

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila



*Institute of Letters and Languages
Department of Foreign Languages
Section: English*

Code Variation Among 1st Year University Students
A Case Study of First Year Students of English at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Supervised by

Dr. Abid Meriem

Submitted by

1) Boulabiza Sabrina

2) Osmane Chahra

Board of Examiners

Chairman: Dr. Zourez Leila

Supervisor: Dr. Abid Meriem

Examiner : Dr. Benane Yamina

Academic year 2021-2022

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Dedication

This work is dedicated to

First and for most to those who committed obedience after obedience to Allah. To my dear parents "ZAHIA" and "ABD ALHAK". I am very grateful for your never-ending love, prayers and support. Thank you, you are my life.

To my loving sisters "CHAIMA" and "DOUA". And to my dear brother "YAHYA", may Allah keep you with me in every moment of my life.

To my dear grandparents, my aunts and uncles and all my family members without exception.

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To my best friends "OSMANE CHAHRA", "BOUGHACHICHE NAIRA", "HENANESS SARRA", "NAMOUS RAYAN", "WELD ALI Wafa", "RABIAI BOUCHRA", and "KHMISSI KHEDRA" with whom I shared both good souvenirs and hard times.

And to all the persons who encourage me and participate in the success of this work.

Thank you

SABRINA

Dedication

In the name of Allah, Most Gracious, Most Merciful All the prize is due to Allah alone

I dedicate this work to the soul of my mother” YAMINA”. Although, you were not here beside me I am sure that you are proud of me.

To my beloved father who is always with me and encourages me to learn. Thank you for your support, sacrifice, and continuous care, without you I am nothing.

Special thanks are addressed to my king-hearted sisters Wassila, Houria, Laila, Nadjia ,Hadjira ,Massouda,Nassira ,and my lovely twin Soumia.

Special thanks are addressed to my lovely brothers who support me and encourage me Abd-Elrahman, Dawed, Badis,and Yahya.

A special dedication to my best nephews Amine,Nedjla,Youssra,Mohamed,Aya,Mountasser , and my dearest nephews Youssef ,Lokmane,Chifaa.

To my step mother “Hafida”and all my family without exception.

To my aunt “Zoulika”and her daughters “Lamia and Fadila”.

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Abstract

The present study investigates the students' use of code variation. Its aims are identifying to what extent first year students use code variation. It also sheds light on the main codes that are used by students. Moreover, it attempts to know the main reasons that lead them to switch and mix between different languages. To achieve those motives, first year English students at Mila university center are selected as a population for this study, and a sample of twenty 20 students participate in this research work. The interview is used as a tool for data collection, where records are relied on for data analysis. Data obtained from the interviews show that all students switch and mix between several languages differently, according to various circumstances and situations. At the end, the findings of this study reveal that first-year students use code variation because they are familiar with more than two codes. Accordingly, the hypotheses came to be validated.

List of Abbreviations and Acronyms

B: Borrowing

CB: Cultural Borrowing \ Core Borrowing

CCS: Classic Code Switching

CS: Code Switching

CM: Code Mixing

H: High

ie: I Mean

LGE: Language

L: Low

MCS: Metaphorical Code Switching

SCS: Situational Code Switching

SL: Second Language

SVO: Subject Verb Object

VS: Versus

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General Introduction

Background of the Study

Language is the human capacity for acquiring and using a complex system for communication. Meanwhile, the process of communication refers to the act of using words, sounds, signs or behaviors to express or exchange information, ideas, thoughts and feelings. In one conversation, the speaker usually wants to stick to the same code without changing to another because if both speaker and listener understand the codes that used the communication will run smoothly. Unfortunately, this expectation seems to fail for some circumstances, especially in multilingual society, in which the speaker may know more than one code, the speaker often uses various codes within speeches. When the individual members of the society are able to speak more than one language, the speaker will switch automatically from one language to another or mix between languages or even integrate words, items, or even sounds in the same conversation.

2. Statement of the Problem

Within the context of language variety, students have a serious problem in learning a foreign language. This variation leads to a really common problem which is “code variation”. All students switch from one language to another in order to understand or to be understood. When they learn the French language or the English language, they switch to their mother tongue which is the Arabic language or the Arabic dialect. Therefore, learners use code variation while speaking. First year students at Mila are without exception, since they switch, mix, and borrow while talking.

3. Aims of the Study

The aims of this study are four folds:

- (1) To check to what extent first year English students, use code variation.
- (2) To list the main codes that are undertaken in the students ‘speeches.
- (3) To identify the main reasons that lead first year English students to use code variation.

4. Research Questions

In order to reach our aims, a number of research questions are raised:

1. To what extent do First Year English students at Mila University use code variation?
2. What are the main codes that are used by EFL Learners at Mila University Center?
3. What are the main reasons that push first year English students to use code variation?

5. Hypothesis

If first year English students knew more than two codes, they would use code variation.

6. Research Instruments

To achieve the aim of this study, a qualitative method is employed by means of students' interviews. The data needed have been collected using recordings, which provide examples of the way students code switch and instances of the different patterns of code mixing and borrowing. The research study investigates the design of the students' interviews including the sample and the administration of the interviews. Additionally, the research deals with the discussion and analysis of the students' interviews.

7. Research Structure

This research is presented in two chapters, the first chapter is devoted to the review of literature. That part provides various definitions, types, and several concepts are introduced such as code switching, code mixing, and borrowing; each concept has been explained from different stand points. While the second part stands for the research methodology. It identifies the sample population represents the research instrument and the tool used for collecting data analysis, and discussion of the main findings of the study. In this chapter data obtained from the recordings are analyzed in details.

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Introduction

Nowadays the majority of the world's population speaks more than one language, which is the result of the bilingual world we live in today. Bilingualism influences people to switch from their language. In linguistics, this phenomenon is named Code Switching. People who speak several languages are able to switch from one language to another, between or within sentences. Code switching has been studied for decades by theoretical linguists and sociolinguists (Poplack ,1980) & Muysken ,2000) and more recently by psycholinguists Bullock & Toribio ,2009). The process that is called code switching is a widespread phenomenon that results from language in contact in which the juxtaposition of these languages is intentional and purposeful.

1. Code Variation

For clear understanding of the term code variation, a light should be shed on both terms: code and variation.

1. Definition of Code

According to Stockwell (2002, cited in Adipratama,2014), a code is a symbol of nationalism that is used by people to speak or communicate in occasions and for different purposes.

According to Wardhaugh (2006) A code is any form or system that is used between two or more people in order to communicate.

2. Definition of Variation

According to Oxford ADVANCED LEARNER'S Dictionary (n.d., p. 1694) the term variation is defined as "a thing that is different from other things in the same general group" .

The term "variation " According to Merriam webster(n. d.) means alternation, change, difference, reform, deformation, shift, mutation.

Thus, the combination of the term "code" with the term "variation " refers to the varieties between languages. In what follows a light is shed on the definition of the concept "code variation ". According to previous studies and gathered information, code variation is a kind of a shift or a change from one code to another during a single conversation. However, the speaker switches between words, phrases and/ or parts of words for different communicative purposes. It's obvious that code variation is linked to other phenomena of language contact and never be

dispensed with them. The concepts that go hand by hand with code variation and which are the main focus of this research paper are: code switching, code mixing, and code borrowing.

3. Code Switching

The phenomenon of code switching can be traced to ancient times. It has attracted the interest of many writers, linguists and researchers in the field such as Weinrich (1953), Haugen (1956), and Gumperz (1982) and many studies have been investigated to extract definition of code switching.

3.1. Definition of Code Switching

Weinrich (1953, p.73; cited in Redound2005, p.01) defines “bilingual people as individuals who switch from one language to the other according to appropriate changes in speech situation”.

According to Haugen (1956) switching refers to alternating between two or more languages, interference to overlapping between two languages, integration to constant use of words from another language by a bilingual speaker and code -switching to introducing a single word. Within the same train of thought, he defines CS as the variation between different languages (two or more), integration of using words from one language instead of another one used by bilingual speaker.

As said by Labov(1971; cited in Macswan 1999, p. 40), “CS is the irregular mixture of two distinct systems”. According to Savill-Troike (1976, pp.42-43) “CS is the responses to the different social relations that languages signals”.

Valdes- fallis (1977), on his part, defines CS as the use of two languages simultaneously or interchangeably. In the same vien, Meclure (1978,p.6) defines CS as “the alternation of languages at the level of the major constituent”. Code switching as claimed by Di pietro (cited in françois, 1982, p. 145) , is “the use of more than one language by communicants in the execution of speech act”. According to Gumperz(1982,p.59) CS is “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of sub systems” .

Gal(1988, p. 247) says that “code switching is a conversational strategy used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligations”.

Bokomba (1989, p. 278) clarifies 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, he defines CS as the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. Hoffman (1991) argues that the most general description of code switching is that it involves the alternate use of two languages or linguistics varieties within the same utterance or during the same conversation. According to Romaine (1992, p.110) CS is “the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between interlocutors or situations”. Muiers - Scotton (1993, p.18; cited in Cantone 2007) defines CS as “the selection by bilinguals or multilinguals of forms from an embedded language in utterance of matrix language during the same conversation”. She refers to the term as alternations of linguistic varieties within the same conversation.

According to Essien (1995, p.271) CS is “the process by which the speaker or the initiator of speech changes or switches from one language or code to another, depending on situation, audience, and subject matter”. In the same token, Romaine (2001, p.59) states that “many linguists have stressed the point that switching is a communicative option available to a bilingual member a speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker” . Woolard (2004) defines CS as the investigation of an individual use of two or more language varieties in the same speech event or exchange. The most common definition according to Muiers- Scotton (2006, p.239) is “the use of two language varieties in the same conversation “. Broun (2007, p.139) defines CS as " the use of first or third language within a stream of speech in the second language” . Code switching, according to Van Herk (2012, p.136), refers to “people's shift in using the languages and happens because of the appropriacy of one code, speaker's attitude toward the topic, identity creation, solidarity....”

To conclude, there is a disagreement between linguists and sociolinguists about the definition of code switching. Every one proposes his own definition which is slightly different from the others. However, it seems to be agreed that code switching refers to the use of two or more languages within or beyond an utterance.

