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**Functions of Code Switching
Case of Code Switching between Algerian Arabic
and French among Second year License students
of English at Kasdi Merbah University of
Ouargla**

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Dedication

With great honour, we dedicate this work to our parents, family and friends; may Allah protect them.

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GENERAL INTRODUCTION

1. Background

Since the antiquity, language is still being seen as an essential element that characterizes any human community. Inside society, language is used to get things done, for interaction, communication and so on. Therefore, researchers give it a great deal of interest and try to understand how it works when being used by its speakers. Based on issues carried out by language, Code Switching is a phenomenon emerging from language contact. This contact is due to, for example, trade, emigration or colonization as it is the case of Algeria. By Code Switching, Meyerhoff (2006) refers to that move between two distinct varieties in the same conversation. Such movement can be determined in terms of functions to be fulfilled as it is explained in the model suggested by R ene and Muysken (1981) in which CS can serve six main functions. This piece of research attempts to investigate functions of CS in an Algerian context by means of a larger focus on switching that occurs between Algerian Arabic and French.

2. The statement of the problem

One fact of the linguistic situation in Algeria is “linguistic plurality”. One can notice easily the use of at least two distinct languages in an Algerian spontaneous speech. For this reason, several phenomena emerging from languages contact could be the focus of linguistic studies in this country such as Code Switching .So, the central problem in this research is the co-existence of different languages in Algeria leading to code switching among its speakers. It could be of interest to understand the nature of this phenomenon in this context.

3. Aim of the study

The present study aims at dealing with the linguistic situation in Algeria by means of larger focus on the impact of French on the Algerian Arabic dialect. The main focus is to investigate the most dominant function of CS between Algerian Arabic and French using the model of R ene and Muysken(1981) among second year licence students of English.

4. The research question

What is the most dominant function of Code Switching among second year licence students of English at Kasdi Merbah University?

5. Instrument of the research

In order to find an answer to the posed question in this study and to collect data, a questionnaire was distributed to second year license students of English. The questionnaire enables us to find out the dominant function through asking a question about each function.

6. Definition of Key terms

Code Switching: A change by a speaker from one language or language variety to another one (Richards & Schmidt, 2002).

Function: The purpose for which something is designed or exists (Function, n.d).

According to Réne and Muysken (1981) alternating between languages is not done without objectives. Such objectives are determined in terms of functions, that is, functions that Code Switching can serve when it is used by bilingual speakers. In this context, they give six functions, using what they call “the functional model of Code Switching”, which are as follows: Expressive, Metalinguistic, Phatic, Poetic, Referential and Directive.

7. The structure of dissertation

This dissertation consists of three chapters. The first chapter is devoted to Code Switching by means of reviewing its literature and presenting other linguistic phenomena that may overlap with it. The second chapter deals mainly with the linguistic situation in Algeria and tries to shed light on how the studied phenomenon exists in this country. The third chapter is concerned with the practical side of this study which tackles the methodology of research by means of presenting of the methods used to collect data, specifying the studied population, data analysing procedures and reporting the results and discussion.

Chapter One

Code Switching

Introduction

Being a fundamental element in any given society, language continues to have a special position among its speakers, especially when an individual has more than one language. Thus, it is not surprising to find that most of the world populations are bilingual communities. For this reason, this chapter focuses on the issue of bilingualism and how it is viewed by several scholars. Moreover, the present chapter tends to shed light on an essential part that characterizes any bilingual community which is code switching. The latter is dealt with in terms of its definitions, theories, types, functions. Although bilingualism studies concentrate more on code switching, other phenomena could interfere under such discussions, for example, diglossia, borrowing and code mixing which are also the interest of the present chapter.

1. Bilingualism

1. 2.Definitions

Bilingualism is the environment where code-switching takes place. Examining the latter cannot be done without referring back to Bilingualism. Bloomfield (1934) defines bilingualism as “the native like control of two languages” (p.56) According to Harms and Blanc (2000) the concept of bilingualism refers to a situation where a community uses two languages; as a result, two codes become into contact and occur in the same speech. In this context, they add, individuals are bilinguals (societal bilingualism), in other words, all the society members use those two codes. However, this definition includes another concept which is bilinguality or individual bilingualism. The latter means that this is due to the psychological state of an individual who has more than one language in order to interact socially with other people.

In agreement with Bloomfield, Malmkjær (2006) defines a bilingual (or multilingual) as a person whose linguistic ability in two or more languages is like the one of native speaker. However, even with native speakers, he adds, they do not have the same ability in all aspects of language, that is, some registers are mastered by their specialists. For this reason, a bilingual may be proficient in using the language in certain domains while fails in others. In other words, s/he cannot have access to all registers of both languages. According to Wardhaug (2006) bilingual people are not necessarily fluent in the languages they speak. For Wei (2006), bilingualism is a production of a large contact between several languages. At this point, he explains that this contact is a result of people interaction using different language

under conditions such as communication, colonization, trade and knowing other's culture. However, Ennaji and Sadikki (1994) indicate that bilingualism is a rare phenomenon because mastery of two languages is not easy to achieve. The reason behind this difficulty is that the individual finds it difficult to use those languages accurately and appropriately in different domains. In spite of that, they add, there are people who are not completely perfect bilinguals, but they can use both languages in a number of contexts.

1.3. The notion of “Code”

Code is a neutral term because it is taken from information theory unlike terms such as: *language*, *style* and *dialect*, which are more emotional (Wardhaugh, 2006). In this definition, he defines code as any kind of system used between two or more people for communication. For Chloros (2009) the term code is defined as follows:

The term “code”, we are reminded originated for this purpose as a loan term from communication technology when signals were switched between devices .Now in language it is applied to varieties ,no matter how conceived, while switching simplistically conveyed in the earliest models of changing of the position of the mental toggle switch between varieties (p.6).

1.4. Code Switching

1.4.1. Definitions

Several studies on bilingualism give a great deal of interest to code switching (CS). According to Poplack (2015), code switching in its general meaning is the mixing of two or more languages in the same discourse. However, Nilep (2006) focuses deeply on this phenomenon by claiming that code switching is the act of selection and alteration of linguistic items to be related to the context surrounding the interaction. In agreement with the latter point, Yumoto (1996) sees it as changing of languages during a single speech, at the level of sentences and words, pointing that this alteration is guided by social functions.

For Heredia and Brown (2005), speakers who have more than one language (bilinguals) are able to code switch or mix their languages. They describe this phenomenon as substituting a word or a phrase from one language with a word or a phrase from another language, while Wardhaugh (2006) avoids to use terms such as: *language*, *dialect* to refer to code, as mentioned above under “the notion of code”. Chloros (2009) defines code switching as the use

of several languages or dialects during the same speech or sentence by bilingual people. Meisal (as cited in Cantoone, 2007) argues that code switching is the ability of knowing which language could be chosen according to the interlocutor, the situational context and the topic of conversation, adding that changing language during interaction depends on sociolinguistics rules without violating grammar constraints. Unlike the different points of views cited above, Hudson (1996) in defining this phenomenon argues that it is the use of different varieties of the same language at a particular moment and situation. This definition includes a deviation toward diglossic situations.

1.4.2. Types of Code Switching

Classifying types of code switching differs from one researcher to another concerning naming each type. However, most of them agree that such a phenomenon occurs due to social conditions and at the level of sentences.

