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**Sociolinguistic Dimensions of Code-Switching Between
German /English /Arabic/French: Case of Algerian students
of The IISC German Institute**

**Dissertation submitted to the Department of English as a partial fulfillment of the
requirements for the degree of Master in Language Sciences.**

PRESENTED BY:

Ms. Manel Rihab BOUZOUANI

SUPERVISED BY:

Dr. Amina BENGUEDDA

BOARD OF EXAMINERS

Dr. Amina BENGUEDDA	Supervisor	Tlemcen University
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Signature:

Dedication

*I dedicate this work to everyone who supported me and believed in me
And especially my mother who supported me a lot through my journey.*

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Abstract

The phenomenon of code-switching is prevalent world wide and occurs in diverse linguistic patterns. For this reason, many sociolinguists investigate the impact of code-switching on the four language aforementioned maintenance This research work aims to shed the light on this phenomenon and its associated concepts, such as bilingualism and code-mixing, within the sociolinguistic dimensions and motivations underlying code-switching behaviours among Arabic, French, English, and German languages. The primary objective of this research is to explore the factors that influence language choice and the motivations driving students of German to switch between these languages. Additionally, the study seeks to uncover the sociolinguistic functions and communicative purposes that prompt students to alternate between German, English, Arabic, and French. For this purpose, case study of 53 participants enrolled in the international institute for studies and cooperation' (IISC) was undertaken. Multiple tools (questionnaire, observation, note-taking) were used. The results of the study reveals how German language students adapt their language use according to the formality of the situation, with the limited vocabulary in their target language having an impact on language mixing. The implications of this research contribute to enhancing students' multilingual competence and promoting effective language use in diverse sociolinguistic contexts Moreover, the findings indicate that when students acquire a new language, they tend to unconsciously incorporate code-switching practices into their communication.

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List of Acronyms

CE - Communicative Empathy

CS - Code-switching

GLS - German Language Students

High-N - High Neuroticism

IISC - International Institute for Studies and Cooperation MCS - Motivation for Code switching

TA - Trait Ambiguity

General Introduction

1 General Introduction

The remarkable extent of linguistic variation observed across diverse societies and social groups is an intriguing phenomenon. It is widely prevalent among individuals, indicating that reliance on a single language is not the norm when engaging in conversations or exchanging ideas with others. Instead, a multilingual approach is commonly adopted, whereby multiple languages are employed within the same discourse, irrespective of the specific context. In the realm of sociolinguistic research, this linguistic practice is referred to as "code-switching." Comprehensive in its coverage of bilingualism and language contact, Code-switching Analysis (CA) stands as a seminal body of work. Within code-switching, the dominant language, known as the matrix language, assumes a prominent role. Additionally, the verbal repertoire within our society comprises a blend of various languages, notably including Classical Arabic, Algerian Arabic, French, and to a considerable extent, English.

However, this linguistic repertoire doesn't revolve only around the common languages of Arabic, French, and English. However, this study will spotlight how Algerian students switch from German to Arabic, French, and English. Since English and German are highly related. This latter makes it easy for the speakers to switch and even borrow some words from the English language.

This research endeavour aims to investigate the linguistic practices employed by students, specifically focusing on the utilization of distinct languages. Notably, the study explores the uncommon occurrence of Germans being employed or interchanged within the broader discourse of a specific social group. Consequently, the selected population for this investigation comprises German language students enrolled at IISC Institute. The study delves into a comprehensive analysis of the aforementioned language phenomena, specifically titled "Sociolinguistic

Dimensions of Code-Switching Between English/German/Arabic/French: Case Algerian students of the IISC German Institute”.

This research study endeavors to comprehensively examine the intricate phenomenon of code-switching, particularly within the context of Algerian students at the esteemed IISC Institute. The primary objective of this investigation is to elucidate the underlying factors and motivations that propel bilingual and multilingual speakers to engage in code-switching practices.

Algeria, as previously stated, constitutes a multilingual society, wherein various linguistic phenomena are investigated and examined. Among these phenomena, code-switching and code-mixing hold particular significance, with code-switching being the dominant phenomenon consciously observed among Algerian students. This research study aims to address a specific issue: the pervasive utilization of code-switching among students of German to the coexistence of multiple languages. The study seeks to shed light on the diverse reasons underlying this phenomenon and emphasize their importance.

The following are the primary questions that have been formulated:

1. What are the motivations that drive Algerian students at IISC Institute to engage in code-switching, particularly from German to Arabic, French, and English?
2. What are the sociolinguistic dimensions of code-switching among Algerian students, specifically in relation to language choice, formality, and context?

This study has formed the following hypotheses for further research:

1-Students of German switch from one code to another to show solidarity, prestige, and level of education, also, according to the formality of the situation, the persons they are speaking with, and the topic being discussed.

2-Students of German often mix languages within one sentence, clause, and phrase to express a word that does not have a direct equivalent in the target language to have a successful conversation as in to maintain the flow of communication.

To achieve the study aim, a mixed methods approach will be employed, combining both qualitative and quantitative research methods. firstly, a survey questionnaire will be administered to a sample of IISC German language students to collect quantitative data on their code-switching behaviors, motivations, and perceived effects. In addition to conducting observations and taking detailed notes, supplementary methods will be employed to ensure the acquisition of more robust and dependable outcomes.

This research is divided into two parts theoretical part and the practical part. The theoretical part comprises the different definitions, types, and causes of several concepts (code-switching and code-mixing). The practical side will show what, when, and how the data were collected. It will portray the relevant data that has a direct relation with the theoretical side. It will illustrate to see whether our hypotheses are valid or not.

CHAPTER ONE

Review of Literature

2 CHAPTER ONE: Review of Literature

2.1 Introduction

The term "code" refers to a language or a specific variation of a language (Wardhaugh, 1992). Since the 1950s, code-switching has been a fascinating topic of discussion within bilingual or multilingual speech communities. In general, experts agree that code-switching involves the alternating use of two or more languages within the same utterance or conversation (Milroy and Musyken, 1995; Myers-Scotton, 1993; Faldes-Vallis, 1978; Gardner-Chloros, 1997). Code-switching This chapter will explore the concept of code switching. It encompasses various related concepts, including bilingualism, code mixing, and different types of code switching. Additionally, the socio-linguistic perspective aims to explore the motivations behind code-switching, as well as individuals' attitudes towards this linguistic phenomenon. Furthermore, we will also touch upon certain psycholinguistic aspects related to code-switching. We will delve into the underlying assumptions and frameworks that psycholinguists employ in their study of code-switching.

2.2 Bilingualism

Bilingualism has garnered considerable interest from scholars such as Fishman (1971), Gumperz (1982), and Jakobson (1997), who have made significant contributions to this concept in various ways. Defining "bilingualism" and "bilingual" accurately can be immensely complex, given the extensive body of research and the growing interest in the field. Scholars have struggled to arrive at a precise definition of these terms, as bilingualism is a relative concept that can be perceived differently by different individuals.

Weinreich (1953) defines bilingualism as the alternation between two or more languages by the same individuals in contact, stating that languages are considered

to be in contact under such circumstances. Hamers and Blanc (2000) further emphasize that languages in contact, which encompass societal bilingualism, and bilingualism at the individual level, referred to as bilinguality, are integral parts of human behavior. Grosjean (1982) provides his definition of bilingualism and focuses on the degree of bilingualism. In the preface of his book "Life with Two Languages" (1982), he notes that contrary to popular belief, bilinguals are rarely equally proficient in both languages. Some individuals excel in one language over the other, while others use one language in specific situations. Additionally, some bilinguals possess reading and writing skills in one language but not necessarily in the other.

On the other hand, D'Acerno (1990) introduces one characteristic of bilingualism, referring to it as sub-coordinate bilingualism. This occurs when one language overshadows the other, with the bilingual individual having more knowledge and proficiency in one language compared to the other. In coordinate bilingualism, a speaker acquires two languages in different contexts and later stores them in separate systems within their mind. On the other hand, compound bilingualism occurs when an individual acquires two languages simultaneously.

To summarize, considering the most reliable definition for this research and the aforementioned definitions, bilingualism involves the interaction between two languages, which may be integrated differently into the minds of bilingual individuals, resulting in distinct linguistic competencies for each language.

2.3 Code-mixing

Code mixing is another linguistic phenomenon closely associated with code-switching. Various linguistics experts have provided definitions and explanations to elucidate the concept of code-mixing. According to Wardhaugh (1998), code mixing refers to the use of both languages by speakers within a single utterance, wherein they transition from one language to another. This implies that speakers

modify or alter certain elements of their utterances while maintaining the overall topic of conversation. Code mixing can occur at different linguistic levels, such as morphology and vocabulary, and it does not necessarily involve a change in the subject matter being discussed.

The term "code-mixing" encompasses a broader concept of language contact, which includes instances of code-switching and other forms of language interaction that focus specifically on lexical items. This definition is exemplified in the following excerpt. Muysken (2000) defines code mixing as the occurrence of lexical items and grammatical features from two languages within a single sentence. He further explains that code-mixing occurs when fragments of one language are used by a speaker primarily utilizing another language. Similarly, Gumperz (1982) defines code mixing as the incorporation of elements from one language while the speaker primarily employs another language.

2.4 Code-Switching

In the field of linguistics, code-switching was initially a lesser-explored area of research. However, over the past two decades, it has gained significant prominence. The credit for this growth can largely be attributed to Carol Myers-Scotton, who is widely recognized in numerous code-switching books for her dedication to establishing code-switching as a prominent and independent field of study. According to Myers (1995, p. 47), code-switching was previously perceived as a characteristic of imperfect bilinguals, driven by their inability to sustain a conversation solely in the language being spoken at that moment.

Indeed, defining code-switching can be just as challenging as defining bilingualism, mainly because it has been examined from various linguistic perspectives. Scholars have struggled to reach a consensus on the precise definition of code-switching (Milroy and Myusken, 1995). Additionally, terms such as code-mixing and borrowing may overlap with the definition of code-switching, as they

share similarities in certain aspects (Romaine, 1995). Each scholar appears to propose their own unique definition, influenced by the specific approach they have adopted in their research endeavors.

