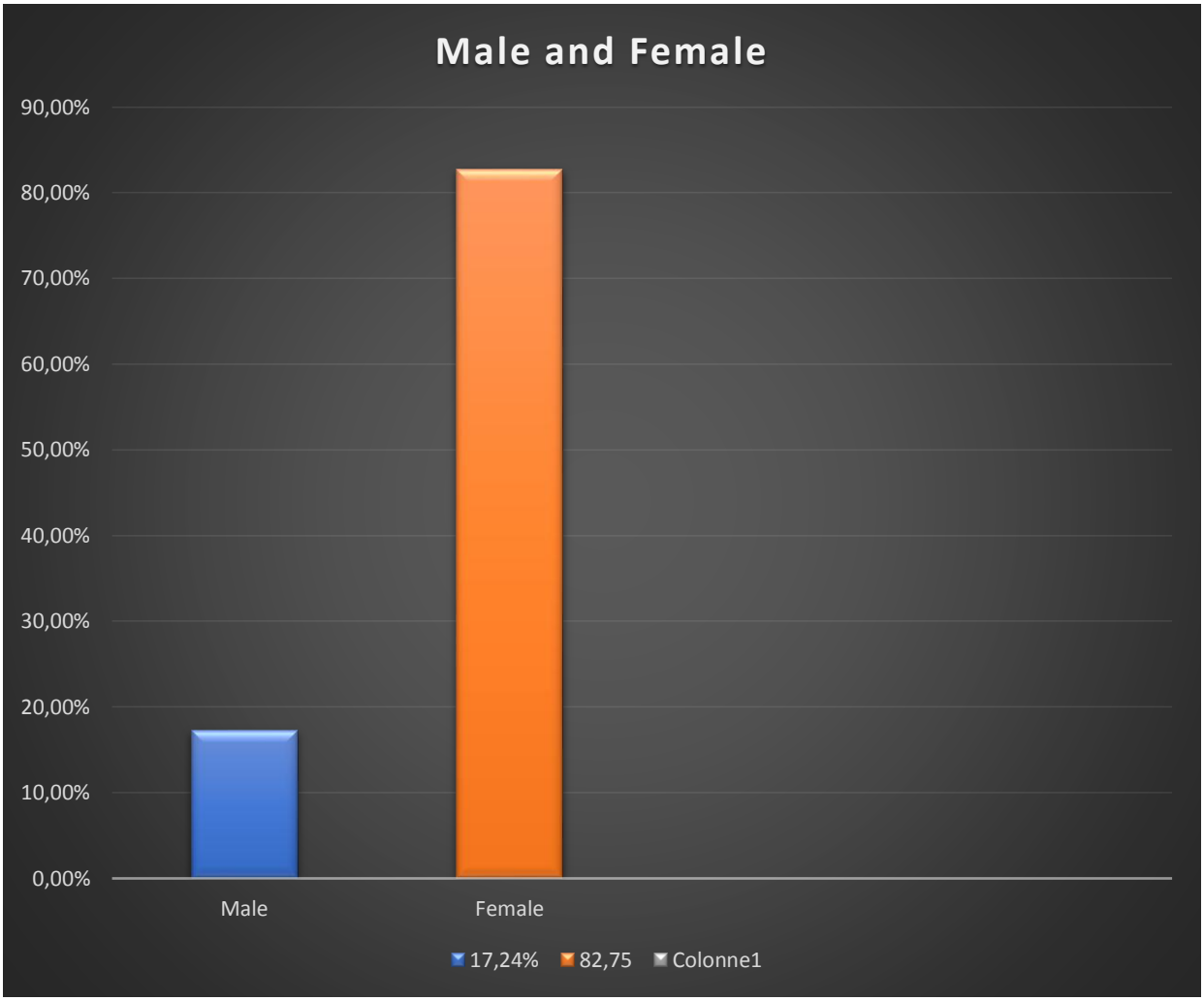
3.1 Describing the Questionnaire

The questionnaire is designed for twenty nine students from the University of YAHIA FARES MEDEA. The students were a combination of male and female and aged between 19 to 25 are asked to help us in the collection the most important findings to analyze them.

3.2 Debating the Questionnaire Findings

Gender	**Number**	**Percentage**
Male	05	17,24%
Female	24	82,75%

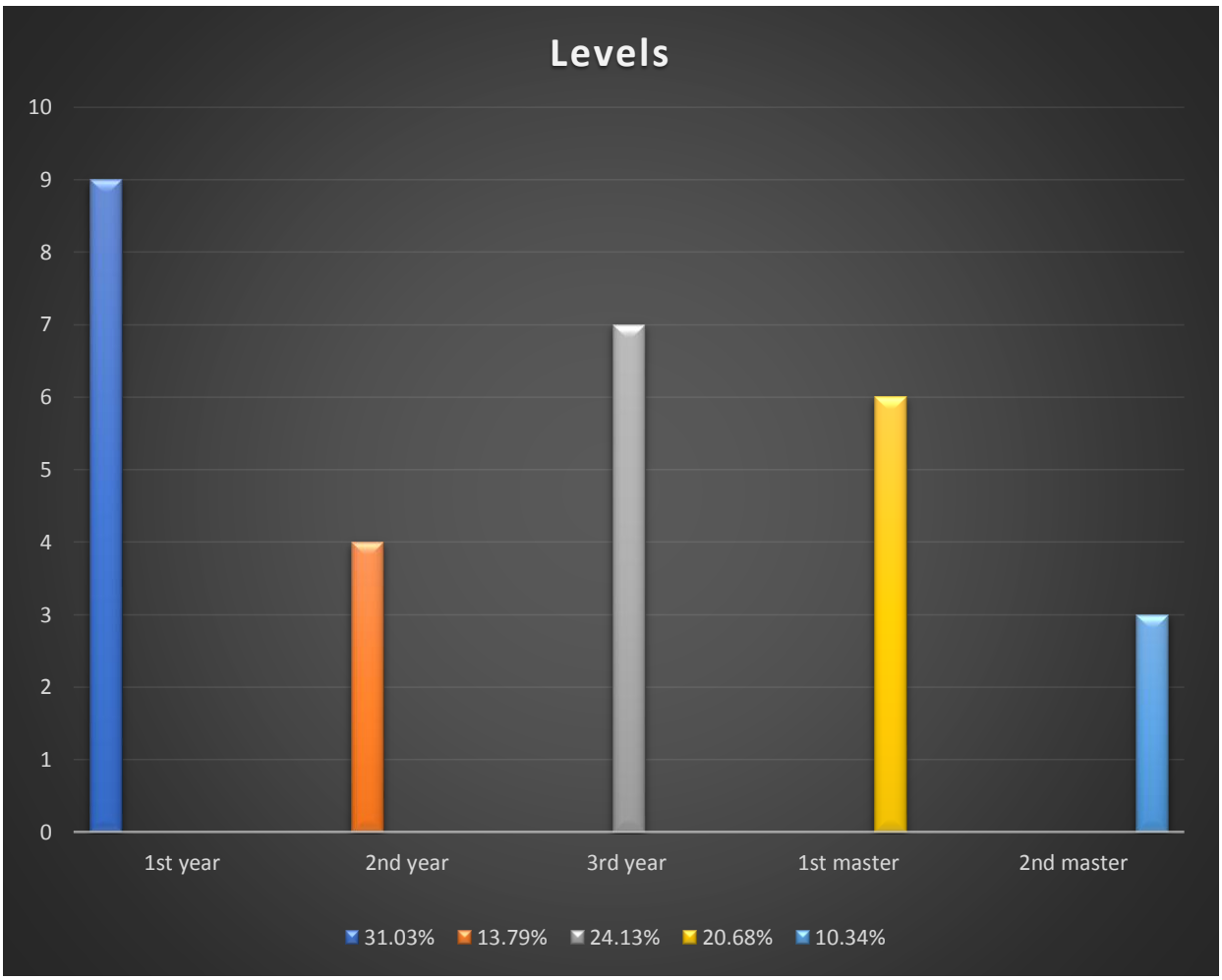
Table 3.1: The Average of Gender



Graph 3. 1: The Average of Gender

Level	**Number**	**Percentage**
1st year	09	31.03%
2nd year	04	13.79%
3rd year	07	24.13%
1st master	06	20.68%%
2nd master	03	10.34%