It is said that CS occurs during conversation, from sentence to sentence or within a sentence. The former is known as inter-sentential CS and the latter is intra-sentential CS (Cantoone, 2007). A conversation between two Italian/English bilingual A/B represents a case of inter-sentential CS.

A: Do you know Pavarotti's newest song?

B: Yes, I know it. é una bellissima canzone. (It is a beautiful song)

A: Anche a me piace. (Also to me like (I) it).

The following example is an intra-sentential switch between German and English

I love that keid. (Cloth). In addition, Tag switching means a mix including an interjection or tag as in the following example: *I was happy about that, cappisci* (Cantoone, 2007).

Warddhaugh (2006) claims that equating code with language leads to two types of code-switching which are as follows:

1. Situational code-switching: the language used changes according to situation. For instance; they speak language A in a situation and language B in another situation.
2. Metaphorical code-switching: this concerns the topic being discussed, that is, a change of topic requires change in language used. He concludes by saying that although topic can be

treated in any of the two languages, the choice of this latter adds a special touch about what is said about the topic.

1.4.3. Functions of Code Switching

Code Switching is not an isolated phenomenon, but a central part of bilingual speaker. Thus, alternating between languages during conversation is not done without objective (Réne and Muysken, 1981). Such objectives are determined in form of functions, that is, the functions that CS can serve when used by bilinguals. In this context, they give six functions using what they call “the functional model of Code Switching”.

1. Referential function: switching in such type is due the lack of knowledge in one language or lack of language items in certain subject. In the latter case, some subjects should be dealt with in one language more than the other since words involved serve more the semantic function intended by a given concept. Most of the speakers in this switching situation are conscious of doing that because their answer will be the following: we do not know the word or the chosen language is suiting more the discussed topic, when they are asked why you code switch.
2. Directive function: the most concerned element in that position is the hearer. For this reason, switching takes the function of including or excluding certain person from the communication .According to Réne and Muysken (1981) the most famous example is when parents learn more than one language to prevent their children from understanding them. In the other side, children create their special language to exclude their parents.
3. Expressive function: in its simplest form, it is related to the identification of the speaker .Thus, switching may have the function of showing that this speaker possesses a mixed cultural identity.
4. Phatic function: having a phatic function means indicating a change in tone during conversation. For instance, when Jamaican part of speech is included in an English context, the main function here is to highlight the information conveyed, say,emphazising it.
5. Metalinguistic function: the function carried out is to comment directly or indirectly on the languages being used. A given example is that when speakers change between languages to leave impression on the other participants and to show of linguistic skills.
6. Poetic function: it is concerned with puns, jokes..etc ,in other words, saying certain words in different language for amusement or humor.

1.4.4. Theories of Code Switching

The phenomenon of CS is studied from different perspectives. René and Muysken (1981) summarize three essential angles from which the discussed phenomenon is seen. Firstly, from a psycholinguistic point of view, the focus is on the aspects of language capacity that enable people to code switch. Secondly, from a linguistic point of view, the interest is on how we know that people are really code switching not just implementing words from another language to their linguistic system. Thirdly, from a sociolinguistic point of view, the asked question is why do people switch between languages.

Schmidt (2014) demonstrates that many accounts of code switching stress the point of grammatical constraints which reveal when and where CS is possible. In addition, she claims that because of the violation of rules, it is not preferred at certain points in sentence. Accordingly, it is clear that CS does not occur in an arbitrary way but it is guided and takes specific points in a sentence. Another issue is that CS happens spontaneously in natural speech which creates the possibility of not finding full grammatical sentences during conversation. This leads to a difficulty of applying grammatical theories in general. Despite this problem, many studies concerning CS theories were conducted, for example, Poplack's constraints and Myers Scotton's model.

1.4.4.1. Poplack's constraints:

The most important theory in CS is the model of Poplack (1980) which contains two constraints: the free morpheme and the equivalence constraints.

The free morpheme

This means that switching between codes can occur after any constituent unless this constituent is a bound morpheme. Such constraints are applicable to all linguistic levels except for the phonological one. For more clarification, the following example is given: *eatiendo* (eating). This word is composed of the English root 'eat' and the Spanish bound morpheme *iendo*. In such a case, switching cannot occur because of the bound morpheme *iendo*. In addition, another aspect preventing switching is that the word *eat* is not integrated in the Spanish phonological system.

To sum up, this model suggests that in case of a switching between the free morpheme and the bound one, a phonological integration, that is, the free morpheme is integrated into the phonological system of bound morpheme to permit a possible switching (Poplack, 1980).

The equivalence constraints

This constraint is based on linearity and is related to surface word structure. In this example between English and Spanish where CS is possible at some points and not in others because of the violation of the syntactic rules in one of the two used languages (Poplack, 1980).

Example:

/ I / (told him) /that/ /so that/ /he/ (would bring it) /fast/

/Yo/ (le dije) / es/ / pa'que/ / él/ (la trajera) / ligero/

I told him that pa'que él la trajera ligero. (The switched sentence).

The slashes indicate possible CS points unlike the items between brackets where it is not possible. Since the switch point between *that* and *pa'que* does not violate the rules of both languages, CS is possible in such sentence.

1.4.4.2. Myers–Scotton’s matrix language frame work

This study was conducted in Nairobi based on the corpus on Swahili-English speakers. The underlined aim is to provide an explanation for where code switching can take place in sentence. Two main components form MLF model (1) matrix language (ML) vs. embedded language (EL) and (2) system morpheme vs. content morpheme. Concerning the first component, there exists ‘hierarchical’ and ‘asymmetrical’ relation between the two languages used in conversation. The attention is directed to show that one language is more used than the other, in other words, it refers to “matrix language” and “embedded language”. The former refers to the base and more dominant language, whereas the latter refers to the language that has less importance. In the second component, the interest is on the distinction between system and content morphemes. According to this model, system morpheme consists of all bound affixes and some function words, in addition to “inflectional morphology” and tense aspects. However, verbs stem and nouns take part in content morpheme. The latter has a ‘thematic role’, that is to say, where the semantic meaning is found. An essential remark in this analysis is that this study is applicable just to one type of code switching which intra-sentential code switching (Schmidt, 2014).

1.5. Diglossia

Code switching does not happen only between two different languages, it can occur within the same language. The latter leads to what became to be called diglossia. The term diglossia goes back to Ferguson (1959) who defines it as a situation where two or more varieties of the same language are used and governed by some conditions. Such conditions which are determined in terms of conversation at home or in the street are different from the ones used in public occasions, where the standard variety is used, for instance, classical Arabic and the regional varieties of Arabic used in colloquial speech. Unlike Ferguson, Trask (2007) defines it as a phenomenon in which language varieties can serve different functions. However, one variety is more or less used than the other in the appropriate context. Adding that just two varieties are used referring to high (H) and low (L) varieties of language. The distinction between them is based on the prestige created by the H variety which is used in formal education, unlike the L one, which represents the mother tongue in most cases.

1.6. Code Switching vs. Borrowing

Bilingualism is a sociolinguistic phenomenon that covers different features such as: code switching, code mixing and borrowing. Distinguishing between CS and borrowing is a problem confronted by many researchers because they overlap. Although both of them produce mixed sentences, but in fact they are totally different phenomena.

