

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
AbdElhafidBoussouf University Centre - Mila



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

## **Exploring Middle School Teachers' Code Switching in the Algerian EFL Classroom**

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

**Presented by:**

- 1) Wafa ZAABAT
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**Supervisor:** Dr. Rima MEDJEDOUB

**Board of Examiners:**

Chairman: Dr. Maha LOUNIS  
Supervisor: Dr. Rima MEDJEDOUB  
Examiner : Dr. Fouzia BENNACER

**2021-2022**

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## **Dedication**

This thesis is dedicated to the people who have supported us throughout this journey.

Thank you for making this possible.

## **Acknowledgements**

Although our names stand alone in this dissertation, this research work could have never been completed without the support of some people; so, we take great pleasure in this opportunity to thank those who generously provided assistance and advice while we were working on the project.

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Finally, we wish to express our deepest gratitude and special thanks to all those who helped us to finish this work.

### **Abstract**

In the foreign language classroom, English specifically, code switching refers to the use of more than one language to facilitate teaching, hence learning. The present study aims to investigate middle school teachers' use of code switching. In this research endeavour, we explored the extent to which teachers use other languages in the English classroom, the motivations behind such use, and its influence on pupils' acquisition of English. In addition, an attempt is made to determine the teachers' and learners' attitudes towards and perceptions of the use of code switching in the English classroom. For this to obtain, four research questions were set forth: (1) when and why do English teachers code switch? (2) What are the teachers' attitudes and perceptions towards their own use of code switching? (3) What are the learner's perceptions towards the teachers' use of CS? and (4) what is the impact of the teachers' code switching on the students' acquisition of the English language? In order to answer the research questions, this descriptive exploratory study used a learners' questionnaire and a teachers' interview. The random sampling technique was employed so that 103 fourth year pupils participated in this study along with 10 teachers. All of them belong to three middle schools. The results demonstrated the teachers' opposition to implementing code switching as a teaching strategy-although the majority of them rely on Algerian Arabic. Despite the multiple functions code switching serves in the classroom, teachers deem its frequent use to be harmful to the acquisition of English. Yet, most of the pupils feel comfortable with it. Indeed, lack of instructional aids and time restrictions along with the sense of security that code switching offers the learner are factors that direct teachers towards using it in the English sessions. Finally, the limitations and recommendations of this study were proposed.

**Keywords:** Code switching, middle school teachers, English in the foreign language classroom

## **List of Abbreviations**

**AD:** Algerian Dialect

**CS:** Code Switching

**EFL:** English as a Foreign Language

**FR:** French

**L1:** First Language

**L2:** Second Language

**Q:** Question

**SA:** Standard Arabic

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## General Introduction

### 1. Statement of the Problem

Human beings can learn more than one language as they are genetically able to acquire them and, consequently, use them for communication. Language is the instrument which shapes and embodies our ideas and emotions. In multilingual speech communities, more than one language is used for communication; they are used within specific contexts and for various purposes. In fact, the existence of two different languages within the speech repertoire of either an individual or a society is called bilingualism; a situation resulting from language contact. A bilingual speaker has a variety of lexical items which allow them to switch between codes. Thus, using one word or utterance rather than another and the selection of codes is the speaker's full choice and conviction.

A bilingual's choice of a particular code may depend upon the topic, the domain or the setting where the conversation takes place to fulfil certain social functions. Otherwise, in contact with others, the speaker may shift from one language to another in order to serve a specific purpose. This phenomenon is called Code switching (henceforth, CS); it has been thoroughly analyzed from different perspectives in the broad complementary fields of sociolinguistics, psycholinguistics and linguistics. In this research, CS is perceived through the sociolinguistic lens. It highlights people's use of language, which differs from one speaker to another according to linguistic and social factors. Actually, the use of more than one code in one conversation has become a usual practice among bi/multilingual communities worldwide as it allows speakers to maintain the flow of their conversation easily.

Code Switching can be employed in various places. Indeed, one of the known places where CS takes place is the foreign language classroom as the latter could be considered a

smaller linguistic community. Generally, bilingual learners use CS to hide fluency or memory problems in the target language. Additionally, resorting to CS at key moments during interaction may encourage learners to participate and guide them to regain confidence and learn more efficiently. Of note, CS also occurs in both formal and informal contexts. Moreover, CS may be utilized to “announce specific identities, create certain meanings, and facilitate particular interpersonal relationships (Johnson, 2000, p. 184, as cited in Gudykunst, 2004). In a multilingual society, CS is considered the norm as speakers show elevated levels of proficiency in the different languages they use. This practice is also prevailing in schools, particularly in foreign language classes. Until 2022, the middle school is the learners' first encounter with English as a Foreign Language (henceforth, EFL) and is considered the first stage in the learners’ journey of learning English in the public educational system. Thus, the teachers’ use of CS could be impactful in these first delicate steps. Teachers find themselves amidst the conflict of integrating L1 in the classroom as they feel the need to code switch while the inspectors of national education urge against it.