3.2. Types of Code Switching

Code switching has been classified and sub - classified distinctly by many researchers and scholars. Each scholar names and deals with CS from a certain angle. For instance, Bloom and Gumperz(1972) divide code switching according to social function into situational CS and metaphorical CS . However, Poplack (1980) focuses on the structure of the sentence in her categorization of CS. Muysken (2000) also deals with CS regarding the grammatical constraints. In addition, Hoffman (1991) shows some types of CS based on the juncture or the scope of switching where language takes place.

According to Bloom and Gumperz (1972) there are two types of CS named situational CS and metaphorical CS.

3.2.1. Situational Code Switching

Situational Code Switching (SCS) happens when the alternation between varieties redefines a situation or changing a governing of norms. It occurs when there is a change of topic, participant, setting and situations in which the conversant find themselves. For Gumperz (1982, p.61) (SCS) is “a simple almost one to one relationship between language and social contact”. Moreover, Clyne (1997) adds that (SSC) involves a special language that is appropriate for a particular conversation or interaction. In other words, the whole exchange is happening at the level of the speakers' languages. An example of that type of (CS) in which the use of English in a workplace, or to talk about work -related topics, and the use of one's native language among friends and family.

3.2.2. Metaphorical Code Switching

Metaphorical code switching (MCS), it is also known as "conversational code switching ". It occurs in the same situation with the same individual, while a change of a topic requires a change in the language used. Bloom and Gumperz (1982) state that (MCS) is the code switching within a single situation and a number of components which have a role to be expressed and have a specific purpose.

According to Poplack (1980) switching between two codes especially if they are different and related languages is not random, but rule- governed and requires the speaker to be skillful in the target language. He adds a third type of CS, named Grammatical Code Switching which is also divided into three sub-types:

3.2.3.1. Intrasentential Code Switching

CCS was called latter "Classic Code Switching " by Muiers- Scotton (1993) and " Alter National Code Switching " by Muysken (2000).

Poplack(1980) claimed that intrasentential switching deals with the high proficiency in both L1 and L2 , as it requires having more knowledge about the grammatical rules which govern the correct use of both languages. Let's take Poplack's (1980,p.581) example in CS between English and Spanish:

“SometimesI’ll start a sentence in Spanishy termino en Español “.

And i finish in Spanish

Poplack (1980) in her research argued that “speakers who switch intrasententially are balanced bilinguals, i.e., they have knowledge and grammatical background in both languages being switched to, because one will produce phrases, clauses or whole sentences with respect to the grammar of the foreign language”.

Generally, Intersentential CS means the alternation between the two codes that occur at the same boundary of the sentence or clause

3.2.3.2.Intersentential Code Switching

According to Poplack (1980) this type refers to the alternation comes at close boundaries. This means that the speaker starts a sentence in one language and follows in another one. For example, sois courageux ! You can do it

Generally, This type of code-switching needs requirements of both skills and language proficiency in both languages. Because the speaker will utter a whole sentence, in one language and the second sentence in another

3.2. 3.3. Extrasentential Code Switching

It is also called “Tag Switching “ or “Emblematic Code Switching “. Poplack (1980) stated that Extrasentential CS refers to the switch between an utterance and the tag or interjection attached to it , as an example, je ne pas fait attention, sorry.

(I did not pay attention, sorry).

It is clear that Extrasentential Code Switching refers to the insertion of an expression from one language and put it in another one.

3.3. Factors of Code Switching

According to Holmes (2001) there are several factors that may push someone to use code switching in a conversation, which are:

3.3.1. Participant

Holmes (2001) stated that code-switching may be related to particular participant or addressee. People are easy to switch when there is some obvious change in a situation, such as meeting with a new person. The participants will use CS with their participants because they have certain will and goal. If a group of people are talking in one language and a non- speaker enters, they will switch code or topic or both”.

3.3.2. The Settings or social context of the interaction

Holmes (2001) refers The Setting to the place where the conversation takes place. For instance, the use of a formal code in a formal situation or informal code in informal situation.

3.3.3. Status

Holmes (2001) also claims that code switching may also reflect a change in another dimensions, such as the status relationship between people or the formality of their interaction. It means different kinds of relationship are often expressed through different code, such as the use of low variety in minimum social distance relationship. More formal relationship involves sometimes status differences too such as doctor- patient, administrator- client, or lecturer- student. While, friendly relationship involving minimal social distance, such as neighbor or friend are often expressed in the low variety of formality”.

3.3.4. Topic

Holmes (2001, p.37) states that people may switch code within a speech event to discuss a particular topic. It is related to the function of the topic which is under discussion. A bilingual often finds it easier to discuss particular topic in one code rather than another code. For many bilinguals, certain kinds of referential content are more appropriately expressed in one language than the other.

3.3.5. Solidarity

According to Holmes (2013, p.35) “A speaker may switch to another language as a single of group membership and shared ethnicity with an addressee. Even the speaker who is very proficient in a second language may use words for this purpose”.

3.3.6. Function

According to Holmes (1992, p.12) “It is the purpose of the conversation that being talked about by the participants. A speech has different purposes like as giving information, asking something, and many more”.

3.4. Functions of Code Switching

According to Marasigan (1983, p.73) there are seven functions of CS

3.4.1. Quotation

According to Marasigan (1983, p.73) “subjects quoted themselves and others directly or indirectly to sound more credible to the addressee. Seemingly, a quotation serves as a proof that what they were saying were facts and addressees had to believe them”.

3.4.2. Addressee Specification

According to Marasigan (1983) This type of switching recognizes not only interacting members of the speech event but it also recognizes that their language behavior may be more than merely a matter of role relations.

3.4.3. Reiteration

According to Marasigan (1983) Sometimes a message is repeated in another code, either literally or in somewhat modified form. Reiteration may serve to clarify what is said, amplify or emphasize a message, or make a joke.

3.4.4. Interjection

Marasigan (1983) asserts that this function is usually done to express strong emotions or feelings.

3.4.5. Message of Qualification

This function according to Marasigan (1983) is often used to express the time concept. Besides, this function is also intended to emphasize something at a particular time.

3.4.6. Personalization and Objectification

Marasigan (1983) added that This function is to express someone's personal opinion whether it refers to specific instances or a fact.

3.4.7. Facility of Expression

Marasigan (1983) claimed The CS found under this category can be interpreted as a difficulty in finding the right words at the time of speaking or merely as a sign of the subject's lack of familiarity with the style he/she is using.

From another perspective CS perform, for Zentella (1985), several functions which are: First, speakers may switch between codes in order to hide fluency or problems of memory in the second language. Second, CS is used to mark moving from informal situations (use of native languages) to formal situations (use of SL) . Third, CS is used to employ control (for example between parents and children) .Forth, Jonson (2000, cited in Junadi,2019) argues that CS is used to align speakers with authors in specific situations. CS also tends to announce specific identities, create certain meaning, and facilitate particular interpersonal relationship.

3.5. Reasons for Using Code Switching

Code switching appears to be a common practice of both bilingual and multilingual environments, it may have developed as a result of the speaker's conventions or due to specific objectives. Many scholars and linguists such as Gumperz (1982), Troike(1986), Crystal (1987), Hoffman (1991) propose a set of reasons behind occurrence of CS. Gumperz (1982) argues that CS enables: to appeal to the literate, to appeal to the illiterate, to convey precise meaning, to ease communication, to negotiate with greater authority, to capture attention (stylistic, emphatic and emotional) , to emphasize a point , to communicate more effectively, to close the status gap, to establish good will and support , to identify with a particular group.

On the other hand, Saville - Troike (1986, p.69) adds other reasons which are “: softening and strengthening or command, real lexical need, to exclude other people when a comment is intended for only a limited audience”. Two main reasons developed by Crystal (1987) firstly,

to express oneself better by using a given language, secondly, to show solidarity with a specific group of people.

Based on Hoffman (1991, p.116)'s research “there are seven reasons why bilingual switches their language when they speak. Here they are: talking about particular topic, quoting somebody else, being emphatic about something, interjection, repetition for clarification, intention of clarifying the speech content for the interlocutor, and expressing group identity”.

3.6. Advantages of Code Switching

According to Wardhaugh (1998) when speakers have the ability to switch between codes, they will increase their possible range of language behaviors. CS can allow a speaker to fulfil many things: declare power; show solidarity, support neutrality with the occurrence of both codes, express identity. Moreover, Trudgill(2000, p.105) states that “speakers switch to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intentions”.

Drawing upon this quotation, it may be suggested that CS can be used for self-expression including (express thoughts, ideas, and feelings) in addition to using language according to personal intentions. Another benefit of CS stated by Sert (2005) that it may be used in order to intimate friendly and interpersonal relationships among members of a bilingual community. Besides, Holmes (2008) stated that CS occurs to persuade the audience, indeed bilinguals may shift codes to exclude someone from the conversation or to include him.

3.7. Disadvantages of Code Switching

Just as there are pros of CS, there is also a negative side .Gumperz and Hernandez (1972) claimed that those who switch codes are making a mess out of the conversation, and facing the problem of an ability to speak language properly .Furthermore, Brawn (2006 cited in Eda Ustunal) argues that CS is a way to compensate the lack of ability in the TL, by using L1 it will have a flow during the conversation .Muysken (2011) states that CS is considered as a decline in the linguistic aspects of language . On the other hand, As reported by Eda Ustunal (2016) states that” code switching is regarded as a sign of laziness, the speaker may talk randomly without thinking or realizing his/her speech or way of speaking; or mental sloppiness which refer to neglecting the mind's role and lack of proficiency in using the language”.

4. Code Mixing

Even though code switching is considered as the most common unknown term that represents the alternation of using two linguistic systems within the same conversation, there are other terms that have been used as well. One of those items is Code Mixing (CM) which is also called "intrasentential code switching". It occurs when conversant use both languages together, shift between two languages to the extent that they change from one tongue to the other within the same utterance and in a signal conversation. Indeed, CM takes place without changing the topic and it can involve various levels of language, such as phonology, morphology, and lexical items.

