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*Arabic/French code switching
among medicine students at
Tlemcen University*

**Dissertation submitted as a partial fulfilment of the requirements of the
master's degree in Sociolinguistics**

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Declaration of originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Signature:

Dedication

I would like to dedicate my work to my lovely family particularly my parents , my brother , my dearest husband and my sweet daughter. I would like also to dedicate this work to all those i know and love.

Acknowledgement

I would also like to acknowledge and thank those who agreed to be interviewed for, without their time and cooperation, this project would not have been possible.

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Abstract

This investigation is a micro-sociolinguistic study of code switching in Algeria, more specifically in the department of medicine in Tlemcen University. The research tries to clarify how medicine students in Tlemcen University combine between French and their mother tongue in the context of their studies. Medicine students are taught in French besides almost all the references are available in French, that is what have opened real field of investigation to approach this problematic in relation to other issues. By means of a questionnaire addressed to medicine students, the data collected are analysed by influence of the students' attitudes and feelings towards the two languages, in addition to their use in the daily and university setting. The findings has exposed that most of the medicine students have a penchant towards their mother tongue adding that they would have preferred to study in Arabic, however, they are conscious of the need of French to fulfil daily and educational needs.

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General Introduction

In all over the World differences in language use are mostly present. Indeed, each country has its own official linguistic system. However, with the colonization, immigration, globalization, intermarriage and so on, languages start to blend within one community to make it a bilingual or multilingual society.

Thus, many countries are exposed to this phenomenon and try to deal with it; people are now more and more tempted to learn and master more than one language, and the human being wants to learn more about what is beyond its borders. For this reason, language contacts have become much more frequent and common which seem to result: diglossia, code-switching, borrowing, convergence, etc.

As it has been previously said, numerous communities are considered as bilingual or multilingual populations and the Maghreb countries are not spared, more specifically, Algeria. Considering the Algerian society, its linguistic system is very complex since the country has witnessed several historical events, for instance the French colonialization. In *prima facie*, the official language is Arabic which seems to be logical and evident, however, the sociolinguistic picture is much more intricate in view of the coexistence of Arabic dialects, Berber and French. Hence, Algerian people nowadays may face some difficulties in their daily life trying to make a balance between their native tongue and the French language, which pushes researchers to look what is beyond such a choice while communicating.

Arabic/French code switching has raised the interest of many investigators in mostly all Maghreb countries, taking into account the “what”, the “how”, the “when”, and the “where” questions in order to find out a rational explanation to what may happen in communication within these countries.

As the French language is part of almost each conversation in Algeria, the researcher wants to demonstrate the importance of the latter. Thus, the present investigation aims at describing the way medicine students, at Tlemcen University, code switch between their mother tongue (Arabic) and the French language in the educational and daily context and at determining which of the males or females give more importance to code switching. It takes into consideration several aspects which play a central role to answer the following questions:

1. What are the reasons that push medicine students to code switch?
2. Which of the males or females code switch more often?
3. Do medicine students consider code switching as being an important element?

With the aim of finding answers to these questions, the present hypotheses are put forward:

1. Among the reasons two seem to be fundamental: social background in daily life, and French scientific terms in lectures.
2. Females code switch more than boys using more prestigious language form than males.
3. Medicine students consider code switching more important while learning than in the daily use.

The research work will contain two chapters. The first one includes some literature on the linguistic situation in Algeria, that is, the coexistence of more than one language creating a bilingual or multilingual society. Furthermore, as the Algerian community is considered as an arabo-francophone community, there must be a mixture between the two languages when communicating. For this reason, this chapter will put forward some definitions about code-switching and attitudes about the foreign language.

The second chapter is dedicated for the research methodology, i.e., the different research instruments used for data collection as well as the analysis and interpretation of the results aiming at trying to confirm or infirm the hypotheses.

Chapter I:
Theoretical
Part.

1. Introduction

The history of Algeria has given a very complex linguistic picture, considering the three spoken languages; Arabic, French and Berber. Arabic is considered as the official language since 1963 and Berber as the national one since 2015 and French as the first foreign language. Returning back in the history, Algeria witnessed the colonisation of France during centuries for this reason the French language is mainly present and has an important role nowadays in the Algerian society.

The first chapter of the research work is devoted to the theoretical part, insisting on the linguistic phenomena in Algeria principally bilingualism, code-switching and diglossia and their different types. Interest is also given to students' attitudes toward code-switching at medicine University.

1.2. Language Contact Phenomena:

In the past few decades people in almost all-over the world had started to be bilingual and multilingual in order to fulfil linguistic needs and to be able to communicate with many people coming from different linguistic backgrounds, for one or many reasons; for instance trade and commerce since world markets has become more globalized and interconnected than ever before. Furthermore, other aspects such as; prestige, power and social classes play a crucial role in rising the phenomenon of the language contact between languages or even language varieties. A question right here arises; what is indeed language contact? It said to be "*a cause of any linguistic change that would have been less likely to occur outside a particular contact situation*" (Thomason 2001.p.62), this definition englobes all the modifications that would happen between two languages or language varieties, including all cases of linguistic interference.

Scholars in the field follow a flow of data collection, which is not surely stable, in order to assemble information about how this phenomenon gets developed within a time line that is knowing several deviations.

1.3. Bilingualism Defined:

Many people have the ability to handle a conversation in a language that is not their mother tongue. These latter are known as bilinguals, mastering two (or more for the multilingual individuals) linguistic systems.

Bilingualism is a universal phenomenon that has been a subject of interest for many scholars and researchers who studied it from different perspectives. In 1933, by way of example, Bloomfield describes bilingualism as the addition of a perfectly learned foreign language to one's own. (the handbook of bilingualism, page 8). On the other hand, Grosjean argues that almost every country in the world is bilingual taking into consideration the social class and the group age, he believes that half of the world's population is bilingual. Additionally, even in monolingual countries, there is a sort of bilingualism when we take into consideration the varieties in each society (the manner of speaking changes with each interlocutor).

Indeed, traditionally bilingualism was regarded by Bloomfield (1933:55) and Haugen (1953:7) as the perfect mastery of both the mother tongue and the foreign language; i.e., an equal proficiency when speaking and using the two languages. However, Weinreich (1953) and Mackey (1962:52) define bilingualism as the simple ability to use and understand a second language which is not one's own.

1.3.1 Types of Bilingualism :

The use of two or more languages in society interchangeably led to the appearance of different types of bilinguals.

1.3.1.1 Simultaneous bilinguals :

Simultaneous bilinguals or balanced bilinguals are those who started learning two languages at the same time, according to de Houwer (1995) and McLaughlin (1978) the acquisition begins usually at early age. Thus, they have the same mastery in both languages. Indeed, the great majority of balanced bilinguals who took part in the

research are those whose each parent speaks their mother tongue to the child at home, making the acquisition of the two languages simultaneous. Whereas, some simultaneous bilinguals acquire each of the two languages their parents who switch between the two linguistic systems freely. The process of simultaneous bilingualism is commonly referred to as Bilingual First Language Acquisition (BFLA) (Handbook of Multilingualism and Multilingual Communication, page 15).

In other words, a simultaneous bilingual child is the one who is able to use and understand two different languages (his/her native language and a foreign language) with an equal proficiency.

By way of example, one can consider the case of Algerian migrants born in France; they acquire the Arabic language at home with their parents and the French language outside, at school .

1.3.1.2 Dominant (unbalanced) bilinguals :

Dominant bilinguals or unbalanced bilinguals are those who have a higher proficiency in one language comparing to the other. Usually the second language is learned after the native language is acquired and the dominant language is the first one.

However, if one takes the example of emigrants in foreign countries, the foreign language becomes the dominant one as children have to use the host language more than their mother tongue.

1.3.1.3. Coordinate Vs Compound Bilinguals :

Weinreich (1953) made a distinction between compound and coordinate bilinguals; he put forward how two or more linguistic systems are arranged by individuals.

As believed by Weinreich (1953), compound bilinguals learn the two languages from the same environment. Thus, they will have only one system in their mind and not a separate one, i.e., they will have one representation for two different words. To

illustrate, “un bonbon” and “حلوى” are two words referring to one meaning which is a candy.

On the other hand, coordinate bilinguals are those who learn both languages from different environment, i.e., they will have two distinct representations for two different words. As a consequence, the two codes will be stored in their mind separately.

1.3.1.4. Passive Vs Active Bilinguals :

Bilingual individuals can be classified as passive (or receptive) bilinguals and active bilinguals. The difference between the two raises on the ones who can understand the language but are not able to use it and those who have the ability to do both. Indeed, receptive bilingualism is referred to as *semibilingualism*. (the handbook of bilingualism, page 10). As an illustration, some of the Algerian immigrants who are born in France, they understand when someone talks to them in Arabic but when it comes to speaking, they use the French language.

Conversely, active bilinguals have the ability to maintain a conversation properly in the second language. Thus, they possess a certain performance in the four language skills (speaking, listening, reading and writing) in both languages.

1.3.1.5. Subtractive/Addictive :

According to Lambert (1974), based on to what extend the second language influences the native language, bilingual individuals can be classified into two categories; subtractive bilinguals and additive bilinguals.