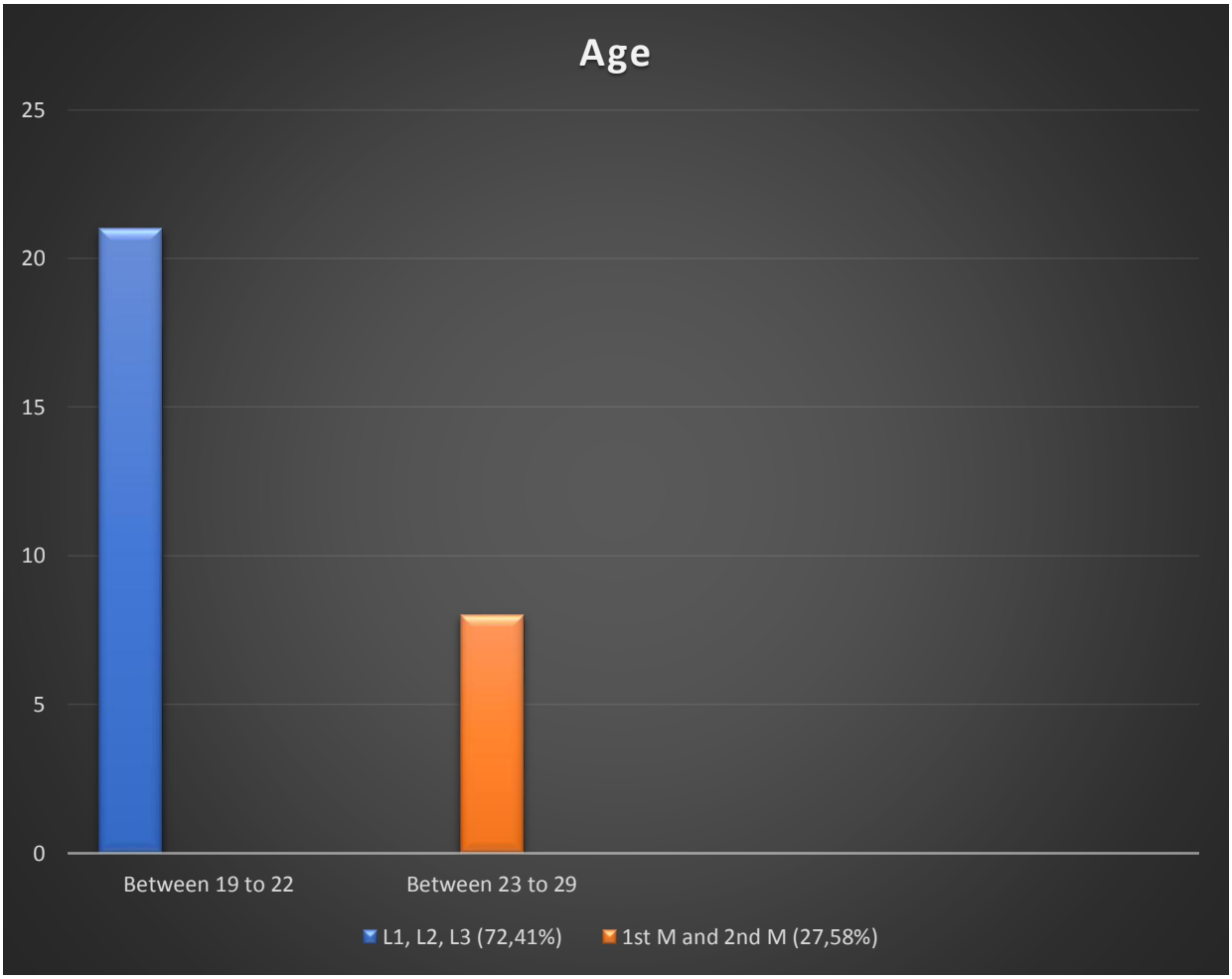
Table 3.2: Students' Level



Graph 3. 2: Students' Level

Gender	Number	Percentage
Between 19 to 22	21	72.41%
Between 23 to 29	08	27.58%

Table 3.3: Students Age



Graph 3. 3: Students' Age

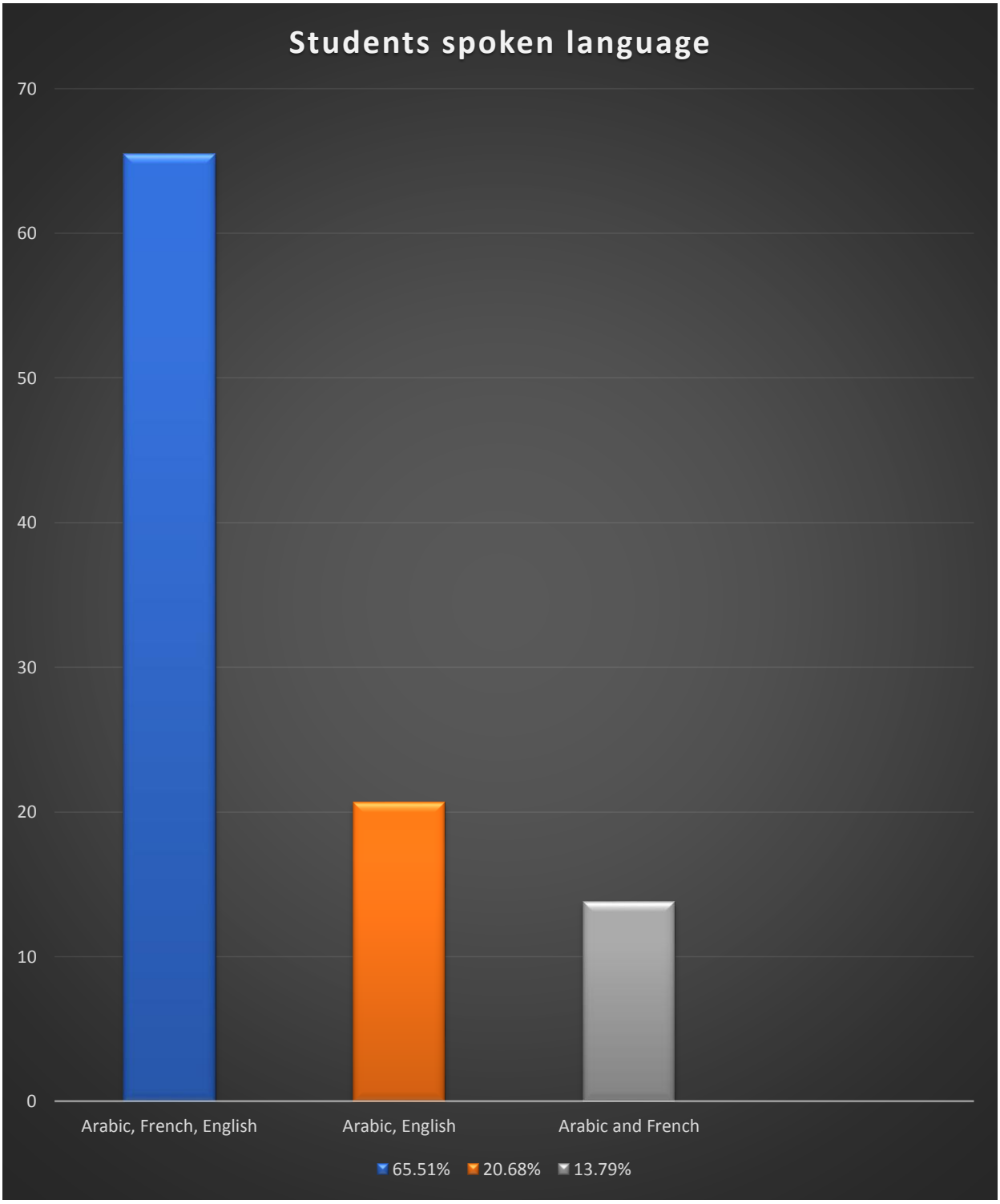
Question 01: It gathers different varieties of answers. Students are asked about the numbers of language that they speak. The results show us that nineteen of the participants talk between Arabic, French, and English. Six of them speak Standard Arabic and English, however, four informants communicate only with standard Arabic Arabic and English.

Answers	**Participants**	**Percentage**
Standard Arabic, French, English	19	65.51%
Standard Arabic and English	6	20.68%

Standard Arabic and French	4	13.79%
Question: 01	What languages Do you speak?	
Total number of participants	**29**	

Table 3.1: Students spoken languages

The following graph presents the analysis of question 01 findings. So, 61.51% speaks Arabic, French, and English. 20.68% maybe they are students who speak Arabic and study English at the University. 13.79% they speak standard Arabic and French and certainly they are learners who learn English and influenced by the English language.



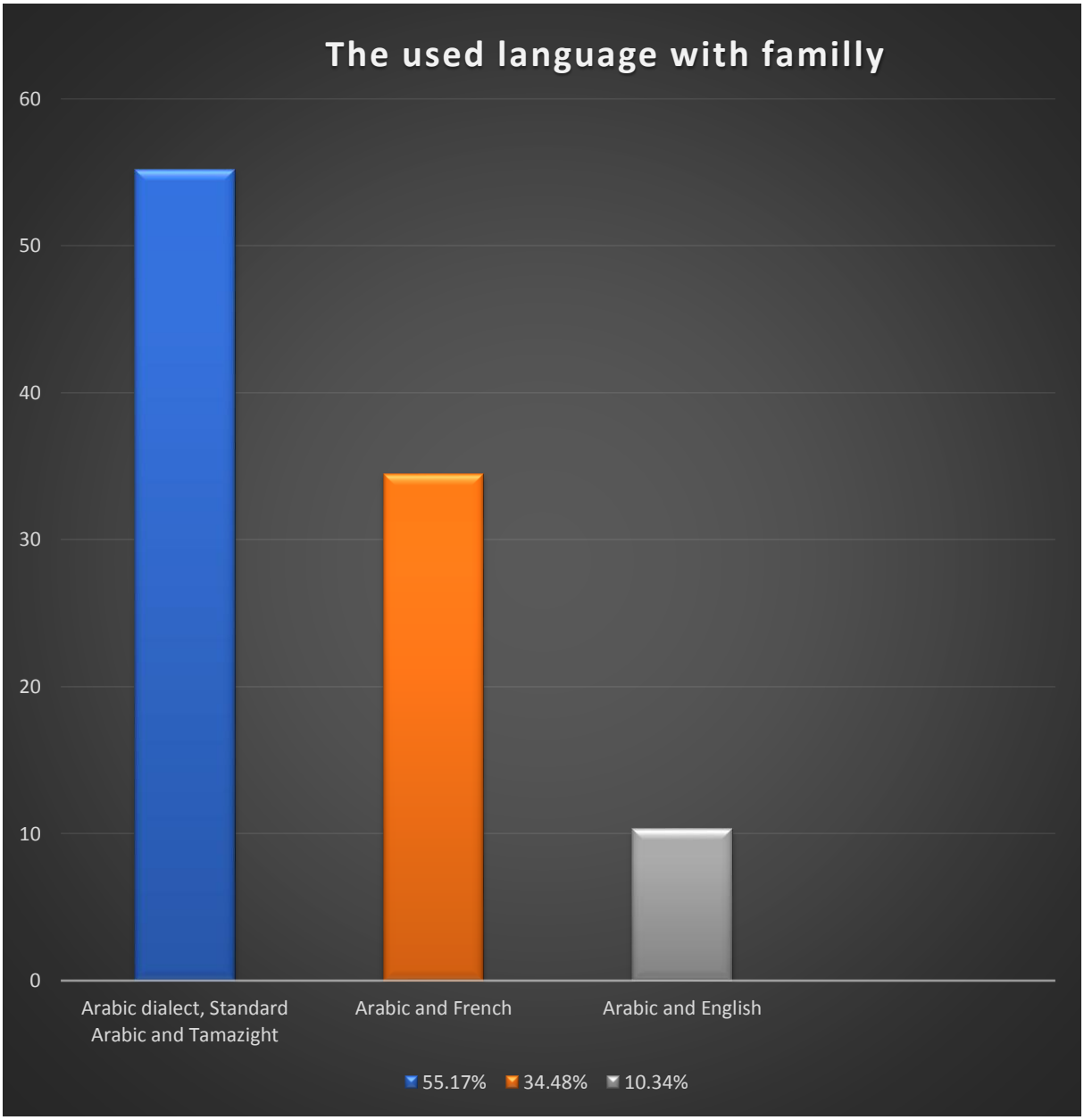
Graph 3.1: Students spoken languages

Question 02: we asked the participants of the questionnaire about the used language between their family. Consequently, sixteen informants tell us that they speak Arabic dialect, Standard Arabic and Berber (Tamazight). Ten of them communicate with Arabic and French. Three participants reply that they talk Arabic and English with the member of their family.