4.1. Definition of Code Mixing

The term "code mixing" is divided into two other sub-terms which are "code" and "mixing". To initiate with the term "code" which is defined in Oxford Advanced Learner's Dictionary (n. d, p.287), as a system of words, letters, numbers or symbols that represent a message. While the other item mixing as mentioned in the Oxford Advanced Learner's Dictionary (n.d, p. 980) the verb "to mix" is close to another verb which is "to combine", if two or more substances are combined usually in a way that means they cannot easily be separated. While linguistically, mixing occurs when a second language term is interposed into an utterance which remains in a first language. Moving to the definition of the concept "code mixing", each scholar deals with CM from a certain angle. Starting by McClure (1978; cited in Ahmed Sid, 2008, p.60) who defined code mixing as:

“The individuals use of opposite language elements which cannot be considered to be borrowed by the community. It occurs when a person is momentarily unable to access a term for a concept in the language which is using but access it in another code or when he lacks a term in the code, he is using exactly expresses the concept he wishes to convey”.

Bokamba (1989) also declares that code mixing refers to embedding of various linguistic units such as affixes (which include bound and morphemes), words (including unbound morphemes), in addition to phrases and clauses from two distinct grammatical (sub-) systems within the same utterance and speech event. Wardaugh (1992) adds that code mixing is an important phenomenon in bilingual's societies in addition to language maintenance issues. On the other

hand, Trudgil (1992, p.16) claims that “code mixing is the process whereby speakers indulge in code switching between languages of such rapidity and density, even within sentences and phrases, that it is not really possible to say at any given time which language they are speaking”. Additionally, Nababan (1993, p.193) said that “code mixing is found mainly in informal interactions”. Moving to Essien (1995, p.272) who defined code mixing as” a language phenomenon in which two codes or languages are used for the same message or communication”. In the same vein, Azzuma(1998) states that the use of code mixing reflects the idea that the alternation of languages is not yet constrained. Moreover, as reported by Downes (1998) code mixing refers to all intrasentential switches, thus both codes are occurring in a single sentence frame. Muysken (2001) also explains that CM refers to all cases where both lexical items and grammatical features from two languages appear in one sentence. Furthermore, as said by Stockwell (2002), CM occurs when people mix two languages between mother tongue and English for example. Finishing with Kachru's (2004) definition, who assumes that code mixing is a term that refers to the use of one or more languages, for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.

4.2. Types of Code Mixing

Muysken (2000) states that code mixing is typically divided into three main types, which are insertion (word or phrase), alternation (clause), and congruent lexicalization (dialect). To begin with the first type which is named "insertion "or " insertional code-mixing", it is considered as the most common type that expresses the occurrence of code-mixing variants in society. According to Muysken (2000, p.3) “CM occurs when lexical items from one language are incorporated into another language. The lexical items of language are words (noun, adjective, and preposition) or phrase”. The second category is "alternation", as said by Muysken (2000) alternation occurs when two languages are alternated indistinctively at both levels grammatical and lexical. It is an alternation between structures from languages. Besides, it is the constraint of mixing in terms of compatibility or equivalence of languages involved at the mix point, and clause. The third type is congruent lexicalization, based on Muysken's (2000) studies, A standard language is mixed with a regional or social dialect in a continuously variable fashion. Such cases include languages that are lexically and structurally similar, presenting the most favorable environment for congruent lexicalization”.

4.3. Code Switching vs Code Mixing

Bokomba (1989,p. 278) defined code switching as “the mixing of words, phrases and sentences from distinct grammatical (sub) systems across sentence boundaries within the same speech event”.

The difference between code switching and code mixing is a debating topic, while several linguists and scholars view that code switching and code mixing are the same, there are others who argued that they are different and separated features. The following discussion will include both similarities and differences between CS and CM. To begin with similarities, according to Muysken (2000) speaking about code switching is frequently followed by code mixing, code mixing also called rapid switching. These two phenomena are closely related, both of them occur when the conversant uses two languages together. Speakers switch between to codes to the extent that they change from one tongue to the other in the course of a single utterance. He added that code mixing is a part of code switching which can be included in type of code switching. Muysken (2000) supports his point of view by defining code mixing as the switch that occurs at the lexical level within a sentence”. Additionally, Mabule (2015) states that CS and CM are phenomenon which occur regularly in multilingual communities reflecting social group membership”. He also argues that both CS and CM occur when two codes are utilized spontaneously in a single clause or an utterance. These are some similarities that are shared between the two phenomenon of language contact, code switching and code mixing. Though it is not easy to differentiate between them, there are some areas which discriminate code switching from code mixing. Wardhaugh (1992) states that CS is often sub-conscious. People may not be aware that they switch. As a result, when speakers of various languages converse with each other fluently, they often include words and sentences by using different languages in a single discourse. However, code mixing is found when the speaker speaks in two languages but occurs in one sentence. It means that speaker produces utterance in two languages but these two languages occur in one sentence. In one sentence, there will be pieces or some words in other language. As previously mentioned, there are many views and perspectives concerning the relationship between code switching and code mixing, some linguists such as Mysken (2000) thought that those two phenomena are considered as a single aspect and cannot be separated, because they share the same features. However, there are others such as Gumperz (1986) who believe that code switching and code mixing are certainly different and cannot count them as the same.

5. Code Borrowing

Borrowing is a global phenomenon which is represented in employing a word or words, expressions, or methods from another languages. People take them from a language and communicate with them in their daily life as it is in their mother language. It is considered as an act of integrating words, terms, or even sounds from a given language and apply them as a part of the native language. There are some ideas, objects, thoughts... that have no equivalent words or expressions in the mother language. The speaker should transmit and shift phonetic, grammatical, lexical, and ideological element from language "A" to language "B". This phenomenon is known as "Borrowing".

5.1. Definition of Code Borrowing

According to Haugen (1950, p.212) borrowing is the attempted reproduction in one language of patterns previously found in another.

Gumperz (1982, p.66) stated that borrowing can be defined as “the introduction of single words or short, frozen, idiomatic phrases from one variety into the other and these words are integrated into the grammatical system of borrowing language”.

In the same line of thought, Thomason and Kaufman (1988, p.37) define borrowing as “the incorporation of foreign features into a group's native language by speakers of that language. The native language is maintained but it is changed by the addition of the incorporated features”.

Hudson (1996, p.55) claims that “the borrowed items from one language to another become a part of other, and they involve mixing systems themselves”.

Spolsky(1998, p.49) states that “the switching words is the beginning of borrowing which occurs when the new word becomes more or less integrated into the second language”.

Fromkin et al. (2002, p.512) states “a borrowing occurs when one language adds a word or a morpheme from another language to its own lexicon”.

According to Hornby (2005, p.69) “borrowing is a word, phrase or an idea that somebody has taken from another person's work or from another language and is used in his own”.

In accordance with Matras and Sakel (2007, p.1) “borrowing is used as a cover -term for the adoption of structural feature into a language as a result of some level of bilingualism in the history of the relevant speech community”.

5.2. Types of Code Borrowing

The process of Borrowing (B) is usually divided into two types according to the nature of the process; direct and indirect. The first deals with a lexical unit, which serves as a native word for the language from which (B) takes place. The second, on the other hand, already exists as a loan word in the language from which the (B) occurs.

5.2.1 Direct borrowing

Direct borrowing happens when one language adopts a word from a foreign language in a straight line, like in English “omlette” which has been taken over from French without any large phonological or orthographical changes. And that type includes sub types; cultural borrowing and core borrowing. The two concepts are defined as follow:

5.2.1.1. Cultural Borrowing

CB as reported by Myers Scotton (2006, p.219) “are words that fill a gap in the recipient language store of words because they stand of objects or concepts new to the language cultures”. According to Myers Scotton (2006) It is called CB because the borrowed words fill a lexical gap in the recipient language (lge which borrows such items). The words that have no equivalent in the other language are taken directly without any change. The borrowed words put by borrowers directly in the target language like: Facebook, Internet...

5.2.1.2. Core Borrowing

Core borrowing according to Haspelmath (2009, p.48) “CB are loan words that duplicate or replace existing native words” . It means that core borrowing are words adopted from a foreign language will little change like "la table" it becomes "tabla".

5.2.2. Indirect borrowing

Indirect borrowing happens when a lexical unit is borrowed from the source language to another language as a direct borrowing. Then, the same item is re-borrowed yet to another language. Indirect borrowing is unlimited in terms of the number of languages, which can adopt it.

5.3.Code Switching vs. Code Borrowing

The occurrence of different languages in a speech community, lead to two different phenomena which are borrowing (B) and (CS) . They are regarded as two different issues, the distinction between them create a problematic issue and a debate among linguists and researchers as Sridhar (1978), Gumperz (1982), and Walwahker(2013) .

There are many linguists who asserted that there are distinctions between (B) and (CS). Sridhar (1978) makes a distinction between them, (B) integrates to language items into the host system. That is, loans fill a lexical gap in the language, in contradictory (CS) does not. Furthermore, Gumperz (1982, p.66) separated (CS) from (B), he defines borrowing as the introduction of single words from one language to another and these words are integrated into the grammatical system of the borrowing language. Whereas, (CS) means the juxtaposition of two varieties which function under two distinct grammatical system of the borrowed language. He also argued that (CS) involves a sentence fragment that belong to one lge, but (B) involves satisfying the morphological and syntactic rules of another lge. In addition to Waluahkar (2013) discriminate (B) from (CS), he stated that borrowing deals with single lexical items either nouns, adjective or adverbs. However, code switching implies the use of more than one code within the same stretch of speech. So, the two phenomena are different in many aspects. For example, (CS) requires a higher degree of bilingualism than (B) does”.

On the other hand, many researchers claimed that there is no clear distinction between (B) and (CS). The two issues have the same features and characteristics in a speech community. Splolsky (1998,p.49) stated that “the switching of words is the beginning of borrowing, which occurs when the new word becomes more or less integrated into the second language. The definition declared that there are no clear borders between the two phenomena. The process of borrowing is a step that comes after code switching”.

As a result, code borrowing is an act of integrating a term or a word from a foreign language and put it as part of native language. The borrower adopts a structural feature into another language, and uses the borrowed words as their own. The process of borrowing aimed to express concepts, items that have no words that are compatible with.