Based on previous scholarly works, the earliest definition of code-switching can be traced back to 1953 when Weinreich introduced the concept of bilingual individuals having distinct linguistic varieties that are ideally used in separate situations. However, other scholars, such as Myers-Scotton, take a pragmatic perspective on code-switching. Myers-Scotton defines code-switching as "the use of two or more languages in the same conversation, typically within the same conversational turn or even within the same sentence of that turn" (1993a).

Benguedda (2017) considers a daily Algerian Arabic-French code-switching, from some natural recorded conversations of Tlemcenian speakers:

(1) A: Bonjour çava? ‘Good morning, how are you?’

B: çava lhamdllæ:h ‘It’s alright, thanks God’

A : ?ana fhæd lwa?ts des hauts et des bas lmafakil ma jχalliwakf

tranquille; ‘Nowadays, too many problems that do not keep you quiet’

B : Ijwa c'est ça la vie ; ‘Well, this is life’

A : J’en ai marre, Je n’en peux plus, c’est plus fort, ana kraht sälla hçaləb ;

‘I ‘m fed up, I'm exhausted, It ‘s too much.’ (Benguedda, 2017, p. 92)

Similarly, when a language is uncommon in a society, it may develop into a habit of code-switching among a small group and be perceived as a normal linguistic behavior. Hoffman (1991, p.110) describes this phenomenon as the alternating use of two languages or linguistic varieties within the same utterance or conversation. On the other hand, the juxtaposition of speech passages from two different grammatical systems or subsystems within the same exchange of speech. Thus,

code-switching involves the alternation of linguistic varieties within or beyond a sentence.

Some scholars consider code-switching as a deficiency in linguistic competence because bilingual individuals switch back and forth between languages (Trask, 2005). In a similar vein, Grosjean (1982) suggests that code-switching arises due to a "lack of formal knowledge." Echoing this perspective, Echevarria (1997) explains that code-switching, as observed in English/German cases, is a consequence of a deficit in either language.

Contrary to the aforementioned viewpoint, other sociolinguists challenge the notion that code-switching indicates a deficiency in linguistic ability. Instead, they argue that individuals who code-switch are linguistically competent, as they are capable of utilizing the languages available to them. Zentella (1981) supports this perspective and defines code-switching as "the ability of bilinguals to alternate between the languages in their linguistic repertoire" (p. 109). She suggests that code-switching is more likely to occur in informal contexts among individuals who share close relationships, rather than in formal interactions. Additionally, scholars such as Rubin (1968), Sankoff (1972), and Fishman (1972) assert that code-switching reflects the bilingual individual's ability to choose their speech from the two languages, influenced by non-linguistic factors such as topic, setting, channel, and tone. Valdés-Fallis (1978) describes code-switching as a stylistic process influenced by the speaker's personal linguistic preferences in each language they use.

To illustrate this, let's consider the example of the Algerian speech community, where code-switching commonly occurs between Algerian Arabic and French.

(2) **HɔtHɔ teyya ɕa suffit beɕweya voilà eg3od eywa gutlak j'ai pris les trucs...**

« Put it down! put it down! Come on! It is enough! Careful! That's it. Well, I was telling you, I took things...» (Bouamrane, 1988, p. 6).

2.4.1 Types of code-switching

Scholars encountered not only confusion in terminology but also challenges in classifying the various types of code-switching. Numerous researchers, such as Blom and Gumperz (1972), have attempted to categorize code-switching into two types. The first type is metaphorical code-switching, where the choice to switch, languages may vary depending on the discourse function or conversational acts, such as making requests or giving orders. Gumperz (1964) suggests that discourse function relates to the speaker's ability to include or exclude the listener from the conversation by using familiar or unfamiliar terms. The second type is the situational category, which considers how code-switching is influenced by factors such as the speech context, the participants involved, and the topic being discussed. Another classification proposed by Poplack (1980) and Lepski (1985) distinguishes between inter-sentential code-switching and intra-sentential code-switching.

A. Inter-sentential

According to Poplack (1980), this type is more complex than the intra-sentential type because it requires a certain degree of bilingualism; one must be fluent enough in each language in order not to violate the grammatical rules of each language. The speech of a bilingual individual is divided into sentences; one sentence is uttered in one language while the other sentence is uttered in another. Bouamrane (1988), in the Algerian context, illustrates some examples in which code-switching occurs between the main clause and a subordinate clause:

(3) **Elle a dit *belli ma sandha flwaqt*.**

She said that has no time.

(4) *Rani faref qu'est ce qui s'est passé.*

I know what happened (Bouamrane 1988, p. 13).

(5) *Ma mfaf parceque ça ne l'intéressait pas.*

He did not go because it does not interest him.

(6) *Je vais partir baf nawsal bekri.*

I am going in order to arrive early (Bouamrane 1988, p. 14)

B. Intra-sentential

In this type of code-switching, language alternation occurs within a single sentence. It occurs when a speaker is unable to recall certain terms in their native language but can remember them in another language (Lepski, 1985, p.5-6). Thus, this concept involves using the language that provides the morpho-syntactic structure of the sentence, known as the "matrix language" (ML), while incorporating lexical elements from the other language, known as the "embedded language" (EL) (Coulmas, 1998).

Bouamrane (1988) describes this process as the insertion of a parenthetical clause, after which the speaker returns to the original language being used. He supports his statement with the following examples:

(7) *Les petite villages yaεjbuni.*

Small villages please me (I like small villages). (Bouamrane 1988, p. 13)

(8) *Je ne vous le dis pas yaεnide façon populiste.*

I am not saying this to you, I mean in a populist way. (Bouamrane 1988, p. 15)

(9) *Il croyait que j'étais un étudiant.*

He thought that I was a student. (Bouamrane, 1988, p. 16)

(10) *Lukan* quelqu'un vient me chercher.

If someone comes to look for me. (Bouamrane, 1988, p. 17)

2.5 Differences Between Code-Switching and Code-mixing

Based on the aforementioned explanation, we can discern the distinction between code-mixing and code-switching. In code-mixing, bilingual speakers incorporate foreign words or phrases from one language into another, with the latter serving as the primary base or code. Code mixing does not involve a change in topic or situation, as bilingual speakers do not switch from one language to another but rather blend elements of both languages within a single utterance.

Fasold (1996:192) provides a criterion to differentiate between code-switching and code-mixing. According to this criterion, the language used in a clause determines whether it is code-switching or code-mixing. If a person incorporates a word or phrase from another language within a clause, it is considered code-mixing. On the other hand, if one clause adheres to the grammatical structure of one language and the subsequent clause follows the grammar of another language, it is considered code-switching. Living in a bilingual or multilingual community necessitates the ability to communicate in at least two languages. Taking Javanese as an example, Javanese individuals are proficient in Javanese, their native language, and Indonesian, their secondary or national language. It is not uncommon to find them also conversing in foreign languages.

2.6 The Sociolinguistic Approach to Code-Switching

The sociolinguistic approach to code-switching studies how people use language to communicate their social identities and relationships. Code-switching is when people alternate between different languages or language varieties in a single conversation. This can be done for a variety of reasons, such as to express solidarity

with a particular group, to assert one's identity, or to convey a particular message. The sociolinguistic approach to code-switching emphasizes the social context in which it occurs and seeks to understand the social meanings that are conveyed through language use. In addition to the structural approach, another one was conducted on the sociolinguistic phenomenon of code-switching focusing on the relation between linguistic variation and social structures particularly. This perspective may contribute to broadening the scope of the interpretation of code-switching. Sociolinguists have long recognized that language is not just a means of communication, but also a way for people to express their social identities and relationships. The way people speak can reveal a great deal about their background, education, social status, and cultural affiliation. Code-switching is one way in which people use language to express their social identities and relationships. Code-switching can occur for a variety of reasons. One common reason is to express solidarity with a particular group. For example, a person may switch to a different language or dialect to show support for a particular ethnic or cultural group. This can be a way of asserting one's identity and affiliations. Another reason for code-switching is to convey a particular message. For example, a person may switch to a different language or dialect to express a particular emotion or attitude. This can be a way of emphasizing a point or conveying a subtle nuance that may be difficult to express in one language or dialect. The sociolinguistic approach to code-switching emphasizes the social context in which it occurs. Sociolinguists study the social meanings that are conveyed through language use, and seek to understand how language is used to establish and maintain social relationships. They also examine the social factors that influence code-switching, such as the speaker's social background, the social setting in which the conversation is taking place, and the relationship between the speakers.

One important aspect of the sociolinguistic approach to code-switching is the concept of linguistic repertoire. Linguistic repertoire refers to the range of languages

and dialects that a person is able to use in their daily life. A person's linguistic repertoire is shaped by their social background, education, and exposure to different languages and dialects. Sociolinguists study how people use their linguistic repertoire to express their social identities and relationships.

2.7 Attitudes toward code-switching among multilingual speakers

Garrett (2010) argues that language attitudes are pervasive in our daily lives and that people often judge our social status, group membership, intelligence, and competence based on how we use language. These attitudes can apply to various aspects of language, such as accent, word choice, speed of speech, grammar, and language variety. While many studies have examined language attitudes toward specific languages or language varieties in sociolinguistic contexts, few studies have examined attitudes toward code-switching, particularly in everyday situations. However, research suggests that the number of spoken languages, gender, and personality traits such as tolerance of ambiguity, cognitive empathy, social skills, and emotional reactivity are linked with more positive attitudes towards code-switching. In addition, respondents tend to code-switch more frequently with friends and colleagues than with family members, although there is some variation based on gender and educational level.

2.7.1 Tolerance of Ambiguity:

Trait ambiguity (TA) refers to an individual's cognitive and emotional response to uncertain or complex situations when faced with unfamiliar and conflicting cues. Individuals with low TA tend to experience stress, react hastily, and avoid ambiguous stimuli. On the other hand, those with high TA perceive ambiguous situations as desirable, challenging, and interesting without distorting their complexity or incongruity (Furnham and Ribchester, 1995, p. 179).