Answers	**Participants**	**Percentage**
Arabic dialect, Standard Arabic, Tamazight	16	55.17%
Arabic and French	10	34.48%
Arabic and English	3	10.34%
Question: 02	Which language do you use to communicate with your family?	
Total number of participants	**29**	

Table 3.2: The language used to communicate with family

According to our established analysis in the graph, we see that those who represent the 55.17%. This category maybe they are Berber community who switch between Tamazight and they are obliged to speak the official language which is the Standard Arabic or Arabic dialect. The 34.48% of the students who use Arabic and French. They are influenced by the French language or they inherited the French language from the period of colonisation. For that reason; they use it to communicate with their family. 10.34% they speak English and Arabic. We can say that students who switch between more than two languages, their learning can be influenced or they can use some words from French or Berber during a conversational discourse while presenting an oral assignment at the University.



Graph 3.2: The language used to communicate with family

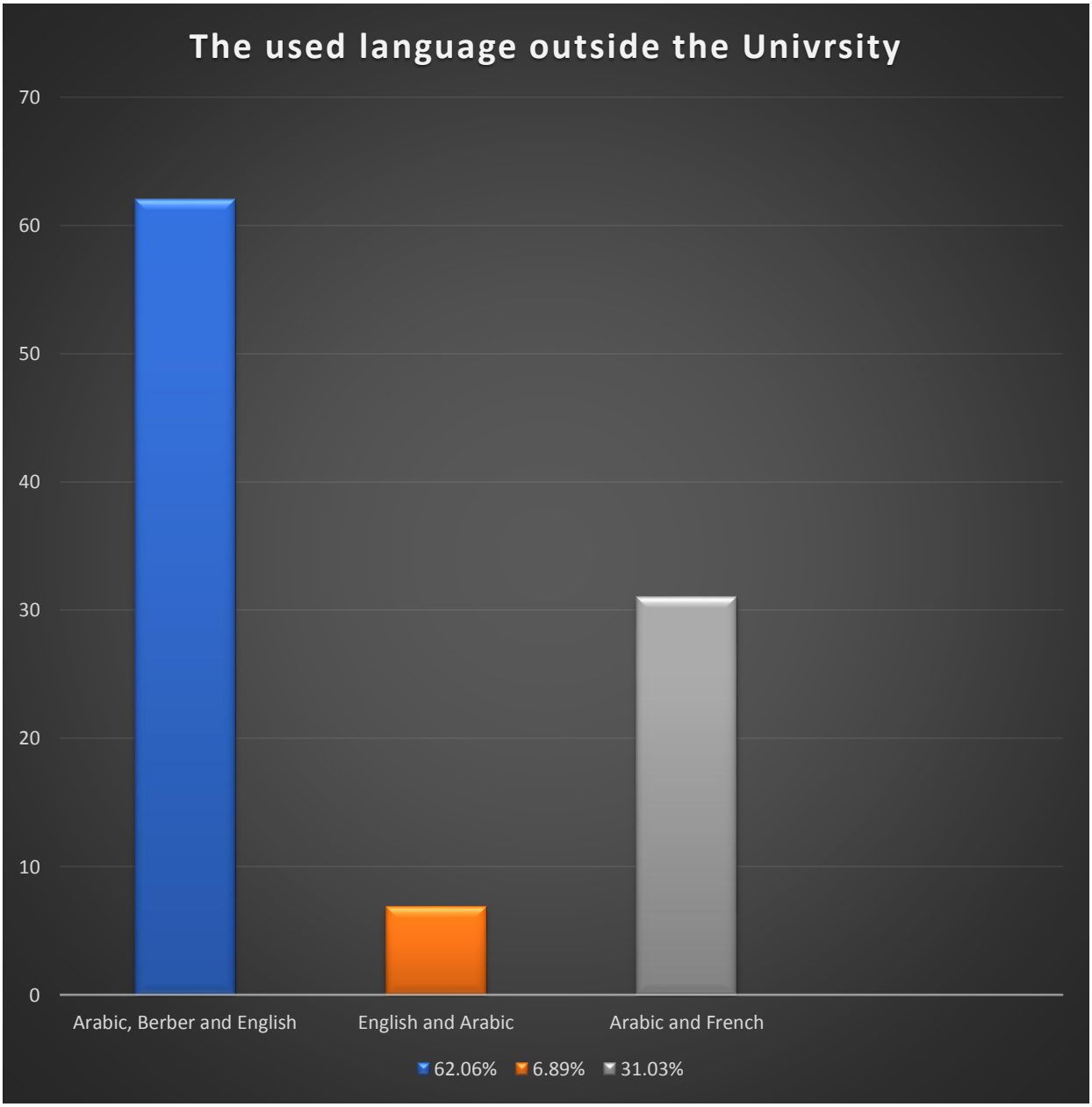
Question 03: We asked the participants which language they use outside the university; they deal with different languages as Arabic, Berber and English that is used by eighteen students. As well as; two participants declare that they use English and Arabic to communicate with others. However; nine students speak with their friends Arabic and French.

Answers	**Participants**	**Percentage**
Arabic, Berber and English	18	62.06%

English and Arabic	2	6.89%
Arabic and French	9	31.03%
Question: 03	Which language do you use to communicate with friends outside the University?	
Total number of participants	**29**	

Table 3.3: The language used to communicate with friends outside the University

According to the graph below, students outside the university use different languages and switch between them. Basing on our analysis, we can say that Algeria has a rich linguistics culture for that reason the Algerian people and students deal with several languages that may affect their learning of English language.



Graph 3.3: the language used to communicate with friends outside the University

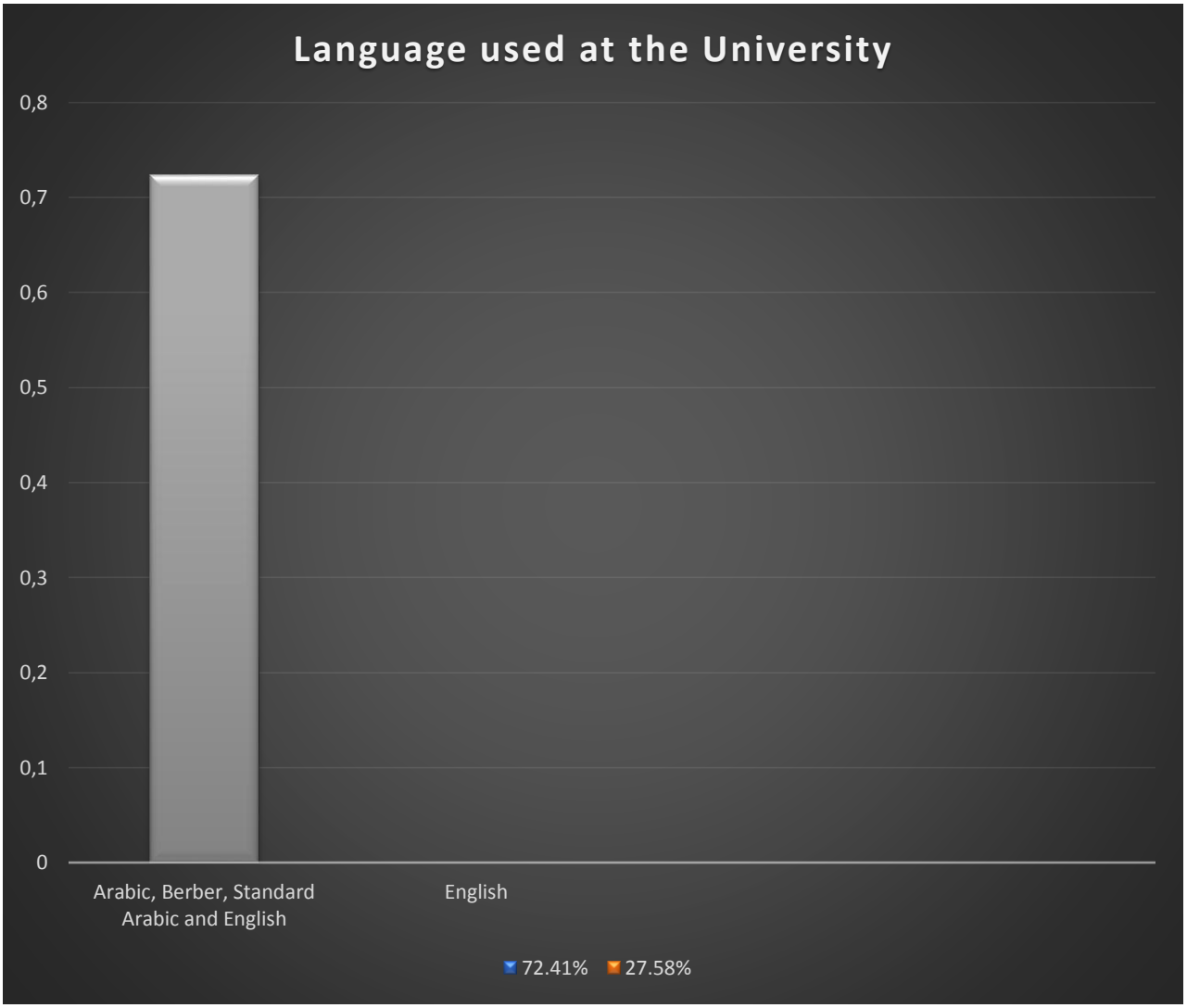
Question 04: We asked the participants which language they use to contact students at the University, twenty one students use Arabic, Berber, Standard Arabic, and English in order to communicate with their friends. Eight students speak just English.

Answers	**Participants**	**Percentage**
Arabic, Berber, Standard Arabic, English	21	72.41%
English	8	27.58%

Question: 04	Which language do you use to communicate with friends at the University?
Total number of participants	**29**

Table 3.4: The language used to communicate with friends at the University

In the graph below, the percentage of 72, 41% inform us that they use Arabic, Tamazight, standard Arabic, and English to communicate with each other at the University of YAHIA FARES MEDEA. As well as; 27, 58% talk only English. According to our analysis, we can say that at the University, there are different languages that belong to different cultures as Tamazight culture, Arabic culture and French culture. All these cultures are the circumstances that established the language varieties which influence the process of learning and the acquisition of language.