6. Bilingualism and Multilingualism

In many parts of the world people speak several languages or at least know few words in other languages. They use different languages varying from one to another according to certain

situations and some circumstances. Perhaps they use one language or more at home, another at school or when working, still another outside in the village, and yet another for communication with the outside world. Indeed, that is just a normal requirement of people's daily living. Speakers acquire those languages and shift or mix between them naturally and unselfconsciously. That phenomenon is called "bilingualism" and "multilingualism". Those two phenomena refer to interaction, contact, and coexistence of two or different languages. Over the years and particularly in the second half of the 20th century, it has seen an increased interest in the study of bilingualism and multilingualism by researchers and linguists from different fields. So, what is the meaning of both bilingualism and multilingualism? How could someone be named as a bilingual and another multilingual?

6.1. Bilingualism

6.1.1. Definition of Bilingualism

First of all, the term "bilingualism" is divided into three sub-terms. The first one is "bi", according to Oxford Advanced Learner's Dictionary (n. d, p.135) the term bi is equaled to the terms twice and double. The second item is "lingual", which also mentioned in the Oxford Advanced Learner's Dictionary (nd, p. 896) is related to the tongue or to speech or language. Therefore, a bilingual " is defined in Oxford Advanced Learner's Dictionary (n.d., p.823) as being 'able to speak two languages equally well, or using two languages; or writing in two languages. The last item is the suffix "ism" which according to Oxford Advanced Learner's Dictionary (n. d, p.823) refers to the action or result (in this case it refers to the action of using two languages).

The feat of speaking two or more languages has attracted schoolers' interest for many decades. Every schooler and researcher deal with bilingualism from a certain angle. Bloomfield(1933,p. 35) considers bilingualism as "the native-like control of two languages. It's obvious that a bilingual speaker should be skilled enough to know how to use and control two languages or more". Haugen (1953, p.7; cited in Machay, 1962), added that bilingualism is "the ability to produce complete meaningful utterances in the other language". In more details Haugen (1953) focuses on the grammatical aspect, in which the speaker of another or many other languages should use correct and meaningful utterances while dealing with foreign languages. At the same vein, Mackey (1962) says clearly that bilingualism is an operation in which the individual shifts from one language to another. Additionally, Nababan(1986, p. 27; cited in Rahardi, 2001, p. 13) states that "bilingualism is a habit to use two languages in interaction with others". On the

other hand, Hamers and Blanc (2000, p. 6), says that “The concept of bilingualism is referred to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (social bilingualism), but it also includes the concept of bilinguality (or individual bilingualism)”. Moving to Chaer (2004, p. 84) who claimed that “bilingualism is a study of those who speak two or more languages, when and where they speak and the effect of one language on the other”. Another definition suggested by Myers-Scotton (2006) in which he refers bilingualism to as the ability of use of two or more languages sufficiently in order to carry on a limited casual conversation. Finishing the list of linguist's definitions of bilingualism with Butther and Hakuta (2006, p.1) who defined bilingualism as “a complex psychological and socio-cultural linguistic behavior and has multi-dimensional aspects”.

Based on what is already mentioned, there are some linguists such as Haugen (1953), Chaer (2004), and Myers-Scotton (2006) who link bilingualism to the use of two or more languages rather than the use of only two codes . So according to them bilingualism and multilingualism phenomena are quietly the same. That point of view will be cleared when dealing with the concept of multilingualism and its definitions.

6.1.2. Types of Bilingualism

Weinreich (1968, cited in Romaine, 1995p. 78), presents “three types of bilingualism related or based on the ways in which the language is thought. Concepts of a language are encoded in the individual's brain”. He asserts that these distinctions result from the way in which the languages had been learned.

6.1.2.1. Compound Bilingualism

The first types is known as "compound bilingualism" according to Weinreich (1968; cited in Romaine, 1995, p.79) “this type refers to the person who learns two languages in the same context, where they are used concurrently, so there is a kind of representation of the language in the person's brain”.

6.1.2.2. Coordinate Bilingualism

In this type, according to Weinreich (1968, cited in Romaine, 1995p. 80) “the person learns the languages in separate environments, and the words of the two languages are kept separate from each word and have their own specific meaning”.

6.1.2.3. Sub-coordinate Bilingualism

Weinreich (1968) claims that sub-coordinate bilingualism is a sub-type of coordinate bilingualism, where bilinguals interpret words of their weaker language through the words of the stronger language.

6.2. Multilingualism

6.2.1. Definition of Multilingualism

The term "multilingualism" can be divided into several sub-terms, "multi", according to Oxford Advanced Learner's Dictionary (n. d, p1002) is closed to two other terms which are: more than one and many. "Bilingual", on the other hand, is defined earlier when dealing with the definition of "bilingualism". The term "multilingual" is defined in Oxford Advanced Learner's Dictionary (n. d, p1003) as "speaking or using several different languages". In addition to suffix "ism", which also has been defined before.

Generally, multilingualism is a process of using and controlling more than one language, in order to achieve different purposes. While according to Degi (2012, p. 650) the term multilingualism means "the capacity of societies, institutions, groups and individuals to engage on a regular basis with more than one language in everyday life". Moreover, Li (2008; cited in Cenoz, 2013, p. 5) defines "a multilingual individual as anyone who can communicate in more than one language". Additionally, Edwards (1994), Kemp (2009), and Franceshini (2009; cited in Degi, 2012) state that multilingual speakers use different languages and codes either for achieving different purposes or satisfying their own needs. Holmes (2013, p.16) gives an example of multilingualism, she says that "Kalala is 16 years old. He lives in Bukava which is a multicultural and a multilingual city. Over 40 groups speaking different languages can be found in the city. Kalala is unemployed. He spends his days roaming the streets, stopping off periodically at regular meeting places. During a normal day, he uses at least three different varieties or codes. Kalala speaks an informal style at home, in the market place when he deals with vendors from his own ethnic group. He uses the standard Swahili, a lingua franca, to fill a form, pay a bill or when he tries for a job in a shop or an office. He also uses another code called Indoubeil when he is with his friends".

Mainly there are different perspectives including bilingualism and multilingualism, some argued that they are close to each other, bilingualism and multilingualism refer to the use of two

or more languages. While others believe that they are different; bilingualism is the use of only two languages, however multilingualism refers to the use of more than two languages.

7. Diglossia

According to Oxford Advanced Learner's Dictionary(n.d,p..425),diglossia is a situation in which one languages or two forms of a language are used under different conditions in a community .The term is usually applied to languages with distinct 'high' and 'low'(colloquial varieties)such as Arabic. Wardhaugh (1998) states that a diglossic situation exists in a society, when it has two different codes which express different functions; that is, one code is employed according to some circumstances and the other in entirely a different set”. Furthermore, Holmes (2001, p.27) lists three conditions that should be found in a community in order to be regarded as a diglossic situation: “(1)Two different varieties of the same language are used in the community, one variety is High and the other is Low. (2) Those different varieties have distinct functions. (3) The high variety is not used in everyday conversation”.

7.1. Definition of Diglossia

The term “Diglossia” was first used by the French linguist and anthropologist William Marçais in 1930. He focused on the usage of two varieties of Arabic in different settings; however, he did not mention the function of each variety. In fact, he just presented two different aspects named "a literary language" and "spoken dialects". Later on, the concept of "Diglossia" was introduced and developed to a linguistic modal by the American linguist Charles Ferguson (1959).

a. Ferguson's Model of Diglossia

Ferguson (1959, p.336) states that diglossia is:

“A relatively stable language in which in addition to the primary dialects of the language (which may include 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 it is used for most written and oral spoken purposes but it is not used by any section of the community for ordinary conversation”.

7.2. Types of Diglossia

Diglossia contains many characteristics, according to Romaine (1994) there are two different varieties, the first one is High variety which symbolized by the letter H and it takes place in formal situations such as in university lectures, conferences, television broadcasts; this kind of variety is considered as the prestigious and powerful variety. However, the other one called low variety "L"; it is used in informal situations like in our daily conversations with family and friends. The low variety is acquired at home and used typically as a mother tongue.

Ferguson (1959) identifies four language situations which show the major characteristics of the diglossic phenomenon: Arabic, Swiss German, Haitian [French and Creole], and Greek. In each situation there is a "high" variety (H) of language and a "Low" variety (L). Each variety has its own specialized functions, and each is viewed differently by those who are aware of both. In the Arabic situation the two varieties are classical Arabic (H) and the various regional colloquial varieties(L). In Switzerland they are standard German (H) and Swiss German(L). In Haiti the varieties are standard French (H) and Dhimitiki or Demotic (L), varieties of Greek. In each case the two varieties have coexisted for a long period, sometimes, as in the case of Arabic, for many centuries. Consequently, the phenomenon of diglossia is not ephemeral in nature; in fact, the opposite is true: it appears to be a persistent social and linguistic phenomenon.

7.3. Characteristics of a Diglossic Phenomenon

Ferguson(1959) has stated nine criteria, here they are:

7.3.1. Function: it is the most important feature of diglossia. It is the specialization of function for H and L. In one situation only H is considered as appropriate, while in another only L is.

7.3.2. Prestige: speakers regard H as superior to L since they think that H is better to express their thoughts.

7.3.3. Literary Heritage: H variety is being acceptable for written literature, and most writers use it.

7.3.4. Acquisition: L variety could be considered as a mother tongue used at home. Whereas H variety is acquired by children at schools and they learn its rules and norms.

7.3.5. Standardization: High variety contains special grammar and dictionaries on pronunciation and style.

7.3.6. Stability: Diglossia is always the use of H and L. So, the use of one language and some lexical items from H to L does not mean that diglossia tends to be stable.

7.3.7. Grammar: H has grammatical structures, unlike L.

7.3.8. Lexicon: H includes technical terms and learned expressions. However, L includes popular expressions. So, they have different vocabularies.

7.3.9. Phonology: L phonology is the divergent features of H; they are quite close in the sense of phonology”.

Table 1.1 The Specialization of Function of High and Low Variety.

