Abstract

Cote d'Ivoire is considered as multilingual country where many languages are spoken daily and each of them play a specific role. The main objective of this work was to investigate on language choice in Ivorian EFL classroom. This research work consists of three chapters. The first one is about the definition of the key concepts that we have dealt with . The second chapter draws an overall picture of the sociolinguistics situation in Cote d'Ivoire and the third chapter contain the analyses of data collected from the questionnaire and interview, a total of 38 students and 10 teachers participated in the questionnaire, in which they were asked about the use of language in classroom and why they chose a given language at the expense of other? The findings reveal that French is the most used English comes at the second position and the mother language comes lastly.

Key words: Language, Dialect, Language choice.

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I would also like to express my great and sincere thanks to all the teachers and students who have answered my questionnaire without them I would not achieve this study.

Special thanks to my classmates who have helped me during this five years of study.

Dedications

To my late father.

To my mother for her love and her prayers.

To my sister GAH Kleon Nina for her love her presence and for all that she has done and still doing for me.

To my lovely brothers GAH Kleon Isaac.

To the most patient man I have ever met Wilfreid AGBO thank you for your love,your guidance and your presence.

To all those I love.

Contents

List of Figures

List of Tables

5

General introduction

Prior the arrival of colonizer in Africa the majority of African's communities were monolingual. In fact, there were a rich linguistic diversity but each communities used their languages or dialects. The colonial power has imposed their language on these communities. It was the case of Cote d'Ivoire where the impact of colonisation on the sociolinguistics situation can not be underestimated. French has been adopted as official and education language at the expense of local languages. This invasion has changed the linguistic situation of the country from monolingual society to bilingual or multilingual country.

The consequence of this phenomenon is that people have to make language choice according to the situation. In this order, language choice can be defined as the careful selection of words, phrases, clauses, or sentences within speaker's linguistic reper-

toire. Also language's choice is the adequate use of language according to the topic, the setting and the participant.

In Cote d'Ivoire, this choice has been already made by the authorities of the country. French is the language of instruction Which means that in the educational setting students and teachers should use French and their local languages and dialects should be use outside of this context. The aim of this research is to investigate on the choice made by Ivorian teachers and students during English classes. From this objective, some questions may be asked.

- What language do teachers use in EFL classroom ?

- What language do students use in English class?

- What are the reasons behind their choices ?

All these questions lead to the following hypotheses:

- Teachers may use only English since it is EFL classroom

- Students may use both English and French or local dialects.

In order to answer these questions and verify the hypotheses,

questionnaire has been used for students in high school and both questionnaire and interview for teachers.

The present study consists of three chapters. The first chapter is about literature review in this chapter we are going to define all the concepts related to ours the topic. The second is about the sociolinguistic situation of Cote d'Ivoire. The last chapter discusses and presents the result quantitatively and qualitatively.

During this study we have faced some difficulties. since I was not in Cote d'Ivoire I can not get a huge number of informants and make my own observation.

Chapter 1

Literature review

1.1 Introduction

Language is a medium of interaction between people. It is very indispensable in all human society. Language is used to help human to express their thoughts, feelings and to share their knowledge. Due to several functions that language performs, many variations may occur depending where the language is used. The aim of this chapter is to target the distinction between language and dialect, to highlight the notions of bilingualism, language choice and code-switching.

1.2 Language and dialect

a - Language

When it comes to define the word language the first thing that should be considered is the explanation of dictionary. The Oxford learner's pocket dictionary for example, offers a definition which states that the origin of the word language seems to derive from Middle English and this one from Old French language which derived in its turn from the Latin lingua tongue Further, the Dictionary offers two definitions:

1. The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

2. A system of communication used by a particular country or community.

In addition, (Lyons, 1981 : 22) in his book Language and Linguistic , has provided plenty of definitions of language according to some linguists.

The first definition given by (Sapir, 1921) who said that «Language is a purely human and non-instinctive method of communi-

cating ideas, emotions and desires by means of a system of voluntarily produced symbols.» For Sapir language is a particularity of human being and it is the method that should be learnt to communicate what one's feel, what they want. Moreover (Hall Jr, 1968) defined language as:

> " The institution whereby human communicate and interact with each other by means of habitually used oral-auditory arbitrary ".

Here Hall considered language like a tool of communication and the channel via which human being build their relation with others in a society.

b- Dialect

As far as the word dialect is concerned, Collins English dictionary refers to dialect as a form of language that is spoken in particular area. To add another definition dialect can be consider also as a regional or social variety of language distinguished by vocabulary, pronunciation.The term dialect is often used to characterized a way of speaking that is different from a standard language. (Hodson, 2014) " defines also dialect as a variety which is associated with a particular region or social class. To state the

obvious, speakers from different geographical speak english differently".

Beyond all theses definitions of language given above, there is no clear differences between the two concepts. As both of them play the same of means of communication. However what gives the dialect the status of language?

1.2.1 Criteria for Dialect to become language

The process through a given dialect becomes language is called standardization. According to (Hudson, 1996) , this process is integrated by the following four stages, that makes the dialect-to-language transition possible. Selection is appealed as the first stage in which the choice of which dialect is going to be regarded or "turned" into a language is made. Then the codification comes, in this stage academies write dictionaries and grammar books in order to spread the "language" in a correct way, for the correct use of it. The following stage is the elaboration of function, this means the use of the language in literature and some governmental associations, mainly, in order to make the "language" works.

The last stage is the acceptance, when the population is eventually used to the language. This process is used by Africans countries where there is huge amount of mother tongue or dialects to choose which one should be used as the official language of the country. As far as a given society has dialect and an official language, as two different languages this society is considered to be bilingual.

1.3   Bilingualism

Bilingualism is commonly defined as the use of two languages by person or society. And multilingualism is a use of more than two languages.

(Franson, 2009) defined bilingualism as a range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as a native-like speaker of two languages. A person may describe themselves as bilingual but may only have the ability to converse and communicate orally. Others may be proficient in reading.

1.3.1 Different types of bilingualism

([Franson](), [2009]()) distinguishes two types of bilingualism :

a- **Simultaneous bilingualism** occurs when the young child has been exposed to the two languages since his birth.In the case the child will have equal quality of experience in both languages.

b- **Sequential bilingualism** in the case the child learn the second language at school after acquiring the first language by the age of three.