Additive individuals tend to maintain their native language when learning a second language. Indeed, one can talk about additive bilingualism when both languages preserve their usefulness and value (The handbook of bilingualism, page 10). Thus, the two languages are acquired in a balanced way.

On the other side, when the second language dominates the first one and takes its place, here we talk about subtractive bilingualism. In other words, in some cases, the native language loses its strength and may even disappear. In this case, the bilingual masters the foreign language more than the first one. On this subject, Baker (1988:112) claims:

“When the second language and culture are acquired with little or no pressure to replace or reduce the first language, an additive form of bilingualism may occur [...]. When the second language and culture are acquired (e.g. immigrants) with pressure to replace or demote the first language, a subtractive form of bilingualism may result.”

1.4. Diglossia Defined:

With the globalization process, almost all countries possess two or even more languages (or varieties of the same language) that coexist within the same speech community. Indeed, the situation in which speakers use two or more distinguishable varieties is known as diglossia. The term “Diglossie” was first introduced by W.Marçais (1930) to distinguish between the standard form of Arabic (the written form) and its different spoken forms.

1.4.1. Ferguson’s Classical Diglossia:

Later on, Ferguson (1959), one of the pioneers, used the word in sociolinguistics. With regards to this phenomenon, Ferguson (1959:336) defines diglossia as follow:

“...is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.”

As it is mentioned, diglossia reflects a situation where two languages or varieties are used, each one having its own function; the High (H) variety usually the formal one and the Low (L) variety which is considered as the informal one. Thus, the high variety is most of the time the standard form of the language, whereas the low variety is for the spoken vernacular.

To illustrate more, Ferguson (1959) put forward a set of characteristics and variables that may determine diglossia. Hence, each variety has its own function; it would be odd if one uses the high variety in a context where the low variety is normally used (a conversation between two friends for example). Moreover, the high variety is considered as more prestigious, i.e., the latter is required in literature, poetry, public speaking, etc., while the low one is used for formal speech. Standardization, stability, grammar, lexicon and phonology are not to be neglected to differentiate between both varieties, as the high variety tend to be standardized and persists for centuries. Besides, most of the time the high variety has its grammatical rules that are learned, while the low variety grammar is learned spontaneously from the spoken form of the language and with no clear explanation of the rules.

For more understanding, Ferguson provides a table that shows possible situations where either varieties should be normally used:

| Situations | H | L |
|---|---|---|
| Sermon in Mosque | X | |
| Instructions to servants, workers | | X |
| Personal letter | X | |
| Speech in parliament | X | |
| University lecture | X | |
| Conversation with family, friends, colleagues | | X |
| News broadcast | X | |
| Radio | | X |
| Newspaper editorial | X | |
| Caption on political cartoon | | X |
| Poetry | X | |
| Folk literature | | X |

Table N°1: Illustration for diglossic situation (Ferguson 1959)

As one can notice, when using the language, one has to follow the norms in order to interact “properly” with individuals. As Romaine (2010:32) confirms: *“The standard language is used for so-called “high” functions such as giving a lecture, reading, writing, or broadcasting, whereas the home variety is reserved for “low” functions such as interacting with friends at home.”*

Thus, using the low variety in a formal context is seen as unusual and vice versa.

For better understanding, the Arabic speaking world can be taken as an example as the (H) variety is standardized with its well-established rules and learnt at school. Whereas, the (L) variety, the different spoken dialects, varies from one region to another. Indeed, in the Arab World, lectures at universities or schools are given in a formal speech; in H, but these latter are explained mainly in L.

1.4.2. Fishman's Extended Diglossia:

Ferguson's (1959) view about diglossia has been extended later on by Fishman (1967) who gives another definition to this phenomenon:

"[...] diglossia exists not only in multilingual societies which recognise several languages and not only in societies that utilise vernacular and classical varieties, but also in societies which employ separate dialects, registers, or functionally differentiated language varieties of whatever kind." (Fishman, 1972: 92)

Fishman's view about diglossia concerns more bilingual societies, for this reason, he focuses on the relationship between diglossia and bilingualism within the society.

- 1- Both Diglossia and Bilingualism: In this case, a large population in the society uses more than one language in daily life, having each one their functions. As an example, Paraguay where more than half of the population speaks Spanish as (H) Variety and Guarani as the (L) one.
- 2- Diglossia without Bilingualism: One may find this situation in colonized countries, where most of the time the (H) variety is the one of the colonial country and the (L) one is that of the local population.
- 3- Bilingualism without Diglossia:
- 4- Neither Bilingualism nor Diglossia: Fishman (1971) explains that: *"Only very small, isolated and undifferentiated speech communities may be said to reveal neither bilingualism nor diglossia"*. According to him, this situation is more hypothetical than realistic.

1.5. Code-Switching Defined:

At the present time, with the evolution of technology and the spread of the desire to discover the world, people tend to add, in addition to their native language, one or more linguistic systems in order to enrich their linguistic background. Thus, one can

notice that there are more and more people who use two or more languages within the same conversation. Indeed, one of the outcomes of language contact is code switching. Bokamba defines code switching as: " [...] *the mixing of words , phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event.*" (1989 : 278). From this quotation, one can understand that code switching occurs when one mixes between two languages or varieties of the same language in the same sentence. In that case, bilingual or multilingual individuals are very likely to code switch between their different linguistic systems within one single utterance during a conversation.

In the same token, Hudson (1956 :53) describes this phenomenon as the " [...] *inevitable consequences of bilingualism , as anyone who speaks more than one language chooses between them according to circumstances.*"

In fact, almost all if not all people living in bilingual or multilingual communities and having a certain mastery in two or more linguistic systems get used to switch or mix between the codes.

1.5.1. Types of Code-Switching:

Experts distinguish different types of code switching; when it involves a whole utterance at the level of the sentence borders, when it occurs within the same sentence, or when a tag is encrusted. In this respect, Poplack (1980) puts forward three types of code switching : intersentential code switching , intrasentential code switching and tag switching.

1.5.1.1. Intersentential Code Switching:

Intersentential code switching occurs when the switch is done at the level of the sentence boundaries, this kind of switch is most often seen among fluent bilinguals. Poplack (1980) suggests three types:

- Full sentence, e.g., " Ella canta canciones insultando a los hombres " . That's why you never heard of her.

- Single noun, e.g., la milk esta en la mesa.
- Interjection, e.g., "There should be a stop with these kids where there should be discipline ; Contra ! You know, open classrooms." (Velàsquez,2010 : 24)

1.5.1.2. Intrasentential Code Switching:

Intrasentential code switching takes place when the shift is at the middle of the same sentence, it happens most of the time unconsciously; the speaker is unaware of the switch as s/he does it with no hesitation or interruption. This kind of shift is sometimes called “code-mixing” by some scholars.

1.5.1.3. Tag Switching:

We talk about tag switching when there is in a given sentence the introduction of a tag from a different language. As Romaine (1955:22) explains it as "*[...] the insertion of a tag in one language into an utterance which [...] is in the other language*". Tag switching or extrasentential code switching may imply discourse markers such as : " well , I mean, etc. " and interjections. (Poplack , 1980)

Under those circumstances, Weinreich (1963: 73) claims that: "*ideal bilingual switches from one language to another according to appropriate changes in the speech situation..., but...certainly not within a single sentence.*" That is, the shift from one linguistic code to another one is influenced by a number of social reasons and circumstances.

In 1972, two models of code switching have been put forward by Blom and Gumperz; specifically situational code switching and metaphorical code switching. After, the concept of metaphorical code switching has been developed by Gumperz (1982) who introduced the term "conversational code switching".

1- Situational Code Switching:

Situational code switching refers to the situation where the speaker changes his linguistic code depending on the setting or on his interlocutor. In fact, a person may be influenced by the environment that s/he belongs to; the language used is influenced by the context and the person in front. In other words, the speaker uses one language in a given situation and another one in another situation.

2- Metaphorical Code Switching:

When an individual shifts from one language to another to achieve a certain communicative effect, we talk about metaphorical code switching. Indeed, this model of CS (code switching) occurs when the speakers changes the code at a specific period of time in the conversation for a specific reason. Moreover, individuals lean on metaphorical CS for the purpose of emphasizing or drawing attention. As Myers Scotton and Ury (1977:5) argue: "[...] *metaphorical switching also depends on societal agreements.*"

3- Conversational Code Switching:

Later on, Gumperz (1982) introduced the term conversational code switching which is defined as: "*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems.*" Gumperz (1982: 59). That means that the shift is from one language to another or from one variety to another from the same language, besides, it may take place within the same sentence. Moreover, he distinguished a number of features; quotations, addressee specification, interjections, reiteration, message qualification and personalization versus objectivization (Yleyinen , 2004 : 17).

Quotation refers to the situation when the speaker shifts in order to report a discourse, in this respect, Gumperz explains that *"in many instances the code switched passages are clearly identifiable either as direct quotations or as reported speech."* (1982 : 75 – 76). Code switching may be used to include or exclude a person from the conversation by using a language which is not understood, as Gumperz (1982:77) believes: *"the switch serves to direct the message to one of possible addressees."*

Interjections are used sometimes by bilinguals to fill in the utterance (Gumperz , 1982), whereas, reiterations are used in order to clarify something that was not understood (Yleyinen , 2004 : 17 – 18). Additionally, message qualification means that the speaker uses CS so that to qualify a message that has been said before or to explain an utterance in a second language.