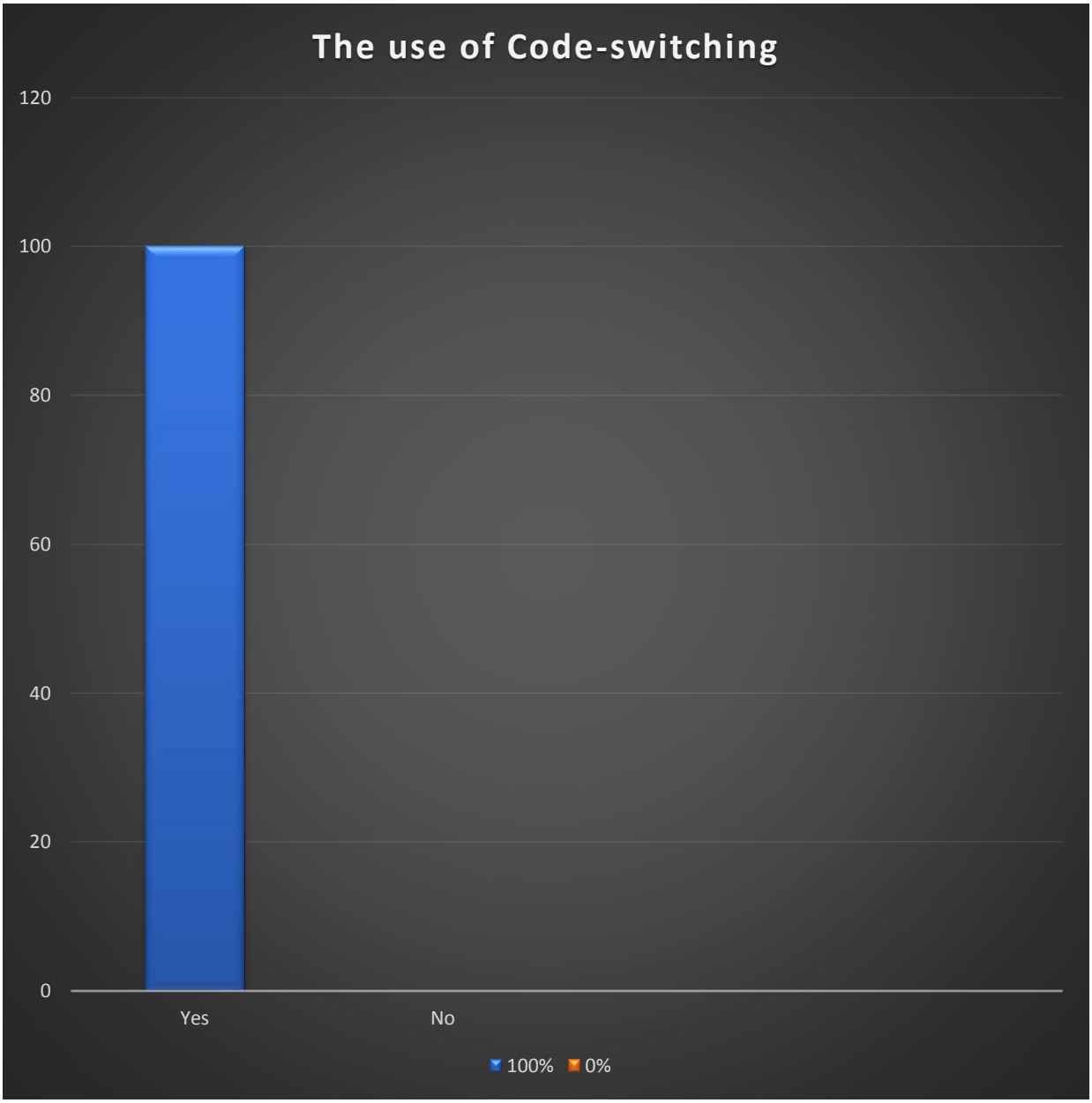
Graph 3.4: The language used to communicate with friends at the University

Question 05: we asked students if they use code-switching while presenting an oral assignment and what are the reasons that push them. So, all the participants reply that they use code-switching comprising different causes and reasons. Some of them see that code-switching becomes a habit. Students use this phenomenon in order to avoid grammatical rules and facilitate the discourse. Also, to speak freely and fulfil the problem of the vocabulary lack.

Answers	**Participants**	**Percentage**
Yes	29	100%
No	00	0%
Question: 05	Do you use Code-switching while presenting an English Oral assignment? What are the reasons?	
Total number of participants	**29**	

Table 3.5: Using Code-Switching

We can say that students who use code-switching in order to avoid grammatical rules, they may damage the structure of standard language learning and break its basics. In the following graph, the totality of the participants reply that they use code-switching while presenting an English Oral discourse and that shows us that students mix between languages to express several functions as facilitating speech, gaining time, and speaking freely, hence; using the code-switching in this case can break the principles of language and the students being incapable to master the language.



Graph 3.5: Using Code-Switching

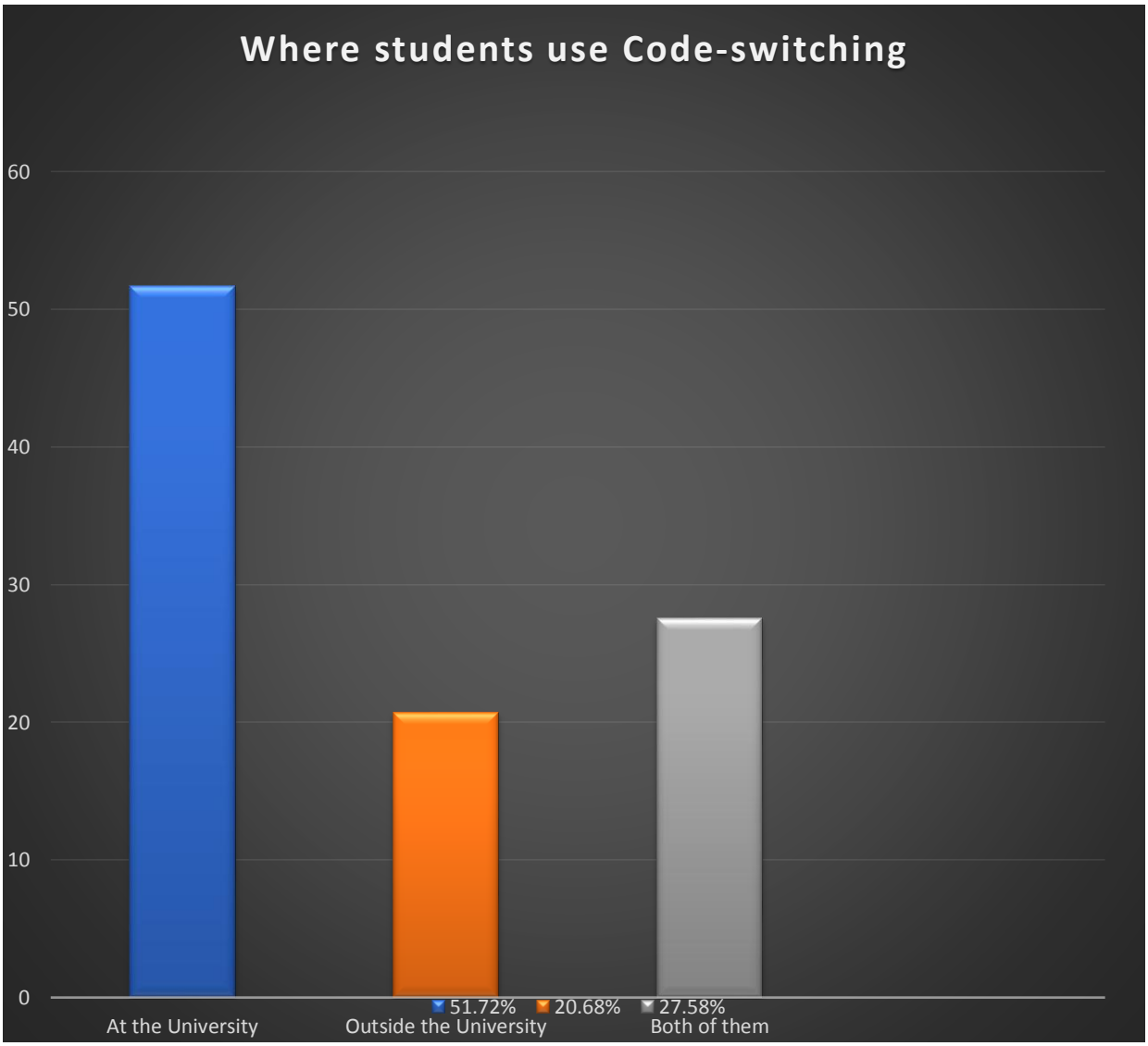
Question 06: The table beneath presents the findings that ask students about the places in which they use code-switching. Fifteen students say that they use switching-code at the University. Similarly; six participants switch between languages outside the University. Eight students declare that they use switching either at the University and outside.

Answers	**Participants**	**Percentage**
At the University	15	51.72%

Outside	6	20.68%
Both of them	8	27.58%
Question: 06	Where do you use Code-switching more?	
Total number of participants	**29**	

Table 3.6: Using Code-switching more

The graph below presents the percentage of responses of question nine (06). The same analysis of question four and three are constructed. Students who use code-switching at the University and outside are people who came from different communities and environment that represent different cultures.