	High variety	Low variety
Prestige	Prestigious	Non prestigious
Standardization	Standard	Non standard
Stability	Relatively stable	Relatively stable
Lexicon	Large vocabulary	Restricted vocabulary
Grammar	More complex	Less complex
Literary heritage	Written, wider	Non written, limited
Phonology	Different from L	Different from L
Acquisition	Learning throughout schooling	Acquired as a mother tongue
Function	Associated with formal contexts	Restricted to informal interaction

b. Fishman's Model of Diglossia

Fishman (1967), on the other hand, redefines and extends the term diglossia to the use of two different languages in two different contexts”. Fishman's views of diglossia is just a continuation of what Ferguson(1959) said about diglossia, to further support this idea, Stepkowska (2012) declares that Fishman's contribution can be considered as a continuation, as well as criticism to Ferguson's(1959)definition of diglossia. For Fishman (1980, p.3) diglossia is “an enduring societal arrangement, extending at least beyond a three-generation

period, such that two “languages” each have its secure, phenomenologically legitimate widely implemented functions”. According to Fishman(1980,cited in Wardhaugh,1998) the concept of diglossia extends to include bilingual and multilingual situations in which different languages related to different purposes. For instance, when a language is used in some set of circumstances, and the other language is used in another set, the difference between them is considered as normal and acceptable. Fishman gives examples such as Biblical Hebrew and Yiddish, Spanish and Guarani in Paraguay, and even Standard English and Caribbean Creole.

Fishman(1980) points out that diglossia is mainly restricted to bilingualism. He shows how a diglossic situation can stand without bilingualism and how bilingualism can stand without diglossia, and even how sometimes neither diglossia nor bilingualism are present in a community. All these cases are discussed here:

1. Diglossia without Bilingualism

Firstly, Furguson (1967) develops the view that diglossia can stand without bilingualism when there are a political and economic link, while they are culturally and socially separated. For instance, Fishman (1967, p.33) says that “pre-first world war European elites speaking French or some other fashionable H tongue for their intergroup purposes, and the masses speaking another language for their intergroup purposes. As a result, the linguistic repertoires of the aforementioned groups were too narrow to permit widespread societal bilingualism to develop. Nevertheless, the body politic in all of its economic and national manifestations tied these two groups together and each with a language appropriate to its own restricted concerns”.

2. Bilingualism without Diglossia

Secondly, Fishman (1967; cited in Sayahi, 2014, p.7) states that “there are some situations in which bilingualism is obtained, whereas diglossia is absent. This situation is when speakers have competence in two languages, but only one language is used in most domains”.

3. Neither Diglossia nor Bilingualism

Thirdly, Fishman (1967, p.36) explains that "sometimes neither diglossia nor bilingualism can be found in a community. This is the case when speakers are monolingual. For Fishman, this kind of community has no contact with other speech communities, but it is difficult to find".

Table1.2 Fishman's(1967)Reformulation of Diglossia.

	+ Diglossia	-Diglossia
+ Bilingualism	Each one in a community knows H and L which are differentiated . Haiti.	An unstable transitional situation in which everyone in community knows both H and L but are shifting to high.
-Bilingualism	Speakers of high rule over speakers of L variety.(colonial paraguay).	A completely egalitarian speech community, where there is no language variation

7.4. Code Switching vs Diglossia

Code switching and diglossia phenomena are interrelated, they share some specific points and differ in others. According to Wardhaugh (1998) in diglossia speakers are aware when switching from H to L or L to H. Code switching, on the other hand, is considered as subconscious because people may not be aware that they have switched . Following the same thought Gumperz (1982) states that in diglossia, language varieties are dispensed in a stable and conscious manners for specific purpose or function which is closed to the context and not by participants 'intended effects. However, code switching mostly occurs unconsciously and fast in addition to its use for communicative effects.

In most cases, diglossia describes a situation where two linguistic systems coexist in a functional distribution within the same speech community. One system is assigned the status of high variety(H) , while the other receives the status of low variety(L).

To conclude, this chapter involved several phenomena of language contact which are code switching, code mixing, and code borrowing. In addition to other aspects of language contact which are bilingualism, multilingualism and diglossia . The chapter defined and explained those phenomena and aspects.

Chapter Two:Data Analysisand Findings

Introduction

1. The students`interviews

1.1. The Sample

1.2. Administration of the students`interviews

1.3. Description of the students`interviews

1.4. Data Analysis

1.5. Discussion and Analysis of the students`interviews

Conclusion

General Conclusion

Suggestions and Recommendations

Limitation of the Study

Appendices

Appendix1: Topics of the Interviews

Appendix2: Students'interviews

Introduction

This section deals with the empirical phase of the study. It gives information about the methodological procedures followed for conducting the current study, it also provides the reader with the general framework of the sample, the interview, the research instrument used, as well as it is devoted to the data analysis, description, and discussion of the obtained results. This chapter is for the investigation and analysis of the data gathered from the students' interviews, which are conducted with EFL learners in order to check whether first year English students use code variation in their speeches, and identify the main codes that are used by them. Besides to figure out the main reasons that push students to use language variation. Therefore, this chapter aims to check the validity of the research.

1. the students 'interviews

1.1. The Sample

The interview is conducted with first year EFL students at Abd Alhafid Boussouf Mila University Center. It has randomly selected 20 interviewees from both genders (males females).

1.2. Administrations of the Students 'Interviews

The interviews are conducted with first year English students face to face, and by using recordings of mobiles phones process. The data collection took about four weeks.

1.3. Description of Students 'Interviews

The students `interviews include eight topics which in turn are consisted of several question about different domains. These topics are about: learning a new language, motivation, learning disorders, the absence of standard Arabic in Algerian institutions, the influence of having several dialects in one language, the relationship between language and culture, and bullying. The interview was recorded and transcribed. Moreover, the purpose behind conducting these interviews is to highlight code variation in students' answers (see appendix 1)

1.4. Data Analysis

This section is devoted to data analysis where the qualitative method is used. Furthermore, the qualitative data analysis is based on the description of data. According to Cohen et al (2007, p.461)"qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants ' definitions of the situation, noting

patterns, themes, categories, and regularities. In fact, qualitative analysis helps to confirm or reject the expected hypothesis". On the other hand, to analyze such kind of data deductive approach is applied.

1.5. Discussion and Analysis of the Students' Interviews

The analysis of data goes through different levels which are: phonology, vocabulary, and grammar, on the one hand, and code switching, codemixing, and borrowing on the other hand. It is important to separate these levels to give a clear picture of what will be taken as a final result. The following steps are analyzed according to major observations taken from the recordings'.

1.5.1. Phonology

According to Yule (1996 cited in Thuresson 2011) Phonology is defined as the sound pattern of languages in terms of articulation and speech organs involved, which can diversify for each language. Besides, as reported by Hayers (2009) The goal of phonology is to understand the tacit system of rules that the speaker uses in apprehending manipulating the sounds of the language which is used. Moreover, Omolara (2011) States that Phonology is concerned with the regularities that govern the phonetic realizations of sounds in words of a language. It looks also at establishing a system of distinctions of sound which is relevant to a particular language, and it determines how the elements of the abstract system behave in actual speech. Indeed, phonology delineates the functioning of sounds in particular contexts.

Since phonology is considered with sounds patterns of language, it is necessary to talk about pronunciation. It is obvious that every student has his own level, some of them pronounce correctly while others have some weaknesses when pronouncing the target language, so students try to avoid those kinds of obstacles by using either addition or substitution.

1.5.1.1.Addition

Students tend to change or modify phonemes from one word to another, they use French and English words and then give an Arabic pronunciation, for instance, they say:

Q1:What is the relationship between language and culture?

A:Without culture we can not find a language. Language it how to express that culture . How to know that culture , more how to say *يتعمق* that culture , because it's so important to use language to know culture.

In that answer , the student add the Arabic letter "ف" to the word « that » in English ; He said « that culture » instead of saying “To deepen in that culture”.

Another exemple:

Q2:What is the negative impact of using technological devices and social media in our studies?

A:In mu opinion actually we loose the desire to search ,we don't give an effort to get the information so we (how to said it) like راحت “ idea “ راحت .

In that example the student add the article « أل » in Arabic instead of the artical « the » in English .

Q3 :What are the main methods that you were followed to learn a new language?

A : I'm trying to improve my English ,I download applications how to speak in English and I joined to groups on Messanger they speak in English and I am trying to نحتك بالناس لي who speaks English and I speak English ,and learly شوية نقرأ بديت مؤخرا telephoneنفسما télécharger novels و نقرأهم

The student here in that exemple adds two different Arabic letters to two different words in French ; she adds the ف letter to the French word “telephone” and the ن letter to the French word too “télécharger”, while she normally said in English:

A:I'm trying to improve my English , I download applications in order to learn how to speak English fluently . Additionally , I joined to Messengers'groups to communicate with others and learn English with them ,also to connect people whome speak English fluently to learn from them. Recently ,I start to download some novels on phone.

Q4: How can we stop the spread of “Bullying” in our societies?

A: Put stick laws to those who was hurt people, starting from parents to teach their children to not hurt and abuse people because it's like and remember that anything that you did or you do to someone it's will come to you . I am sorry vocabulary بزاف منقدرش نهدر . معنديش

Concerning that example the studentadds the Arabic article""ألinstead of “The” in English ; So the answer becomes:

A: It should be put strict laws toward those who hurt people, and the first one who should be punished is the parents , because they create the next generation,so they should teach their

children to never never hurt anyone or break others' feelings, because as you hurt others now ,you will be hurt from others next time. I 'm sorry I don't have the enough vocabulary to talk.

Q5: what is the influence of having several dialects in one language ?

A: When we mix many languages يجعلك تنسى لغتك the mother tongue حتى people with each other يخلقو new dialects ويخليو pronsi

In that answer the interviewee adds letters at the beginning and the end of the two verbs “mix” and “pronounce”. She adds “y” at the beginning and “w” at the end . She said “ويخليو” instead of “mix” and “ويprononsi” instead of “pronounce”.