In a study conducted by Dewaele and Li (2013a), it was found that monolingual and bilingual individuals scored lower on TA compared to multilingual. Furthermore, participants with higher levels of multilingualism and those who had lived abroad scored significantly higher on TA. Regression analysis revealed that both variables played a significant role in explaining the variation in TA. This suggests that TA is influenced by individuals' socio-linguistic-cultural environment, particularly their experiences of adapting to a foreign cultural and linguistic setting. When individuals spend an extended period in a new environment, they must actively and consciously acquire the local rules governing communication and social interaction. It is worth noting that TA did not show a correlation with self-reported frequency of code-switching (CS) (Dewaele and Li, 2013b).

2.7.2 Cognitive Empathy

Empathy is often described as the essential element that fosters social cohesion (Baron-Cohen and Wheelwright, 2004, p. 193). It encompasses the capacity to empathize with others and to comprehend their thoughts and emotions. Individuals with high levels of empathy demonstrate a greater understanding of others' intentions, possess a heightened ability to predict their behaviour, and are more proficient in recognizing and interpreting their interlocutor's emotions.

In their study, Dewaele and Li (2012) examined the association between multilingualism and communicative empathy (CE) among individuals who are either monolingual or multilingual. Their findings revealed a significant positive correlation between multilingualism and CE. The extensive practice of multiple languages appears to enhance the conversational skills of multilingual individuals, enabling them to adopt their interlocutor's perspective. It is plausible that the ability to empathize with a multilingual interlocutor contributes to more favorable attitudes towards code-switching (CS), as it emphasizes the unique connection between the

speaker and the interlocutor. Additionally, Dewaele and Li (2013b) discovered a link between CE and a higher self-reported frequency of CS.

2.7.3 Neuroticism – Emotional stability:

Individuals with high scores on Neuroticism, also known as High-N, are often prone to rumination and exhibit emotional instability. They frequently express concerns, worry, and anxiety, and may experience physical discomfort (Pervin, Cervone, and John, 2005). On the other hand, individuals with low Neuroticism scores are generally emotionally stable, calm, and content. In a study by Dewaele (2013), it was found that both English native speakers and English foreign language learners with high Neuroticism scores reported using swear words more frequently in interactions with friends and strangers. Neuroticism has been associated with heightened activity in the limbic system, making High-N individuals more sensitive to threats or stress. They also exhibit slower reaction times when confronted with negative words in emotional Stroop tests (Pervin, Cervone, and John, 2005). Based on these findings, we propose the hypothesis that High-N individuals may experience increased anxiety when engaging in code-switching.

Furthermore, in relation to the neutral stance, Benguedda (2017) offers valuable insights on the topic. According to her, individuals' perspectives significantly influence their language use and the reasons behind their code choices. Therefore, it is crucial to consider speakers' attitudes toward the act of switching between languages. During her research within the Tlemcen speech community, Benguedda identifies several neutral attitudes toward code-switching based on responses from her participants. These attitudes include perceiving code-switching as a common and habitual phenomenon, considering it as an integral part of their language usage, being accepting of code-switching as long as it does not impede communication with others, and viewing it as a means of adapting to society, among others.

2.8 Motivations for code-switching:

A number of researchers (Trudgill 2000, Nicol 2001, Abdel Tawwab 2014) have highlighted that code-switching, as a rule-governed process, is predominantly employed by bilingual individuals to fulfill specific communicative goals. Trudgill (2000) elucidates this by stating that "The same speaker uses different linguistic varieties in different situations and for different purposes" (p. 81). This implies that during code-switching, speakers consider numerous factors, such as socio-political and psycholinguistic aspects, as well as the potential outcomes of aligning their intentions with a particular language (Nicol, 2001).

To illustrate we have selected some examples from Benguedda (2017, p.22) and in this respect, she says:

***hna li kaeja nhædækhowa* mais maintenant il faut que la personne soit**

diplomate "we are naïve, now the one has to be diplomat."

Ça depend du jour *hija wænnhar* "It depends on the day"

Abdel Tawwab (2014) identified several sociolinguistic motivations for code-switching, such as being a part of social interaction and conveying both social and linguistic meanings. Other scholars have discussed additional reasons for code-switching. Firstly, bilingual individuals tend to choose the appropriate code based on the identity of the listener or to highlight their own identity, as language and social identity are linked (Myers-Scotton, Ury, 1977). Secondly, code-switching can be used to sound elitist or superior and to stand out among a group of people (Shabt, 2007). Thirdly, code-switching can confer hidden prestige, which is made explicit through attitudes (Auer, 2002). This phenomenon is often viewed as prestigious and a sign of education and competence in more than one language (Suleiman, 1999). Benguedda (2017) also notes that code-switching can be used to appeal to both literate and illiterate individuals, as illustrated in the Algerian context.

Emotional expression, Crystal (1987) contemplates possible motivations for codeswitching related to emotional states, like the desire to exhibit his attitudes towards a person, the inability to express one's thoughts in the mother tongue due to a psychological state and to show his/her integrity in his/her own language. Benguedda (2017), in her research of the Algerian context, illustrates how speakers may use code-switching to show power over the less, she displays a situation in which code-switching is used to express anger and frustration as follows:

Rani ril nsaɣaffik et ben mince alors ! “I’m tolerant with you... Damn it!”

Furthermore, there are instances when a speaker perceives one language as more effective than the other (Benguedda, 2017). This can be exemplified by using a particular language to accurately convey meaning and facilitate effective communication.

Hædik ɣladwæm taɣmal l’avocat des pauvres. “She always stands up for somebody.”

Bilingual individuals may use code-switching to show solidarity with learners who share the same language background, according to Martin-Jones (1995). Similarly, Holmes (2001) explains that a speaker may switch to another language to indicate group membership and shared ethnicity with the listener.

Moreover, Fishman (1965) emphasizes that the language choice can be influenced by group membership, leading speakers to make linguistic selections based on the participants or interlocutors involved in the conversation. This phenomenon can be illustrated by the following example:

(27) *Smaŋts? æssəm ʔælets la commissariat !*

Have you heard what she said? The police station (Benguedda 2017, P, 23).

Benguedda (2017) points out that this particular example represents a comment made by a woman aiming to demonstrate her proficiency in the French language upon noticing the incorrect use of the French article "la" in someone else's speech.

Moreover, while linguistic necessity can be a motivating factor, the preservation of identity often emerges as the most compelling reason for code-switching. Bilingual individuals often engage in code-switching to express their cultural identity, which may differ from the dominant culture in their environment. Gardner (2008) further explains that code-switching serves as a means to assert a bilingual identity that is clear and unambiguous. Abdel Tawwab (2014) also suggests that the topic of conversation can be a reason for code-switching. According to Holmes (2000), code-switching may occur during a speech event when discussing certain topics, for various purposes, such as being polite or discreet. Fishman (1965) describes this concept as "the implicature of topical regulation," which he believes is useful for handling certain topics. Leung (2006) provides an example of taboo words, explaining that speakers may code-switch to avoid using their native language to express taboo words.

2.9 Psycholinguistics: conditioned code-switching and triggering:

Non-functional code-switching, occurs unintentionally in the conversation of bilinguals and is triggered by specific words that intersect between two language systems. These trigger words can cause speakers to lose their linguistic bearings and continue the sentence in the other language. These lexical items typically belong to both languages spoken by the bilingual individual or the bilingual speech community as a whole. It is important to note that these trigger words are not the result but rather the cause of code-switching. Therefore, the trigger word itself should not be considered a code-switched item since it is part of the language of

interaction and is shared by both languages. The mere fact that it is simultaneously part of the 'other' language can trigger the switch, resulting in the subsequent use of more 'other-language' material. In the following sections, I will outline the different types of trigger words based on the classification proposed by Clyne (1991: 193ff, modified in 2003: 162ff).

In bilingual speech communities, proper nouns are usually used in both languages in a phonologically identical form, without a translation equivalent in the other language.

Es war Mr Fred Burger, der wohnte da in Gnadenthal and he went out there one day and Mrs Roehr said to him: Wer sind denn die Männer doher?

It was Mr Fred Burger, he lived at Gnadenthal and he went out there one day and Mrs. Roehr said to him: Who are all these men around here? (Clyne 1994:112

Gnadenthal, an old German settlement in Australia, is a lexeme that exists in both English and German languages. Its presence in both languages acts as a trigger for transitioning from German to English. The second switch, which introduces a section of direct speech, is influenced by pragmatic factors. Originally spoken in German, the code-switching in this instance serves as a quotation. This demonstrates the intertwining of both functional and non-functional code-switching.

However, it is important to note that code-switching is only facilitated at this point and is not obligatory. Clyne (2003: 162ff) emphasizes that trigger words enable the possibility of switching but do not necessarily induce it. The following example, taken from a conversation featuring mixed code, illustrates both possibilities occurring consecutively within the same turn:

**[...] se tu ti mangiem mentaler o se tu ti mangiuna fontinaisch auen
unterschied, oder?**

**If you eat Emmental cheese or if you eat Fontina cheese, there is also a
difference, isn't there? (Preziosa di Quinzio 1992, quoted from Franceschini
1998:59f)**

Clyne (1980) introduces the concept of triggering as a central aspect of code-switching, suggesting that bilinguals are motivated by psycholinguistic factors. According to him, triggering occurs when encountering words that exist in the overlap between two language systems. These words compel bilingual individuals to incorporate terms from the other language in order to maintain the flow of conversation. Clyne also asserts that code-switching is internally driven, meaning it is influenced by psychological factors.

On the other hand, Weinreich (1953) categorizes bilingualism into three types based on how bilinguals store language knowledge in their brains:

1-Coordinate bilingualism: In this case, languages are stored in separate systems because they were acquired in different contexts.

2-Compound bilingualism: This type occurs when two languages are acquired simultaneously and within the same context. A bilingual individual forms a unified mental representation of a word but has two labels for each language stored in their brain.

3-Subordinate bilingualism: Here, the speaker relies on their first-acquired language to interpret the second language.

Overall, these categorizations shed light on the different ways in which bilinguals process and store languages in their minds.