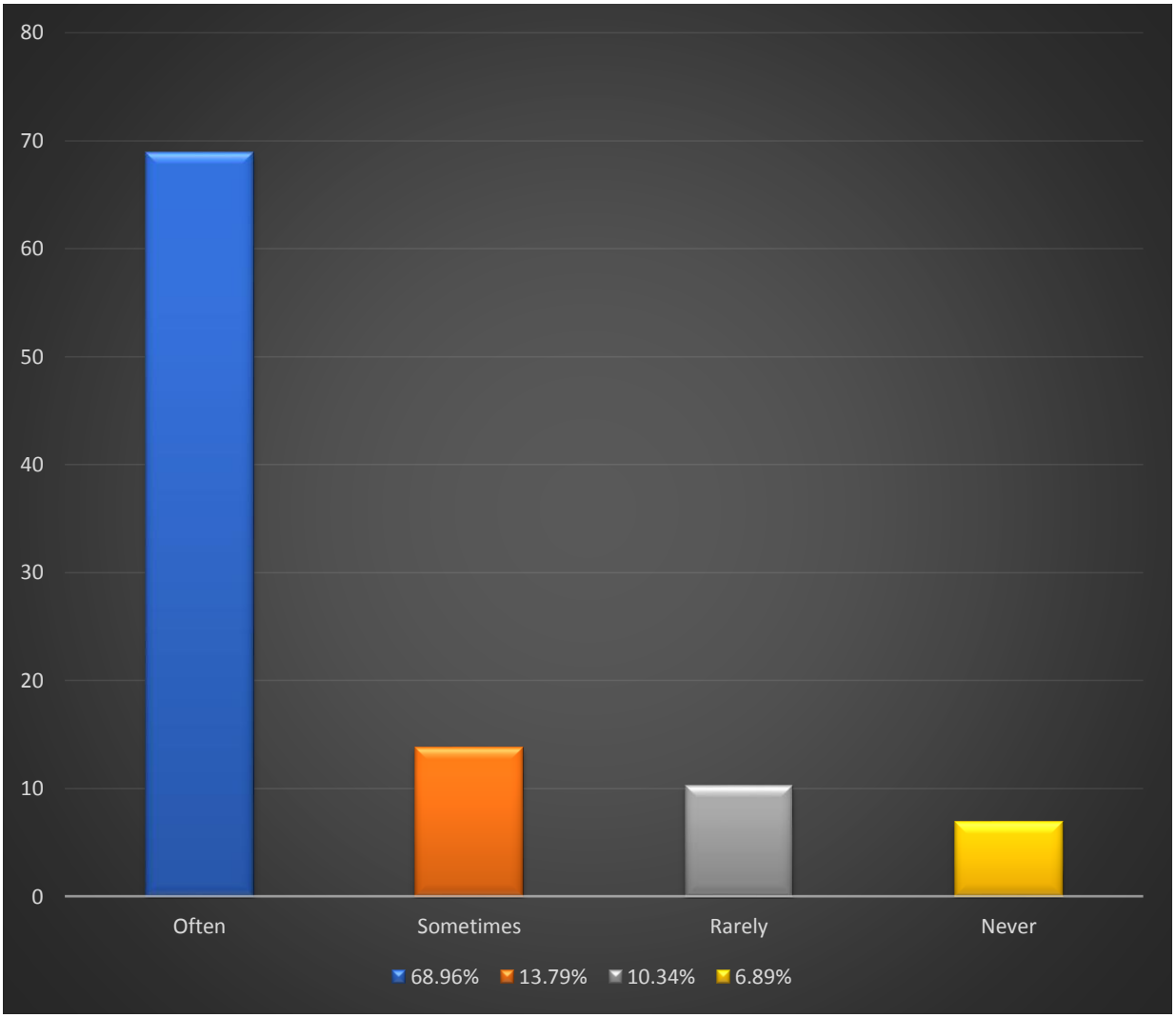
Graph 3.6: Using Code-switching more

Question 07: We asked the participants how often they use code-switching. Twenty students they often use code switching and contact others by different languages and dialects. Four students sometimes when they switch between languages and three of them rarely when they mix various tongues in one speech and two informants never use switching.

Answers	**Participants**	**Percentage**
Often	20	68.96%
Sometimes	4	13.79%
Rarely	3	10.34%
Never	2	68.9%
Question: 07	How often do you use Code-Switching?	
Total number of participants	**29**	

Table 3.7: How often students use the code-switching

The majority of students who represent 68,96% maybe they use often the code-switching because of their awareness of different languages besides that they live in bilingual society which helps them to switch and integrate several languages in one conversation. Those who sometimes, rarely and never change the language in the dialect may be they master only the mother tongue and the second language that they learn at the university.



Graph 3.7: How often students use the code-switching

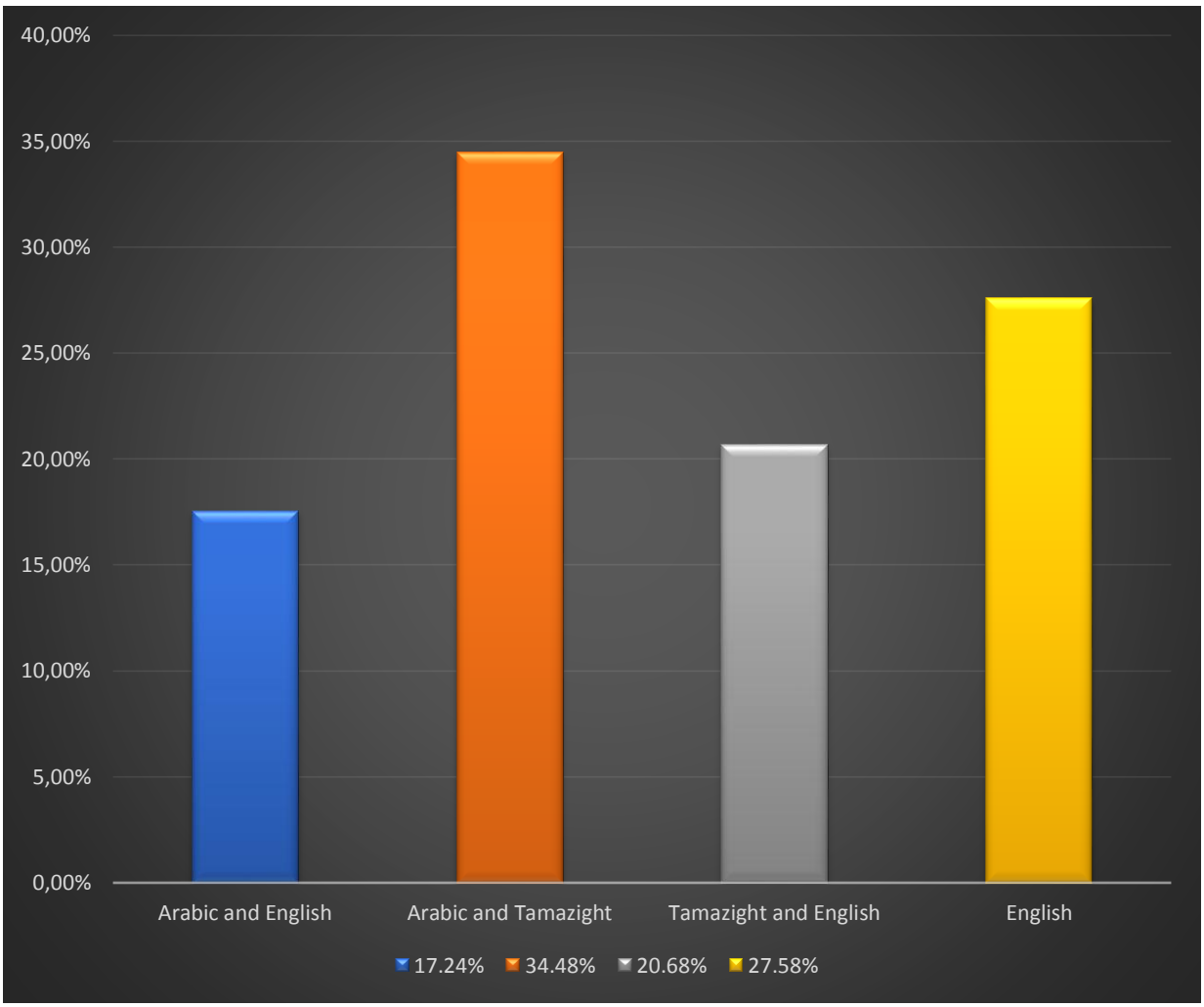
Question 08: This question seeks to know the languages that they switch between. Five participants say that they switch between Arabic and English. Ten of them they combine between Arabic and Tamazight. Six informants they pass from Tamazight to English. Eight students use only English as it is shown in the table below.

Answers	**Participants**	**Percentage**
Arabic and English	5	17.24%
Arabic and Tamazight	10	34.48%
Tamazight and English	6	20.68%
English	8	27.58%

Question: 08	What are the languages that you switch between?
Total number of participants	**29**

Table 3.8: Switching between languages

To Analyse the findings taken from the table, we can say that Algeria is country that characterised by the linguistics diversity. For that reason; we find some students at the university from different races and origins as Berbers, Arabs and those who are influenced by the foreign languages culture as English and French as it is presented in the following graph.