Concerning personalization vs. objectivization , Gumperz (1982 : 80) claims that personalization vs. objectivization refers to the difference between talk about distance from a message. (Yleyiren , 2004 : 18) .

1.6. The sociolinguistic situation in Algeria:

Because of its strategic geographical location, several civilizations have colonised Algeria, we may name the most influential ones ; the Arabs and the French settlers. Under those circumstances, Algeria is characterised by bilingualism and multilingualism. Indeed, the codes existing that should be mentioned are : Modern Standard Arabic (MSA), Algerian Arabic (AA), Berber and French.

The first one is taught at school, the second one is the spoken one and varies from one region to another, the third one spoken by the Amazigh and the last one considered as the second language and spoken by a number of individuals.

As it is mentioned above, Algeria reflects the perfect image of a multilingual country, being a mixture of languages with the different Arabic dialects and the Berber varieties, it makes difficult to determine the sociolinguistic situation of this nation.

1.6.1. Modern Standard Arabic:

Arabic is considered as the official language of the country, used in formal contexts, it is considered as the high variety. Indeed, the Modern Standard Arabic (MSA) is taught at school and is codified, it has its specific rules and is used in written or oral press, mosques, administrations, etc.

In general, it is known by all the population except for the rural regions (Amazighs) where the Berber is the spoken language.

1.6.2. Algerian Arabic:

Due to its diversity, Algeria counts different dialects spoken in the territory. From one extremity to another, one can distinguish several ways of speaking. Thus, the Algerian Arabic (AA) differs from one region to another.

Therefore, it is usually the mother tongue, it is acquired at home and used in everyday life and in informal contexts, hence, it is considered as the low variety.

Moreover, since, the French colonizer had a great impact on the sociolinguistic situation of Algeria, one may find numerous French words in the Algerian dialect.

1.6.3. Berber:

Originally, Algeria is a Berber land, thus, a large part of the Algerian territory speaks Berber, by Berber, we refer to the different varieties of the language, i.e, Chaoui in the Aures, Kabyle in Kabyle regions, Touareg in southern Algeria, Mozabi in Mzab or Chelha in the south of Oran, etc.

The Berber language is spoken by the first inhabitants of Algeria, it has been recognized as a national and official second language in Algeria, and it has its own written form.

1.6.4. French:

Algeria witnessed a great number of colonisations, but the most important one is the French coloniser (from 1830 to 1962).

The French language is considered as the first foreign language in Algeria and is used generally as the second language. Thus, it is omnipresent in the country, used in administrations and taught as a compulsory subject from the third year of primary school. Besides, there are various newspapers (Le Soir d'Algérie, Le Quotidien d'Oran, etc.) and TV news (in Canal Algérie or Beur TV, etc.) in French. Indeed, a great number of Algerians prefer to read the news in French rather than Arabic or to watch TV in French, also, there are several Algerian families who express themselves in the French language with their relatives.

In Algeria, one may have more chance to get a job if s/he masters the French language, since almost all the companies in Algeria use the latter in their work (economy, marketing, multinational companies, etc.)

1.7. Conclusion:

The aim of this chapter is to put forward the different linguistic phenomena that may occur through the existing language interaction in diverse societies. Indeed, being a bilingual individual is no more seen as an isolated case, it is rather something usual. Thus, this chapter gives importance and introduction to both bilingualism and diglossia and their various types; the former being proper to the individual and the second being concerned to the whole society.

By the same token, as a diglossic society involves the presence of more than one code, it creates another linguistic manifestation named as code-switching, in consequence, a clear overview of the latter has been done.

On the other hand, since, our work's interest resides in the code switching that occurs within the Algerian society, the actual sociolinguistic situation of Algeria has been considered. Hence, the four languages used in the society; Modern Standard Arabic, Algerian Arabic, Berber, and French, are to be taken into consideration.

Chapter II:

Data

Collection and

Analysis

2.1. Introduction :

So far, the previous chapter was entirely devoted to the theoretical part of our research. This chapter is exclusively devoted for the practical part of the research which focuses on the data collection, analysis and interpretation of the statistics founds in this investigation.

Therefore, the present investigation aims at describing the way medicine students, at Tlemcen University, code switch between their mother tongue (Arabic) and the French language in the educational and daily context, and at determining which of the males or females give more importance to code switching.

2.2. Research instruments and methodology

2.2.1. Questionnaire

The subject discussed in this investigation is about code-switching in Algeria, more specifically in Tlemcen at university of medicine. A questionnaire of thirteen questions was set in both French and English in order to support the research. Twenty participants aged from 18 to 25 years old including both male and female. The two methods were employed to collect data both in qualitative and quantitative manner, and the questionnaire is concerned with both approaches.

The questionnaire was addressed to almost all levels in the medicine field in order to know whether the years spent in learning would further influence their code-switching. The central purpose of this questionnaire is to pinpoint how, when and how code-switching would occurs in different fields of life.

2.2.2. Data Collection

As the essential aim of the research is to collect suitable information in order to be able to provide consistent findings, 20 participants from the department of medicine from University of Tlemcen have been selected so that they would answer the questionnaire. The participants comprise both males and females as well as their ages

vary from 18 years old to 25 years old. They almost have same educational status; all of them were students of medicine.

The questionnaire was written in English and French since not all students can understand English and can be able to answer, for this reason, an additional questionnaire in French was set forward to facilitate the data gathering. The questionnaire was given to teachers from medicine department for the sake of distributing them to their students. The classes were selected randomly trying to make this investigation as objective as possible and to explore almost all different kind of students.

2.2.3. Data Analysis and Interpretation

The research has been conducted at Tlemcen University from Medicine department taking as a sample twenty students, with 80% of women and only 20% of men, asking them as first question if they were francophone or arabophone. The result in here revealed that the great majority (65%) were not francophone i.e. they do not speak French currently but still they switch from time to time to French.

| Men | Women |
|-----|-------|
| 20% | 80% |

Table N°2: Men and Women

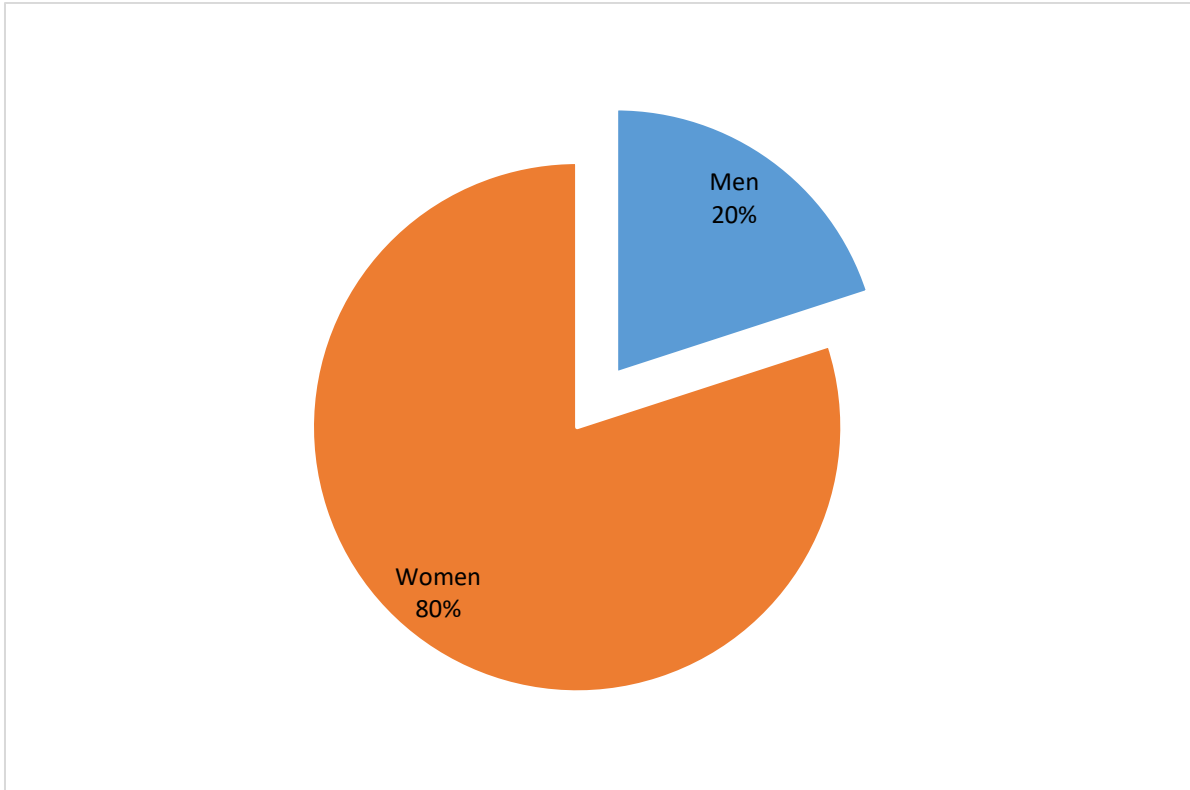


Figure N°1: Men and Women

| Arabophones | Francophone | No Answer |
|-------------|-------------|-----------|
| 65% | 25% | 10% |