2.10 Conclusion

In chapter one, our concern is to shed light on the phenomenon of code-switching as whole with its related concepts which attract sociolinguists to study it, mainly its types and theories. As a result, bilinguals or multilinguals have the ability to mix words, phrases, clauses, or even sentences during their daily life conversations and this tendency to switch among speakers have not a fixed and direct answer since it varies from one speaker to another. So, the question of why people code-switch is still open for investigation. The following chapter will discuss the linguistic and sociolinguistic situation for German language students of the IISC institute.

Chapter two

Methodology and Data analysis

3 CHAPTER TWO: Methodology and Data Analysis

3.1 Introduction

Chapter two of this study will outline the methodology employed. Firstly, we will introduce the use of Acceptability Judgments and explain the rationale for selecting this particular method. Secondly, we will discuss the questionnaire, which serves as the primary investigative tool, and how it was structured to ensure convenience for both researchers and participants. Thirdly, we will provide insights into the observations that have been made. Additionally, we will provide pertinent information about the research participants, including their ages, gender, and backgrounds. Detailed profiles of the four individuals selected for completing the questionnaire and participating in interviews will also be presented. Subsequently, we will outline the objectives and methodology of the current study. The questionnaire will employ a combination of quantitative and qualitative approaches. Lastly, a section will be dedicated to highlighting the advantages of combining these methods and their complementary benefits.

3.2 The aim of the study

The present investigation aims at measuring Algerian Arabic and German bilinguals. This study aims to investigate the motives behind code-switching and its effects on language learning and social interactions among students of the German language. By examining the reasons why students code-switch and the impact it has on their language acquisition and social interactions. Promoting a better understanding of how multilingualism functions from different angles.

3.3 Methodology of the Research Work

In this section, the research methodology of the study will be presented, starting with a discussion of both qualitative and quantitative methods. Furthermore, an

explanation will be provided as to why the Acceptability Judgments method was selected for this research. Additionally, detailed information about the participants will be provided. The subsequent section will focus on the implementation of a questionnaire and observations, followed by a discussion on the anticipated findings and outcomes of the investigation.

3.3.1 The Sample Characteristics

Sampling is a crucial stage in participant recruitment for research studies. In this specific case, the process of sampling is of particular significance. The sample, selected from IISC institute students in Tlemcen, consists of 53 participants of both sexes (male and female) in order to examine their code-switching and the language contact and social interactions. Their age varies between nineteen and thirty years old, and most of them have a b2 level of the German language, French and Arabic are the most frequently alongside this language.

3.3.2 Research Instruments

Research instruments refer to various tools employed in gathering, analyzing, and measuring data for a specific research study. These instruments encompass questionnaires, surveys, interviews, tests, observations, and more. An effective research instrument is one that has undergone rigorous testing and has been established as reliable. It should be capable of collecting data that is pertinent to the subject under investigation. Moreover, research instruments must align with the research goals, objectives, and questions, while also facilitating the confirmation or refutation of research hypotheses. For instance, studies focusing on describing attitudes and perceptions often utilize questionnaires, observations, and recordings, while research involving linguistic or psychological phenomena may employ tests. In the present case, the research aims not only to depict Bilinguals engaging in code-switching during their daily discourse for various reasons but also the motives of code-switching influenced by factors such as the formality of the situation and the

topic of conversation because bilinguals often incorporate multiple languages within a single sentence, clause, or phrase to effectively express concepts that lack direct equivalents in the target language. This leads us to hypothesize that code-switching serves as a means for bilinguals to convey social connections, social status, and adaptability in different linguistic contexts. but also to comprehend consumers' attitudes and opinions regarding this specific usage. Consequently, a questionnaire and observation were chosen as the data collection instruments.

3.3.3 The questionnaire

This research paper utilized a questionnaire as a data collection tool to gather the necessary information for the study. The respondents were provided with a series of predetermined choices and were instructed to select as much answers as they want to be required. The respondents were required to indicate their responses by ticking the appropriate answer. To ensure clarity, explanations of complex terms were provided to the respondents when needed, and the researcher provided an online questionnaire.

3.3.4 Note-taking

The study employed an observational approach, where researchers observed and documented instances of code-switching during classroom interactions and informal conversations among participants. A diverse sample of teachers and students from the IISC Institute, proficient in German, Arabic, French, and English, were selected to capture a comprehensive range of code-switching practices. The researcher took notes about the participant's attitudes in their natural state to get more reliable results and highlight the complex interplay of language competence, social identity, clarification needs, and emotional expression as key motivators for code-switching.

3.3.5 Observation

The present study, conducted by a researcher who is also a student within the institute, aimed to closely observe and analyze the interactions and conversations of students in both formal and informal settings. Throughout the research, recurring patterns of code-switching were identified, indicating the presence of specific motives and influences underlying this linguistic phenomenon.

3.4 Data analysis

Data analysis plays a crucial role in research studies, as it consolidates and summarizes the gathered information. It involves employing logical and analytical reasoning to examine the data, aiming to identify patterns, correlations, and trends. Within this section of the chapter, the findings obtained from the questionnaire, observations, and recordings will be thoroughly analyzed and interpreted. The purpose of this analysis is to validate or disprove the research hypotheses that have been formulated.

3.4.1 The Questionnaire Analysis:

Question 01: Gender (male or female)

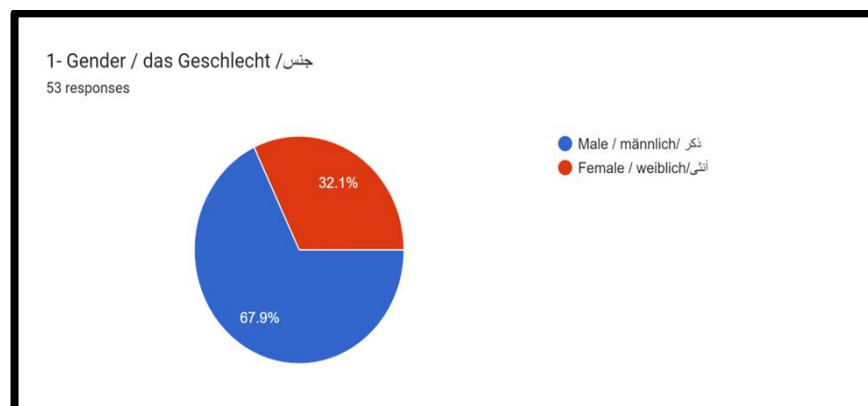


Figure 1: The gender of students

As the pie chart shows, the respondents were fifty-three students, seventeen females representing 32.1% and of the total population and sixty-three males representing 67.9 %. The selection was purely random; however, it is inevitable to mention how the number of male respondents is dominant and might be useful to certain questions which require code-switching examples.

Question 02: Age

This question Analyzes the Motives by Age Groups and determines if there are any notable differences or similarities.

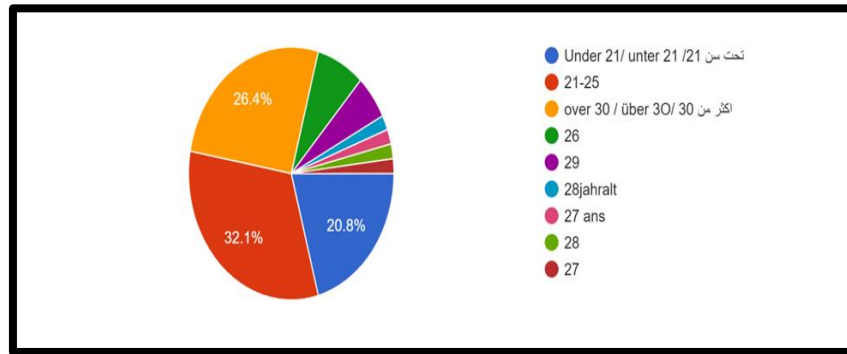


Figure 2: The age of students

The pie chart represents the following results above:

Under 21 years: Analyze the motives expressed by the 11 students in this age group and identify any prevalent themes or patterns.

21 to 25 years: Analyze the motives expressed by the 21 students in this age group and look for common reasons behind code-switching.

Over 25 years: Analyze the motives expressed by the 14 students in this age group and identify any distinct trends or motivations.

Question 03: German language Level

The data collected from the respondents' answers to the question about their motives for code-switching. Identify the common motives expressed in relation to the different proficiency levels in German which is expressed by respondents in the two categories.

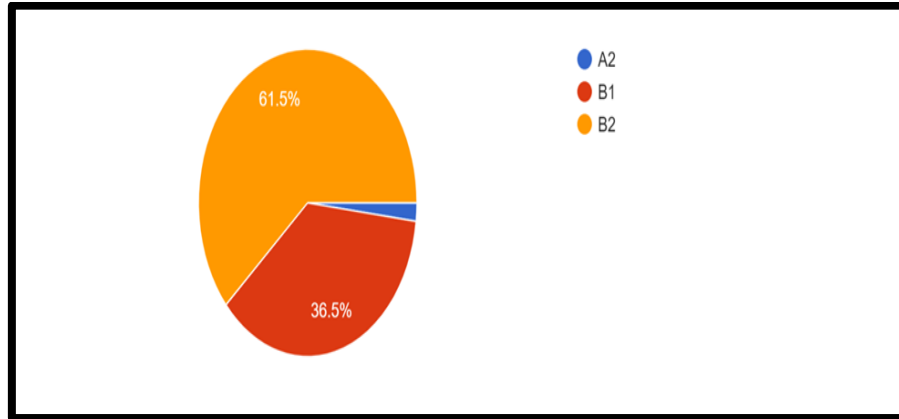


Figure 3: Level of German Language Skills among Students

The pie chart represents the respondents in each category to determine the frequency:

First category B1 (Lower proficiency in German): 19 students representing 36.5%

Second category B2(Higher proficiency in German): 32 students representing 61.5%

Question 04: Which languages you frequently speak beside Arabic?

This question aims to figure out the spoken languages by German language Students in their daily life. It is direct and requires simple and true answers. The respondent's answers are summarised in the table below where a variety of languages are presented.