In addition to these two types of bilingualism mentioned above, there are also another kind of bilingualism proposed by a canadian blog of linguistics Fédération des parents francophones Colombie-britanique [1] which are :

- **Additive bilingualism and subtractive** bilingualism refers to the case where a person has acquired the two languages in balance manner .

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[1]Source►http://developpement-langagier.fpfcb.bc.ca/en/bilingualism-types-bilingualism
Accessed►12/01/2019

Subtractive bilingualism refers to the situation where the person learns the second language to the detriment of first language; especially when the first language is minority. In this case, mastery of the first language decreases, while mastery of the other language "usually the dominant language" increases.

- **Passive bilingualism** refers to being able to understand a second language without being able to speak it. Children who respond in a relevant way in French when they are addressed in in their first language could become passive bilinguals, as their mastery of oral in their mother tongue decreases.

The fact of being bilingual allows the individuals to chose the language they need consciously or unconsciously.

1.4   Language choice

Some studies have demonstrated that, the most world population can speak only one language. However a considerable number is able to communicate in more than two languages. Whenever, two speakers come together, they should make a decision about which language should be used.

According to (Bentahila, 1983) language choice is "the choice any speaker of any language has and enables him or her to choose appropriate language for any particular any purpose." For Bentahila bilingual or multilingual communities are able to choose the language or the variety of language that suit them according to the situation. Nevertheless, it should be clear that language choice is influenced by many factors.

1.4.1 Factors influencing language choice

According to (Holmes and Wilson, 2017) people choose the language or variety when they speak due some specifics context or social factors. these factors are participants of the language users. They are the speaker and his/her interlocutor, for example a student and a teacher. Then, the language choice may depend the social or the place conversation occurs. For instance, a conversation, which occurs in the office, in the café, or other location, will create different situations and conditions, and this allows the participants to choose appropriate language and expressions. Also, the interaction topic can determine the speakers' choice of language. A discussion between two colleagues about a survey planning will be different from a talk about their planned trip.

Another social factor which determines the language choice is the function or purpose in choosing a certain language in conversation. For example, students who are studying English will tend to speak English to their friends with the same goals to improve their competencies. In addition to what to what has been mentioned above, Fishman proposed the concept of domain of language choice in order to specify the real setting where the language choice occurs. (Fishman, 1964) considers five domains of language use; family, friendship, religion, education and employment. All those social factors and domain above influence the speaker choice of using language in their daily life. However, speaker sometime may use two variety or language at the same time. This phenomena is called code switching.

1.4.2 Code switching and code mixing

According to Oxford dictionary Online [2] code switching is The practice of alternating between two or more languages or varieties of language in conversation. Code switching switching occurs only in bilingual society. Speakers of more than on language are known for they ability to code switch during their communication.

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[2]https://en.oxforddictionaries.com/definition/code-switching

In addition (Myers Scotton and Ury, 1997) define code switching as the use of two or more linguistic varieties in the same conversation or interaction. The switch may be for only one word or for several minutes of speech. Moreover, (Hymes, 1974) considers code switching as "a common term for alternative use of two or more languages, varieties of a language or even speech styles. " For him code switching is an alternative way for bilingual to use more than on language or dialect in the same conversation. Also the switch does not only occurs at the level of language change but the register can change. For example a speaker may said «Monsieur s'il vous plait, want to go out.» Another definition of code switching is also given by (Nilep, 2006).

Code switching is defined as the practice of selecting or altering linguistic elements so as to contextualize talk in interaction. This conceptualization may relate to local discourse practices, such as turn selection or various forms of bracketing, or it may make relevant information beyond the current exchange, including knowledge of society and diverse identities.

The use of code switching allows the speaker to switch from one language to another according to the context of the conversation, the relation between the two interlocutors and the languages they know.

1.4.2.1 Code mixing

Code-mixing is the other phenomenon closely related to code-switching. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items.

(Nursjam, 2011) defines code-mixing as 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. In one word, there is no clear difference between code-switching and code-mixing. However, the main difference between the two is Code switching is done intentionally by the speakers to express themselves with a personal style or the context required the change. But code mixing is something speakers might do unintentionally simply because they don't know the correct word or phrase. Along this work both concepts are going to be interchangeable.

1.4.2.2 Types of code-switching and code-mixing

Many linguists and researchers have given different types of code-switching (Blom and John, 1972) considered that, there are two types of code-switching situational and metaphorical. However, (Poplack, 1980) identified three types of code-switching which are inter-sentential,extra-sentential and tag switch.

- **Inter-sentential switching:** In the case the switch happens at the sentence boundaries (Eldin, 2014) states that since the swift takes place at the middle the speaker is able to follow the grammatical rule of both languages.

- **Intra-sentential switching** according to (Poplack, 1980) it is the most difficult among the three since the swift occurs in the middle of the clause, the sentence.

- **Tag switching** It is the using of single words or phrases within a sentences.

1.4.2.3 Reasons of code switching

the reasons why people code switch have been examined by numerous linguists; however, the function examined in the work is based on the view of (Hoffmann, 1991). According to Hoffmann there are nine functions of code-switching:

1. To talk about a particular topic

2. To provide emphasis about something

3. To make an interjection

4. To repeat in order to clarify

5. To express group identity

6. To show intention of clarifying speech content for interlocutor

7. To soften or strengthen a request or command

8. To meet a real lexical need or to compensate for lack of an equal translation

9. To exclude others when a comment is intended for an exclusive audience

(Hoffmann, 1991) said the principle goal of code-switching is to achieve effective communication between the speakers and the receivers. One's can conclude that people do switch from language to another for specific objective, according to the situation.

1.5   Conclusion

Throughout this chapter, definitions of language, dialect bilingualism, language choice and code-switching have been given. Also, some scholars who have worked on these notions have been mentioned. Thus, it is compulsory to notice how all these concepts are interrelated and may represent the sociolinguistics situation of many Africans societies especially in Cote d'Ivoire and that will be the core of the second chapter.