Table N°3: Arabophone vs Francophone

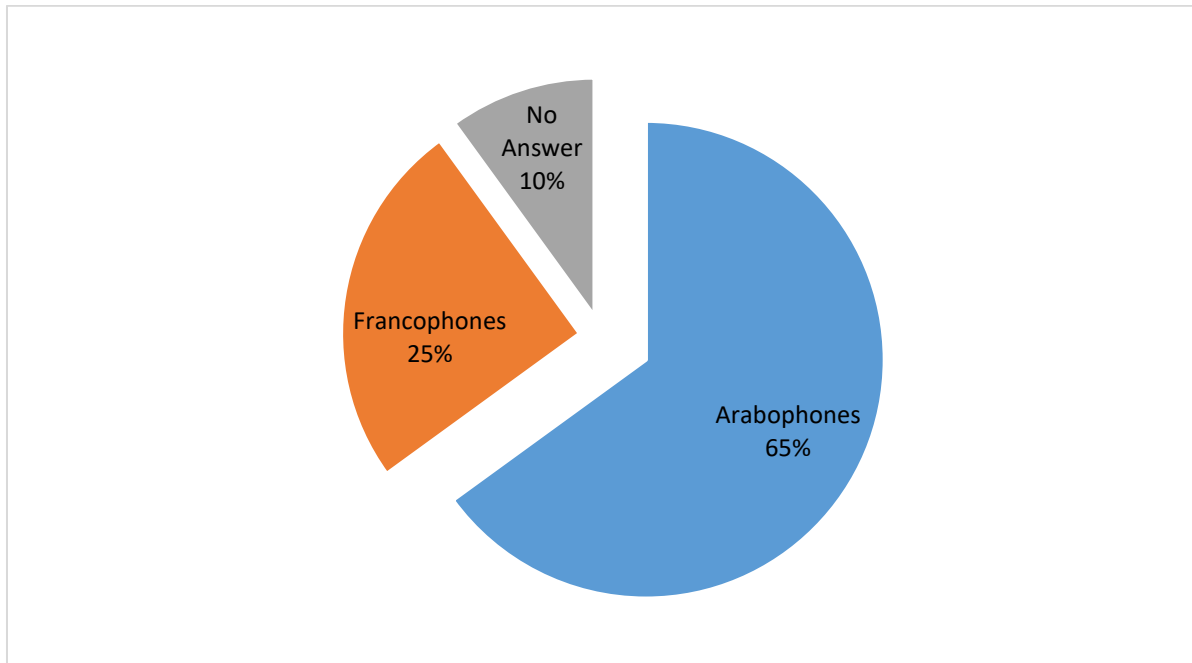


Figure N°2: Arabophone vs Francophone

What seems not very logical, is that students from Medicine department study in French and use more French than Arabic for their technical field, nevertheless, that chart below characterizes that the level of French was at 45% as being average, 40% as being good and only 5% which assumes a very good level in French as demonstrated below in the following chart.

| Average | good | Very good | No Answer |
|---------|------|-----------|-----------|
| 45% | 40% | 10% | 5% |

Table N°4: Level of English

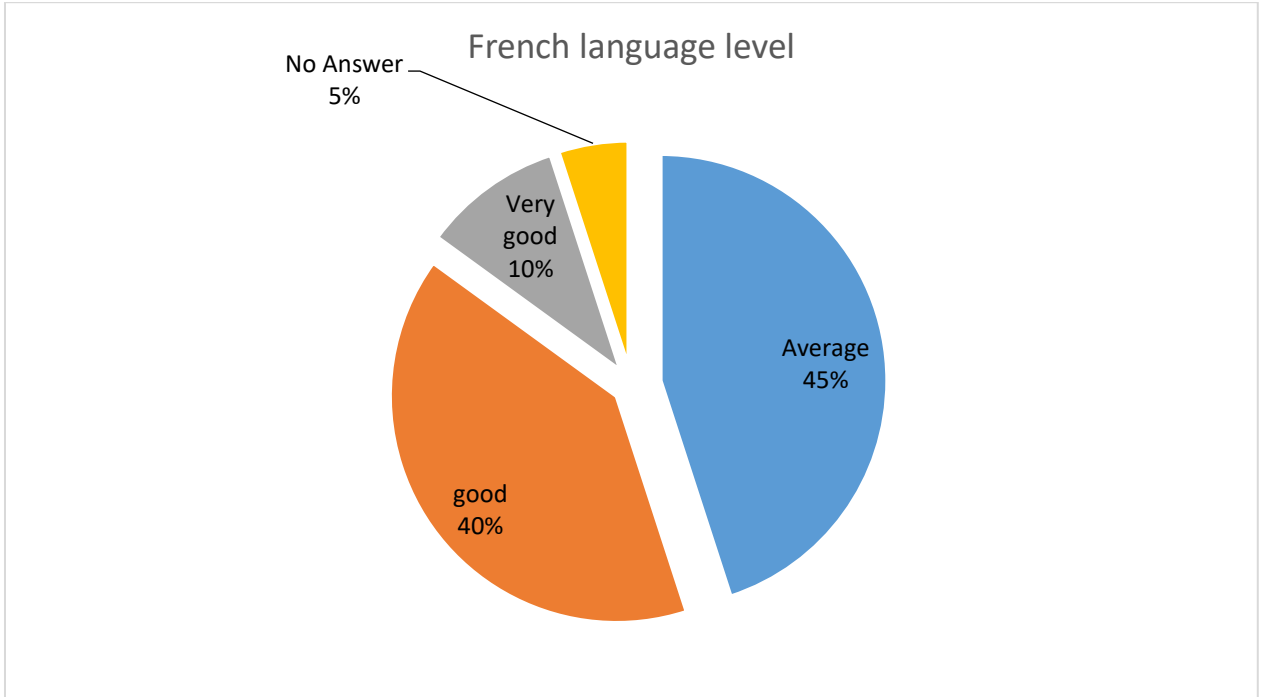


Figure N°3: Level of English

| Who understands Arabic | Who understands French |
|------------------------|------------------------|
| 70% | 30% |

Table N°5: Level of Language Understanding

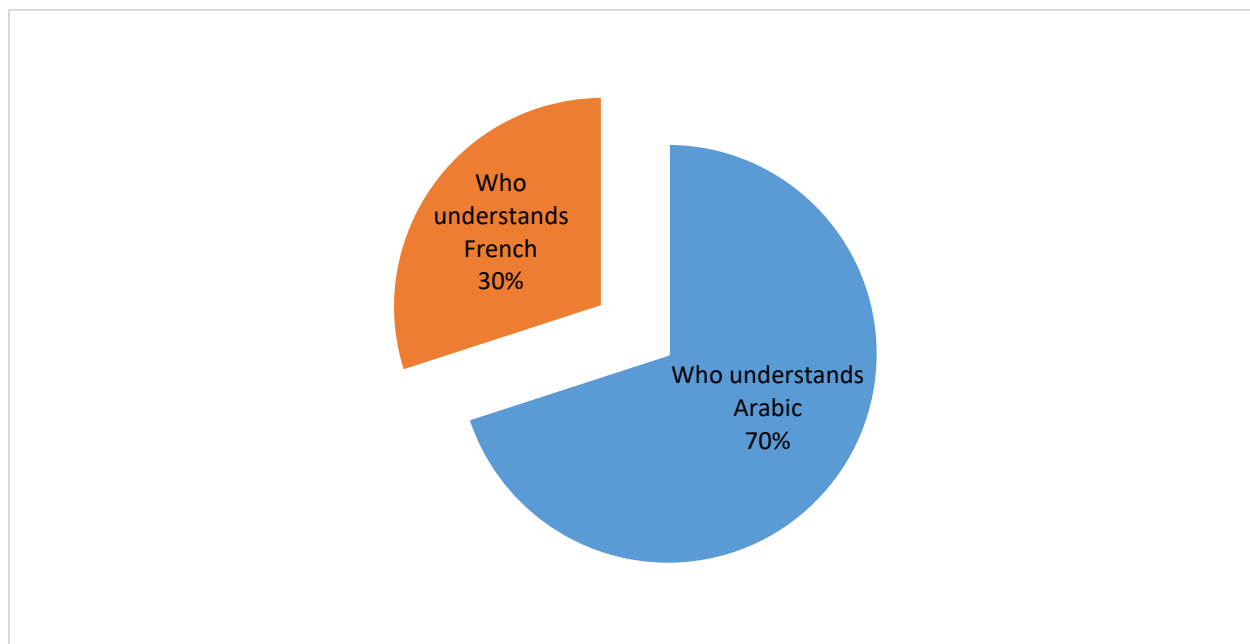


Figure N°4: Level of Language Understanding

When talking about code-switching, we inevitably remind the different life zones where the code-switching would occur, i.e., where the two languages are used in the various fields of life. Surprisingly, the findings were not as expected. First of all, the frequency of the French use is significantly lower than Arabic with only 15% of French use. Moreover, and More specifically, Arabic seems to be more solicited either inside or outside class, where 80% of students use Arabic outside with 20% who use it outside and inside and 60% use it only outside, which represents almost the great the majority of the students. This results show that French seem not to be highly solicited in the diverse domain that students were asked about, since only 5% of students use it inside and outside the class, 5% use it only inside and also 5% use it outside, thus, the gap is clearly obvious without adding any comments. The charts bellow illustrate all what have been discussed about where code-switching happens.