A traditional definition says that borrowing refers to the phenomenon when a word or phrase is taken from one language to be as a part of the monolinguals speech of another language (Mahootian, 2006). Most of researchers share the point that the foreign word takes place in “the host language” under the conditions of morphological and phonological changes and the frequency of use to be called a borrowed item and be distinguished from CS. According to Heath (2013), borrowing is the adaptation of the lexical item P_y from L_y into L_x , that results P_x which means that the lexical item P_x is conformed to the phonological and morphological structure of L_x . In the same vein, Gumperz (1982) distinguishes between the two phenomena by claiming that borrowing is defined as any single words introduced from one language into another one provided that those items are adapted to the morphological and syntactic structure of the “borrowing language”. By contrast, CS is a kind of juxtaposition that must be perceived consciously or unconsciously by a speaker as one sequence formed by two different grammatical systems. In the opposite side, Myers-Scotton (1992) rejects the idea of phonological and morphological changes and frequency of use to account to such distinction.

Concerning frequency, “absolute/relative frequency is the single criterion best linking B forms more closely ML mental lexicon than simple CS form”(Myers-Scotton,30).This is an answer to an asked question as follows: if single B and CS form fall along a continuum, it is possible to differentiate the two. For morpho-syntactic integration, she sees that they are two universally linked processes since they are part of a single continuum.

1.7. Code Switching vs. Code Mixing

Code mixing (CM) is a problematic term to many linguists because it overlaps with code switching. These two terms are used interchangeably according for some scholars, but as totally distinct terms for others. To make a distinction between them, Mesthrie (2001) analyses the breaks; when change of language occurs, between the two switched languages. In one side, concerning mixing, breaks are not clear and happen repeatedly in conversation, more especially within clauses and sentences. In the other side, switching happens according to the change in topic, situation and interlocutors. For Hamers and Blanc (2000), mixing refers to including some elements from language B to an utterance from language A, while code switching refers to changing between language A and language B.Those elements are lexical, semantic or syntactic. According to King (2013) CM is moving back and forth between the two languages indiscriminately whereas CS is the use of both languages intentionally to fulfill communicative purposes.

Conclusion

This chapter treated the phenomenon of code switching by presenting some of its aspects. Scholars see that code switching is used to fulfill different demands and it varies from one individual to another in terms of its use. In reviewing the literature of this phenomenon, the focus was also on bilingualism which represents a vital milieu where code switching mostly occurred. Another situation to which switching is related and was covered by this chapter is diglossia, where two varieties of the same language are used in totally different settings. In addition, overlapping terms with the studied phenomenon such as “borrowing” and” code mixing “were the interest of this chapter.

Chapter Two

The Linguistic Situation in Algeria

Introduction

Algeria is a bilingual country where two languages at least, French and Arabic (Algerian Arabic), are used together in daily conversation. For this reason, the linguistic situation in this country is very complicated. In this chapter; the focus is on the linguistic situation in Algeria through tracing back some historical events that affected its language. Next, we shall look at the Arabisation policy and at the current language situation. To conclude, we shall try to represent the sociolinguistic situation in terms of bilingualism, Diglossia and Code Switching, in other words, how they exist in this country.

2.1. Historical background

Numidia, (the present day Algeria) had witnessed many invasions through its history. Linguistically speaking, this affected the used language and gave Algeria this “linguistic plurality”. It is said that the first inhabitants of Algeria are the Tamazight who spoke a language called Lybic. This language was in most times an oral language, but had a Phoenician script after the conquests (Chami, 2009). Henceforth, waves of invasions had entered Algeria. In brief, beginning by the Roman conquest in 100.B.C when the Latin language was used in all domains, for example, education. In 429 A.D, the Vandals of Genseric, coming from Spain, settled Algeria and ruled it in their way. However, in 533, the Vandals lost the battle against Byzantine rulers who stayed till the coming of Arabs in the seventh century. The Arabs overspread Islam as well as Arabic. That time is characterized by the use of two languages, Arabic and Berber. Tracing back Algeria history, Algeria was under the rule of the Ottoman state which opened doors to Turkish language, so from a linguistic perspective, several Turkish words and expressions were used in Algerian Arabic dialect, but few “grammatical morphemes” of Turkish could take place in Arabic language (Chebchoub, 1985).

The presence of the Ottoman state was totally ended in 1924 after the coming of the French colonizers in 1830. Although Algeria had witnessed successive waves of invasions; the French colonizer has succeeded to maintain its prints upon the Algerian Arabic (AA) dialect. During the French colonization, French was considered as an official language whereas Arabic as a foreign one. In spite of that, Algerians used to communicate in (AA) dialect or */darza/* which continued to be used and full of French influences. As a result of these invaders, the linguistic situation is influenced to the extent that one can find in the present day Algerian Arabic words such as *Rfissa* and *Barkukas* (two traditional dishes) derived from

Latin, *boukraj* (kettle) and *braniya* (Aubergine) from Turkish, *kanasta* (Basket) and *esskouila* (school) from Spanish, *miziriya* (poverty) and *kamyoun* (lorry) from French (Benrabah, 2002).

2.2. Language Policy in Algeria

Language policy also known as Arabisation is a decision imposed by the Algerian government after the independence in 1962, and it was applied in a systemic way after the military coup in 1965 (Benrabah, 2002). The policy had some main objectives to reach. First, it aimed at reconstructing the Algerian identity that was denied for more than 130 years of French colonization and dominating Arabic (modern standard Arabic MSA) in all sectors that were just in French such as education, law and media. Second, Arabization aimed at eliminating all “vernaculars”, for example, spoken varieties of Arabic and Tamazight to ensure national unity (Aitsiselmi, 2006). However, many observers agree that this policy was failed.

Benrabah (2002) illustrates some factors that led to this failure. In the first position, on August 5th 1998, the law of using SA in all domains except that of higher education entered in application. Two years later, the assassination of the Kabyle singer Matoub Lounés by an armed group caused serious problems in Kabylie region. Many official sectors such as banks, political parties' residences were destroyed. Even public post-sings in Arabic were removed, leaving just those of Berber and French. This was a direct refusal against the Arabisation policy imposed by official governments that overspread among Berber-speaking community and it was considered as a negation of Kabyle culture and identity. As a result of that and with the coming of the president Abdelaziz Bouteflika, Tamazight was declared as a national language and started to be taught mainly in Bejaia and Tizi-Ouzou (Abdellatif Mami, 2013). Another factor is that Algerians had to shift to SA in their day to day interaction, but it was noticed that all sorts of language are used except for standard Arabic. In addition to , French, the “ex-colonizer” language. In this context, Dekhir (2015) claims that in spite of all reforms, this policy is in half of application since French is still being perceived as an important language for civilization, technology and science access.

Although many domains are arabized, this policy fails to fulfil the aims set out. It did not succeed in eliminating the linguistic plurality characterizing the Algerian society through the eradication of mother tongues (Berber and its varieties, Algerian Arabic in all its forms) to be

replaced by modern standard Arabic .Also, this failure is due to French language which continues to be the native language of many Algerians.

2.3. The current language situation in Algeria

From a linguistic angle, Algeria in currently time represents a vital milieu where different languages are used in public life. Examine such situation could be carried out through producing an overview about the languages currently used in this country as follows:

2.3.1. Arabic

Similar to many Arab countries, the situation of Arabic language in Algeria is divided into two sorts of the same language; modern standard Arabic (MSA) and Algerian Arabic dialect (AA).The former, a simpler version of classical Arabic, is the official language of the country and it is used in formal occasions, media and taught at schools, but it is not used in daily conversation. The latter, known as *Darja/darʒa/* , is used in everyday life. However, it became more used in theatre and novel under the believe that it represents the Algerian culture (Benremougua, 2005).