Graph 3.8: Switching between languages

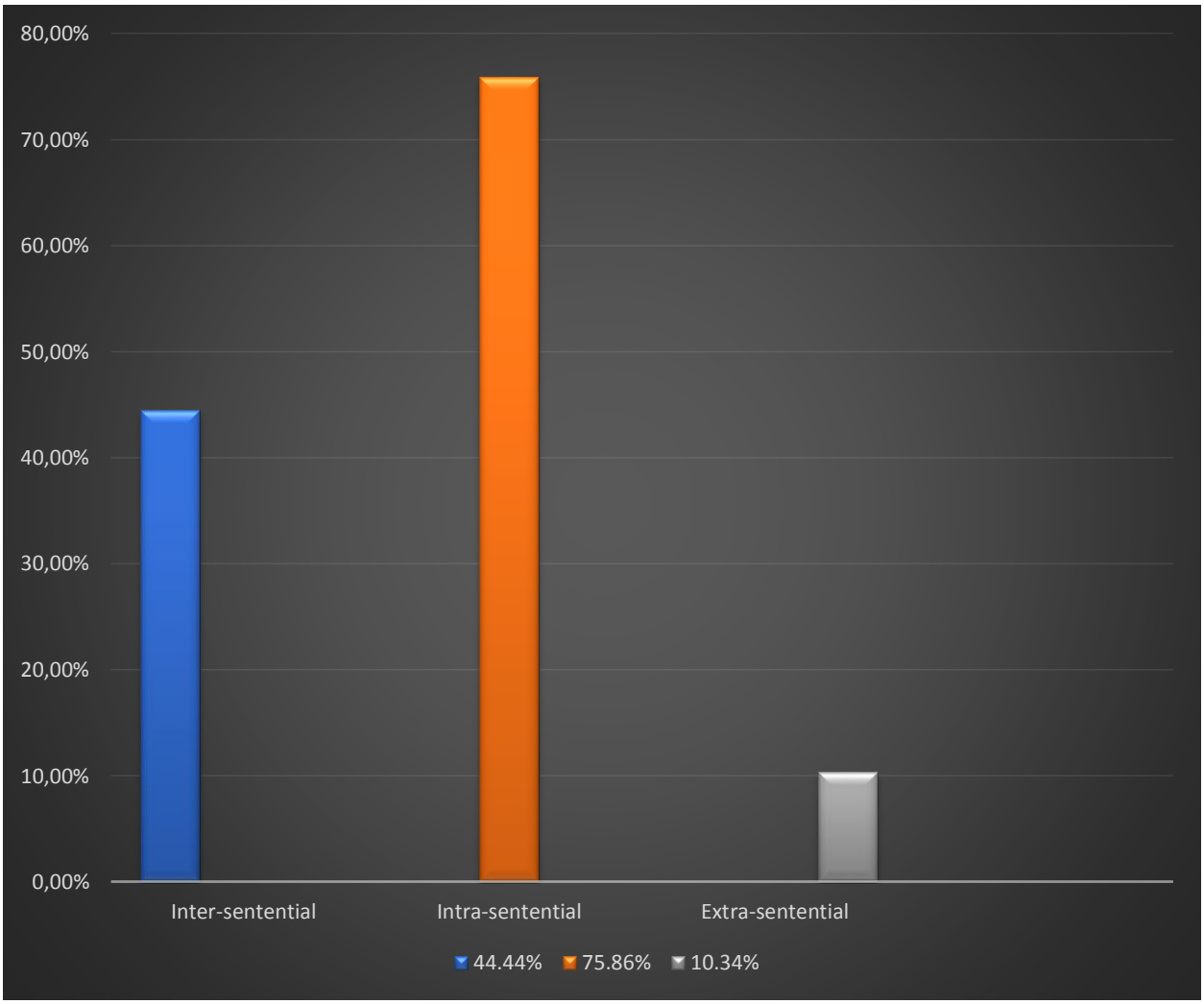
Question 09: The table below introduces the most essential findings of question number (08). As it is revealed, we asked students to give us some examples of code-switching. So, four participants present examples inter-sentential code-switching. However; twenty two of them present the intra-sentential code-switching. As well, three students deal with the extra-sentential code-switching.

Answers	**Participants**	**Percentage**	**Some examples**
Inter-sentential	4	44.44%	• You have to work hard ya rabi. • Dir mziya, solve me khayer m3aya topic.
Intra-sentential	22	75.86%	• Ya3tik saha, it is all what in need from this cours. • Je vais au resto, rani meyet beljou3. • I'm coming à l'université 3la lahda3ech.
Extra-sentential or Tag switching	3	10.34%	• The teacher come retard kima mwalef or in time? • Todkhol cours at ten o'clock , wla troh la city?
Question: 09	Could you provide some examples from different types of Code-switching?		
Total number of participants	**29**		

Table 3.9: Examples of Code-Switching

To analyse these results, our discussion can be based on the same thoughts given in the analysis of question number 08. Students who came from different environments and

communities are capable to give us different examples of code-switching. As we observed, the most dominant type depending to the percentage in the graph, the Intra-sentential type is the most useful code-switching between students at the University of YAHIA FARES EL MEDIA.



Graph 3.9: Examples of Code-Switching

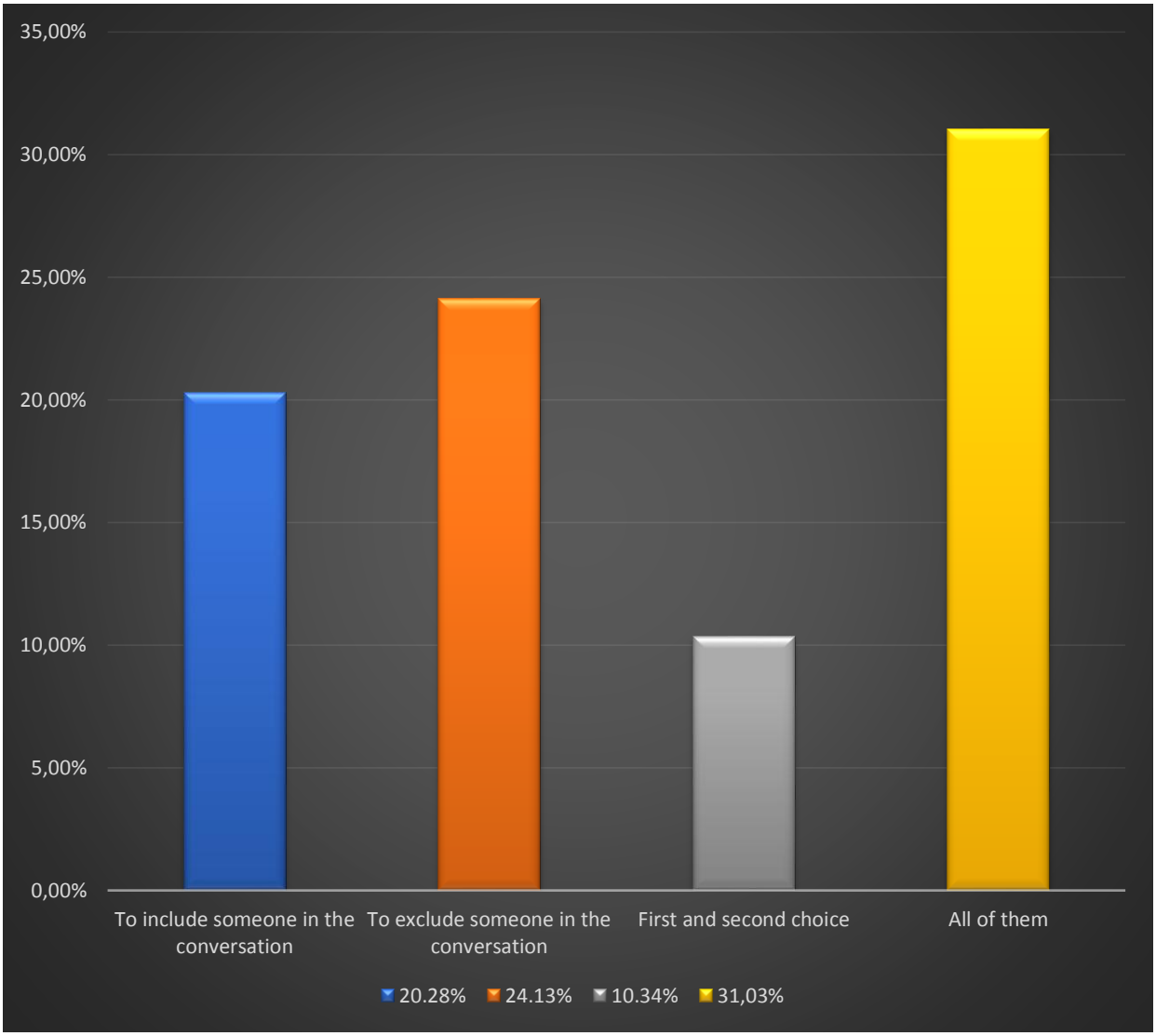
Question 10: It demands students to give the reasons that push them to make code-switching. Six of them say to express a word that does not have a direct equivalent in other language. Seven informants declare to include someone in the conversation and four participants announce to exclude someone in the conversation. Three students choose the first and the second choice. Nine students choose all of these reasons.

Answers	**Participants**	**Percentage**

To express a word that does not have a direct equivalent in other language.	6	20.68%
To include someone in the conversation	7	24.13%
To exclude someone from the conversation	4	13.79%
First and second choice	3	10.34%
All of them	9	31.03%
Question: 10	You use Code –Switching to: To express a word that does not have a direct equivalent in other language. To include someone in the conversation To exclude someone from the conversation	
Total number of participants	**29**	

Table 3.10: The reason of using Code-Switching

The graph gives the percentage of each data found in the table above. Our analysis lead us to say that many reasons and causes obliged students to make the phenomena of code-switching. Sometimes to express freely their thoughts, ideas and feeling. Sometimes they can't find the suitable term so; they are compelled to borrow it from other language as English, French, and Arabic.



Graph 3.10: The reason of using Code-Switching

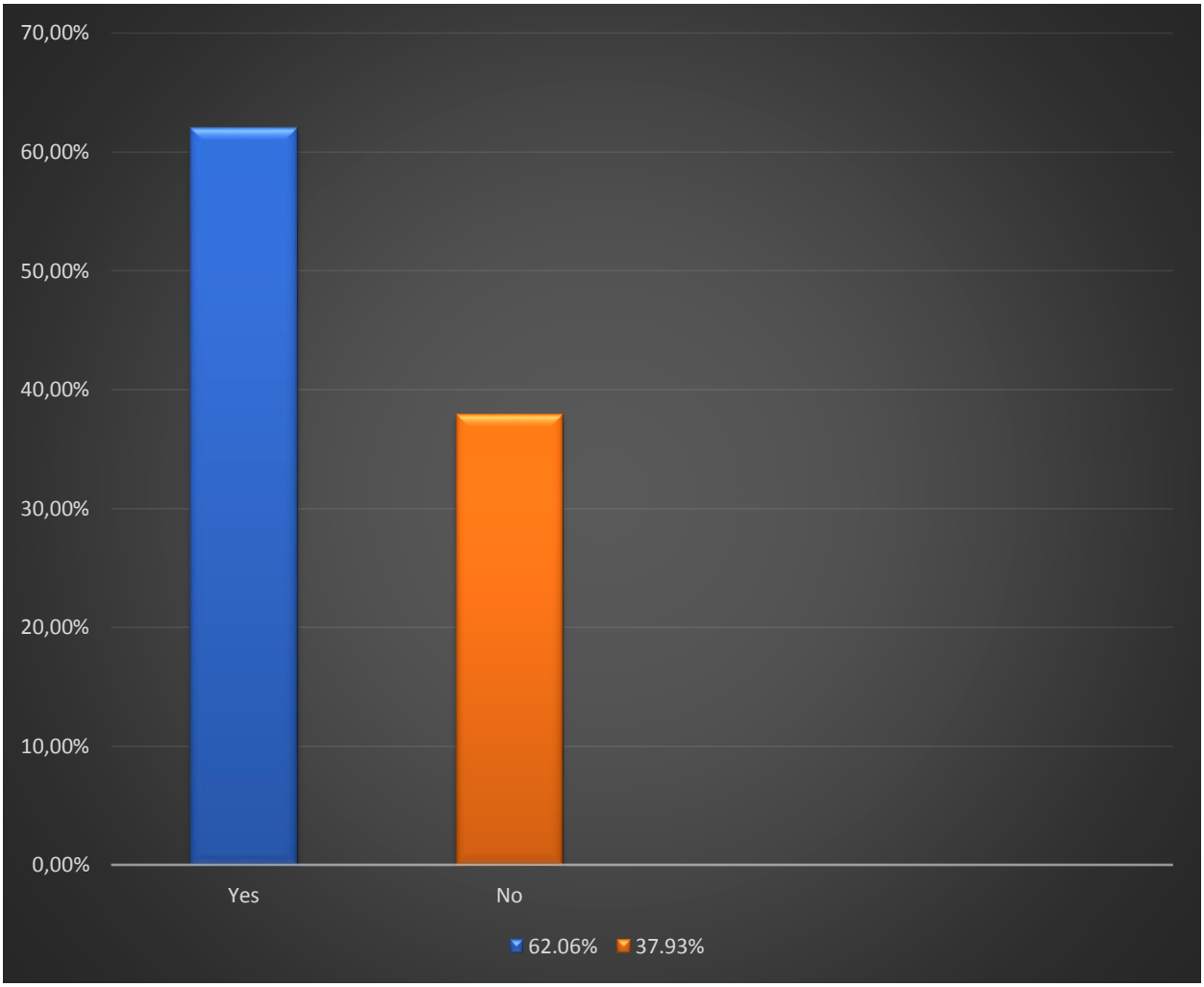
Question 11: In that question, we asked students if the code-switching help the bilingual speakers. Eighteen students say yes however; eleven students say no. most of them justify their answers by saying that code-switching helps us to communicate with others and present our identity and history of our dialect. The table below gives the necessary results with the percentage of each data.