| Who use Arabic | Who use French |
|----------------|----------------|
| 85% | 15% |

Table N°6: The Use of Language

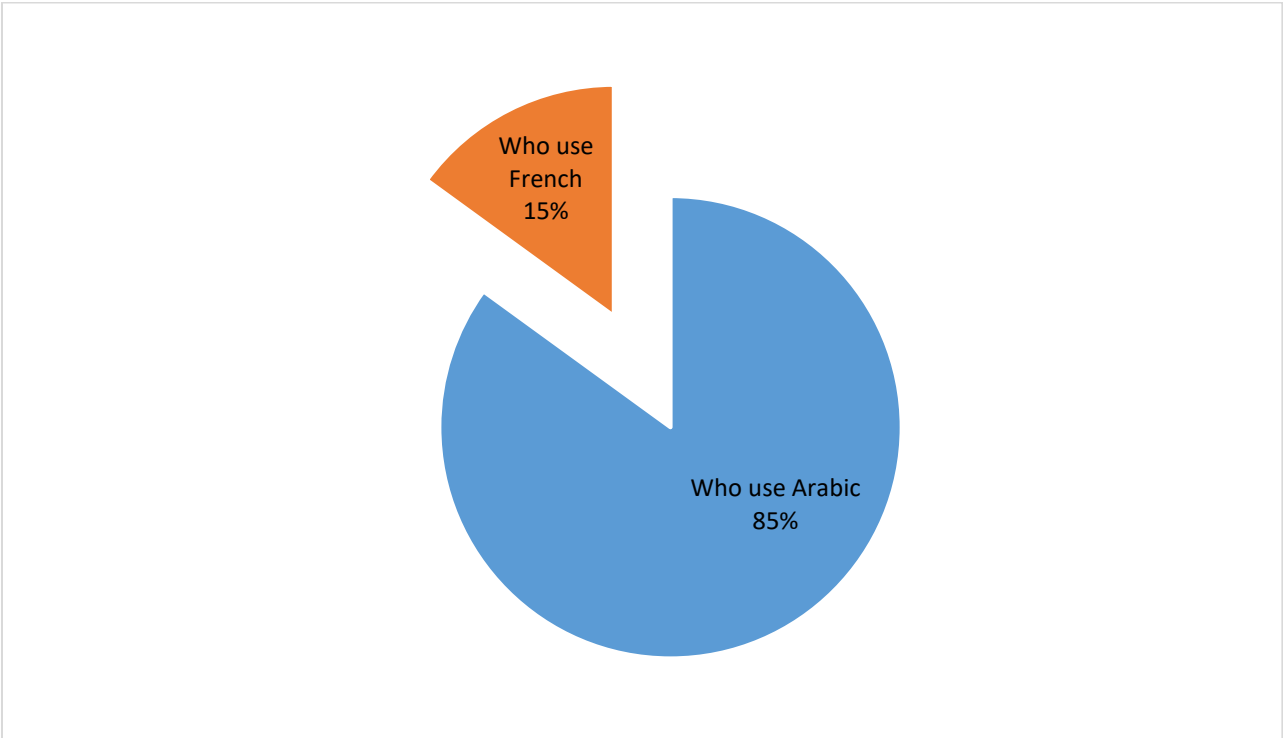


Figure N°5: The Use of Language

| | | | | | |
|---------------------|--------------------------|--|---------------------|--------------------------|--|
| Use Arabic in class | Use Arabic outside class | Use Arabic both inside and outside class | Use French in class | Use French outside class | Use French both inside and outside class |
| 5% | 60% | 20% | 5% | 5% | 5% |

Table N°7: Language Used Inside vs Outside

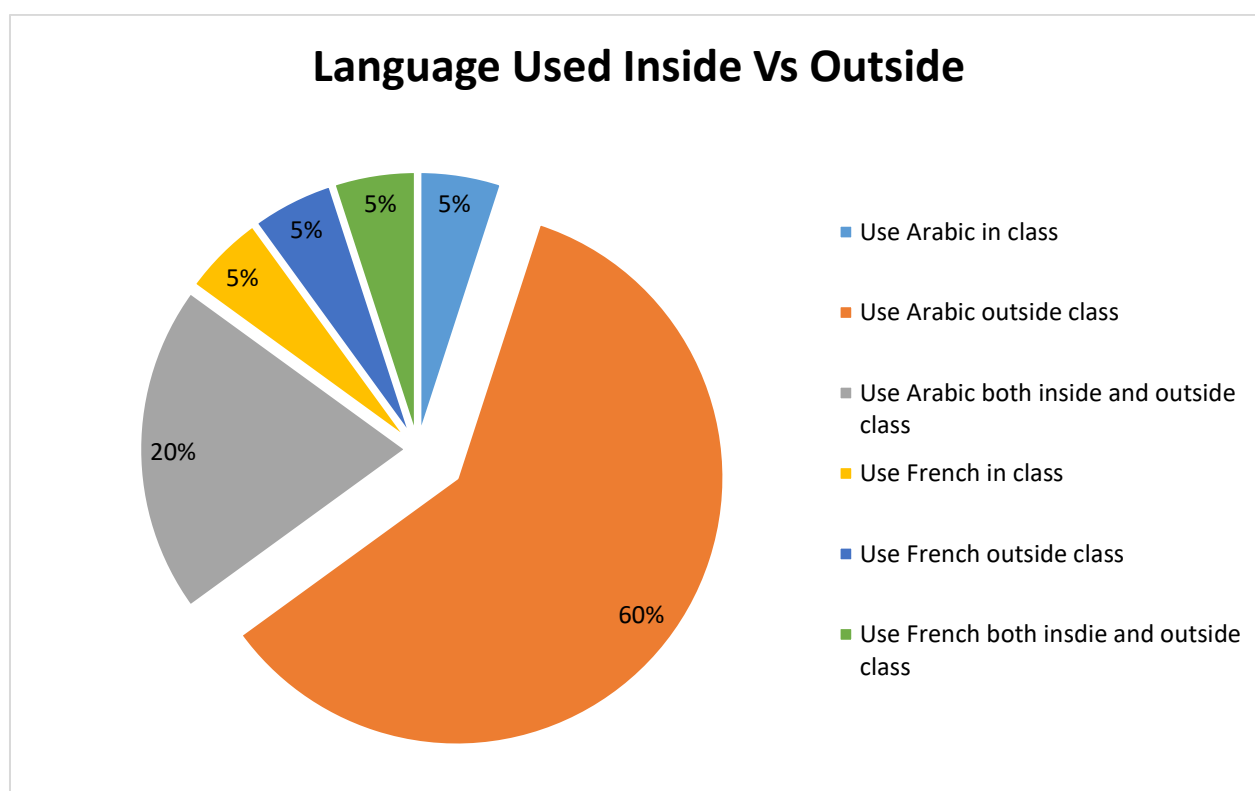


Figure N°6: Language Used Inside vs. Outside

As it is mentioned below, most of the participants (60%) think that speaking and understanding the French language is considered as a necessity putting forward the fact that the latter is the second language of the country, so one should master at least the basics of the linguistic system. Furthermore, medicine studies are taught mostly in French and when searching for references, students declare preferring to read references in French. Whereas, 40% of the applicants believe that using the French language is not indispensable.