## **2. Aims of the Study**

This research focuses on describing the nature and reasons of middle school teachers’ CS and its impact on the learners’ acquisition of the target language. To do so, even the learners’ perceptions of their teachers’ CS is put under scrutiny. Besides, this study seeks to investigate the attitudes and views of teachers (as well as) learners towards the employment of languages other than English during EFL sessions. This exploratory descriptive study tries to identify the problems, if any, that the pupils may face while acquiring the language in the presence of CS. In short, the ultimate goal of this research is to determine whether or not CS is a useful tool for teaching EFL in middle school, and whether or not it should be implemented in the EFL classrooms.

### **3. Research Questions**

In the current study, we aim to find answers to the following research questions:

1. When and why do teachers code switch?
2. What are the teachers' attitudes and perceptions towards the teachers' use of CS?
3. What are the learner's perceptions towards the teachers' use of CS?
4. What is the impact of the teachers' CS on the students' acquisition of the English language?

### **4. Research Methodology**

In order to meet the afore-mentioned objectives, this study combined both quantitative and qualitative research tools; that is, it opted for the mixed method. First, a questionnaire was conducted with fourth year middle school pupils at Kessita Brothers, Larbi Tebessi and Khelili Ismail Middle Schools at Ferdjioua, Mila. Second, an interview was designed for teachers from the same middle schools to examine their perceptions of CS and their attitude towards its use as well as the extent to which it affects pupils' learning.

### **5. Structure of the Dissertation**

The present dissertation consists of two chapters. The first one includes the literature review while the second is devoted to the fieldwork. To start with, the first chapter is divided into three sections. The first section explains the sociolinguistic situation in Algeria; it gives an overview of the diversity of the linguistic profile and linguistic phenomena which exist in the Algerian community such as multilingualism and diglossia and these pave the way for CS to surface. Concerning the second section, it tackles the phenomenon of code switching per se

along with its types, theories and reasons. The third section deals with the teaching and learning of EFL in Algeria, specifically in middle schools.

Chapter two, then, sketches the design of this study, the sample and the research tools used to gather data: a questionnaire for the pupils and an interview for teachers. Besides, it presents the data analysis, the findings of the study, the discussion of its results and their implications and limitations.

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## **Chapter One: On Code switching**

### **Introduction**

This chapter includes a literature review of the research on CS which has been an important subject in the field of sociolinguistics and discusses its use in the EFL classroom. Firstly, section one tackles multilingualism and diglossia in the current linguistic situation in Algeria; it also provides some historical background and discusses the existence of foreign languages in the present linguistic cocktail. Then, section two attempts to define CS and distinguish it from other phenomena as CM and borrowing. It also deals with the different aspects, types, theories, and reasons of CS. Finally, section three is concerned with the use of CS in the EFL classroom.

### **1.1 Section One: The Sociolinguistic Situation in Algeria**

The Algerian linguistic situation is very complicated. Its intricacy is due to the co-existence of more than one language. There are many factors behind such complexity; some are historical and some others are socio-cultural. As a result of historical factors, the Algerian speech community has acquired a distinctive sociolinguistic situation that is characterized by dynamic speech variation. Variation, both intra- and inter-lingual, can be clearly observed in individuals' daily linguistic behaviour. The Algerian speech community does not only reflect the intra-lingual features of a diglossic situation where two varieties (Standard Arabic [henceforth, SA] and Algerian Dialectal Arabic [henceforth, AD]) of the same language are in a functional distribution (Ferguson, 1959), but also the conquest linguistic phenomena of an inter-lingual situation that occurs when distinct languages are in contact, i.e.; CS. The different languages characterizing the Algerian linguistic situation are Arabic, which has two forms: SA and AD along with French (henceforth, FR) and Berber.

### ***1.1.1 Diglossia***

Diglossia is a sociolinguistic phenomenon that characterizes Algeria and the whole Arab world.

**1.1.1.1 Definition of Diglossia.** The phenomenon of diglossia was first described in detail by Ferguson (1959). He defines it as a relatively stable language situation in which the primary dialect of the language, which may include a standard or a regional standard, coexists with a very divergent, highly codified, often grammatically more complex, superposed variety. The latter is the vehicle of a large and respected body of literature, heir of an earlier period or another speech community. It is learned thanks to formal education and is used for most written and formal purposes but is not used in the community for ordinary conversations.