The table below show some examples of addition process

Table 1.1. Exemples of Addition

Algerian Arabic	English	French
ثthat	On that	En ce /En ça
الidea	The idea	L'idée
تéléphone	On phone	En téléphone
تélécharger	To download	Télécharger
الvocabulary	The vocabulary	Le vocabulaire
يmixي	To mix	Mélanger
يprononcي	To pronounce	Prononcer

When students find difficulties in pronouncing some words, they add a letter or more. Here it has some examples of addition process:

“FTHAT”, “ALIDEA”, “FTELEPHONE”, “NTELECHARGER”, “ALVOCABULARY”, “YMIXY”, and “YPRONOUNCY”.

1.5.1.2 Substitution

There are some cases where students replace a phoneme from a language with another, there are here some examples of substitution process

Q1: : What are the reasons behind the absence of using Standard Arabic in Algerian institutions?

A: *moda بالنسبة ليا ينساوا الأصل و يتبعو اللغة الدخيلة ، بالنسبة ليا رجعوها* and they forget their mother tongue, also there some words we born with and we can't change them such as : *tabla , famille,...*

/Algerian citizens forgot about their mother tongue and they change it with another foreign language /

Q2: did you face any kind of learning disorders?

A: Sometimes I can't understand words , I use Google Tradaction.

/Traduction /

Q3: What are the reasons behind the absence of using Standard Arabic in Algerian institutions ?

A: *moda بالنسبة ليا ينساوا الأصل و يتبعو اللغة الدخيلة ، بالنسبة ليا رجعوها* and they forget their mother tongue, also there some words we born with and we can't change them such as : *tabla , famille,...*

/Algerian citizens forgot about their mother tongue and they change it with another foreign language /

Q4: What are the main methods that you are used in order to learn a new language?

A: I tried to learn new vocabuliare by reading books and short stories.

/Vocabulary/

The table below analyse the substituted words :

Table 1.2 Exemples of Substituted words

Algerian Arabic	English	French
Moda	Fashion	Mode
Tradiction	Translation	Traduction
Tabla	Table	Table
Vocabuliare	Vocabulary	Vocabulaire

Moda, Tradiction, Tabla, and Vocabulaire are used by students under the substitution process.

Generally, speaking , Students suffer from inability to pronounce the words correctly , In most cases they mix between English words ‘pronunciation and either with Algerian Arabic and French languages due to many reasons such as they get those words from the society they live in or the role of colonization which obliged them to get French words and use them in their daily life conversations .

1.5.2. Vocabulary

According to Burns (1972 cited in Alqahtani 2015) Vocabulary is the stock of words which is used by either a person or class or even a profession . Additionally, Coady and Huckin (1998 cited in Alqahtani 2015) state that vocabulary refers to the center of language and the critical importance of the typical language learning . Diamond and Gutlohn (2006 cited in Alqahtani 2015) also state that . Vocabulary is the knowledge of both words and word meanings”. Moreover, Hornby (2006, p.1645 cited in Riyani) said that “Vocabulary is all the words that a person knows or uses and it is all the words in a particular language”. While Neuman and Dwyer (2009,p.385 cited in Alqahtani 2015) state that “Vocabulary can be defined as words we must know to communicate effectively ; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”.

From the definitions above, it can be concluded that vocabulary refers to the total number of words that are needed to communicate ideas and express the speaker’s meaning.

The second aspect that should be studied in the students' interviews is "Vocabulary". Students' vocabulary keeps changing each time because students have different languages in their minds. However, English is the most language used by students, In addition to Algerian Arabic. Whereas Standard Arabic and French are used sometimes.

Both code switching and borrowing are presented in the students' responses. To begin with code switching. As mentioned before CS is defined as the alternation between languages, students exchange their speech and ideas through the different topics. Sometimes, they use one language, other times they use another one and so on with varying degrees of fluency from one utterance to another. The topic change leads to language change too, the results obtained show that the sampled students switch between English, Arabic and French languages, they used English with Algerian Arabic in most of the topics, while Standard Arabic and French are used for few times. Consequently, when the previous languages come into contact, that helped to determine both code switching and mixing in all the conversations. Students switch between different codes, and vary between the two forms of code switching; the first form is intrasentential code switching, it occurs within the same sentence, While the other form is named intersentential code switching, it occurs between sentences. These are some examples of those forms of code switching:

a Examples of Intrasentential code switching:

Q1:What is the relationship between language and culture?

A: Language is like a huge part of culture and also culture is a part of language. If we go to another culture, we find that they got their languages like unique, if we go to Brazil exactly Amazon, you find some people who lives like البدائيون.

/primaeval/.

Q2: Is learning a new culture effecting on the person's way of thinking?

A:Of course, especially that cultures that are not the same with us especially in religion, take an example of feminism, as women have rights somehow like men but in other cultures, like the American culture they said men and women are equal. Take an example sex, man and women are totally equal, that's don't how to say كيميا in our religion is something forbidden.

/like/

Q3: Is bullying become a widespread phenomenon in our societies today?

A: Bullying is something become common in our lives now, you find it everywhere, and you find it between families, between friends, something والفنا بيه.

/Becomes very spread in our societies/

These are some examples of Intrasentential Code Switching in which switching occurs in the same sentence.

b Examples of intersentential code switching:

Q1: Depending on you , what is bullying ? And is that phenomenon become a widespread phenomenon?

A: خلالعقلي, it's with شخصيات of people , for example when a people have strong personality

/Mental disorder/ /personalities/

they not effected by him, علي شكل ولا علي القرابةsoin.

/Either about physical appearance or about studies/

Q2: Is our religion forbid? give me some texts in which you reinforce your point of view?

A: Yes, Yes. محباشنحر فبلاك "ولا تتنازرو بالألقاب" mais

/I don't like to distorts but normally it's/.

Q3 : How can we stop the spread of the phenomenon of bullying?

A: Each one of us لا تحشر أنفك فيما لا يعنك and يهتم بروحو

/Should takes care of himself and never stick his nose where it doesn't belong/.

These are some Examples of Intersentential Code Switching where switching occurs between sentences.

Moving to borrowed elements, which was the result of the languages in contact and mostly occurred in the recordings that are taken naturally from students. When students wanted to express their ideas with one dominant language (either English or Algerian Arabic) but from

time to time they did not find the suitable words to the topics discussed. Some concrete examples of borrowed words used by interviewees are stated below:

Q1: What are the reasons behind the absence of using Standard Arabic in Algerian institutions?

A: *moda* بالنسبة ليا ينساوا الأصل و يتبعو اللغة الدخيلة ، بالنسبة ليا رجعوها and they forget their mother tongue, also there some words we born with and we can't change them such as : *tabla* , *famille*,...

/Algerian citizens forgot about their mother tongue and they change it with another foreign language /

Q2: did you listen to motivational videos ?

A: Not always, sometimes I pray or read koran and so my moral become better.

/ my mood/

Q3: Could you list for me the dialects here in Algeria?

A: There is Chawiya, Kbayliya, and so on....

/Cabylian/

Q4: did you face any kind of learning disorders?

A: Sometimes I can't understand words , I use Google Tradaction.

/Traduction /

Table 2.1 Exemples of borrowed words

A A	English	French
Moda	Fashion	Mode
Tabla	Table	Table
My moral	My mood	Moral
Kbayliya	Cabylian	cabyle
Tradaction	Translation	traduction

The table above deals with some examples of borrowed words used by students.

The word "Moda" is borrowed from another French word which is "Mode".

Also, the words "Tabla", "Moral", "Traduction", and "Kbayly" are borrowed from the following French words "Table", "Moral", "Traduction", and "Cabyle".

It is clearly noticed that the majority of borrowed words used by students are French words because of some historical reasons which have to do with French colonization in Algeria.

1.5.3. Grammar

According to Schmitt (2000) Grammar is the branch of linguistic science which is concerned with Description, Analysis, and Formulation of formal language patterns.

Concerning grammar, it is observed that the different models of code switching, code mixing and borrowing were discriminated. The results obtained from the students' interview responses reveal that all students use code variation and mix between several codes differently. Some students mix between English, Arabic either Standard or Algerian, and French. Also, there are others who switch between English and Standard Arabic in addition to Algerian, while there are who shift from English to Algerian Arabic only. However, there is only one case in which all the interviewees switch similarly; when students answer a question concerning "how did our religion Islam forbid the bullying issue?". All the respondents gave texts from Koran and Hadith in Arabic, no one mentioned them in English.

From the recordings, there are groups of different speeches used by students which are:

English with no code switching at all

Algerian Arabic with no code switching

English with Algerian Arabic

English with French

English with French and Algerian Arabic

English -French-Standard Arabic-Algerian Arabic

Segments of both English /Algerian Arabic with no code switching and English with Algerian Arabic are the most used in the recordings, whereas, Standard Arabic and French segments are the least used in the conversations.

English with one Algerian Arabic lexeme insertions identifies that the word is a segment of the A A grammatical structure and the morphemes of one French word inserted in the grammatical description by an A A morpheme in all the A A segments. For instance:

Q: Is our religion forbid? give me some texts in which you reinforce your point of view?

A: Yes, Yes. "ولا تتنازرو بالألقاب" محباشنحر فبلاك mais

/I don't like to distort but normally it's/.

It is important to note that the whole sentence is uttered in Arabic, while it is observed an addition of a one French word (mais).

On the other hand, where the speech is in English /Algerian Arabic or French, words slid into the utterances and are taken as English ones. For example:

Q : How can we stop the spread of the phenomenon of bullying?

A: Each one of us لا تحشر أنفك فيما لا يعينك and don't يهتم بـروحو

/Should takes care of himself and never stick his nose where it doesn't belong/.

Another case concerning an Algerian Arabic clause within an English utterance and it was adopted to the English structure . For instance:

Q: Depending on you , what is bullying ? And is that phenomenon become a widespread phenomenon?

A عقلي خلل it's with شخصيات of people , for example when a people have strong personality

/Mental disorder/ /personalities/

they not effected by him, علي شكل ولا علي القرابة so in

/Either about physical appearance or about studies/

In this example The French word "soin" is seen as an English one because it was taken in the same morphological and grammatical structure which leads some people to see it as an English segment.