2.3.2. Berber

Tamazight, meaning language in Berber, is one of the most popular languages used in Algeria. Statistics about the number of Tamazight speakers differ, but estimations say that 25% and 30% of the total population are Tamazight speakers (Aitsiselmi, 2006).Like several languages, Berber has different varieties (dialects) that vary from region to region. Generally, the main Berber speaking community in Algeria is Kabylia, situated in the north, which represents two- thirds of Algeria's Berber speakers. The dialect spoken in this region is kabyle (taqbaylit dialect).In the second position comes Auras region, in central eastern areas, with about one million speaker of Chaouia or Tachawit dialect Saharan areas come in the third place with about 150 000 to 200 000 user of Tamzabit (in Ghardia and Ibadhit cities), Tamahaq dialect used by the Tuareg population (Chaker and Metouchi, 2006).

2.3.2. French

One of the most prominent prints of the French colonizer in Algeria is its language, French. Although it was under attack in 1990s, when choosing between it and English as the main language of access to science and technology, French continues to have a high position

in this country. As an illustration, it was declared that French is the first foreign language taught at school after the reform of the educational system in 2004 (Aitsiselmi, 2006). In addition, newspaper such as *Elmoujahid* and *la Liberté* are published in French, national TV and radio channels diffuse their programmes in French (*Canal Algérie* and *Radio Alger Chaîne 3*); in high education, most of scientific streams are still being taught in French.

2.4. The Sociolinguistic Situation in Algeria

The Algerian linguistic situation is not homogeneous, that is, a mixture of languages and dialects take part in daily speech, mainly modern standard Arabic (SA), Algerian Arabic (AA), French and Tamazight with all of its varieties. For this reason, one can find and notice the existence of diglossic situations, bilingualism and code switching phenomena emerged from language contact in this country.

2.4.1. Bilingualism

In Algerian society, bilingual people are those who have learnt a second language at early ages, from birth, or those who lived during the French colonization (Benguedda, 2015). Therefore, one can find in this community Arabic/French, mostly found; Berber/Arabic or even Berber/French bilingualism. In this context, Bensaafi (n.d) mentions that the first generation of Algerian bilinguals was as result of Napoleon3 plans of creating mixed French and Arabic schools which could lead to the co-existence between French and Arabic languages. This project was applied under ideas of civilization and complementation rather than domination and colonization. Henceforth, the Algerian dialect includes good number of French words.

From the point of view of Meghaghi (2016), it is difficult to describe bilingualism in an Algerian context because of the use of all varieties of Arabic and Berber with French, but what is obvious is that most of Algerians use and understand words and expressions from MSA and French in their daily interaction. As far as French is concerned, he adds, it continues to have its place in the Algerian society, be it written or spoken. This preserves what is known as societal bilingualism as well as individual one. The latter is raised from a lack in vocabulary, especially in nouns. Miliani (2000) indicates that Arabic-French bilingualism in Algeria is unbalanced, that is, always it is in favor of Arabic. In this context, he sees that those who are calling for a monolingual country and eradicating are forgetful since this language is linguistic heritage and it makes part of Algerian identity. Thus, its “rejection- adoption”

choice is not an easy task to be put in application because of the impact on the psychology of its users.

2.4.2. Code Switching

In tackling the issue of CS in Algeria, Ahmed Sid (2009) makes a distinction between borrowing and code switching. He refers to such terms, respectively assimilated and unassimilated elements. Based on this distinction, code switching is defined as the use of the unassimilated elements (without any changes) from a second language in a single sentence, speech or conversation. By contrast, assimilation is related to borrowed words affected by the phonological and morphological features of the matrix language. (In this case is Arabic). As an illustration, he gives the following examples.

Table1:1.Examples of integrated borrowing from French into Arabic.

Spoken Algerian Arabic		French		English	
Singular	Plural	Singular	Plural	Singular	Plural
1./bu:sta/	/bu:stat/	Post	Postes	Post-office	Post-offices
2./fi:laz/	/fila:ʒa:t/	Village	Villages	Village	Villages
3./ri:glal/	/ri:glat/	Régle	Règles	Ruler	Rulers

Note. From “Code Switching and Borrowing in Algeria” by Houes Ahmed Sid, 2009, Revue Science Humaine, Vol(A), pp.97-107.

In the above table, French items are totally integrated morphologically and phonologically into Arabic. However, in the next examples where items are morphologically and partly phonologically adapted.

Table2: Examples of morphologically and partly phonologically adapted items.

Spoken Algerian Arabic		French		English	
Singular	Plural	Singular	Plural	Singular	Plural
1./pi:ppa/	/pi:ppat/	Pipe	Pipes	Pipe	Pipes
2./vi:sta/	/vi:stat/	Veste	Vestes	Jacket	Jackets

Note. From “Code Switching and Borrowing in Algeria” by Houes Ahmed Sid, 2009, Revue Science Humaine, Vol(A), p.97-107.

This table indicates how French items are morphologically integrated to Arabic feminine nouns by adding /a/ and the plural feminine /-a:, t/, but not completely adapted to the

phonological system of Arabic because /p/ and /v/ do not exist in Arabic. Also, one can find in AA sentence syntactically constructed in Arabic, in other words, it conforms to Arabic morphological rules while its lexicon comes completely from French. For instance:

/kraza:tu l-maSi:na w ramaša:wah muršuwa:t muršuwa:t/

/kraza:tɔ l-maʃi:na w ramaša:wah mɔrʃɔwa:t mɔrʃɔwa:t /

(The train crushed him and they gathered him piece by piece)

All Algerians can understand different expressions from French and MSA in their daily conversations. One reason makes Algerians code switch is the lack of vocabulary of certain aspects for example: nouns. CS is a main aspect in communication in which bilinguals acquire the ability to switch from one language to another in different fields and contexts according to certain factors such as: circumstances, rules of interactions, addressee and topic. The long existence of French in Algeria has resulted borrowed items and ready-made phrases like: *ça va* , but sometimes it mixed with an Arabic expression such as : *ça va alhamdulillah /ša va alḥamdolillah/* (Meghaghi, 2016).According to Mouhadjer (n.d) Algerians speak Arabic French two minutes and thirty seconds Arabic then one minute in French. However sometimes the two languages mixed together thus a bizarre strange language had been created.

Bagui (2014) indicates that CS exists in the sociolinguistic behavior of most Algerians. It is easy to remark a switching from Arabic to French or vice versa by the exposure to a spontaneous speech between individuals. Because of various historical factors, CS exists not only between MSA and AA but also with French and AA.

Benguedda(2015) investigates further in this topic to come to a conclusion that only adopted French words can be used with bound of Algerian Arabic.For example, she gives the French verb (répondre-answer) pronounced in the Algerian way (ريونديت, */ripondit/*) I answered showing the lexical morpheme of the French verb and bound morpheme */ت/,/ta/*from Arabic refers to the first person. While this morphological rule is applicable to certain French words, she adds, it is not the case of all words .

Milroy and Muysken (1995) look at code switching from a migration point of view by claiming that a complex linguistic situation is raised when code switching has no relation with

migration in any country. Algeria can be used as an example because French and Arabic are part of daily life conversation.