Chapter 2

Sociolinguistic situation in Cote d'Ivoire

2.1 Introduction

Ivory Cost or Cote d'Ivoire is located in west Africa.It is borders by Guinea and Liberia in the west, Burkina Faso and Mali in the north, Ghana in the east and Atlantic ocean in the south.The actual population of the country is estimated at twenty four million inhabitants. The origins of the population is not well known, however, it is said that they were a successive waves of immigration between tenth century and eighteen century. These massive immigration was due to the fact that the land was the place of trading at

that time.That means, before the colonizer came this place were characterised by its linguistics and cultural plurality.

However, when the French occupied the land in 1893 they imposed French language as the principal language of the colony. Fifty years after the independence of the country the French language still remains its official language , despite its rich linguistics diversity. The objectives of this chapter is to show how many languages are spoken by the Ivorians, they language attitude and the language policy of the country.

2.2 Number of languages and their groups

Till now, there is a doubt about the exact number of languages and dialect in Cote d'Ivoire.According to (Delafosse, 1904) there is around sixty languages and they dialects.

Later, (Grimes, 1974) estimated the number of languages to be fifty eight. Despite this huge number of languages and dialects, it is possible to group the Ivorian languages into four greater family by using linguistics criteria. (Lafage, 1982) has proposed the following classification (See ▶Table 2.1).

Languages groups	Kwa	Kru	Mandé	Gur
languages	Baulé Anyi Appolo Attié ⋮	Bété Bakué Dida Godié ⋮	Dyula Yakuba Guro Koyaka ⋮	Senufo Kulango Teen Lobi ⋮

Table 2.1: Languages and their classification (Lafage, 1982)

In this way, the map (See ►Figure 2.1) below shows the four groups of languages and their repartition[1].

Figure 2.1: Language groups repartition

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[1]Source ► http://www.axl.cefan.ulaval.ca/afrique/cotiv.htm
Accessed ►14/05/2019

This great number of languages create the phenomenon called bilingualism or multilingualism.

2.2.1 Bilingualism and Multilingualism

The phenomenon of bilingualism in Cote d'Ivoire is due to many reasons (Ahoua, 2006).

- All the Ivorian's language are not balanced, there are some dominant languages (Baulé, Dyula, Bété, Sénufo, . . .), and some languages with less speakers. These minority communities are sometimes obliged to learn the language that is used majority.

- Also, the Dyula language is the language of commercial activities and is understood by the majority of the population in addition to they local language

- The omnipresence of French language in all the aspects of the population create this multilingual situation.

2.3 Language attitude

The subjugation of Africa by French was not only political and economic; it was also cultural and linguistics.

During the colonial period , the French have used all the strategies and arguments to put in the mind of African that French is the language of the elites of the society. If they want to be "civilized" they should learn and speak French. Many years after the independence this idea still remains.

(Djité, 1997) have cited Robert Cornevin a French historian who said that "if you learn you child baulé he or she will remain in village" This statement shows the way French have underestimated the local languages.

Despite the absurdity of Cornevin's argument, this idea has been adopted and perpetuated by the population. To demonstrate at which level such attitudes are deeply ingrained in the mind of the population (Marcomer, 1968) was commissioned by the French Ministry of Cooperation to ask the Ivorian to select a language that could be use by as official language; and the results have shown that 73 of participants said they prefer to use standard French and only one per cent preferred Dyula. An other study have been conducted by (Ferrari, 1971) among the Dida a community; the same question was asked and the majority of the respondents have chosen standard French at the expense of any local language they did not even chose they own language (Dida).

Although these studies have been conducted in the 1970s, it could be argued that language attitudes have not changed significantly since then. Since French is still the language of instruction also some parents till now prefer to speak French with they children instead of they mother language. Even the uneducated people uses French to seem educate. As the results of these negative attitudes vis à vis they local languages; French is used in every day conversation by the community that do not always shared the same language or sometime those who did not understand their languages. This French uses as lingua franca is the standard French. It is call Ivorian French.

2.3.1   The spread of Ivorian French

Despite the status of official languages and its "prestige" the standard French cannot be used in daily conversation by the illiterate population. However, this part of the population wants to used French and has created this popular French.

The Ivorian French is a mixture of French words, some English words and local languages.This variety is characterized by characterised by a simplified verb system, the general absence of articles, and many interjections. (See ►Table 2.2) which illustrates the popular French.

Popular French	Standard French	English
Je te **koman** (word borrowed from Dyula)	Je te le dis	I am telling you
Pays la est chaud actuellement	Ces derniers temps, notre pays raconte des difficultés	Actually, ours country faces some troubles
Tout près n'est pas loin	Maintenant	Let's do it now and here
C'est versé à Abidjan	C'est chose courante à Abidjan	This is a common thing in Abidjan

Table 2.2: Examples of Ivorian French

All these expressions or sentences written in this table can only be understand by Ivorians. Behind the communicative role of popular French , it is a kind of bridge between the educated people and non educated one.It represent an identity for youth Ivorian .As far as they do not have the national language in which they could identify themselves.

2.4   Language Policy and Language use

According to (Djite, 1988) the language policy of Cote d'Ivoire is summarized in only one sentence which is "the official language is French". Many reasons were given to justify the choice of standard French as official language. It was said that with this huge number of languages, it will be difficult for the population to understand each other or tolerate each other.

(Djite, 2000) said the choice of French is sure for the social stability. They have decided to choose French language at independence because it was believed to be a positive step that could discourage the rise of any ethnic or language conflicts, and promote the feeling of belonging together as the citizens of one unified nation. French was seen as a language that can guaranty the social security and it was codified in opposite of local languages. French was ready to be used.

In addition to that, any of the local languages were not standardized. Also there were some preconceive ideas about the Ivorian languages such as:

- The local language can not express scientific concepts.

- The mother tongue can not be used for international communication so it is better to learn French.

- The development and choice of any of these languages as a national or official language can only lead to a "tribal" war.

To summarize, standard French was chosen, because it was considered as neutral language that could be the solution to the complex linguistics situation of the country.

However, the new elites have understood the importance of one's language in their personal development and they wanted to introduce the local languages in the educational system and help the coming generations to be emerge in their culture values ...