Moreover, students deal with grammatical rules differently; there are some students who utilize correct grammatical structures while others use the grammar rules incorrectly.

Firstly, some students follow correct grammatical structure of sentences, which is SVO. For instance,

Q1: What is the impact of technological devices and social media in our studies?

A: It helps us in our research studies.

Q2: What is the relationship between language and culture?

A: Each language has a culture and the culture is a part of language.

Q3: What is bullying? and is it occurs in our societies?

A: التتمر, yes it occurs in societies, i saw it here in the university many times.

On the other hand, there are students who have weaknesses in the grammatical structures of sentences ; sometimes they use VSO and sometimes mix between the two forms.

Q1: How can we stop the spread of bullying?

A1: أنا for me differences .Each people have a difference and each difference is beautiful that يميزو from the others because that stay good and the parents don't learn those things to his daughters they grow with bad things and not all the people have a good coeur ,like me I don't remember my التربية تاع الصغر I don't remember at all but I have something I don't my coeur don't have to made energy to say to one people you are not good ,you are bad you are حتى I have in my heart I don't say to him because I know when I have experience there is people have the same . I have peoples I have cousins , I have ,there is peoples not care at all and there is people care.

That student's answer contains a lot of mistakes concerning the grammatical structure of sentences; the student uses the correct form sometimes like when she said: "The parents don't learn those things to his daughters ", also when she said "Each people have difference, and each difference is beautiful ". On the other hand, the interviewee made terrible faults in the

formulation of grammatical structure of sentences, sometimes she use the structure of Arabic sentence which is VSO and sometimes neither use the English structure, nor the Arabic. here there are some examples: The student stated that “لأن for me differences “, “I don’t my coeur don’t have to made energy ,to say to one people you are not good”, “There is people coeur”.

A2: It from parents , starting from family especially from parents you must treat them equally , also in schools because must do something like treat the children well like we must accept our different from the others , I am good it’s my different which make me good . If you don’t accept I don’t think about your point of view . To build a new personality ,you must build a self – confidence so you can becoming a good person.

The student starts her answer with incorrect grammatical sentence ; she didn’t put the verb , also there is no object , she mentioned only the subject “it”. The next sentence , there is also no subject and object . However, she used some sentences correctly, for instance: “I don’t think about your point of view”, “you must build a self confidence”, “ you can becoming a good person”.

A3: Put strick laws to those who was hurt people, starting from parents to teach their children to not hurt and abuse people because it’s like and remember that anything that you did or you do to someone, it’s will come to you. I am sorry بزاز منقدرش نهدر " vocabiliare معنديش ال

Also here in that example the student mixed between correct structures of sentences and wrong structures. Like in saying “ Those who hurt people” and “ Anything that you did or you do to someone, it’s will come to you” those two examples are refering to correct form , while “put strick laws to those who was hurt people” and “ Starting from parents to teach their children to not hurt and abuse people” Those two sentences are grammatically false.

Secondly, some students conjuguate the verbs correctly ,for instance :

Q1: What is the impact of technological devices and social media in our studies?

A: We become lazy , we don’t search , we don’t look for books , we harm our eyes . I don’t know we just search , we get information served , we just don’t make any effort to find information , we learnt the thing of google it , if somebody come to ask you about something , you just google it , that’s it , that’s our mentality right now.

That student’s answer show correctness of all the verbs used which are: don’t search, don’t look, we harm, we get, we just don’t make, we learnt .

Q2: What is bullying ? And is it really occurred in our societies?

A: Bullying it's a kind of racism especially in schools and also at home , it's about bad treatment , hurting feelings , making mental issues , hurting bodies . it's especially in schools when child bully his friend , may be he will said like AHH look at his shape , look at your face , the colour of course , those things especially there is some types like schooler bullying , especially in family when someone have something like different from other they will treat it in another way like to hurts his feelings lot of. Yes, especially right now we see in schools due to bad treatment from the parents also , from the teachers don't care about feelings , your psychological sides, never care about like it is wrong.

The interviewee used both correct and incorrect forms; examples of correct form of verbs like : they will treat, we see, teachers don't care. While there are many verbs that are conjugate incorrectly by the student, which are: "child bully" instead of "child bullies", "he will said" instead of "he will say", "to hurts" instead of "to hurt" .

Q3: What is the negative side of using technological devices and social media?

A: There is student use phone but not for study , they says for study but it's not for study , for exemple he chat with his friend , he lose time , he listen to music and this is can destroy this think.

All the verbs used by the student in his answer are conjugate incorrectly , "they says" instead of "they say", "he chat" instead of "chats", "he lose" instead of "loses", "he listen" instead of "listens" , and "is can destroy" instead of "can destroy".

This is concerning the study of verbs. Moreover, when dealing with nouns there are also many changes will take part; The study includes knowing how students deal with singular and plural forms.

According to the obtained results , there are students who know how should use nouns correctly, as the following examples:

Q1: Is our religion forbidding the issue of bullying?

A: Yes of course , our religion forbid that issue and like prophet Mohamed said "الناس سواسية" so we mustn't bully each other , we are all the same and also we can't bully each other for like الأعراف like we say لا فرق بين عربي و أعجمي الا بالتقوى" said الرسول صلى الله عليه و سلم

ولا يسخر قوم من قوم عسى أن يكونوا خيراً منهم ولا نساء من نساء :” says في ما معناه "ولا تتأذوا بالألقاب" , الآية and
 "عسى أن يكن خيراً منهن". That life how should be , leave the person live his life, I really wish to stop
these issues because so many people we are losing some many good personalities because of
those issues . Stop bullying please!!!!

Q2:Is learning a new culture effects on the way of thinking?

A: Of course, especially that cultures that are not the same with us especially in religion take
 an exemple as feminism , Islam take feminism as women have rights some how like men but in
 the other cultures they said men and women are equal ,take an example in sex like you are , man
 and woman are totally equal . That's doesn't how to say كيما in Our religion IsSomething
 forbidden .

Whereas , some students use some words in incorrect way, here there are some exemples:

Q1: How can we stop the spread of bullying?

A1: For me is start from parents doesn't say to her daughter don't say to this, The God is create
 us in in different ways to change the world to beauty , be words to make changes peoples, no
 one you have slim one and fat one , this is good combination . أنا for me differences .Each
people have a difference and each difference is beautiful that يميز from the others because
 that stay good and the parents don't learn those things to his daughters they grow with bad
 things and not all the people have a good coeur ,like me I don't remember my التربية تاع الصغر I
 don't remember at all but I have something I don't my coeur don't have to made energy to say
 to one people you are not good ,you are bad you are حتى I have in my heart I don't say to him
 because I know when I have experience there is people have the same . I have peoples I have
 cousins, I have, there is peoples not care at all and there is people care.

In that Example, the student use the noun « people » incorrectly; On the one hand she added an
 “s” to form the plural, she said “I have peoples” and “There is peoples” and that is wrong, the
 plural form is “people”. On the other hand, she used that word in the singular form, when she
 said “each people” “one people” and that is wrong , that word normally become “A person” in
 the singular form.

Q2: what is bullying? And is it occurring in our societies?

A: Is a bad behavior, then some peoples يسخر about other's things on their shapes, on their
 dress things, that we can't change it in ourselves. Yes, it is a widespread phenomenon and a lot

of the in the western worlds they have a lot of applicate of suicide comes with bullying and especially when in colleagues and universities. I was tall from my classmates; they will be laughing on me and give me nickname.

The two nouns “Peoples” and “Worlds” are used incorrectly, they are incountable nouns , they should come “People” and “World” without adding the “s” of plural.

Moving to another point , in which the students thought of some words that are in another language but in fact they are in another. For instance the words:

Moral instead of Mood, Tabla instead of Table in French, Coeur instead of Heart, and Trudiction instead of Translation.

Conclusion

To conclude, data obtained from the interviews with first year students and recordings are helpful in the discussion and the interpretation of results and findings. That results confirm the validity of the research hypothesis, which stated that if first year English students know more than two codes, they will use code variation.

General Conclusion

Language variation has been discussed by many sociolinguistics such as Labov (2006) in his study in New York City stratification. Labov and other sociolinguistics found that language variation at the level of phonology, morphology, and vocabulary is determined by social variables structure such as age, gender, ethnicity, and social class. The present study has investigated the use of code variation among first year English students at Mila University center. The main aim of this research is to check whether first year students use code variation or not, and to identify the main codes that are used by them. In addition to figure out the main reasons that lead the students to switch and mix between different codes.

In the theoretical study, it is focused on giving identifications of the different elements (code switching, code mixing, and borrowing), and providing also different explanations from different authors.

This investigation relies on a descriptive methodology based mainly on qualitative approach. Thus, for the sake of collecting valid data, interviews are conducted with first year English students at Mila university center. These interviews are recorded and then transcribed. Therefore, the findings obtained from the interviews are divided into three aspects; firstly, phonology which deals with pronunciation, students sometimes add or substitute letters to form a new word when he/she can't find the appropriate word. Secondary, vocabulary which deals with code switching, students switch and mix between four main languages which are English, Algerian Arabic, Standard Arabic and French. Meanwhile, the sampled students use English in addition to Algerian Arabic in almost in the whole conversation, whereas Standard Arabic and French used few times. Besides, students mix between the two types of code switching; which are "Intrasentential and intersentential Code Switching, sometimes they switch within the same sentence, while sometimes they switch between sentences. Additionally, it's noticed the use of borrowed patterns; students integrated different terms from different sentences. Moreover, the third aspect is named Grammar, that area of study identifies that First-Year students have many weaknesses concerning grammar rules, especially problems with the structure of the sentence, with conjugating the verbs and rules of singular and plural rules also. Indeed, due to these weaknesses concerning pronunciation, vocabulary, and grammar rules students switch from one code to another and mix between different languages looking for express their ideas and feelings freely and communicate with others without problems of hesitation and misunderstanding. To conclude the results obtained from the students' interviews

confirm the research hypothesis upon which the investigation is based. If first year students know more than two codes, they will use code variation. Additionally, the analysis obtained data revealed that all participants use code variation, however they switch between codes differently, some of them switch between codes rarely, while there are others mix between different languages. On the other hand, some of them shift from one code to another almost in the whole conversation. Furthermore, the main codes that are used by students are: English, Standard and Algerian Arabic, and French. Moreover, there are several reasons that lead first year students to use code variation which are: lack of vocabulary, weak mastery of oral performance, problems concerning hesitation and shyness, in addition to lack of self – confidence and fear of criticism; students switch and mix between languages aimed to communicate freely and comfortably with others, and easily express their thoughts and ideas.