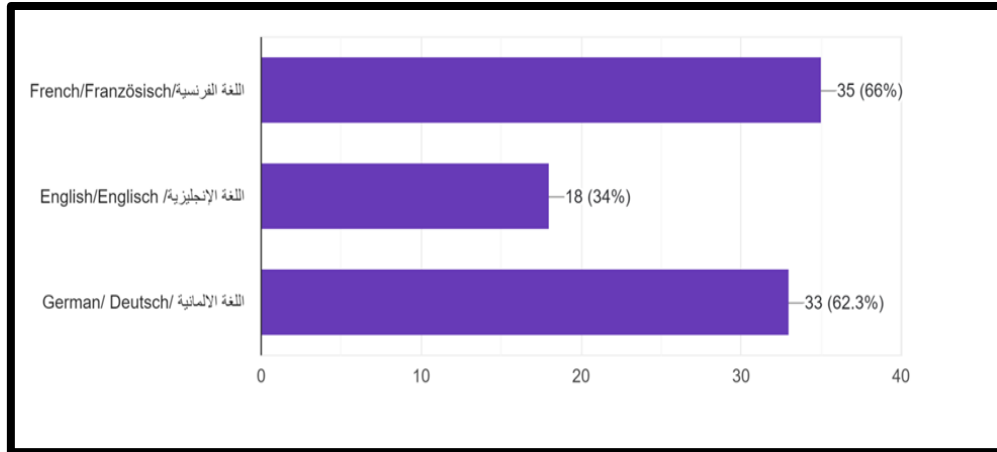


Figure 4: Frequently Used Languages by Students Other than Arabic

The graphs show that among 53 respondents, the highest proportion of students (66%) indicated that they frequently speak French, making it the most commonly used language to code switch alongside Arabic since most Algerian students are Francophones and use it frequently. The second category was English, with 34% of the respondents reporting that they frequently speak this language. While not as prevalent as French, English still holds a substantial position as a frequently used language among the participants. Lastly, German was reported as a frequently spoken language by 62.3% of the respondents. This indicates that a majority of the students surveyed engage in code-switching between Arabic and German in their conversations.

Question05: Where do you usually speak German?

This inquiry seeks to determine whether the participants experience code-switching exclusively during their German classes due to specific factors, or if they engage in code-switching from German to other languages both within and outside

the classroom environment. The objective is to explore the extent and context of code-switching behaviors exhibited by the participants.

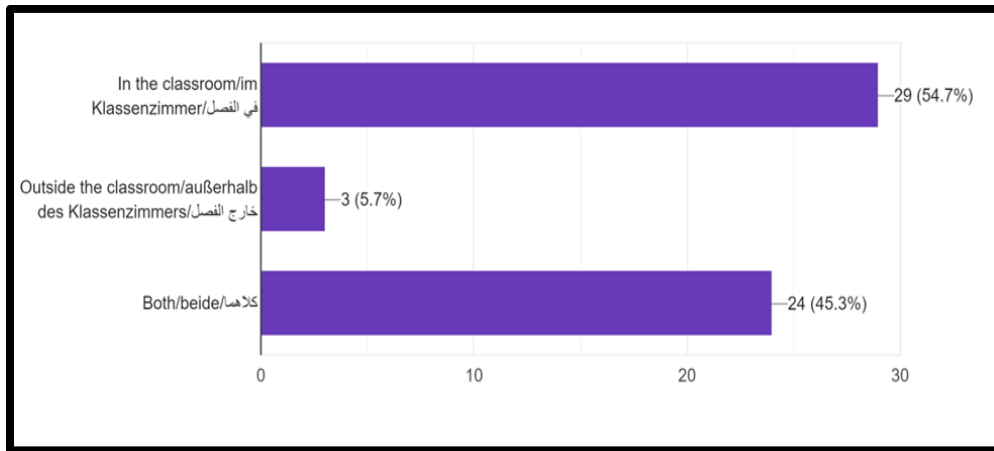


Figure 5: particular settings of code-switching

The graphs above show the predominant settings in which German is spoken. Out of the total 53 participants, 29 students (54.7%) reported speaking German primarily inside the classroom. This suggests that a significant portion of their German language usage occurs within the formal learning environment. On the other hand, a small proportion of the respondents, specifically 3 individuals (5.7%), indicated that they predominantly speak German outside the classroom. This implies that they actively engage with the language in informal or non-academic settings.

Interestingly, a notable number of participants, 24 respondents (45.3%), reported speaking German in both inside and outside the classroom contexts. This suggests a balanced usage of the German language, indicating that they are exposed to and utilize the language in various settings, both academic and non-academic.

Question 06: How do you find the ability to switch to German while speaking?

The purpose of this question is to explore the students' perception of code-switching to German and assess whether they view it as an intriguing aspect that motivates their daily speech. It can help determine if the ability to switch languages, particularly to German, serves as a strong motivational factor for their daily

language use. Additionally, the responses can provide valuable qualitative information on the student's experiences, perceptions, and personal motivations related to code-switching.

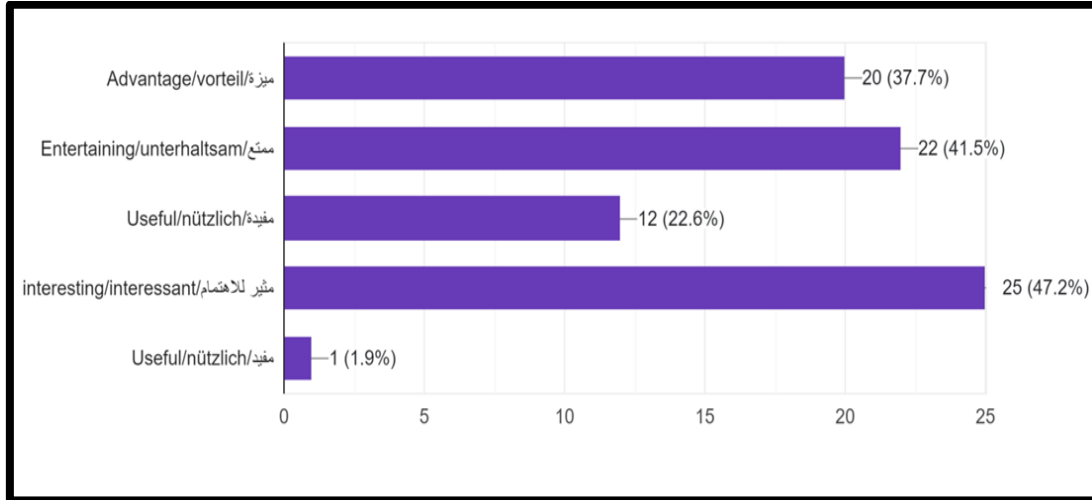


Figure 6: Exploring Student's Ability to Switch to German

According to the graphs above out of 53 participants, 37.7% (20 students) indicated that they found the ability to switch to German as an "advantage." This suggests that they perceive code-switching to German as a beneficial skill that provides them with an edge or advantage in their language use. In terms of entertainment value, 41.5% (22 students) selected "entertaining" as their perception of the ability to switch to German. This indicates that these participants view code-switching to German as an enjoyable and engaging aspect of their language practice. The response option "useful" was chosen by 22.6% (12 students). This suggests that these participants consider code-switching to German as a practical skill that serves a purpose in their daily communication. It implies that they find value in utilizing German as a means to express themselves effectively. The response option "useful" was chosen by 22.6% (12 students). This suggests that these participants consider code-switching to German as a practical skill that serves a purpose in their daily communication. It implies that they find value in utilizing German as a means to express themselves effectively. Furthermore, 45.7% (25 students) indicated that

they find the ability to switch to German as "interesting." This implies that these participants are intrigued by code-switching to German and perceive it as a captivating aspect of their language experience.

These findings suggest that code-switching to German holds motivational and positive attributes for the participants. It implies that their ability to switch to German serves as a motivating factor in their daily language use and adds to their overall language learning experience.

Question 07: Why do you switch to Arabic /French while speaking German?

The analysis of the data aims to determine whether code-switching is primarily driven by a lack of proficiency in German or if other factors contribute to this behavior. By examining the responses, patterns, and trends can be identified to determine whether code-switching primarily occurs due to proficiency-related factors or if situational factors play a more significant role.

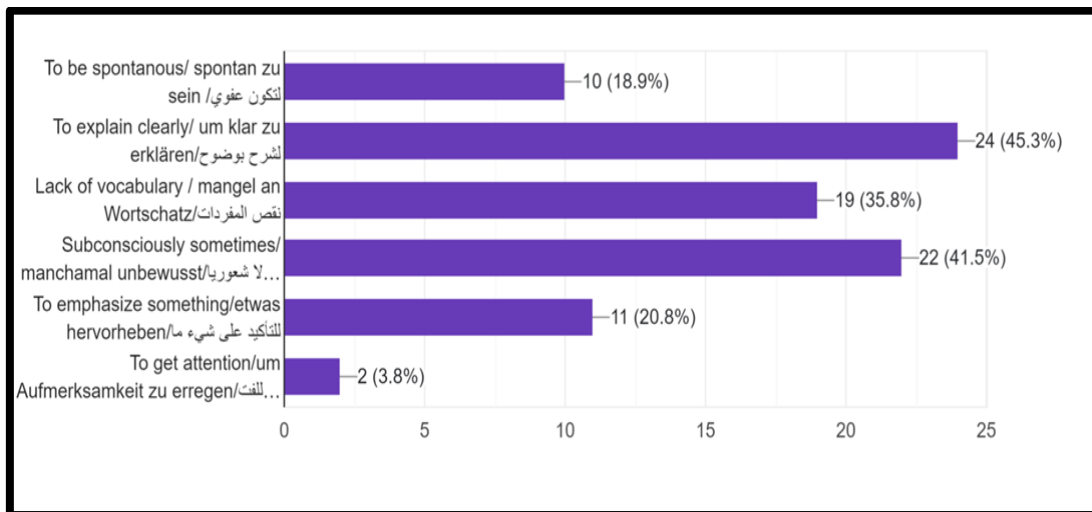


Figure 7: Shifting to other languages from German

the graphs show the following distribution of responses above:

-To be spontaneous: This motive was chosen by 10 participants (18.9%). It suggests that these individuals code-switch to Arabic/French to express themselves in a more natural manner while speaking German.