2.4.1   Local languages in education system

Before introducing these languages in school, they need to be codified and standardized ; for this purpose «l'Institut de Linguistique Appliquée d'Abidjan» (Institute of Applied Linguistic of Abidjan (IAL)) have been created.

In the early year of the creation of this Institute, it objectives were to find the exact number of Ivorian languages, to codify all these languages by the creation of dictionaries, grammar books... , provide the teaching material needed in local languages class and encourage the authors to write in these languages. In 1972, with the contribution of IAL the educational system have been reformed by the introduction of local languages. Many lows were passed in the sense. (Kouame, 2007).

2.4.2   Local languages in primary school

The Institute of Apply Linguistics have decided to start the reform by the primary school because it is obvious that children have fresh brain and they will feel comfortable if they are learning in the language they are used to (Kouame, 2007). Many primary school have been used as experimental studies.

In 1980, a first experiment was conducted in the adioukrou language in the village of Mopoyem near the town of Dabou, in 1982 a second, driving in Baoulé and Dioula in the village of Yaokoffikro near the city of Bouaké, in 1985 a third experience concerns the teaching in ya language in Dompleu 5 kilometers from the city of man. The fourth experiment takes place in the departments of Korhogo and Boundiali Called project-north Unfortunately ,this project was not successful since it had not covered the all country and the middle and high school were not concerned with the experimentation.

2.4.3   Local languages in secondary school

As it is said above, the secondary education was not concerned with the experimentation. Officially, local languages should not be used in classroom setting. However, teacher and students may use their mother tongue according to their needs.

When teacher notices that he has the same language as his students, he can use this language to clarify some difficult concepts to better the students understanding.

2.5   Conclusion

The sociolinguistics situation in Cote d'Ivoire is one of the most complex in west Africa.There is no clear policy about the role and the place of local languages. French is used as the language of education, administration and law. Even in some families French is used daily at the expense of their mother tongue. With this linguistics instability what is the place of foreign languages? Which language do teachers use to give the foreign languages lecture (English)? All these questions will be answered in the following chapter.

Chapter 3

Research methodology and Results

3.1 Introduction

Any academic research is based on the interpretation of the results obtained from the respondents. The aim of this chapter is to present the procedure used to collect the data. It first starts by describing the setting where the research takes place, the sample population, after that, the research instruments use. Then the analysis and the interpretation of the results.

3.2 Research's setting and participants

3.2.1 Setting

The research setting refers to the place where the data is collected. It can also be called research site. For this study data have been gathered across the country (Cote d'Ivoire).

Two high schools have been chosen from two different cities (Abidjan, Aboisso). These cities have not been chosen randomly. Abidjan is the biggest and the most populate city of the country, since it is the economic capital of the country. What suppose that the linguistics plurality is represent in this city. Aboisso is located in south east near Ghana. The majority of the population is Anyi and has interactions with the Ghanian population of the border.

3.2.2 Participants

This work has adopted the purposive sample method. It is a method which select the participants and the setting according to certain criteria such as the researcher's knowledge about the population, the willingness of the sample, the objective of the study (Oliver, 2006). This method is the most adequate when the studies take place in the domain such as hospital, school.. It allows also the researcher to choose the population that could help him reach his objective.

Since the objective of this study is to investigate on language choice in Ivorian EFL classroom, two high schools have been selected base on the on the factors such as: the students in high school are mature enough to fulfil a given questionnaire, the availability of the teachers.

For this work ten English teachers have been selected from different cities and thirty eight students from the same cities. Twenty students from Abidjan, eighteen students from Aboisso .

3.3   Research instruments

The main data collection method adopted for this study is questionnaire. Interview is used to complete the results of the questionnaire.

3.3.1   Questionnaire

Its is agreed that questionnaire is the most popular and essential tool for data collecting. There are three types of questionnaire:

- Structured questionnaires collects quantitative data. The questionnaire is planned and designed to collect very specific information.

- Unstructured questionnaires collects qualitative data.

- Semi-structured questionnaire is used to collect both quantitative and qualitative data.

For this study semi-structured questionnaire has been used with multi and the type of questionnaire is computer questionnaire, the questions have been sent via email and other online medium.

The questionnaire is designed in the way that both teachers ans students select which language they use in classroom and explain. We gave them to opportunity to express themselves freely, no restriction.

The students' questionnaire have been written in French in order to avoid any ambiguity and help them to answer easily. As the researcher was not in frond of them to explain some difficult words the questionnaire was simple as possible.

3.3.2 Interview

As far as interview is concerned, we have relied on unstructured questions. We just ask two questions in order to collect teacher's point of view about language choice. We have face some difficulties concerning this interview. It was not easy to find teachers to answer the online interview . However, two have accepted to answer our questions.

3.4 Data analysis and interpretation

Throughout the analysis of ours questionnaire and interview, we are going to see the language choice of both teachers and students in classroom. students' questionnaire will be analyse firstly then teachers' questionnaire secondly.
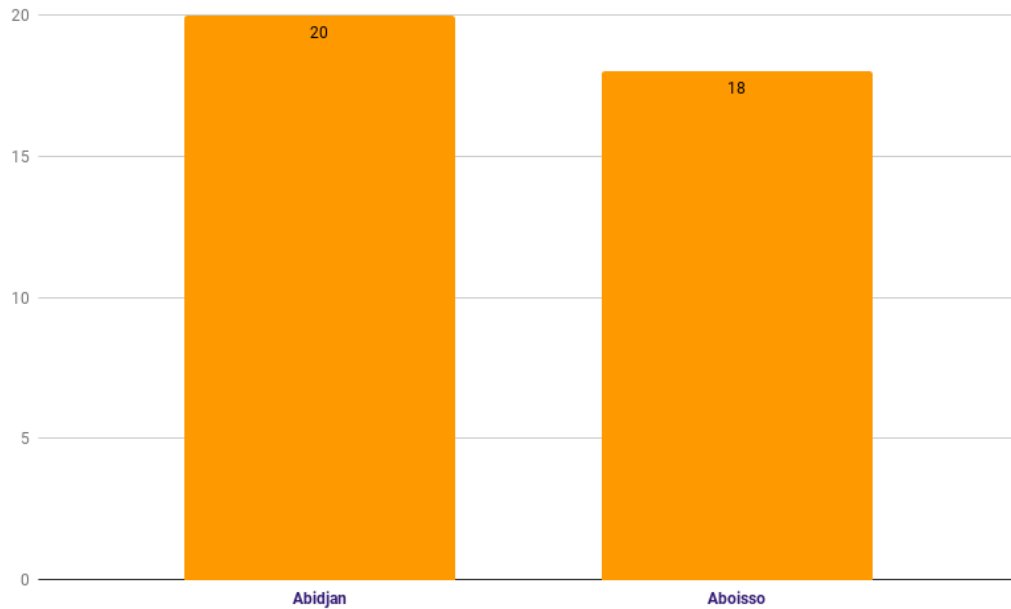
3.4.1 Students' questionnaire