To conclude, code variation has taken an important part in EFL students ‘conversations, and there are many reasons and causes behind, as well as that linguistic phenomenon has both advantages and disadvantages. Furthermore, there are several areas and questions still have to be answered and investigated by researchers in the field.

Recommendations and limitations for further Research

As recommendation, educators should focus more on “language variation” process by including it as a teaching and learning techniques instead of considering it as a problematic and unimportant aspect in EFL classes.

Like any research topic, this one has limitations and implications, which should be interpreted. This study encounters some difficulties which are:

1-First and foremost, the lack of references especially for this topic.

2-Also obstacles during conducting students` interviews, majority of students refuse to make interviews due to shyness, lack of vocabulary, hesitation, excuses of lack of time, and weak mastery of oral performance, and they didn’t accept to record their voices.

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Appendices

1. Appendix 1

There are eight topics were asked by the interviewers to the interviewees which are as follow:

1 Learning a new language

2 Motivation

3 Learning Disorders

4 The absence of Standard Arabic in Algerian institutions

5 The influence of having several dialects in one language

6 The relationship between language and culture

7 The influence of technological devices on learning process

8 Bullying

Appendix 2

Students' Interviews

Dear first year English students, we would be grateful and thankful if you accept to conduct this interview and to record your responses. The interview aims to know to what extent first year English students use code variation use code variation, also to identify the main codes that are used by students. Moreover, to figure out the main reasons that let them switch and mix between languages.

Transcription of the interviews :

Conversation one : Learning a new language.

Question 01: what are the main methods that are help to a new language

Student 01: songs, movies and reading books, translation of words, practice speaking .

Conversation two : The relationship between language and culture .

Question 01 : What is the relationship between lge and culture .

Student 01 :language is like a huge part of culture and also culture is also a part of lge . If we go to anther which may fell we find that they got their ow language like, if we go brazil exactly amazon ,you find some people who lives

Conversation Three: The impact of technological devices and social media on studies.

Question 01: what is the positive impact of technological devices and social media on the student:

Student 01: As we are students we depend always and a lot on social media ,why ? because last time and this semester these days where are we checking our marks? we are checking our marks on the platform or on pages on facebook and groups, we can find all our teachers there and we can contact them and we can get information from them like this in deal with the university in general . but like in searching we doing our researchers in our phones ,our laptops . using the internet like we can't deny that technological doesn't take huge part in our lives, it takes likes huge part in our like and nowadays depend or it like if we want a book we don't search for it to buy ho, you just look for the pdf version and we download it we read it without like coast you money

Question Two: The negative impact of technological devices:

Student01: We became lazy, we don't search or make any effort.

Question one : what are disorders have you faced in learning process ?

Student 01: Like first time i went here to university i found so many difficulties. Firstly, nobody shows you like how to deal with your studies or as like a beginner or first learner . As a fishman nobody shows you here is what to do and here is what to don't. You need to search by your own.

Student 02: listen to radios on youtube

Student 02 : without culture we can not find a lge how to express that culture . how to know that it is so important to use lge to know culture يتعمق that culture more , how to say

Student02: we use the internet we use the technology to find our lessons ,lectures to contact teachers, to take our marks .It's something important in our study life.

Student 02: we don't give an effort to get the information, so we(how to say it)

راحت ال idea راحت

Student 02: The disorder that i have faced are so many .when come here to university i have many problems and obstacles like a long lectures and so many lessons.

Student 03 : read books ,and texts ,translate words and memorize , watch films ,listen to music ,watch motivational videos.

Student 03 : when we learn a new language .

Student03: we use phones and pcs they help us to facilitate our work, our study.

Student 03 : there are some students use the phone to chat with his friend , he listen to music , and this is can destroy his students

Student 03: The misunderstanding of what teacher says. The teacher speakers too fact.

Student 04 : watch movies , use the internet and dictionaries

Student 04 : lag is a symbol of culture .

Student04: it help us to our studies researches

Student 04:We become addictive

Student 04: I faced many disorders. I like in here in university. Teacher goes fast .

Student 05 : the four skills (speaking ,listening ,writing ,and reading) ,films ,series, and read articles .

Student 05 : culture make a to your picture of the language .

Student05: you have the information that you search for them, you have new information in your study.

Student 05: Like peoples they stay all the day with his phone

Student 05: I don't understand the concept.

Student 06 : Show videos and films listening with speaking .

Student 06 : language express the culture , culture may express like language British

culture of American culture accent and country نتعرفو بيها

Student06: help us in our studies to get ready for study researched and thanks to it be still communicated despite of corona virus we still communicate on social media .

Student 06: It is a wasting of time

Student 07 : To use sites or application ,motivational videos, reading books ,and try to communicate more with friends .

Student 07 : the differences of cultures focus on lge is a part of culture is a part of lag .

Student07: nowadays we can find everything on social media especially youtube ,it is very important to get the social media to learning to social media

Student 07 : It effects on people who can't go far from social media.

Student 07: Actually, i don't have any disorder in may studies . But i think the main problem is family problems that effect student's level.

Student 08 : We have to follow the four skills (listening , speaking , writing ,reading) put a program , organization time ,practice .

Student 08 : each language has a culture each lge has it is culture .

Student08: we can use it in our studies for example in our day now we use almost every day the internet and this social media to get lessons and communicate with teachers .

Student 08: When we use the internet in order to study we can use in other branches

Student 09 : Read short stories , watch movies

Student 09 :each lge has specific culture .

Student09: our teacher of civilization and culture positing lessons on group on facebook and this is help us even that we don't have the connexion with net work you can read it instead of going to the site.

Student 09: The negative is the more the most I mean effect.

Student 10 : Reading novels short stories , watch series , movies

Student 10 : lge is a part of the culture .

Student10:it helps to know new things.

Student 10: It effects negatively more than positively.

Student 10: I don't have idea about learning disorder .

Student 11 : Listening and trying to repeat with do your listen ,then reading ,then writing .

Student 11 : if you learn a new lge it is helps you a lot to learn about a new cultures and learning new cultures will help you in your life .

Student11: It helps you a lot ,like it helps you a lot of course ,especially when you have the internet you can meet new people ,talk to new people from native speakers can help you at lot with your lge.

Student 11: It's just a waste of time .

Student11: I faced many disorders in university because it is a new place and new learning.

Student 12 : Watch movies , listen to music , reading some books

Student 12 : lge is a part of culture and culture is a part of lge .

Student12: learn new information and search for new information

Student 12: Wasting most of time.

Student 12: The difficulty of understanding teacher . The absence of good pronunciation.
And luck of concentration.

Student 13 : Listening to music , reading books , stories

Student 13 : culture and language is part of both .

Student 13:it can improve your skills

Student 13: yes ,have an impact on them.

Student13: Disorders that i have faced are : absence on concentration , luck of fluency and shyness.

Student 14 : Watch YouTube , movies

Student 14: if you learn a lge , it is help you to develop your culture

Student14: we need technology in our daily life , and in our studies it help is a lot make it easy.

Student 14: Wasting time

Student14: I don't have any information about that topic

Student 15 : My to have a contact between other people that speak a foreign lag than yours , watching moves , listening to podcast music .

Student 15 : no culture without lge of course because when culture , you are a stranger , and maybe let is take it is as an expense and you go to another country how do you will know how it is a good culture , of course it with language ,they will describe to you

Student 15: It's really dangerous

Student 15: Disorders are included in psychological side : I am introvert, i don't have self confidence, I don't support my self to engage in the work .

Résumé

The présente étude examine l'utilisation de la variation de code par les étudiants. Ses objectifs sont d'identifier dans quelle mesure les étudiants de première année utilisent la variation de code, il se concentre également en les principaux codes utilisés par les étudiants. De plus, il tente de connaître les principales raisons qui les poussent à basculer et à mélanger entre différentes langues. Pour atteindre ces objectifs, les étudiants de première année Anglais du centre universitaire de Mila sont sélectionnés comme population pour cette étude, et vingt 20 étudiants participe à ce travail de recherche. L'entretien est utilisé comme un outil de collecte de données, où les enregistrements sont utilisés pour l'analyse des données obtenues à partir des entretiens montrent que tous les étudiants changent et mélangent différemment plusieurs langues, selon les circonstances et les situations. Finalement, les résultats de cette étude révèlent que les étudiants de première année utilisent la variation de code parce qu'ils connaissent plus de deux codes. Dès lors, l'hypothèse vient d'être validée.

ملخص

تبحث الدراسة الحالية الي درس ظاهرة استعمال الطلبة لمختلف الشيفرات. كما أنها تشير الى أهداف منها الى أي مدى يستخدم طلبة السنة أولى بالمركز الجامعي عبد الحفيظ بوصوف. أيضا تسلط الضوء على أبرز الشفرات التي يتم استخدامها من قبل الطلبة. وتحاول هاته الدراسة معرفة أهم الأسباب التي تؤدي بالطلبة الى الابدال والخلط بين مختلف اللغات. للحصول على هاته الدوافع، تم اختيار طلبة السنة الأولى كعينة من أجل الدراسة. ساهم في هاته العينة عشرين طالبا. وتم استخدام المقابلة كمنهج ووسيلة من أجل جمع البيانات. وكما تم الاعتماد على التسجيل الصوتي في تحليل البيانات. ان النتائج المتحصل عليها من القابلة أوضحت أن جل الطلبة يستعملون الابدال والخلط بين مختلف اللغات وذلك وفقا لمختلف الظروف والوضعيات. تظهر النتائج المتحصل عليها من خلال هاته الدراسة في النهاية، أن طلبة السنة الأولى يستخدمون شيفرات مختلفة ومألوفة. وفقا لما سبق فان النتائج تثبت صحة الفرضية.