2.4.3. Diglossia in Alegria

One of the well-known facts that characterize the linguistic situation of the Arab world is the “co-existence” of two varieties of the same language. Algeria in particular is a special case, not only because it is a diglossic country but since L variety is not very similar to the H one (Bagui, 2014). Concerning the former, it is known as AA which represents the local form of Arabic and it is the main medium of interaction of Algerians used in informal contexts such as home, street and markets...etc. The latter is SA, a standardized form of classical Arabic, used in high and formal occasions such as conferences and education (Mouhadjar, n.d). According to Ahmed Sid (2009), Algerian alternate between AA and MSA without taking in consideration the function of each one, this mostly occurs between sentences or within sentence. As mentioned above, the existence of AA, SA, French and Tamazight in Algerian community opens doors to many possible of formal and informal settings, in other words, the use of H or L variety. For instance, a speaker may use French as an H variety in educational and prestigious domains and AA in informal ones though these varieties are not related. Another setting where SA is H variety whereas Berber is L one. This is known as “inter-lingual diglossia” (Bagui, 2014).

Conclusion

The linguistic situation in Algeria is complex, but it represents a vital milieu to investigate issues related to language. In this chapter, the focus was on some historical events that affected the language situation in Algeria. The latter was dealt with in terms of representing the languages currently used in Algeria (Arabic, Berber and French). In addition, other aspects that reveal the sociolinguistic situation in this country were covered, in other words, how diglossia, bilingualism and CS exist in Algeria.

Chapter Three

Methodology and Results

Introduction

This chapter is devoted to the practical side of the present study. Therefore, the main focus is to provide answers to the question asked in this piece of research. In reference to the research question, the aim is to investigate the most dominant function of CS between Algerian Arabic and French using the model of Réne and Muysken (1981). So, the study attempts to answer the following question: “What is the most dominant function of CS among second year licence students of English at Kasdi Merbah University?” This chapter presents the methods used to collect data, specifying the studied population, data analysing procedures and reporting the results and discussion.

3.1. Methodology

The approach followed in this study is descriptive. Such an approach is used when the attempt is to describe systematically a situation, a problem or a phenomenon, in other words, providing information about a particular issue. The main focus of studies following such an approach is “to describe what is prevalent with respect to the issue/problem under study” (Ranjit, 2001, p.30)

3.2. Methods

The instrument which is selected to gather data is a questionnaire. It is an essential element to get specific information about the participants anonymously and gives them time to concentrate and answer carefully the questions. Moreover, questionnaires are used to get a large amount of information in a short period of time and the results of such tool can be analysed more scientifically and objectively.

3.2.1. Description of the questionnaire

The used questionnaire is close-ended, and it is divided into three sections. The first one, which contains six questions, is about the personal background of the participants, for example, age, gender and mother tongue. In the second section, which contains four questions, participants are requested to answer questions about French knowledge and use to see to what extent they use French in their daily life. The third section is mainly devoted to answer the research question, six questions are asked using the functional model of CS suggested by Réne and Muysken(1981),that is ,since the model suggests six functions, we have put a question for each function.

3.2.2. Administration of the questionnaire

The questionnaire was distributed to second year license English students at KMUO grouped in one class. Before administrating the questionnaire, the teacher of phonetics was informed about our meeting with students. At the end of the session, the questionnaire was delivered but with problems of discipline.

3.3. Sample

The total number of participants, who are the second year license English students at KMUO, is thirty four students. Twenty two of them answered the questionnaire. Sampling strategy to choose them is called simple random strategy which is one type of random/probability sampling design. The technique used to apply such sampling strategy is known as “fishbowl draw”. In this technique, all the elements of the study population have to be identified using slips of paper, for example, in our case the students were numbered from 1 to 34. In the following step, those slips of paper are collected and put in a box, then starting picking them out one by one without looking, until the slips picked equals the sample size which is twenty two (22) in our case, so the students who answered the questionnaire are those whose numbers were picked.

3.4. Data analysis procedure

The procedure used to analyse data is frequency counts through SPSS, a computer programme. The information included in the questionnaire goes through a process mainly aimed at transforming information into numerical values, called codes. In closed-ended questions, each variable is transformed into a code, for example, good is symbolized by 1 and acceptable by 3, etc.

3.5. Reporting the results and discussion

3.5.1. Results of section one: Personal background

The total number of participants is 22. Their age ranges between 19 and 30 years. There are 4 males and 18 females. All of them speak Arabic as mother tongue. However, the years of studying French are between 7 to 16 years.

3.5.2. Results of section two: French knowledge and use

Q1: How good is your knowledge of French?

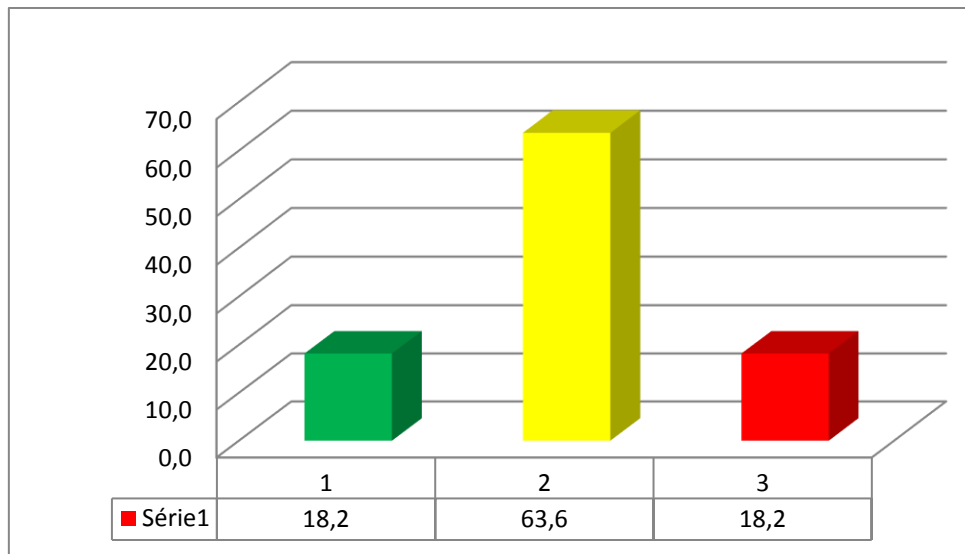


Figure1: Participants 'French knowledge

Note: 1: Good; 2: Acceptable; 3: Bad

According to the graphical presentation of results, most of participants' French knowledge is acceptable (63.6%). However, just four students say that they are good in French (18.2%) and also four students say that their level is bad in this language (18.2%).

Q2: In your daily conversation, do you mix between Arabic and French?

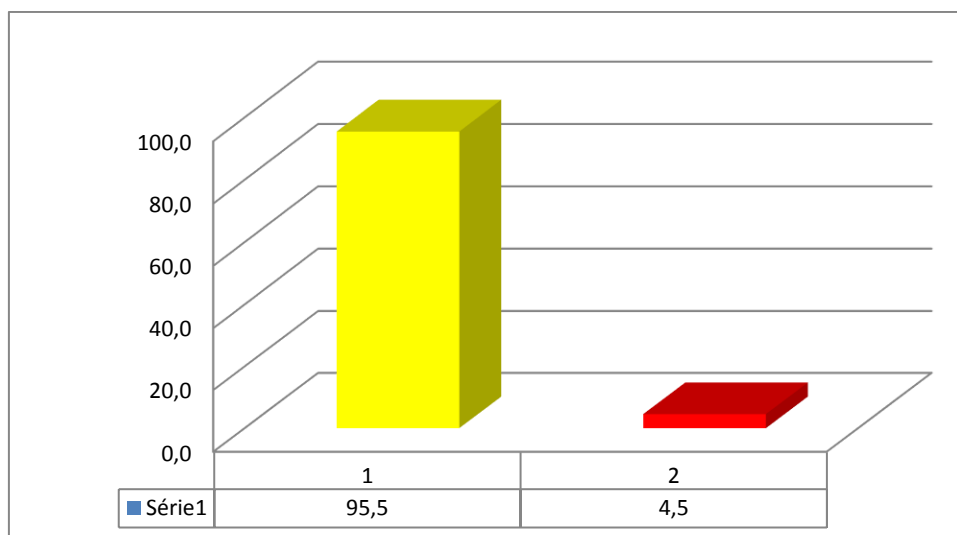


Figure2: Mixing between Arabic and French

Note: 1: Yes; 2: No

Most of the participants said that they mix between Arabic and French in their daily conversation (95.5%). However, only one student answered by “no” (4.5%).