-To explain clearly: This motive received the highest frequency, selected by 24 students (45.5%). It indicates that participants code-switch to Arabic/French to enhance clarity and ensure their message is clearly understood by others.

-Lack of vocabulary and proficiency: Chosen by 19 students (35.8%), this response suggests that participants switch languages due to limited vocabulary or a lack of proficiency in German. They may find it easier to express certain concepts or ideas in their native language or French.

-Subconsciously sometimes: This motive was selected by 22 students (41.5%). It implies that code-switching occurs unintentionally at times, their linguistic repertoire is deeply ingrained, and they effortlessly transition between languages based on contextual cues or language availability.

-To emphasize something: Chosen by 11 students (20.8%), this response indicates that participants code-switch to Arabic/French to emphasize specific points or to add emphasis to their speech.

-To get attention: This motive was chosen by only 2 students (3.8%). It suggests that a small proportion of participants code-switch to attract attention or stand out in a conversation.

these findings suggest that code-switching serves various communicative purposes, such as enhancing clarity, expressing spontaneity, and compensating for linguistic limitations.

Question 08: Why do you switch to the German language?

The objective of this question is to explore the reasons behind students' spontaneous choice to switch from their mother tongue or French to the German language. This inquiry is motivated by the fact that German is primarily understood among German language learners and not widely spoken in Algerian society.

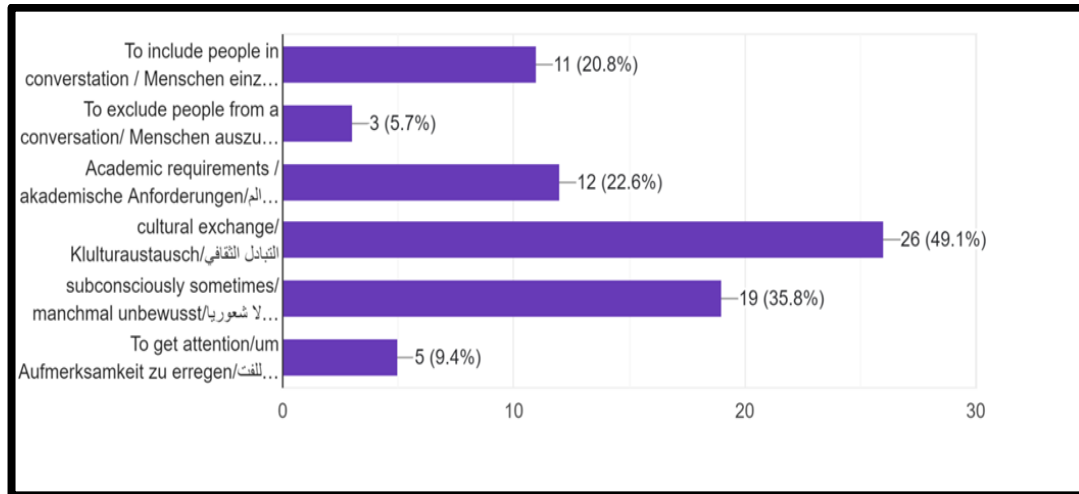


Figure 8: Shifting to German from Other Languages

According to the results shown in the graphs:

-to include people in the conversation: a smaller but notable proportion of 11 participants, representing 20.8% of the sample, implies that they switch to the German language to accommodate others who might have the same linguistic proficiency in the German language. By adopting German, they aim to foster inclusivity and ensure effective communication among diverse individuals.

-to exclude people from the conversation; a minority of 3 participants, comprising 5.7% of the sample, which shows that switching to German serves as a deliberate choice to create a sense of exclusivity or privacy, possibly limiting the comprehension of non-German speakers.

-academic requirements: this prominent motive that emerged from the analysis which was cited by 22.6% of the participants. It suggests that participants might engage in code-switching as a means to fulfill academic obligations, such as using German terminology and demonstrating proficiency in the language within an academic setting.

-cultural exchange: it is noteworthy that a significant portion of participants, representing 41.9% of the sample, indicated a strong inclination towards cultural exchange. This suggests that they perceive the German language as a gateway to connect with the rich cultural heritage associated with it. By engaging in code-switching, they strive to immerse themselves in German culture, foster intercultural understanding, and broaden their horizons.

-subconsciously sometimes: the data demonstrate that a considerable number of participants, accounting for 35.8% of the sample switches between languages without conscious awareness. it could reflect the participants' exposure to different linguistic environments, where multiple languages are regularly spoken and intermingled. Thus, the participants might unconsciously switch to German to align themselves with specific social groups or to establish a sense of belonging within a particular context.

-to get attention: it was chosen by 5 participants, representing 9.4% of the sample. This choice could be driven by the participant's confidence in their German language skills and their belief that speaking German can serve as a unique feature that distinguishes them in a multilingual setting the participants' preference for switching to German to get attention highlights the dynamic nature of language use and the role it plays in social communication.

Question 9: How do you feel switching to the German language in public?

The analysis of participants' responses to the question "How do you feel switching to the German language in public?" provides insights into their emotions and

attitudes towards code-switching which has a significant role. Let's examine the answer suggestions in more detail:

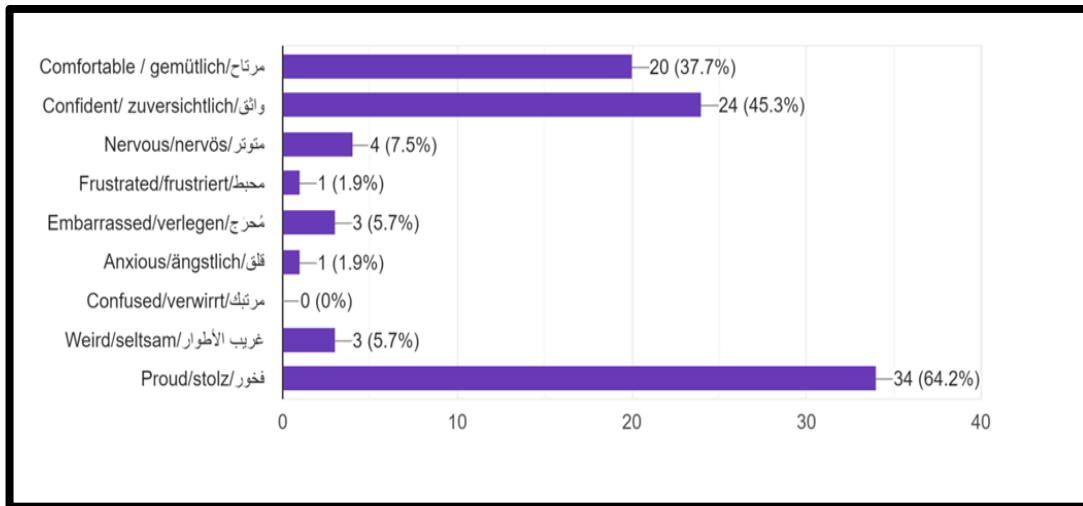


Figure 9: Feelings associated with switching to German in public

The graphs show the following results above:

Among the participants, a significant proportion (37.7%) indicated feeling comfortable in using German as part of their linguistic repertoire. They likely perceive code-switching to German as a natural and effortless process, allowing them to effectively communicate their thoughts and express themselves in public settings.

Furthermore, a considerable number of participants (45.3%) expressed feeling confident. This indicates that they have a high level of self-assurance in their ability to navigate conversations and effectively utilize German as a language of communication. The participants' confidence might stem from their proficiency in German, positive past experiences with code-switching, or a sense of linguistic pride in being able to switch between languages seamlessly.

In contrast, a small percentage of respondents (7.5%) reported feeling nervous when switching to German in public. This suggests that some individuals experience a certain level of apprehension or anxiety when using German, possibly due to

concerns about their language proficiency, fear of making mistakes, or a sense of self-consciousness about being perceived by others.

Interestingly, only one participant (1.9%) indicated feeling frustrated and when switching to German in public. This suggests that frustration is a less common emotional response among the participants

Additionally, a few participants (5.7%) reported feeling embarrassed or weird while switching to German in public. This suggests that some respondents might experience self-consciousness or discomfort when code-switching, possibly due to the perception of being different or standing out in a linguistic context.

Lastly, a significant percentage of respondents (64.2%) expressed feeling proud when switching to German in public. This indicates a sense of satisfaction and accomplishment in utilizing the German language as part of their linguistic repertoire, potentially reflecting a positive attitude towards multilingualism and cultural diversity.

Question 10: Mention why you feel any of the feelings mentioned above.

The data analysis focuses on two groups of participants who provided open-ended answers regarding the reasons behind their feelings associated with switching to the German language in public. Let's examine each group separately:

Positive Reasons Group 18 students (34%):

-Complexity and Proficiency: Several participants mentioned feeling proud because they perceive German as a complex language, and their ability to switch between languages with German demonstrate their linguistic competence.

-Love for the German Language: Participants expressed a genuine fondness for the German language, leading to feelings of confidence and pride. Their passion for the language likely contributes to their positive emotions when utilizing German in public.

-Intrigue and Interest: Some participants described finding it interesting to switch to German, which creates a sense of excitement and positive emotions.

Negative Reasons Group 2 students (3.8%):

-Limited Learning Duration: One participant mentioned that they have been learning German for only five months, implying a relatively short period of exposure to the language. This limited exposure may contribute to their feelings of insecurity and nervousness when code-switching to German.

-Newness of the Language: The second participant highlighted that German is still a new language for them, suggesting that their lack of familiarity and confidence in the language contributes to their negative emotions.

Question 11: Do you confuse English and German words that are similar when speaking or writing?