Answers	**Participants**	**Percentage**
Yes	18	62.06%
No	11	37.93%

Reason	29	To communicate with others and presenting the identity.
Question: 11	Does Code-switching help bilingual speakers (students)	
Total number of participants	**29**	

Table 3.11: Code-switching helps bilingual speakers (students).

The following graph presents the percentage of each finding. As students researcher; we cannot deny that code switching helps bilingual students because it enables them to use their different cultures and dialects to produce the code-switching in one conversation as GUMPERZ shows in the theoretical part (the conversational code-switching). This design explains more:



Graph 3.11: Code-Switching Helps Bilingual Speakers (Students).

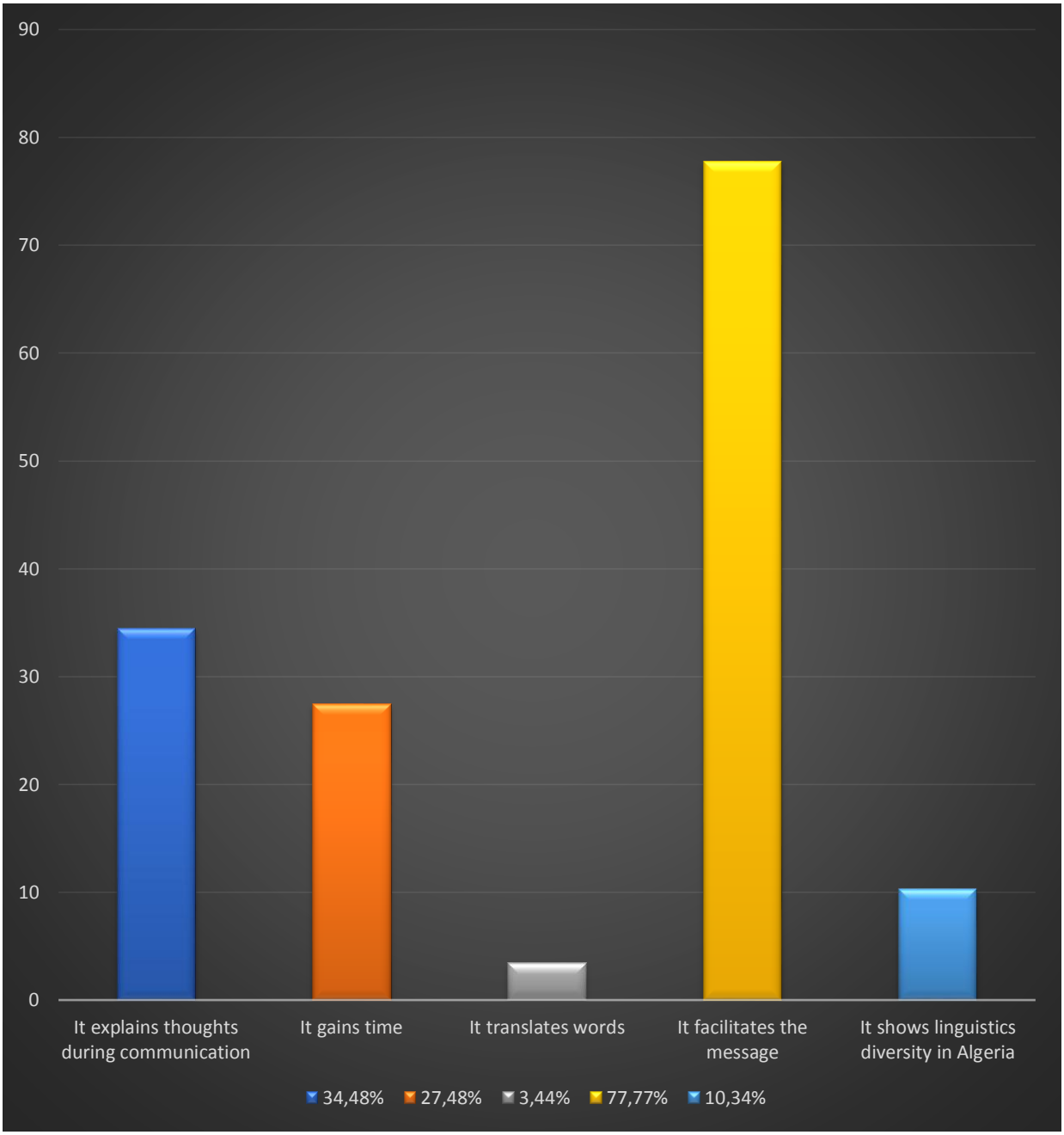
Question 12: Students have been asked about the functions of code-switching. Ten students say that it explains thoughts during communication. Eight persons say it gains time. One student provides us by the following answer "it translates words". Seven of them declare that it facilitates and transmit easily the message. The rest of them say it shows the linguistics diversity in Algeria.

Answers	**Participants**	**Percentage**
It explains thoughts during communication.	10	34.48%
It gains time	8	27.58%
It translates words	1	3.44%

It facilitates and transmit easily the message	7	77.77%
It shows linguistics diversity in Algeria	3	10.34%
Question: 12	Could you please mention the functions of Code-switching?	
Total number of participants	**29**	

Table 3.12: The functions of Code-switching

The following graph shows the functions of code-switching. Each student gives us the role played by the code-switching and how it eases the conversation in a bilingual society. According to our analysis, we can confirm that our country contains a rich space of languages contact and that is based on some factors and circumstances as the period of colonisation and globalisation. Besides that, code-switching helps us to speak freely and transmit our message easily.



Graph 3.12: The functions of Code-switching

3.4 Discussion of the Experiment

The experiment is considered as the second tool of our research. We dealt with seven (07) students to discuss the topic of "The Impact of Code-Switching on Learning". The target here is to see if students use the code-switching while presenting an oral assignment. The following table present the most important results that show the

different kind of code-switching and disclose if it has an impact on the process of learning.

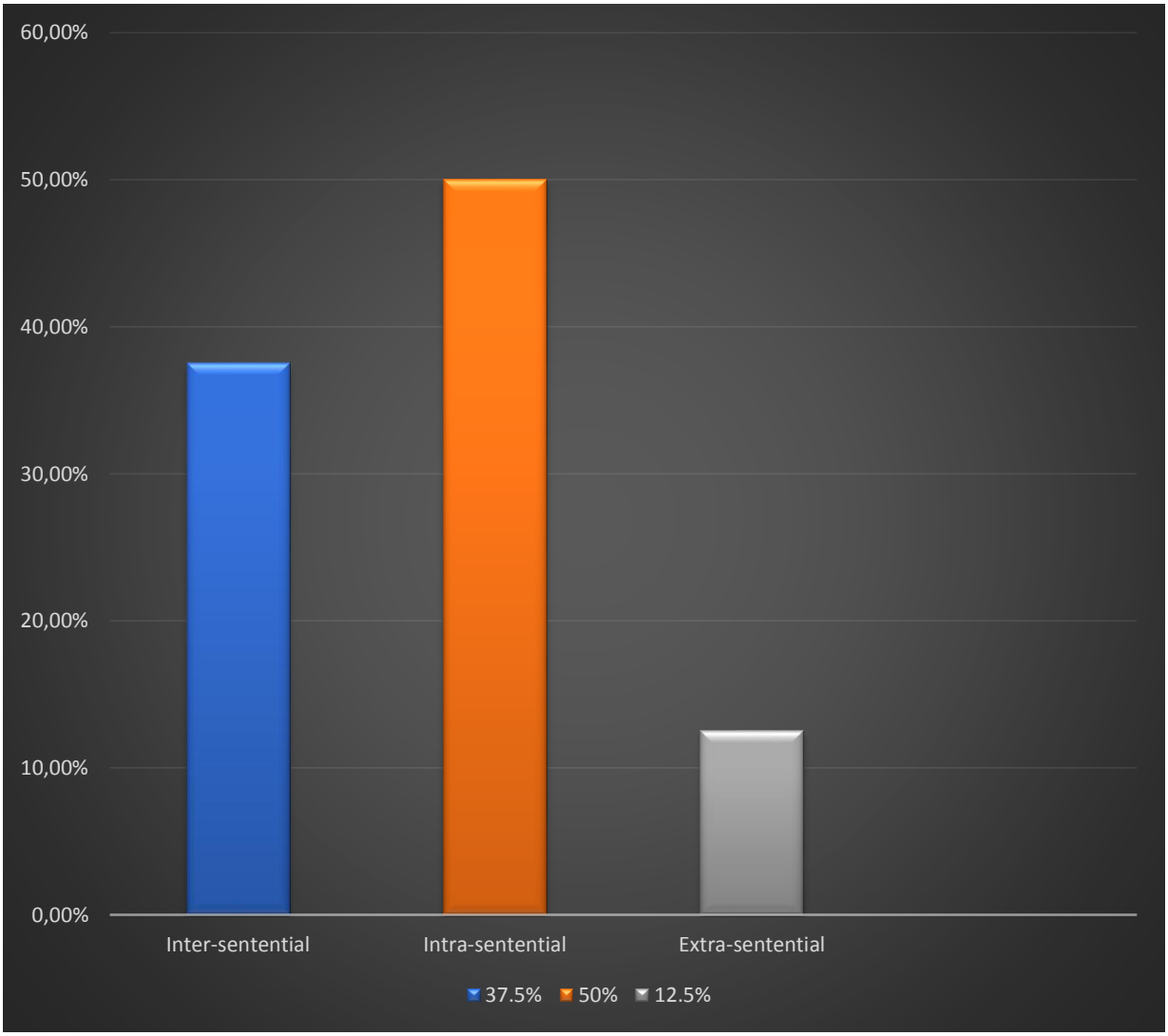
Types of C.S	**Participants**	**Percentage (%)**
Inter-sentential C.S	3	37.5%
Intra-sentential C.S	4	50%%
Extra-sentential (Tag switching) C.S	1	12.5%%
Total number of participants	**08**	