Q3: If yes, this is done consciously or unconsciously?

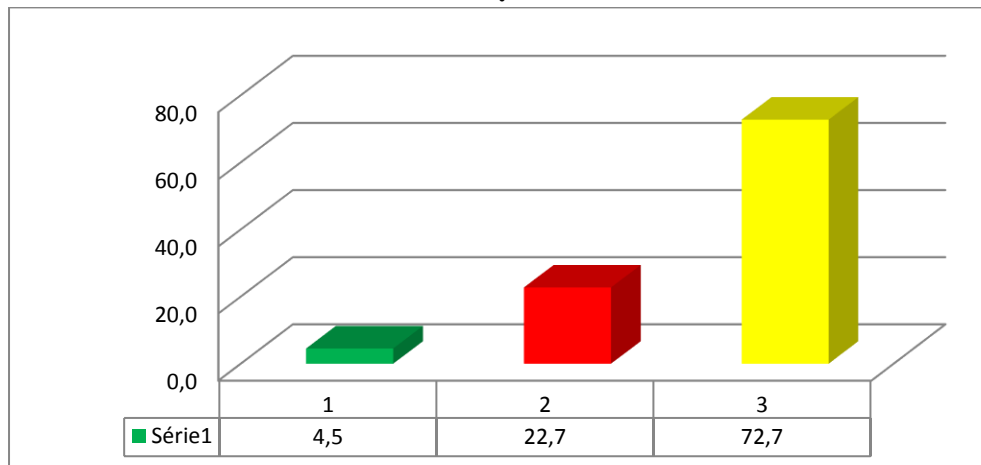


Figure3: Conscious/Unconscious use of French

Note: 1: No answer; 2: No; 3: Yes

Most of the participants, sixteen students, said that this is done unconsciously (72%). However, five students say that this happens consciously (22.7%) and one student did not give an answer which represents (4.5%).

Q4: To what extent do you use French in your daily life?

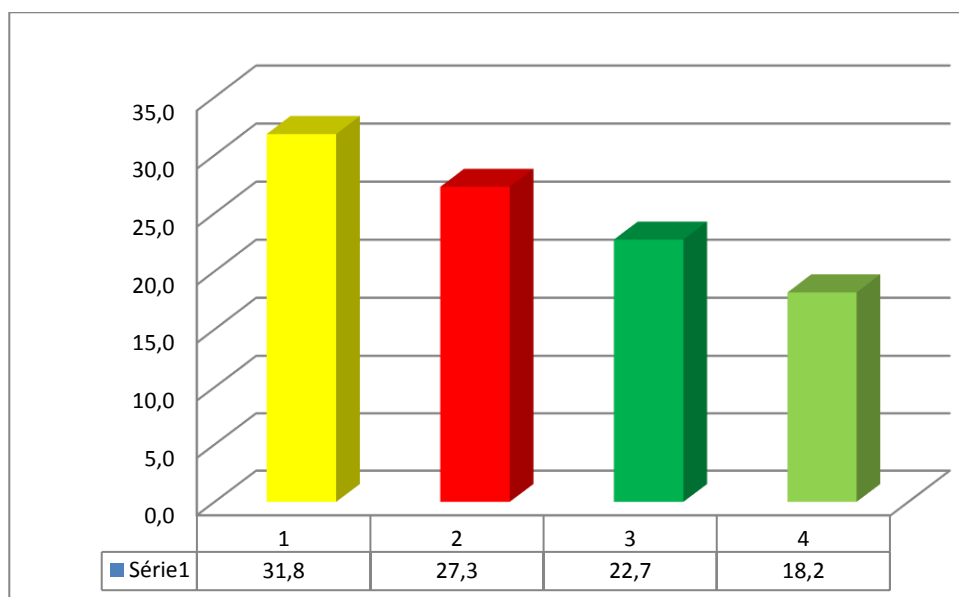


Figure4: French use in daily life

Note: 1: Usually; 2: Rarely; 3: Sometimes; 4: When it is required

Seven students use French usually in their daily life (31.8%) and this is a high percentage. Six students answered by “Rarely” and this represents (27.3%); five students said “sometimes” which gives (22.7%). Finally, four students answered by “when it is required” and this gives (18.2%).

3.5.3. Results of section three: Functions of Code Switching

Q1: In case of switching to French, it is a matter of lack of vocabulary in Algerian Arabic?

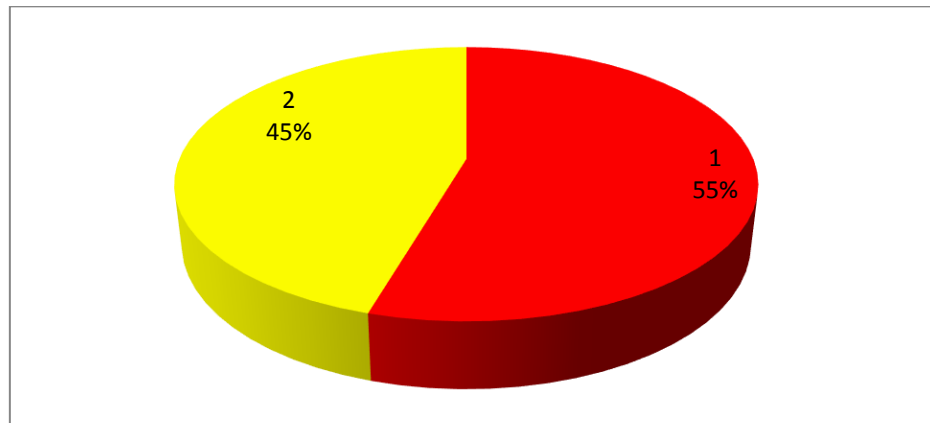


Figure5: Referential function

Note: 1: Yes; 2: No

In this function, answering by “yes” is dominant: twelve students said “yes”, which represents (55%) and ten students answer by “no” (45%).

Q2: Do you switch to French in order to exclude/include someone from the conversation?