Since English and German are similar languages this data analysis aims to shed light on whether this confusion is one of the reasons for students to code switch unintentionally and the results were as follows:

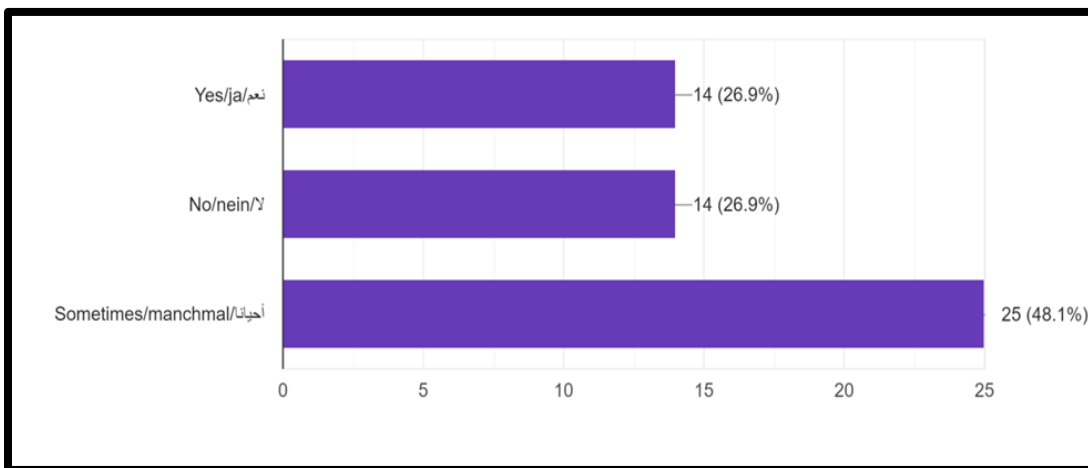


Figure 10: Perceived Similarities and Confusion between English and German

the data analysis reveals that participants' experiences vary regarding the confusion between English and German words that are similar. While a significant portion of 18 students (48.1%) admitted to occasional confusion. These participants may not encounter consistent difficulties but acknowledge that there are instances when they may mix up or struggle with similar words in both languages. an almost equal number of participants (26.9%) reported both experiencing confusion and not experiencing confusion. These findings suggest that some individuals may face challenges in differentiating similar words, while others exhibit a greater proficiency in distinguishing between English and German vocabulary.

3.4.2 Note-taking data analysis:

The analysis underscores the sociolinguistic dimensions and motivations behind code-switching among students and teachers in the multilingual context of Arabic, French, German, and English.

-Language Borrowings: The notes highlight that German incorporates many borrowings from the English language. It demonstrates how Anglophone students unintentionally switch to English during their German speech. This suggests a cross-linguistic influence and the presence of code-switching motivations related to language familiarity and ease of expression.

Example:

es gibt viele Faktoren für Migration und sie sind brain-grain brain-drain

There are many factors for migration such as brain-grain brain-drain

-Frequency of Code-Switching: The notes mention certain German words that students frequently use in their code-switching speech. Words such as "**für**" (**for**), "**und**" (**and**), "**Neue**" (**new**), "**gut**" (**good**), and "**Ja**" (**yeah**) indicate that students often replace German words with their English counterparts. This suggests a

tendency to resort to familiar words from another language when encountering vocabulary gaps in their German speech.

Example:

Student: Jewish Leute haben viele religiöse Traditionen

Jewish people have alot of religious traditions

Teacher: kismhoum??

“What are they called”?

Student: kismhoum lihoud!

“They are called Jewish “

Teacher : Ah du meints Jewish Jewish auf Deutsch

“Ah you mean Jewish Jewish in German”

-Motives for Code-Switching: The notes highlight different motives for code-switching to French or Arabic. Switching to French or Arabic allows students to express direct and informal thoughts and feelings. Additionally, during intense debates, students tend to switch to Arabic or French to engage in spontaneous discussions. This indicates that code-switching serves as a communicative strategy to convey certain nuances or to tap into cultural and emotional aspects associated with these languages.

Example: a heard conversation during the class

Student 1: Fyn haba tekhdem?

“Where do you want to work? “

Student2 : D’ailleurs je voulais travailler dans une Pâtisserie ou un restaurant n’importe, mouhim un travail es gibt kein Arbeit in Algerien !

“Anyways I wanted to work in a pastry shop or a restaurant anything, most importantly, a job. There is no work in Algeria! “

Sociolinguistic Context: The data collected from both students and teachers in the German language classes at IISC Institute provide insights into the sociolinguistic dimensions of code-switching: The classroom setting acts as a context where code-switching occurs, reflecting the sociocultural dynamics of language use and the influence of multilingual backgrounds within the learning environment.

3.4.3 Observation data analysis:

The findings shed light on the dynamic interplay between language choice, attitudes, proficiency, and the cultural and linguistic backgrounds of the participants. This analysis contributes to a deeper understanding of the sociolinguistic dynamics and motivations surrounding code-switching among Arabic, French, German, and English speakers within the context of the IISC Institute.

The observation reveals that students frequently insert Arabic or French words within their German speech to emphasize certain points. This suggests that code-switching serves as a linguistic strategy employed to draw attention to specific elements of their message or the significance of their statements.

Example: a student during his presentation

Es gibt viele Hotel dienstleistungen in Algerien, aber es hängt vom Ort und der Qualität der Dienstleistungen ab fhamto wella je répète!

“There are a lot of hotel services in Algeria, but it depends on the place and the quality of services did you get it or should I repeat! “

participants' attitudes and linguistic performance vary depending on the language being used. Students' attitudes and behaviours undergo noticeable changes as they switch between languages. This indicates that their language choice influences not only the words they use but also their overall demeanor and engagement. Additionally, their linguistic performance may also fluctuate, potentially influenced by their level of proficiency and familiarity with each language. Participants attitudes and linguistic performance vary depending on the language being used. Students' attitudes and behaviors undergo noticeable changes as they switch between languages. This indicates that their language choice influences not only the words they use but also their overall demeanor and engagement. Additionally, their linguistic performance may also fluctuate, potentially influenced by their level of proficiency and familiarity with each language.

Teachers, in contrast to students, employ code-switching as a means to explain complex words or meanings. When encountering difficult concepts or when they perceive that their explanations in German are not fully understood, teachers resort to using the word "**genre**" (meaning "**like**" or "**in the sense of**") and switch to Arabic or French to provide further clarification. Despite their high proficiency in German, teachers recognize the need to use alternative languages to ensure comprehension and enhance students' understanding of the subject matter. The observation highlights that teachers, even with their advanced German proficiency, engage in code-switching to their mother tongue when expressing themselves spontaneously. This suggests that code-switching is not solely driven by a lack of language proficiency but also by a desire to effectively convey thoughts, emotions, or ideas in a more natural and uninhibited manner. It is also worth mentioning that

even the few people who work at the institute acquired some German language and started to engage in code-switching.

Example: the secretary of the institute always says this when she enters the class:

Entschuldigung ein moment bitte! Nahtaj Frau Bouzouani fel Administration
“Excuse me one moment, please! I need Miss Bouzouani in the administration”

○ **3.5 Conclusion**

In the light of this evidence, it is clear that the data analysis provides insights into the motives, language usage, perceptions, and emotions associated with code-switching among German language students. The findings suggest that code-switching serves various purposes and holds positive attributes for the participants, contributing to their language learning experience. This chapter provides a summary of the findings obtained from a questionnaire administered to 53 participants. The questionnaire played a crucial role in facilitating the discussion and presenting the data in this chapter through tables and graphs, enhancing visual clarity. The results of the study confirm the hypotheses put forth earlier in this paper, which suggest that students engage in code-switching based on the formality of the situation, topic, and context. Moreover, the primary reason for code-switching is the lack of vocabulary in their language, the desire to maintain communication flow, or potentially a habitual practice, particularly observed in the case of Arabic and French. Furthermore, the inclusion of meticulous note-taking procedures, which yielded robust and dependable outcomes, coupled with thorough observations conducted on both students and teachers within their natural contexts, significantly enhanced the comprehensive investigation of their behaviours and interactions.

General conclusion

This research work focuses on examining language variations among students at the German IISC Institute, specifically investigating the utilization of multiple languages alongside German within the student community. As a result of this language contact, various linguistic phenomena have emerged, with a particular emphasis on the phenomenon of code-switching, which constitutes the central focus of this study.

In this research work, the main concern was to shed light on the phenomenon of code-switching among students with a focus on those studying German. The primary objective was to address the research questions, observation, and note-taking to analyze the findings. The results indicate that students engage in code-switching for various reasons, including demonstrating solidarity, prestige, and their educational level. Additionally, code-switching is influenced by the formality of the situation and the interlocutor they are conversing with. Furthermore, a lack of vocabulary plays a role in the need for code-switching to maintain fluent conversations.

The research work consisted of two distinct chapters, each serving a specific purpose to provide a comprehensive understanding of the objectives. The first chapter delved into the theoretical aspects of code-switching, encompassing elements such as bilingualism, code-mixing, and borrowing. These concepts were explored through the integration of various theoretical frameworks, research studies, and scholarly articles, accompanied by illustrative examples. The second chapter was devoted to practical application, involving a sample of 53 students who participated in the research. The collected data was meticulously analyzed to derive conclusive results and validate the hypothesis that bilingual individuals engage in occasional language mixing based on contextual factors and the absence of direct equivalents for certain words in their linguistic repertoire. Notably, the analysis highlighted that students with proficiency in multiple foreign languages tend to exhibit a higher propensity for code-switching. This observation underscores the

General Conclusion

role of bilingualism in facilitating the prevalence of code-switching and language-blending phenomena.

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Appendices

Appendices

I. Appendix: English Questionnaire

This questionnaire aims to investigate the motives and effects of code-switching as a data collection instrument for a master's degree research at Abu Bakr Belkaid University's English department. IISC Institute's students are considered as part of the sample. For this reason, we kindly ask you to cooperate by giving your interesting responses. To respect privacy, the answers will be anonymous.

1- Gender

- Male
- Female

2-Age

- 21-25
- over 30

3-Level of the German Language

- A2
- B1
- B2

4-Which languages do you frequently speak besides Arabic?

- French
- English
- German

5-Where do you usually speak German?