Figure 3.1: Cities of the students

The first part of this analysis is about the place where the students and teachers live. The main objective of the part is to show to the reader that the data have been collected in different cities. There is not too much to say about this part chart at this level but later the we are going to see if the place of living may or may not influence the choice of language.

As it is demonstrated previously on (Figure 3.1), we have 38 participants, 20 from Abidjan (58%) and 18 from Aboisso (42%). **Question1**: **which language your teacher use during the lesson?** We have have all the participants the language used by the teacher they have all answered in the same way their teachers use French and English during the lecture. They did not mention other language.
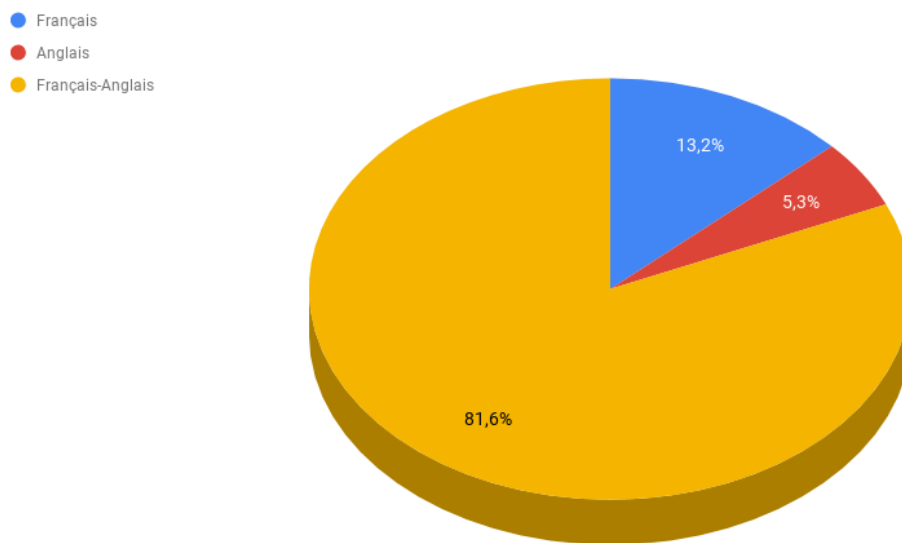
Question2:

Figure 3.2: Language use during group work

Question2: **Which language do you use during group work and why?** through this question we attempt to see which language do students use when they work together in classroom and why

For this question 81% students have said they speak both English and French during the group work 12,2% of them said the use only English and 5,3% use only French. All the participants have given the reasons of they choices; some of their justifications are enumerated above.

Language	English	French	French-English
Reasons of the choice	the teacher oblige us	it is the language I understand better	we all speak French
	I understand English	it is our official language	we translate into English

Table 3.1: Students'justification for their choices

The table 3.1 shows some answers in which students explain why they use one language instead of other during their group work. When we have red all the answers, we have noticed that, the majority of the answers are the same. The category of students who speaks only French, is used to speak it. Since it is their official language they find it right to use it even during English class.

The students who said they use most the time English said they understand it so it is simple for them to use English during group work. The group who use both French and English said since the lesson is given in both languages they should do the same.
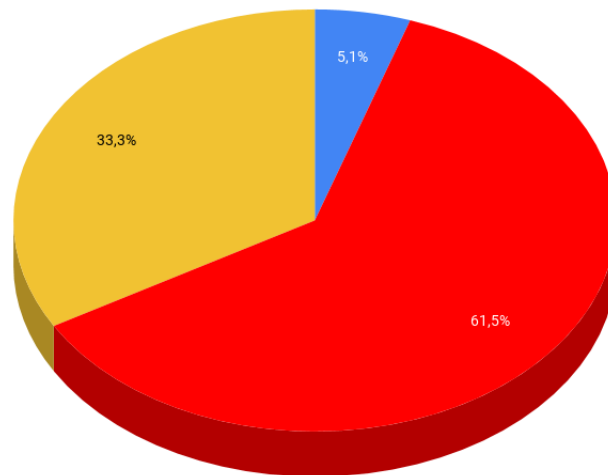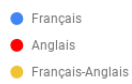
Question3:

Figure 3.3: Languages chosen by students to interact with teacher

Question 3: which language do you use to ask permission or clarification? The objective of this question is to see which language do students use when they interact with the teacher and why. For this question it seems that the majority of the students did not pay attention to the second part of the question they have focused only on the language they use to ask permission. That why we obtain 61,5% who said they use English to as permission and 33,3% who use both Eglish and French and the remain 5,1% use only French. Here are the reasons they have gave to justify their choice.