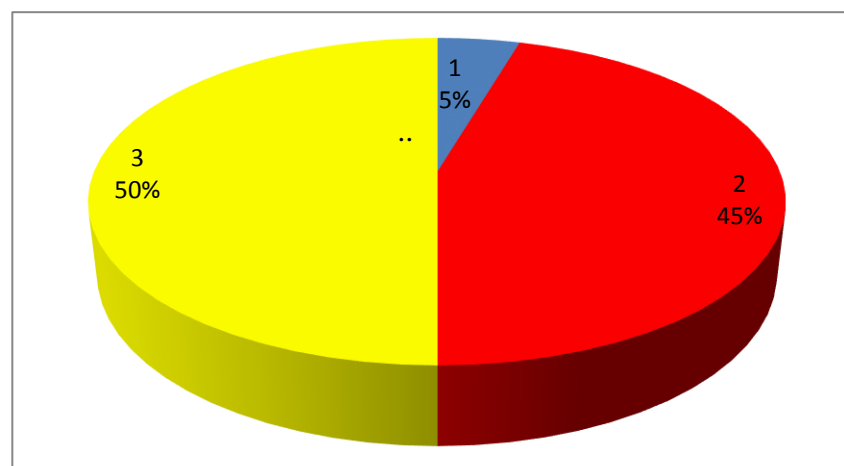


Figure 6: Directive function

Note: 1: No answer; 2: Yes; 3: No

In this function, there is a balance between results. Ten students say “yes” which gives (45%) while eleven of them answer by “no” and this represents (50%). Just one student did not give an answer (5%).

Q3: Does switching to French means that you are a mixed cultural person?

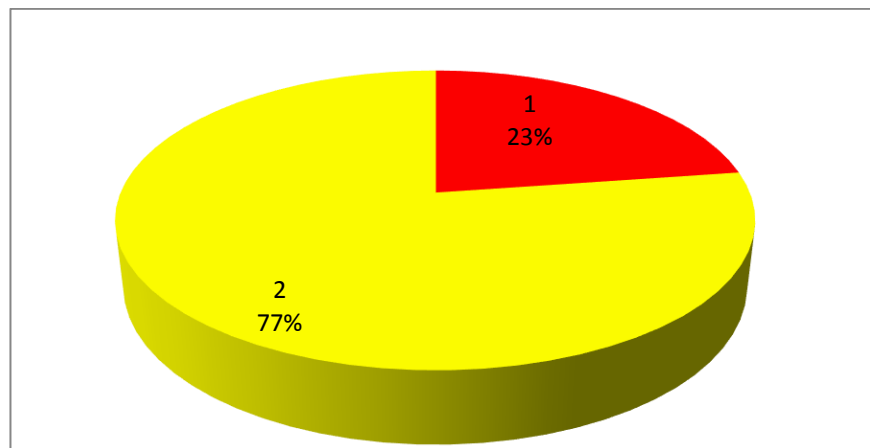


Figure 7: Expressive function

Note: 1: Yes; 2: No

In this function, answering by “no” is largely dominant (77%) and the number of students is seventeen, while just five students said “yes” which represents (23%).

Q4: While speaking, do you use French to leave impression on the others by showing your linguistic skills in this language?

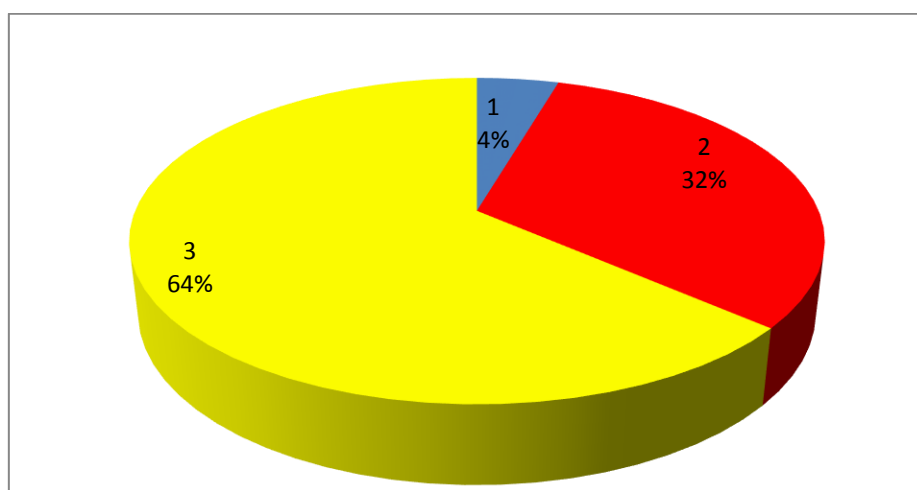


Figure 8: Metalinguistic function

Note: 1: No answer; 2: Yes; 3: No

In this function ,answering by “no” is the most dominant, seven students said “yes” which represents (32%) and fourteen students answer by “no”(64%).Just one student did not give an answer(4%).

Q5: Do you include French words to highlight or emphasize conveyed information?

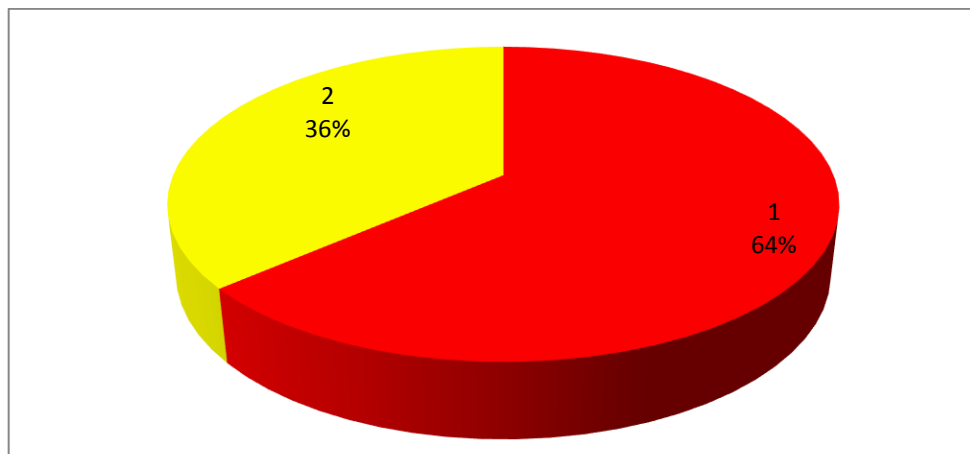


Figure 9: Phatic function

Note: 1: Yes; 2: No

In this function, answering by “yes” is largely dominant (64%), fourteen students, while just eight students answered by “no” which represents (36%).

Q6: Do you switch to French in order to add some humorous sense to the conversation?

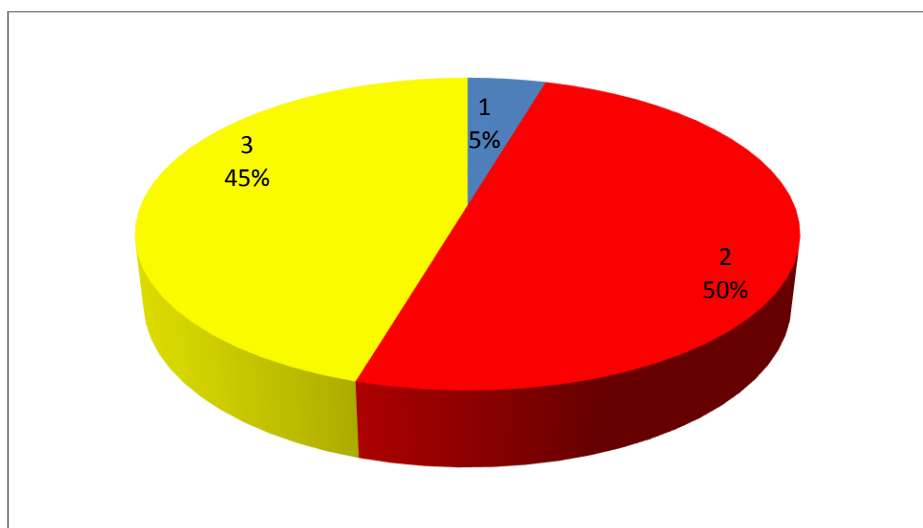


Figure 10: Poetic function

Note: 1: No answer; 2: Yes; 3: No

In this function, there is a balance between results. Eleven students answered by “yes” (50%) and ten students said “no” (45%). Just one student did not give an answer (5%).