An example of a linguistic situation that is often referred to as diglossic is that of the Arab world where superposed and low varieties of a language exist. A superposed variety (usually termed the “H,” or “high” variety) of the Standard Arabic (the term “Classical Arabic” is usually restricted to older forms of the standard language), which is very much the same across different Arabic-speaking countries. This variety is used in literature, education, and formal modes of discourse. It is not used in ordinary, everyday conversations. On the other hand, there also exist a range of local vernacular forms of Arabic (the “L,” or “low” varieties). These varieties differ not only from Standard Arabic, but they also diverge noticeably from each other. These vernaculars fit well into Ferguson’s (1959) description of the primary dialect of the language given above. Differences between SA (H) and the various vernaculars (L) can be found in all aspects of language: lexis, phonology, and grammar. Ferguson (1959) drew similar conclusions when discussing the high and low varieties of

Greek, standard and Swiss German and a bunch of other diglossic situations in other linguistic communities.

In Ferguson's (1959) definition of diglossia, it was viewed as a phenomenon that was restricted to two related linguistic systems: standard and vernacular Arabic, standard and Swiss German, and so forth. Fishman (1968) proposed an expanded version of diglossia, where the H and L varieties did not have to be related languages. One example Fishman (1968) noted of such instance is found in Paraguay where Spanish occupied the H position, and Guarani (an unrelated Andean-Equatorial language) the L (although we have also to remember that not all speakers in all social classes will speak both languages, or speak them both with equal fluency). This extended definition of diglossia shows that diglossia and bilingualism can interact (Fishman, 1972). Building on that, there exists diglossia in bilingual societies as in German-speaking parts of Switzerland and the above-mentioned Paraguay example. Such a situation requires diverse groups within an area to speak different languages (where one is H and one is L in terms of social use), but where members of one group rarely speak the other group's language. Such situations are common in countries which were colonies of another power. For example, in Rhodesia (now Zimbabwe), where the L languages were Shauna and Ndebele and the H language was English, few members of the population were fluent in both English and either Shauna or Ndebele. However, there is the possibility of finding the case of bilingualism without diglossia when both linguistic codes have equal validity. This is the situation in German speaking parts of Belgium, where both FR and German are in use by most speakers but are not separated into H and L (Verdoodt, 1977). Of course, clear-cut divisions of populations such as these do not account for the wide range of possible interaction of linguistic codes.

In consideration of more complex relations between languages that include some kind of diglossia, there exists an example where three languages interact like in Tanzania. Mkilifi (1972) noted that English, Swahili and local languages operated in what he termed a triglossic manner. At that time, Swahili was introduced in primary schools as the medium of education and, therefore, took on an H role in comparison to the L role of the other vernaculars. For those students who went to secondary schools, English was then introduced and so became the H instead of Swahili. More explicitly, on the one hand, at a national level, English and Swahili were in H-L relation. On the other hand, on a regional level, Swahili and local languages were also in an H-L relation. A more complex situation is found in Platt's (1977) description of polyglossia in Malaysia. Here, more than one H language (formal Malaysian English and Bahasa Indonesia) interacts along with more than one L language (non-dominant Chinese vernaculars). Interestingly, Platt (1977) also included an M level for languages with moderate prestige that fit between the H and L levels (colloquial Malaysian English and the dominant Chinese variety of a particular region). He also noted the existence of what he terms a dummy high, that is a language that most speakers view as prestigious like Mandarin Chinese.

**1.1.1.2 Diglossia in Algeria.** The type of diglossia defined by Ferguson (1959) spreads in Algeria, which is part of the Arab world. The SA is the H variety used in education and constitution while L is a variety of regional dialects spoken primarily in specific parts of the country. However, Fishman's extended definition was also applicable to post-colonial Algeria with FR being the H variety and L being Berber and the different regional dialects are spoken in different parts of the country. This however did not last long as the government started an extended Arabization reform in order to replace FR with SA. The contact between Tamazight and Arabic led to mutual influence on both languages. As a substratum language faced with unequal contacts between conquering and conquered populations, Berber faced a

dramatic retreat in speakers. Although it had little influence on Arabic lexical structure, it had quite the impact on its phonology, morphology and syntax. Therefore; the Algerian variety could be described as “Berberised Arabic” (Chafik 1999).

Diglossia coexists with multilingualism in Algeria, mainly the Berber speaking population. Though native Berber speakers interact with the other linguistic communities using FR and dialectal Arabic, it is not true for the other way around. Other linguistic populations rarely use Berber for interaction as few speakers use it.