- In the classroom
- Outside the classroom
- Both

6-How do you find the ability to switch to German while speaking?

- Advantage
- Useful

- Entertaining
- interesting

7-Why do you switch to Arabic /French while speaking German?

- To be spontaneous
- Lack of vocabulary
- To explain clearly
- Subconsciously sometimes
- To emphasize something
- To get attention

8-Why do you switch to the German language?

- To include people in conversation
- To exclude people from a conversation
- Cultural exchange
- Academic requirements
- subconsciously sometimes
- To get attention

9-How do you feel switching to the German language in public?

- Comfortable
- Frustrated
- Confident
- Embarrassed
- Nervous
- Anxious
- Confused
- Weird
- Proud

10-Mention why do you feel any of the feelings mentioned above.

11-Do you confuse English and German words that are similar when speaking or writing?

- Yes
- No

- Sometimes

II. Appendix: German Questionnaire

Ziel dieses Fragebogens ist, die Motive und Auswirkungen von Code-Switching zu untersuchen als Daten erfassungs instrument für einen Masterstudiengang Forschung an der Englisch Abteilung der Universität Abu Bekr Belkaid. Die Studierenden des IISC-Instituts werden als Teil der Stichprobe berücksichtigt sein. aus diesem Grund bitten wir Sie um Ihre Mitarbeit und Ihre interessanten Antworten. Um die Privatsphäre zu wahren, werden die Antworten anonym sein.

1-das Geschlecht:

- männlich
- weiblich

2- der Alter:

- 21-25
- über 30

3-Deutsches Sprach niveau:

- A2
- B1
- B2

4-Welche Sprachen sprechen Sie häufig?

- Französisch
- Englisch
- Deutsch

5-wo sprechen Sie normalerweise die deutsche Sprache?

- im Klassenzimmer
- außerhalb des Klassenzimmer
- beide

7-Warum wechseln Sie zum Arabischen, während Sie Deutsch sprechen?

- spontan zu sein
- Mangel an Wortschatz
- um zu klar erklären
- manchmal unbewusst
- etwas hervorheben
- Aufmerksamkeit zu erregen

8- warum wechseln Sie zur deutschen Sprache?

- Menschen einzubeziehen
- akademische Anforderungen
- Menschen auszuschließen
- Kulturaustausch
- manchmal unbewusst
- Aufmerksamkeit zu erregen

9 -wie fühlen sie sich, wenn Sie in der öffentlich zur deutschen Sprache wechseln?

- Komfortabel
- nervös
- zuversichtlich

- frustriert
- Peinlich
- ängstlich
- Verwirrt
- seltsam
- stolz

10-Erwähnen Sie, warum Sie eines der oben genannten Gefühle empfinden?

11 -verwechseln Sie englische und deutsch Wörter, die beim Sprechen oder schreiben ähnlich sind?

- Ja
- Nein
- manchmal

III. Appendix: Arabic Questionnaire

كأداة لجمع المعلومات ت من أجل بحث درجة الماجستير في جامعة أبو بكر بلقايد قسم اللغة الإنجليزية يهدف هذا الاستبيان إلى التحقيق في دوافع وتأثير تغيير اللغات أثناء الحديث. لهذا السبب، نطلب منكم التفضل بالتعاون من خلال إعطاء ردودكم ستكون الإجابات مجهولة المصدر لاحترام الخصوصية

1-جنس

- ذكر
- أنثى

2-سن

- 21-25
- أكثر من 30

3-مستوى اللغة الألمانية

- A2
- B1
- B2

4-ما اللغات التي تتحدثها بشكل متكرر؟

- اللغة الفرنسية
- اللغة الإنجليزية
- اللغة الألمانية

5-أين تتحدث باللغة الألمانية عادة؟

- في الفصل
- خارج الفصل
- كلاهما

6-كيف تجد القدرة على التغيير إلى التحدث باللغة الألمانية أثناء التحدث؟

- مثير للاهتمام
- مميزة
- ممتع

- مفيدة

7- لماذا تقوم فجأة بالتبديل إلى اللغة العربية / الفرنسية أثناء التحدث بالألمانية؟

- لتكون عفوي
- للشرح بوضوح
- لنقص المفردات
- لا شعوريا في بعض الأحيان
- للتأكيد على شيء ما
- للفت الانتباه

8- ما سبب التغيير إلى اللغة الألمانية أثناء التحدث؟

- لاستبعاد الناس من المحادثة
- لإضافة الناس في المحادثة
- للمتطلبات الأكاديمية
- التبادل الثقافي
- للفت الانتباه لا شعوريا في بعض الأحيان

9- ما هو شعورك عندما تغير للتحدث باللغة الألمانية في الأماكن العامة؟

- واثق
- مرتاح
- محبط
- متوتر
- قلق
- مُحجَج
- غريب الأطوار
- فخور

10- اذكر لماذا تشعر بأي من المشاعر المذكورة أعلاه؟

11- هل تخلط بين الكلمات الإنجليزية والألمانية المتشابهة عند التحدث أو الكتاب؟

- نعم
- لا
- احيانا

IV. Appendix: Answers to the

10th question

10 Mention why do you feel any of the feelings mentioned above?

- ✓ Weil ich die Deutsche sprache beherrchen muss. damit ich gut kontaktiere
- ✓ une fonction spéciale

- ✓ spätestens mit dem deutschen Unternehmen kommunizieren zu können
- ✓ Weil ich eine neue Sprache und eine neue Kultur gelernt habe, auf die ich stolz bin
- ✓ Il n'y a pas beaucoup de gens qui parlent en allemand
- ✓ لأنها لغة جيدة رائعة
- ✓ -مطمئن.
- ✓ Wenn ich Deutsch spreche, macht es mir Spaß und ich habe das Gefühl, mich in eine andere Gesellschaft zu integrieren
- ✓ Ich fühle mich sehr stolz um eine kompliziert sprache zu beherrschen. Ein großer Vorteil für mich
- ✓ Ich liebe die deutsche Sprache, also genieße ich es, bei allen Gelegenheiten, die sich mir bieten, Deutsch zu sprechen. Mit der Zeit fühle ich mich während meiner Gespräche auf Deutsch zuversichtlich und stolz

V. Appendix: Note-taking

- ✓ Language correctness, accent problems, and challenges in pronouncing specific letters are common issues.
- ✓ The German language incorporates numerous English words or expressions, such as "es gibt viele Faktoren für Migration und sie sind" (there are many factors for migration, and they are) "brain-grain" and "brain-drain."
- ✓ Common mistakes made while speaking German include mispronunciations of words like "für" (for), "und" (and), "Neue" (new), "gut" (good), and "Ja" (yeah).
- ✓ Students may switch languages either to find a suitable word or express an idea or translate into the standard language.
- ✓ The shortage of vocabulary in German can also lead to code-switching.

- ✓ Sometimes, speakers feel compelled to switch to their mother tongue to express direct or informal feelings and thoughts.
- ✓ Many students switch to Arabic to explain an idea that was not clear when expressed in German.
- ✓ A teacher commented, "Meli jit lel l'Algerie meine Deutsch tkapotat" (since I came to Algeria, my German became broken).
- ✓ Student1: Fyn haba tekhdem? (Where do you want to work?)
- ✓ Student2 : D'ailleurs je voulais travailler dans une Pâtisserie ou un restaurant n'importe, mouhim un travail es gibt kein Arbeit in Algerien ya la latif! (Actually, I wanted to work in a pastry shop or a restaurant, anything. But most importantly, a job. There is no work in Algeria, my gosh!)
- ✓ Es gibt viele Hoteldienstleistungen in Algerien, aber es hängt vom Ort und der Qualität der Dienstleistungen ab fhamto wella je répète! (There are many hotel services in Algeria, but it depends on the location and the quality of services. Did you understand, or should I repeat?)
- ✓ Teachers code-switch to Arabic or French when they feel students have not understood a concept. Additionally, some native teachers code-switch to German when they cannot find the words in Arabic, and they may even ask for the students' help in such cases.

ملخص : يهدف هذا المسعى البحثي إلى دراسة الأبعاد اللغوية الاجتماعية الكامنة وراء تبديل رمز اللغة في المجتمعات الجزائرية ثنائية اللغة ومتعددة اللغات، مع التركيز بشكل خاص على طلاب اللغة الألمانية في معهد IISC تسعى الدراسة إلى توضيح تأثير وجود تنوع لغوي على المحادثات الأكاديمية واليومية للطلاب. لجمع البيانات اللازمة، يستخدم البحث الاستبيانات، وتدوين الملاحظات، والملاحظات المحدودة، تكملها الرسوم البيانية لدعم الأدلة. تكشف النتائج أن الطلاب ينخرطون في تحويل رمز اللغة بناءً على عوامل ظرفية.

الكلمات المفتاحية: تبديل الشفرة، ثنائي اللغة، متعدد اللغات، العوامل الظرفية.

Summary: This research endeavor aims to examine the sociolinguistic dimensions underlying code-switching in the bilingual and multilingual Algerian communities, with a specific focus on German language students at the IISC Institute. The study seeks to elucidate the impact of the presence of diverse language varieties on students' academic and everyday conversations. To gather the necessary data, the research utilizes questionnaires, note-taking, and limited observations, supplemented by and graphs for supporting evidence. The findings reveal that students engage in code-switching based on situational factors.

Keywords: code-switching, bilingual, multilingual, situational factors.

Résumé : Cette recherche vise à examiner les dimensions sociolinguistiques sous-jacentes à l'alternance codique dans les communautés bilingues et multilingues algériennes, en mettant l'accent spécifiquement sur les étudiants en langue allemande à l'Institut IISC. L'étude cherche à élucider l'impact de la présence de diverses variétés linguistiques sur les conversations académiques et quotidiennes des étudiants. Pour recueillir les données nécessaires, la recherche utilise des questionnaires, des prises de notes et des observations limitées et des graphiques à l'appui. Les résultats révèlent que les étudiants s'engagent dans l'alternance de codes en fonction de facteurs situationnels.

Mots-clés : alternance codique, bilingue, multilingue, facteurs situationnels.