3.6. Recapitulation

Using a questionnaire as a research instrument, the following main findings have been reached:

Firstly, the age of participants is between 19 to 30 years and most of them mix between Arabic and French in their daily conversation (72.7%). Secondly, concerning the functions of CS, results vary, that is, the percentage of answering by “yes” is high in some functions such as Referential function (55%) and Phatic function(64%), but low in other ones, for example, in Metalinguistic one (32%) and Expressive(23%). However, there is a balance in some cases as in Directive function: “No” (50%), “Yes” (45%)and Poetic function: “Yes” (50%), “No” (45%). This means, as an example, that these students switch to French to emphasize certain information (phatic function) but they do not use it to show off linguistic skills (Metalinguistic function).

Conclusion

In the third chapter, the main focus was to find an answer to the asked question with reference to the aim of the study which is investigating the most dominant function of CS between Algerian Arabic and French using the model of Réne and Muysken(1981). After analysing data, the phatic function was found to be the most dominant function among second year license students of English though some answers were missing. This suggests that switching to French among these students is to highlight or emphasize certain information and this is what phatic function tends to fulfil as a function.

General conclusion

General conclusion

Algeria is a bilingual country where two languages, French and Arabic, are used together in daily conversation. For this reason, the linguistic situation in this country is complicated. Code switching, a phenomenon emerging from language contact and characterising the Algerian linguistic situation, is said to fulfill certain social functions. The present study aimed at investigating the most dominant function of code switching between Algerian and French. To achieve this objective, the following question was raised: “What is the most dominant function of CS among second year license students of English?” To conduct this study, a descriptive-quantitative method was adopted. A questionnaire was used as a data collection instrument and it was designed according to the model of Réne and Muysken(1981). This model suggests that this phenomenon can serve six functions, which are as follows: Referential, Directive, Expressive, Metalinguistic, Phatic and Poetic. The setting where this was conducted is the English department at Kasdi Merbah University of Ouargla. The results have shown that Phatic function is the most dominant function in this context. This suggests that switching to French among these students is to highlight or emphasize certain information and this is what phatic function tends to fulfill.

Bibliography

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Appendices

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KASDI MERBAH UNIVERSITY - OUARGLA
Faculty of Letters and Languages
Department of English Language
and Letters



Field: letters and foreign languages

Specialty: Applied Linguistics and English for Specific Purposes

Submitted by: SMAILI Asma

KHELFAOUI Afaf

Introduction:

This questionnaire will be distributed to 2nd year license students of English at Kasdi Merbah University of Ouargla in order to investigate the most dominant function of code switching between Algerian Arabic and French in this context.

Questionnaire

You are kindly requested to fill in this questionnaire by putting a cross (x) in the appropriate box

SECTION ONE: Background information

Age...

Gender Male Female

Mother Tongue Arabic French Berber

How long have you been studying French.....?

Appendix one

SECTION TWO: French knowledge and use

Q1: How good is your knowledge of French?	
- Good <input type="checkbox"/>	- Acceptable <input type="checkbox"/>
--Very good <input type="checkbox"/>	-Bad <input type="checkbox"/>
Q2: In your daily conversation do you mix between Arabic and French?	
- Yes <input type="checkbox"/>	
- No <input type="checkbox"/>	
Q3: If yes, this is done?	
- Consciously <input type="checkbox"/>	
-Unconsciously <input type="checkbox"/>	
Q4: To what extent do you use French in your daily life?	
- Usually <input type="checkbox"/>	-Rarely <input type="checkbox"/>
- Sometimes <input type="checkbox"/>	-When it is required <input type="checkbox"/>

Appendix one

SECTION THREE: Functions of Code Switching

Q1: In case of switching to French, it is a matter of lack of vocabulary in Algerian Arabic?

- Yes

- No

Q2: Do you switch to French in order to exclude/include someone from/in conversation?

- Yes

- No

Q3: Does switching to French mean that you are a mixed cultural person?

- Yes

- No

Q4: While speaking, do you use French to leave impression on the others by showing of your linguistic skills in this language?

- Yes

- No

Q5: Do you include French words or expressions in your conversation to highlight or emphasize conveyed information?

- Yes

- No

Q6: Do you switch to French in order to add some humorous sense to the conversation?

- Yes

- No

Appendix two

Table of symbols

Arabic	IPA	Transliteration
أ	ʔ	ʔ
ب	b	b
ت	t	t
ث	θ	θ
ج	ʒ	ʒ
ح	ħ	ħ
خ	x	x
د	d	d
ذ	ð	ð
ر	r	r
ز	z	z
س	s	S
ش	ʃ	ʃ
ص	s ^ʕ	ʂ
ض	d ^ʕ	ɖ
ط	t ^ʕ	ɗ
ظ	ð ^ʕ	ɗ
ع	ʕ	ʕ
غ	ɣ	ɣ
ف	f	f
ق	q	q
ك	k	k
ل	l	l
م	m	m
ن	n	n
ه	h	h
و	w	w
ي	j	y

Abstract

The present descriptive study aims at investigating the most dominant function of Code Switching between Algerian Arabic and French using the model suggested by René and Muysken(1981).The participants are second year license student of English at Kasdi Merbah University of Ouargla. The data for this study were collected via a questionnaire given to 22 students out of 34. The sampling strategy is called simple random sampling, which is one type of random/probability sampling strategies. The results have shown that the phatic function is the most dominant function in this context.

Key words: Function, Code Switching, Algerian Arabic, French.

المخلص

هذه الدراسة الوصفية تهدف للبحث عن الوظيفة السائدة أثناء التناوب اللغوي بين العربية الجزائرية والفرنسية باستخدام النموذج الذي اقترحه رينيه و مويسكن (1981).المشاركون في هذه الدراسة هم طلبة الانجليزية للسنة الثانية ليسانس بالجامعة قاصدي مرياح-ورقلة.بيانات هذه الدراسة جمعت عن طريق استبيان وزع على 22 طالب من أصل 34.الإستراتيجية المستخدمة لأخذ العينة تسمى بالإستراتيجية العشوائية البسيطة وهي احد أنواع تصميم العينات العشوائية/الاحتمالية. ولقد أظهرت النتائج أن الوظيفة السائدة هي الوظيفة التنبيهية.
الكلمات الرئيسية : الوظيفة, التناوب اللغوي, العربية الجزائرية, الفرنسية.

Résumé

La présente étude descriptive vise à étudier le plus dominant de la plus do ;inqntefunction de code Switching entre l'Arabe Algérien et le français en utilisant le modèle proposé par René et Muysken(1981).Les participants sont des étudiants de licence 2ème année d'anglais à l'Université KasdiMerbah de Ouargla. Les données de cette étude ont été recueillies au moyen d'un questionnaire donné à 22 étudiants sur 34. La stratégie d'échantillonnage est appelée échantillonnage aléatoire simple, qui est un type de stratégies d'échantillonnage aléatoire/probabilité. Les résultats ont montré que la fonction phatique est la fonction la plus dominante dans ce contexte.

Mots clés : fonction, Code Switching, l'Arabe algérien, le français.