1. **English** I Know how to ask permission in English

2. **French** It understand this language better

3. **French-English** I ask permission in English because

Through these answers we can see that students use language firstly because they feel comfortable the majority said they ask permission because they know how to do it in English even those who use only use French said because it is the only language in which they are fluent. Also, when they want more clarification they ask in French to make the lesson more easier.
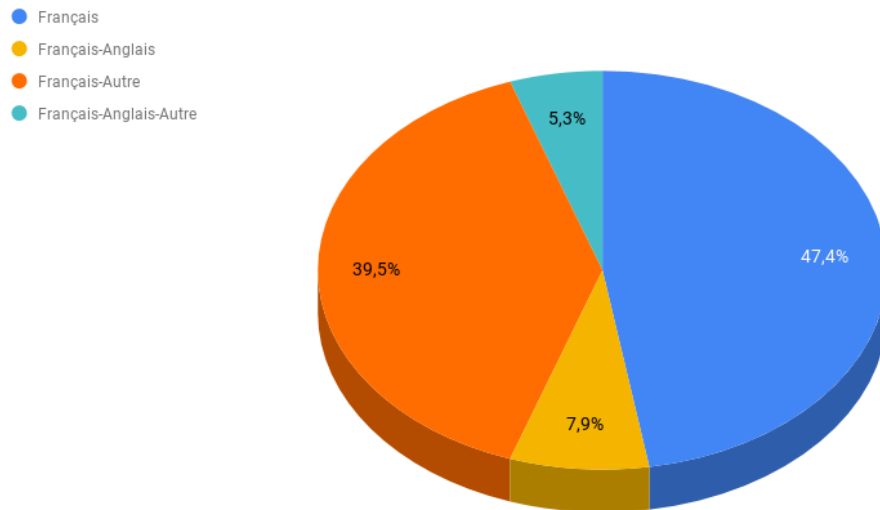
Question4

Figure 3.4: Language used in classroom with friends

Question 4: Which language do you use in classroom with your friends? For this question we wanted to know when students are in classroom and discussing between them. The topic may be related to the lecture or not.

French	French-others	French-english	FR-EN-other
It is the language we all share	I use Anyi with my close friends	we try to practice our English	we speak Nouchi when we do not want that our teacher get what we are talking about

Table 3.2: An overview of students language use with friends

47,5% of students said they use French with they friends, just because it is the language they have in common. As we have said in the previous chapter, there is about 60 languages and dialects spoken in Cote d'Ivoire so it is not obvious to for students to be in classroom where hundred percent of the students do share the same language. Especially for those who study in city like Abidjan. Then 39,5% of participants speak French and other languages, this category can be divide in two parts. The first part is those who said they speak French and Anyi. These students are from Aboisso and in this small city where the majority of the population is native so they have the same language. The second group who said they use nouchi which is also called Ivorian French is mostly boys and are from Abidjan.

It is also important to add that the students who use other language said they want to speak with their closest friends and do not want others classmates to understand what they are talking about.
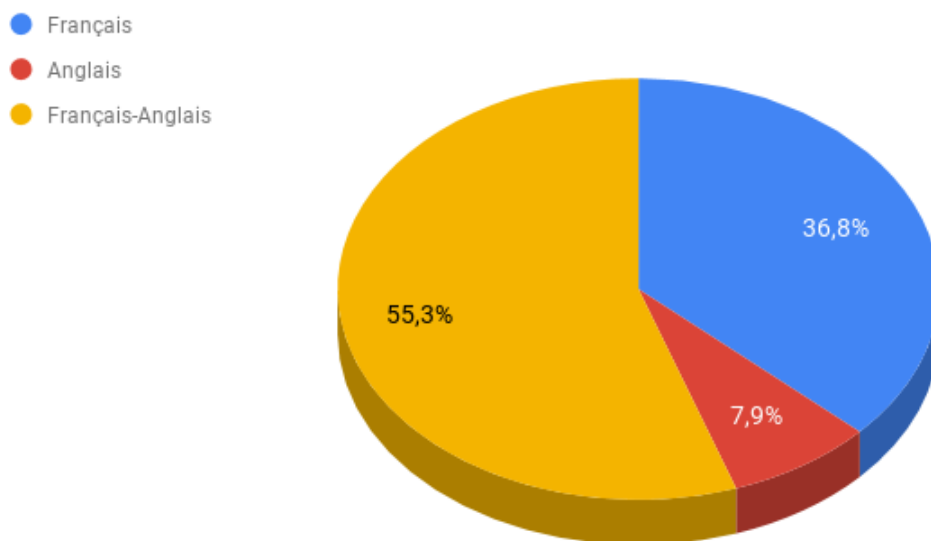
Question 5

Figure 3.5: Language which facilitate students' comprehension

Question 5: Which language do you use with your friends in classroom ? This question attempts to see which languages do students prefer to be used by their teachers to facilitate the comprehension during the lesson and the responses given by the students are the following.'

55,3% of the participants prefer when the teachers use both English and French. They said sometime the teacher explain the lecture in English and there are some concepts that they could not understand easily even when the teacher use some synonyms, gestures they need to hear the word in French to get the real meaning. 36,8% do not face any difficulty when their teacher uses only English. They argued that, they used to spend they holiday in Ghana or on of they parents are from this neighboring country so they understand English a bite. This group of students are all from Aboisso.
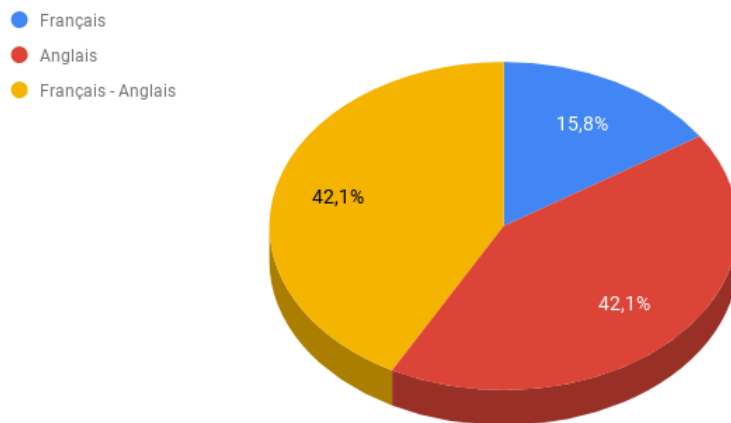
Question 6

Figure 3.6: Language used by teachers to make comments

Question 6: Which languages your teacher use to make personal comments? we have asked the same questions to teachers just to measure the coherence between the answers of both teachers and students

- French-English: 42,1%

- English: 42,1%

- French: 15,8%

3.4.2   Teachers'questionnaire

The first part is about the personal background of the teachers, their place of living and gender. The second part concerns the language choice. The participants consist of 6 teachers from Abidjan and 4 teachers from Aboisso; 5 men and 5 women.