Table 3.13: Types of Code-Switching while Presenting an Oral Assignment

3.4 Introducing the Analysis in the graph

In that experiment the participants from the University of Dr. YAHIA FARES MEDEA were really excited and have pleasure to share their thoughts and ideas about the debate. Most of them are students of master (1) in which we asked them if code-switching affects language learning. They showed us that they are competent and have a huge culture to discuss this topic. To clarify; we have chosen this debate because it is very interesting which gives more interesting ideas and point of view. Our objective is to validate if students mix language during the conversation, also to validate which kind of type switching is the dominant one in the dialogue. Hence, the findings help us to disclose the functions and analyse them. The data collection of the first speaker indicates that the student start introducing the topic by using the **Intra-sentential type** because he mixes between two different sentences the English language and the Arabic dialect. Speaker (1) reveals one of the most essential **function** of code-switching that enables him to express easily his ideas and clarifies the debate in comfort way. The second speaker's speech shows us the **inter-sentential** type since she starts her discussion by the word **"well"** and finishing with Arabic dialect. She also started another sentence in the English language and integrates an unrelated word which "**c'est normal**" in French language. The **function** here is to facilitate the conversation

maybe this speaker doesn't find the appropriate word or she forgets the term which is normally in English "**it's clear**" so she is obliged to say it in French. To talk about the fundamental **factor** that pushes her to use French is the influence of the Algerian people by the colonialism French culture and language. The third speaker used two different **types the Extra and Intra** because she begins by the English and use the word "dialect as a strange term. Speaker number (4) replied MUSTAPHA when he said that the codes switching influences the process of learning. so, participant 4 discusses in Arabic and continuing the second sentence in French so this kind is the **Intra sentential type**. These participants deal only with inter and intra code switching in all the conversation. Participant (5) rarely when she uses the mixing between languages. He either speaks in one language or she deals with the **Intra-sentential** kind as participant (6). The student number (7) uses the **Intra-sentential,** because in some sentences the student combine between two language and sometimes she deals with code-switching to ask question and tries to understand something. This latter is one of the **functions** of Switching that means asking to explain in order to comprehend some unclear points. **(See Appendix B for more details about the experiment).**



Graph 3.13: Types of Code-Switching While Presenting an Oral Assignment.

3.5 General results of the study

It can be concluded that students of YAHIA FARES MEDEA switch between languages due to many reasons , Code-Switching has major role, our findings indicated that :

- ✓ Code-Switching maximizes bilinguals communication with multilinguals.
- ✓ It is an educational strategy in which it helps both teachers and students to create better environment of learning languages, and it improves interaction between them in classroom.
- ✓ It enhances learning process, especially in speaking skill.
- ✓ It has positive impact more than negative on learning the English languge.

- ✓ It is the key to successful learning, and beneficial method of transferring knowledge.

Conclusion

The principle studies of the third chapter is the use of the questionnaire as an effective way of the quantitative method. Similarly; an experiment is used as qualitative part of the research. The basic functions of these materials is to collect data about the reasons of code-switching and disclosing its types. The questionnaire has played an interesting role in the discovery of the most essential circumstances that create the code-switching in Algeria. Also, it has presented a set of important reasons that lead the students to switch between languages. The findings of the experiment show that speakers used different kind of code-switching for many reasons as lack of vocabulary, the habit and speaking freely. In addition to that; all speakers used the intra-sentential type to show that they are competent and have the ability to pass from language to another one by respecting all the fundamental pillars of language structure as grammar, conjugation and vocabulary. As well as we confirm that the code-switching affects the language either positively or negatively.

CHAPTER 04

1. The problems and the limitations

During achieving the dissertation, some obstacles and pressures were faced, such as:

- ✓ The first constraint, we were confused in selecting suitable topic for the research since there was no guidance.
- ✓ The second constraint, planning time, we were only available during a certain period of time because of our job, and that affect negatively our research.
- ✓ The third constraint, some original book in the theoretical part couldn't be found as the original book of THOMASON (2001) which treats the concept of linguistics diversity and the languages contact.
- ✓ The fourth constraint, the dissertation topic has unlimited data, we were confused about the appropriate data, and that took a time to get the most important ones.

2. Recommendation

The code-switching is a common phenomenon which connects different cultures to create a linguistic richness that serves the development of language. To recommend, as student researchers, we propose to integrate the code-switching as module at the department of foreign languages to develop student's level in the language performance. This module will help students to understand the reasons of code-switching and being able to discover the Algerian dialect in different regions.

This case study has been addressed to English students; it can be used also for other foreign languages departments.

GENERAL CONCLUSION:

This academic research discusses the most important circumstances that affected the Algerian dialect and verified why the Algerians switch between different languages especially at the university. It can be concluded that students of YAHIA FARES MEDEA University switch between Arabic, French and English for many reasons as simplifying the expressions of thoughts for others and feeling comfortable in dealing with different languages in the conversation. Hence; this code-switching can influence their learning while speaking or writing. So, the first chapter discusses the Algerian dialect comprising some theoretical notions and concepts that have a relation with the topic. Similarly, this part tackled the circumstances that structured the Algerian dialect as the impact of French language that was inherited from the French colonial and the English that is considered as a global language. We can say that every nation has its culture, identity, languages, traditions and beliefs that are considered as the most basics pillars of language and the spoken dialect. Moving to the second chapter we presented the theoretical concepts of code-switching including its different types. We also used the notions of GUMPERZ who describe these phenomena in several ways. As well as, we treated the impact of code-switching on learning acquisition and understanding. Finishing by the third chapter that analysed the findings obtained from the questionnaire and the experiment that was conducted with students of YAHIA FARES MEDEA. Finally, all the factors and reasons play a pivotal and interesting role in the development of the Algerian dialect and show how code-switching affects students learning as we have seen in the experiment when learners used different types of code-switching in the conversation. From that point we can say that the findings and analysis confirmed the reasons of the code-switching that are established in the hypothesis.

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Appendix 01: Questionnaire addressed to students

Age:..... **Gender:** M/F **Level:** .....

As students' researcher, we will be honored and thankful to provide us by the necessary answers to that questionnaire. Our objective is to collect piece of information in order to achieve the appropriate answers to that topic: **The Influence of Code-Switching on Learning English Language at the University. Case study: Licence and Master Students of English**" The objective of that study is to show why Algerian people use words from different languages in their speech.

1. What languages do you speak?
   -Standard Arabic. -English. -French.
2. Which language do you use to communicate with your family?
   -Standard Arabic. -Arabic dialect. -English. -French.
3. Which language do you use to communicate with friends outside the University?
   - Arabic. -Berber. -English. -French.
4. Which language do you use to communicate with friends at the University?
   -Standard Arabic. -Arabic. -English. -Berber.
5. Do you use Code-switching?
   -Yes. -No.
6. Where do you use Code-switching more?
   -At the university. -Outside. -Both
7. How often do you use Code-Switching?
   -Often. -Sometimes. -Rarely. -Never.
8. What are the languages that you switch between?

……

9. Could you provide some examples from different types of Code-switching?

……

10. Why you use Code –Switching?

-To express a word that does not have a direct equivalent in other language.

-To include someone in the conversation.

-To exclude someone from the conversation.

-First and second choice.

-All of them.

11. Does Code-switching help bilingual speakers (students)?

-Yes. -No.

12. Could you please tick the functions of Code-switching?

-It explains thoughts during communication.

-It gains time.

-It translates words.

-It facilitates and transmits easily the message.

-It shows linguistics diversity in Algeria.

THANK YOU!

Appendix 02: Transcribed audio-recording

Speaker 1

Mustapha**:** ″ Hello guys today I have faced many thoughts that is centered about the code-switching if it influences language learning or no. نظن أنها تأثر على تعلم اللغة لأنو بزاف ناس في حديثهم يمزجو ما بين الفرنسية و العربية و الإنجليزية حتى و ان كانو يقدمون بحوث شفهية أمام الأستاذ

Speaker 2

Aya: ″well ايواه راني معاك في هادي there are a lot of factors that lead learners to switch between languages w cest normal cette phénomène influence son apprentissage.

Speaker 3 interrupting speaker 2

Fatima : the dialect متأثرة بالعوامل التاريخية و الثقافية ضروري نذكرو هاذ النقطة the historical factors as French colonialism and its culture.

Speaker (4)

Ahlem: لكن يا مصطفى اذا الطالب حريص على تعلم قواعد اللغة الأجنبية بشكل جيد نضمنلك بلي مراحش يمزج ما بين اللغات الأخرى خلال تقديمه لبحث شفهي امام الأستاذ.Déjà normalement c'est interdit de parler une autre langue dans un discours Anglais devant le prof.

Speaker (5)

Omar : I agree with you (replying speaker 4) il faut que l'étudiant garde les règles gramaticaux.

Speaker (6)

Sihame: when we use code-switching while speaking a specific language pour moi c'est faiblaisse linguistique.

Speaker (7)

Bouthaina: learning can be affected by code switching بالطبيعة مشي معنتها الطالب ضعيف لغويا و انما تلقائيا يلقا روحه يمزج في لغات اخرى