| Agree | Disagree |
|-------|----------|
| 60% | 40% |

Table N°8: French Necessity

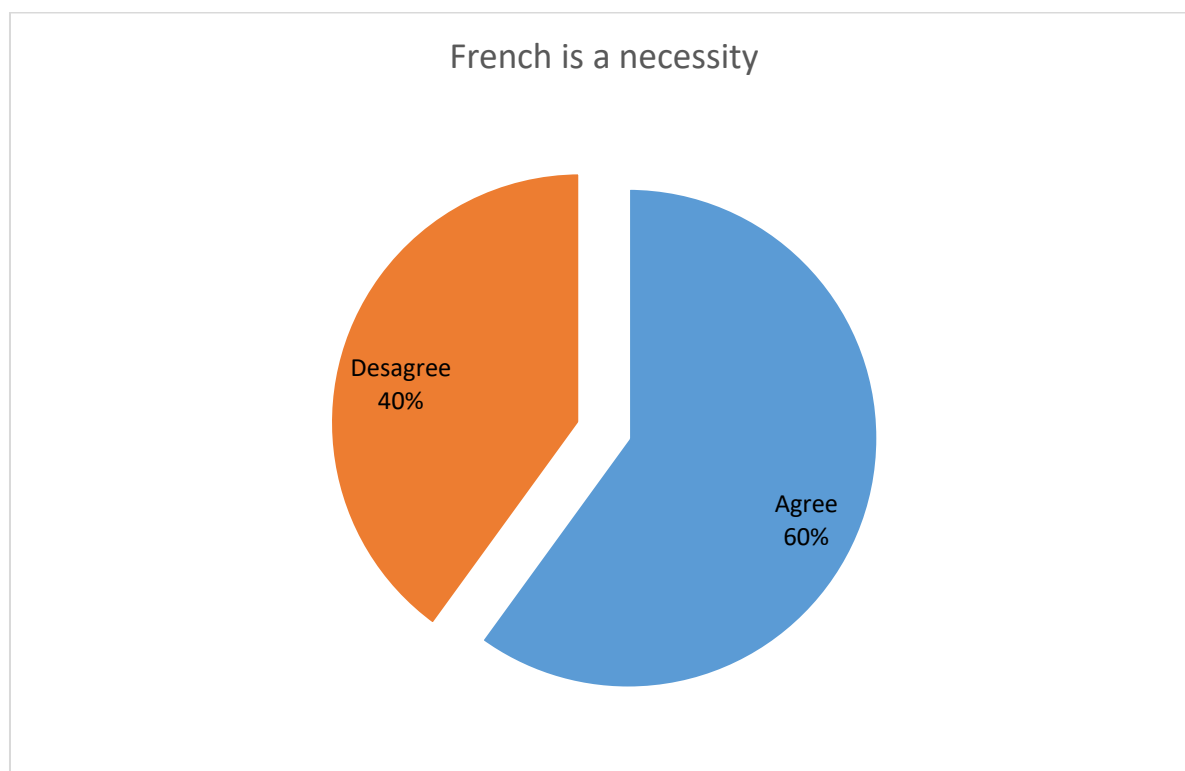


Figure N°7: French Necessity

As it was previously stated, 40% of the students decline the fact that speaking French is a necessity. Nevertheless, the following chart shows that the global number of the participants admit mixing between both languages (Arabic and French), which implies using, in one way or another, the French language supporting that it is a part of the Algerian dialect and their way of speaking. Thus, mixing between Arabic and French became a “habit”.

| | |
|-----------------------------------|---|
| Who mix between the two languages | Who don't mix between the two languages |
| 100% | 0% |

Table N°9: Mix Between the two Languages

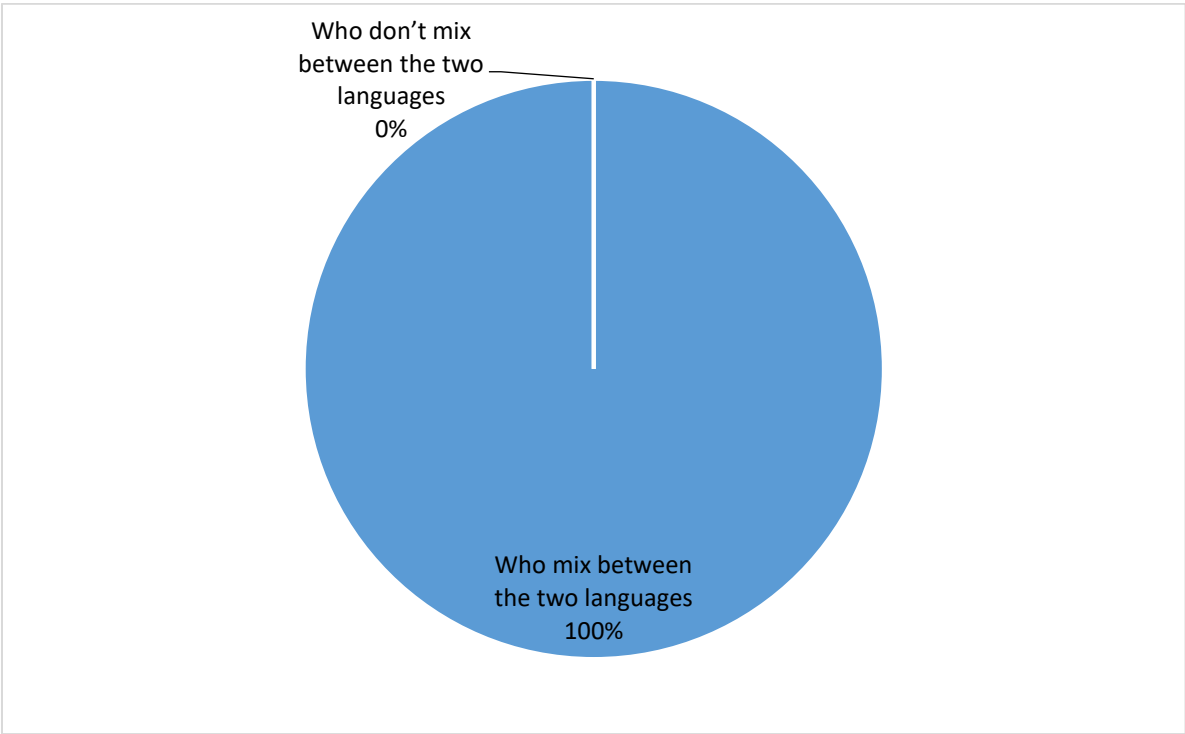


Figure N°8: Mix Between the two Languages

While, 65% (13 out of 20) of the students consider themselves as being arabophone, the chart below displays that almost all of them (18 out of 20) 90% assume preferring reading medical references in French, as they observed that there are more medical references in French than in Arabic and thus, they do not have to translate (from Arabic to French) since their studies are done in French. Others declare that they understand more the French language than the Arabic one.

Nonetheless, only one participant out of twenty declares choosing the Arabic language when it comes to read medical references.

| | |
|---|-----------|
| Prefer reading medical references in Arabic | No answer |
| 90% | 10% |

Table N°10: Reading Preference

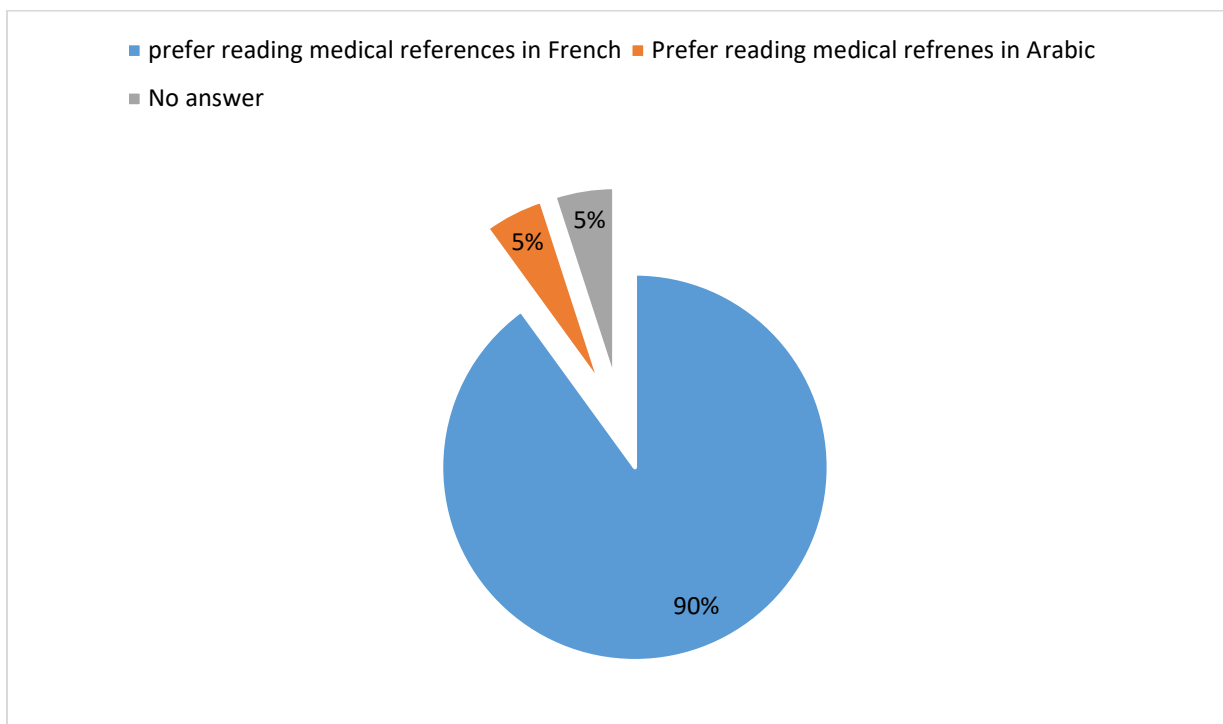


Figure N°9: Reading Preference

The next charts demonstrate that the opinions about the studies done in French are mixed. Indeed, from the tenth and the eleventh diagrams, we can observe that half of the participants (50%) do not face difficulties when studying in French and think that it would be better to give lessons entirely in that language. To support their answers, they assert that references in French are more reliable than in Arabic. Moreover, when it comes to the professional context, the language the most used is the French language.