Question 1: Which languages do teachers use to explain grammar rule? As ours main objective is to understand the reasons of language choice, this question helps us to know if the teachers have the favourite language to make the grammar rules simple for their students.

As the figure 3.7 shows, 50% of teachers use both English and French; 30% prefer to give the rules in French only and the remain
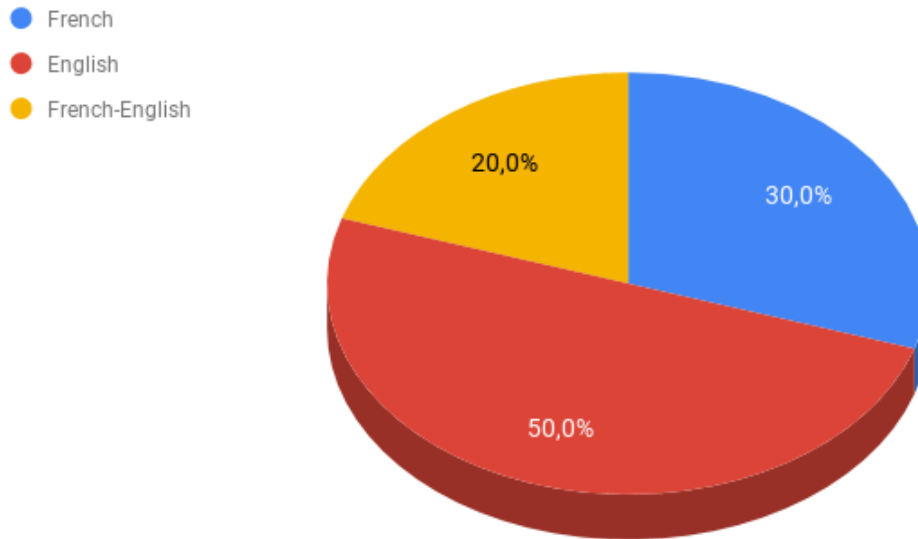
Figure 3.7: Language uses by teachers to explain grammar rules

20% opt for English only. Their reasons are enumerate here.

1. **French-English** Student's find it difficult to catch the message correctly. Also, they French being the language spoken since childhood could enable them get every single detail.

2. **French** I prefer to use French to make the rules much clear as much as possible.

3. **English** I want them to avoid any amalgam between French grammar and English grammar.

From the teachers justification we can understand that the teachers' principal goal is to make their students understood the lesson and make their students feel comfortable. Among the responses that have not been mentioned some teachers have said normally they should not use others language in EFL classroom but due the level of some students as teachers they are obliged to use French. Also many teachers have insisted on the fact that French is the language students are used to.

Question 2 Which language do you use to teach new vocabulary? Learning new words, expression, idioms... is very important in the process of learning foreign language. In EFL context, the classroom is the main place where the students can hears new words or even use it. Also the quantity and the quality of word students learn will determine students'fluency. Through this question we want to know which languages do teachers find suitable to teach new vocabulary to their students. The following figure shows their answers.
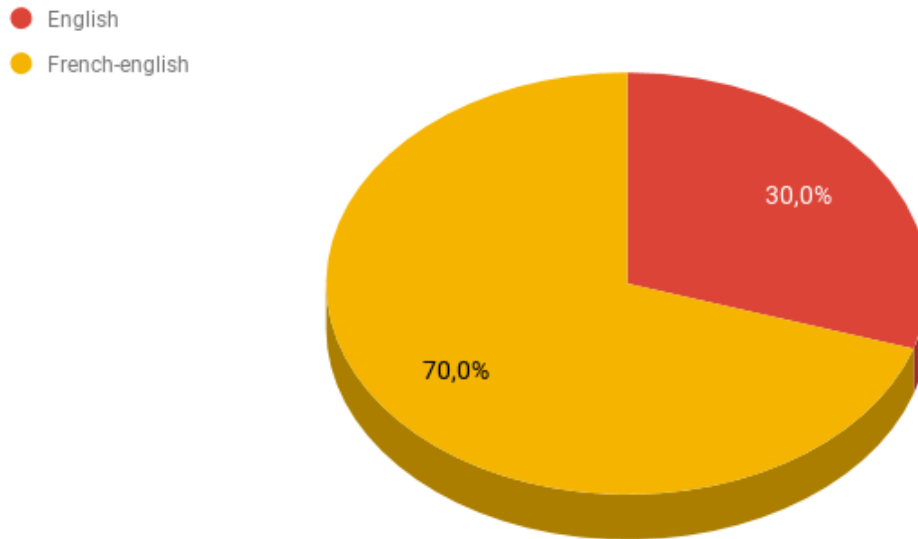
Figure 3.8: Language uses by teachers to explain vocabulary

As the part chart (See ►Figure 3.8) shows 70% of teachers use French and English and 30% prefer using English only,they reasons are below: The majority of the teachers who use English and French at the same time during their lecture argue that it is not always easy for learners to understand the meaning of given word even when the teachers try to explain the word as much as hen can. Then using French help them to make the word clear and the students can keep this word for long period. However, the remain 30% said that using only English help the learners to remind the word and using it later.

English	French-English
I used English explain with pictures and gestures French is the last option	Sometime both english and French because there are words whose French equivalence permits their understanding by students. Especially when it is polysemic (several meanings)
I prefer my students to learn words in its context in order to keep them as long as possible	If the pupils or student do not understand what you are teaching,you will Say it in the everyday language that they talk.