On the other hand, 45% of the students find it difficult to study in French and express their disagreement when we asked them if they are for or against the eventuality to use the French language for teaching at university. These latter claim

that the educational system should be in Arabic for the simple reason that our country is an arabophone country and its first and official language is the Arabic one.

| Very often | Often | Rarely | Never | No answer |
|------------|-------|--------|-------|-----------|
| 5% | 40% | 40% | 10% | 5% |

Table N°11: Difficulties in Studying in French

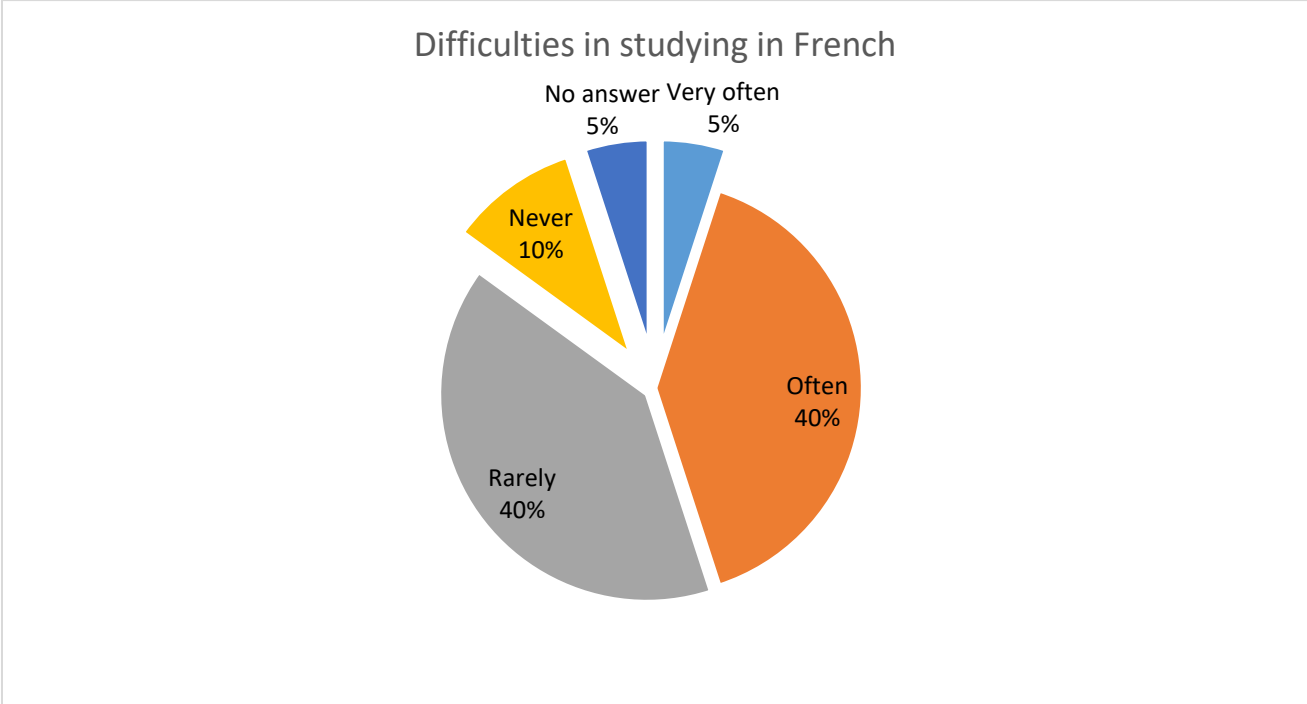


Figure N°10: Difficulties in Studying in French

| | | | | |
|-------------------|----------|-------|----------------|-----------|
| Strongly disagree | disagree | Agree | Strongly Agree | No answer |
| 15% | 35% | 40% | 5% | 5% |

Table N°12: Use of French in Teaching

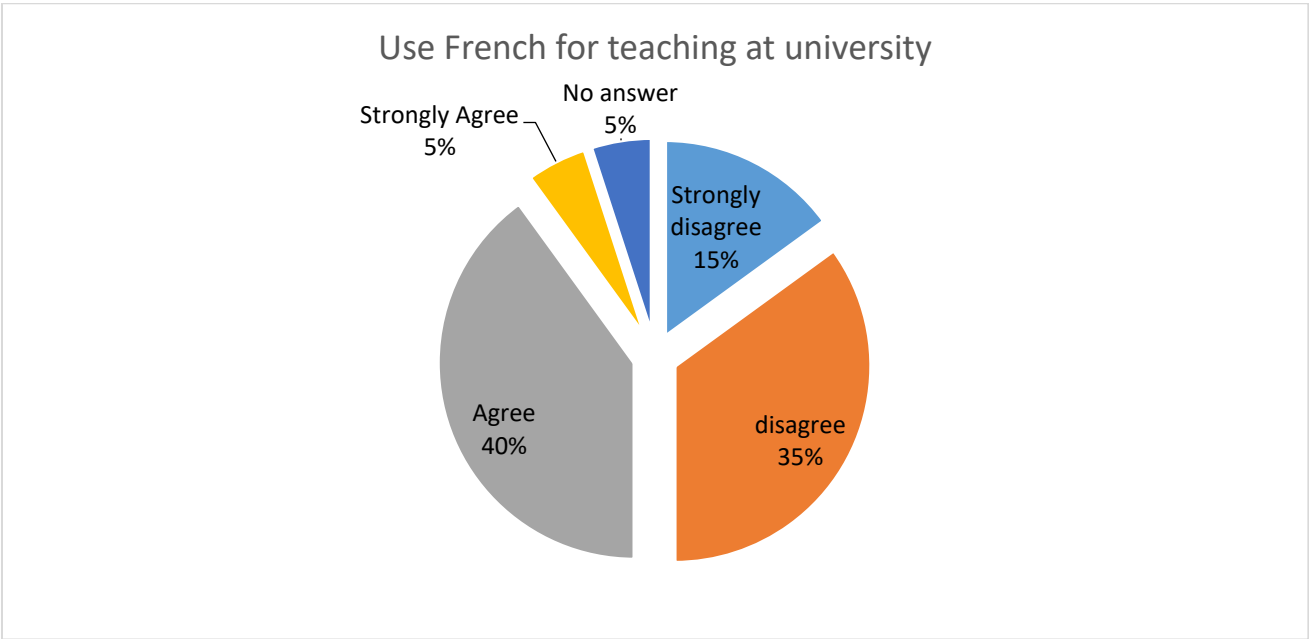


Figure N°11: Use of French in Teaching

Code-switching is most of the time used to express ideas, with language “A”, that could not be expressed in language “B”, that is why people prefer to code –switch to attain a wide range of ideas so that they would be as explicit as possible. To confirm whether the participants code switch or not, a question has been put forward, asking whether French expresses better ideas or not. From the participants 70% of them have riposted negatively maintaining that Arabic is richer in terms of vocabulary or lexical combinations, adding that, since they were accustomed to talk in Arabic since a long time ago, they can express much better ideas in Arabic than French in a very simple manner. Only 15% of them approved that using French seem to be more beneficial as they are actually studying in French and that some of them grew up in a Francophone

environment. In sum, French seems not to have the status of best expression of ideas from the time when the great majority has opted for negative reply. The chart below displays the findings found in this qualitative and quantitative interrogation that have been a subject of interest for the twenty participants.

| | | |
|-------|----------|-----------|
| Agree | disagree | No answer |
| 15% | 70% | 15% |

Table N°13: Ideas Expressed in French

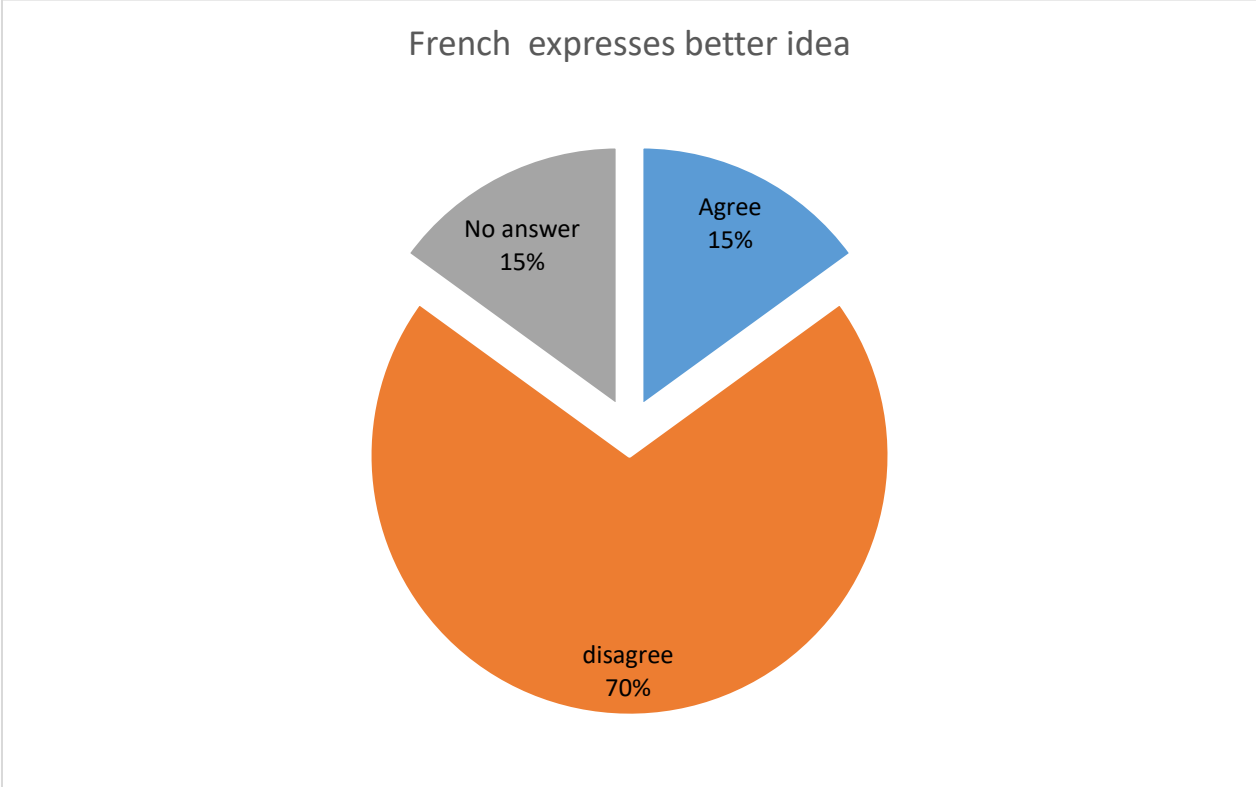


Figure N°12: Ideas Expressed in French

2.3. Conclusion:

This chapter has been devoted for the practical part, where twelve questions have been set forward in order to pinpoint the different attitudes that medicine students possess about code switching and its use in the daily and university setting.

In short, this survey displays that the majority of the medicine students consider themselves as arabophone and have an average level in the French language, and this, despite the fact that all the medicine lectures are given in the French language. Besides, half of the participants argue that references are more available and reliable in French than in Arabic, whereas, the other part believes that lectures should be done in Arabic since the first and official language of the country is Arabic.

Nevertheless, many of them are conscious about the necessity of knowing at least the basics of this foreign language, as their lectures and medicine references are mostly in French. For this reason, when it comes to searching for information, almost all the participants choose to do this task in French.

Moreover, the research reveals that all the samples mix between their mother tongue (Algerian Arabic) and the second language (French). However, when we asked them if they switch from Arab French to better be understood, the majority of them gainsaid, claiming that Arabic is richer than French.

General Conclusion

In the past time, in all-over the world, wars had taken place in many lands between two or more forces. Algeria has not been set apart from this old situation since it has been colonized and warred for 130 years by the French colonization. This has caused several impacts, more importantly societal ones, resulting some of the witnessed, nowadays, linguistic phenomena such as code switching.

In 1830, Algeria has been colonized by the French, attempting at establishing a novel cultural and educational structure so that Algeria would be a French department. For this reason, they have set up schools and institutions in order to expend their language and its use in mostly all-over the country. The project has been a success, since up to nowadays French terms are still used among this diglossic society. That is what have pushed this study to be accomplished so that a clear notion could be set forward clearing all the rumours that people can have about the linguistic position in Algeria.

The present paper has been divided into two chapters, a theoretical and practical one. The former has been devoted for concepts and theories of different linguistic manifestations and their existence within the globalized world, since nowadays a bilingual individual is no more seen as an lonely situation, nevertheless, a bilingual is someone who is subject to research for many people in the world. That is to say, when it comes to language to be in contact with another one, it means that it would create debates among scholars trying to put out explanations of how could two languages coexist and react within one society. In sum, the first chapter has tried to come up with a clear description of how two languages would behave when mixed together, and how would the society treat the linguistic phenomena.

The second chapter is complementary to the first one, since it has aimed at considering the linguistic situation in Algeria, pointing out the different people's attitudes towards the Arabic and French language, and observing how the two languages behave in the Algerian society and more specifically in the university setting. In the present study, students taken as sample were from the medicine department, subsequently they are met with French more than others; they study in French, and use French references. Moreover, the investigation attempted at demonstrating the students attitudes towards their mother tongue, French, and

bilingualism, and it has revealed that the situation is different from what one can think. That is to say, students have showed a clear attachment to their mother tongue and would prefer learning in Arabic than French. Nevertheless, they are conscious of the necessity of the this foreign language in the Algerian society, especially that they are actually learning in French, for that reason they still search for data in French; all the references are available in this language mostly.

In sum, the present study has tried to encompass almost all aspects of bilingualism, diglossia and code-switching, and it has come with the conclusion that people in the world and in Algeria specifically code-switch whenever necessary in order to enrich their communicative competence, to enlarge their knowledge or to fulfil a linguistic need witching a globalized world.

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Appendices

Questionnaire pour Etudiants

Cette évaluation fait partie d'une recherche en sociolinguistique. Vous êtes priés de remplir ce questionnaire et de commenter si nécessaire. Votre identité et vos réponses resteront confidentielles. Merci pour votre coopération.

- 1- Homme Femme
- 2- Vous vous considérez comme étant : Francophone Arabophone
- 3- Votre niveau en Français est :
- Mauvais Moyen Bon Très bon
- 4- Quelle langue comprenez-vous le plus? Français Arabe
- 5- Quelle langue utilisez-vous le plus? Arabe Français
- 6- Vous l'utilisez: En classe Dehors
- 7- Considérez-vous que parler Français est une nécessité? Oui Non
- Si oui, pourquoi?
-
-
-
-
- 8- Est-ce que vous mixez entre l'Arabe et le Français au moment de parler? Oui Non
- Si oui, pourquoi?
-
-
-
-
- 9- Quelle langue préférez-vous utiliser pour lire les références médicales?
- Français Arabe
- Pourquoi?
-
-
-
-
- 10- Est-ce que vous trouvez des difficultés dans la langue de vos études?

Toujours Souvent Parfois Rarement Jamais

11- Pensez-vous que cela serait mieux si tout les études universitaires était entreprises en Français?

Fortement en désaccord Désaccord D'accord Fortement en accord

Justifiez.....
.....
.....
.....

12- Pensez-vous que le Français exprime de meilleures idées que l'Arabe? Oui Non

Justifiez.....
.....
.....
.....

13- Que pensez vous des étudiants qui ne parlent pas Français?

.....
.....
.....
.....

Questionnaire to students

This survey is part of a research work in sociolinguistics. You are kindly requested to fill in this questionnaire and comment when necessary. Your identity and answers will remain confidential. Thank you for your cooperation.

12- Male Female

13- Do you consider yourself as : Francophone Arabophone

14- Your level in French is:

Bad Average Good Very good

15- Which language do you understand more? French

Arabic

16- Which language do you use more? Arabic

French

17- Where do use it more in: Classroom Outside

18- Do you consider that speaking French is necessary? Yes No

If yes, why?

.....
.....
.....
.....

19- Do you mix between Arabic and French? yes No

If yes, why?

.....
.....
.....
.....

20- Which language do you prefer to use when reading medicine references?

French Arabic

Why?

.....
.....
.....
.....

21- Do you find difficulties in the language of your studies?

Always Often Sometimes Rarely Never

22- Do you think that it would be better if all university studies were undertaken in French?

Strongly Disagree Disagree Agree Strongly Agree

Justify.....
.....
.....
.....

12- Does French express better ideas than Arabic? Yes No

Justify.....
.....
.....
.....

14- How do you consider students who do not speak French?

Summary

This work is considered as a sociolinguistics study of code-switching in the Algerian society and more specifically in university of Tlemcen, clarifying how the medicine students combine between the two languages.

The purpose of this research is to shed the light on how students mix between French and their mother tongue by giving a questionnaire to 20 participants, chosen randomly from university of Tlemcen at the medicine department, trying to point out their different attitudes and preferences and utility of the two languages since they are taught in French.

The results achieved displays a clear attachment to their mother tongue, however still need to utilise French exists in order to accomplish their studies tasks, knowing that a minority prefer to use it even in their daily situations.

Résumé

Ce travail est considéré comme une étude sociolinguistique sur le changement du code dans la société Algérienne et plus précisément à l'université de Tlemcen, en démontrant comment les étudiants en médecine combinent entre les deux langues.

Le but de cette recherche est d'illustrer la façon avec laquelle les étudiants mélangent entre le français et leur langue maternelle, ceci a pu être fait en donnant un questionnaire à 20 participants choisis au hasard à l'université de Tlemcen au département de médecine, en essayant de souligner leurs différentes attitudes et préférences envers les deux langues puisqu'elles sont enseignées en français.

Les résultats obtenus montrent clairement un attachement à leur langue maternelle, cependant ces derniers trouvent toujours une obligation d'utiliser la langue française pour accomplir des activités universitaires, sachant qu'une minorité préfère l'utiliser même dans leur vie quotidienne.

ملخص

يعتبر هذا العمل بمثابة دراسة سوسiolغوية حول تناوب الرموز في المجتمع الجزائري و أكثر تحديدًا في جامعة تلمسان ،موضحا كيف طلاب الطب يدمجون بين اللغتين العربية و الفرنسية.

الغرض من هذا البحث هو توضيح كيف الطلاب يناوبون بين اللغة الفرنسية ولغتهم الأم من خلال تقديم استبيان إلى 20 مشاركًا ، تم اختيارهم عشوائياً من جامعة تلمسان في قسم الطب ، في محاولة للإشارة إلى مواقفهم وتفضيلاتهم ومزاياهم المختلفة من اللغتين ما داما الطلاب يدرسون باللغة الفرنسية.

تظهر النتائج المحققة ارتباطاً واضحاً بلغتهم الأم ، ومع ذلك لا تزال توجد ضرورة إلى استخدام اللغة الفرنسية من أجل إنجاز مهام الدراسة ، مع العلم أن الأقلية تفضل استخدامها حتى في مواقفها اليومية.