Table 3.3: teachers's justification

Question 3 Which language do you use to give instructions? Giving instructions for homework, group work or individual work is one of the principal way for teachers to interact with their students.
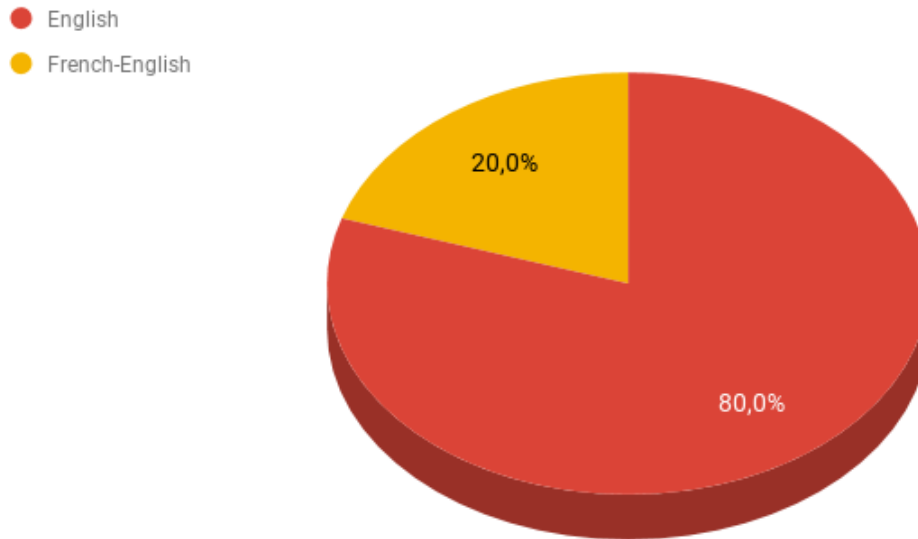
Figure 3.9: Language uses by teachers give instructions

The majority of teachers 80% said their give instructions in English and only 20% use French.

English	French
I really want my students to make efforts to understand English	I give them in English but to avoid confusion I give them back in French
I do it to develop and sharpen their sense of reasoning in English	I give them in English but to avoid confusion I give them back in French

Table 3.4: teachers's justification of question 3

Through the arguments of the teachers we observe that, the teachers have understood that the classroom is the only setting where the students can be in touch with the foreign language.So, they make their efforts as they can to help their students be familiar with English language. By using most of the time english to give instructions, the teachers already knew that they will get the attention of students and they will do all their best to understand the message. Also the fact that students care about all what concerns marks, graduation, it is the the occasion to catch the students' attention. Those teachers who use the students' everyday language have the same arguments make their students understand.
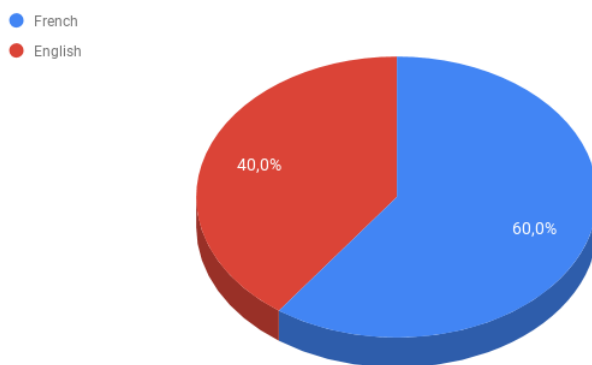
Question 4

Figure 3.10: Language uses by teachers to make personal comments

Which language do you use to make personal? This question and the previous one seems the same but, the difference is that personal comments are not always related to the lesson; it is some time matter of classroom management. Here we want to which language teachers use to organize their classroom. For individual comments teachers have different point of views. 60% use only French and 40% use English. The great numbers of teachers use French because they consider that classroom organisation is very important in the teaching process. When the classroom is well organise, and students are disciplined it make thing more essay for the teachers. That why this group of teachers use French to be sure that the students have understood the instructions. The 40% consider that even if managing a classroom crucial they use English in order to help their students be in contact with the language they are learning.

3.4.3   Teachers' interview

Two open questions have been asked to see the teachers'point of view about the topic. The first question was**: according to you which language is the most used in classroom?**
After the analysis of the two answers, the the same opinion.

According to them the language mostly used in classroom depends on at which level the interaction happens. When we consider teachers-students interaction, French is first choice, although it is an English course, teachers should always rely on French to make the the students understood and English comes in second place. Teachers try their best to use English as much as possible in classroom. Concerning learners-learners interaction, French is mostly used, in second position, they speak their jargon and dialect.

The second question is entitled, **according to you, how your choice of language may influence yours process?** The teachers said their language choice firstly impact their students'motivation. When they try to use only French to teach some lectures the great number of students do not interact with them then, to avoid to rely on French each time teachers use picture, gesture to motivate the learners and help them to stay in touch with English at least in the classroom.

3.5 Discussion

After the analyses of the results, the first remark is that the teachers did refer not to their dialect in classroom. And this is justified by the linguistic plurality of the country. The classroom is het-

erogenic in matter of dialects. What meant that the students and teachers do not always share the same language. So teachers use only French and English to manage the classroom, to make the students understand the lesson and motivate the learners.

As far as the students are concern, they use language in classroom because of the habit, the place where they live , their personal background, and their gender influence also their choice.

3.6   Conclusion

Throughout this chapter, we tried to prove the validity of the hypotheses through relying on some research tools and methods. The analysis of data revealed that both teachers ans students speak French and English in classroom. However, students use others language when they discuss with their friends.

General conclusion

This thesis has investigated on language choice in Ivorian EFL classroom. The objective was to point out the reasons behind the choice of a given language at the expense of other in classroom. Before reaching this objective, we have started our work by defining some notions and concepts related to the topic such as code-switching, bilingualism, multilingualism and language choice. After that, we have shed the light on the sociolinguistic situation of Cote d'Ivoire, which is complex with the existence of many languages, in addition to French language which makes the situation more complex. Then the last chapter which was about the findings and the results.

The findings has demonstrated that the majority of students chose French in classroom especially when they are discussing between them. Their also use the Ivorian French which is the specific characteristic of youth in the country. Some students who share the same dialect as their mates use it also. Regarding teachers they all prefer to use English as it is english class; they also use French to make the lesson more clear. One important detail is that the teachers could not use their mother tongue in classroom. The first reason that determines students language choice is the habit. They use French every day in all the subject matter so its becomes natural for them to se it even in English class. The second reason is the proficiency; through their answers we see that those students who understand English feel comfortable to use it. Lastly the place where students live influence their choice. The student who lives in Aboisso for example tempts to speak Anyi in classroom and the one who study in Abidjan mostly speak nouchi. Also, they are sometime obliged to use English. For teachers, the principal reason is to be sure that the students have understood the lecture, to manage well their classroom that why they mix English and French during the lecture. This study demonstrates also that the Ivorian dialects or languages are not yet considered and value.

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Appendix