### ***1.1.2 Multilingualism***

Multilingualism is a complex phenomenon that can be studied from various perspectives and in diverse disciplines such as linguistics, psycholinguistics, sociolinguistics, and education. A multiplicity of definitions was supplied to the term multilingualism. Li (2008), for instance, defined a multilingual individual as “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (p. 4). The European Commission (2007) considered multilingualism to be: “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). This is one of the widely used definitions of multilingualism. Overall, this term is defined upon three different dimensions: the individual versus society, proficiency versus use, and bilingualism versus multilingualism.

To begin with, multilingualism is both an individual and a social phenomenon. It can refer to the use of different languages in a society or to an individual ability to utilize more than one language. In fact, the two are not separated as individuals in multilingual societies are more likely to be multilingual. It is also noted that the emergence of English as a lingua franca as well as the mobility of populations across nations and to big urban areas, resulted in

linguistic diversity in more areas other than those which have been traditionally monolingual (Cenoz, 2013). This, however, does not eliminate the existence of monolinguals in a community which is considered multilingual. Thus, multilingualism is understood as “the presence in a geographical area, large or small, of more than one ‘variety of language’ ...; in such an area individuals may be monolingual, speaking only their own variety” (Cenoz, 2013, p. 5).

As noted previously, some definitions of bilingualism consider the ability to use different languages as well as everyday use of these languages. Besides, many scholars take into consideration the level of proficiency in different languages when approaching the topic of bilingualism. Their opinions are grouped into two categories: One category considers maximal proficiency to be necessary, while the other accepts minimal proficiency to decide that someone is bilingual (Basseti & Cook, 2011). Cook (1992) argued that most multilingual speakers fall on a continuum from low to high proficiency.

The real use of more than one language is another condition for an individual to be regarded as bilingual. L’udi and Py (2009) maintained that “each individual currently practising two (or more) languages, and able, where necessary, to switch from one language to the other without major difficulty, is bilingual” (2009, p. 158). Grosjean (2010) pinpointed the use of two or more languages in everyday life as the main characteristic.

However, proficiency in and use of two or several languages are brought together through the notion of receptive multilingualism. Receptive multilingualism “refers to the constellation in which interlocutors use their respective mother tongue while speaking to each other” (Zeevaert & Ten Thije, 2007, p. 1). This is largely practised in Scandinavia, where speakers of languages such as Swedish, Danish, or Norwegian use their first language (henceforth, L1) when communicating with each other because they can understand the

languages used by their interlocutors. It can also be seen in adult immigrants in the U.S.

Although they understand both English and their mother tongue; their ability to use English is limited due to psychological reasons (Nakamura, 2019).

The third dimension that should be highlighted when defining the term multilingual is its differentiation from the term bilingualism. Indeed, multilingualism is more commonly used in recent years instead of 'bilingualism'. The difference between the two is not always clear. Hence, various positions can be found in the scholarly debate. They are sketched below.

a- *Bilingualism* as a generic term: Medjedoub (2015, p. 21) defined bilingualism "as the ability to speak or write fluently two languages." In fact, she analysed the term as such: 'if we break the word into its constituents (bi from the Latin word for "two", lingual meaning "articulated with tongue", and ism is the suffix that describes an action or process) we deduce that it means to speak two languages' (Medjedoub, 2015, p. 21). This is a traditional stance that reflects the importance of focusing research on two languages rather than additional ones. By contrast, Bassetti and Cook (2011) considered that bilingualism refers to the use of two languages but can include more languages.

b- As different terms: Some researchers use the term *bilingual* for users of two languages and *multilingual* for three or more (De Groot, 2011). This position is also common among scholars working on third language acquisition and *trilingualism* (Kemp, 2009).

c- *Multilingualism* as a generic term: it is often used to refer to two or more languages (Aronin & Singleton, 2008). *Bilingualism* is an instance of multilingualism.

As discussed in the third dimension, bilingual speakers are not equally fluent in both languages. Their fluency depends on the language skill; speakers may master the speaking skill but not reading or writing. The command of one skill at the expense of another may depend on the domain of use of one language and not another. A language may be used in a

formal setting while another is more appropriate in intimate conversations. Globally, Elias-Olivares (1979, p.121 as cited in Sridhar 1996, p. 51) explained it this way: “in a heterogeneous speech community, with varying degrees of linguistic diversity and social complexity, speakers interact using different speech varieties drawn from a repertoire of choices which for the most part are not random”.

As viewed by Spolsky (1998), multilingualism is a situation resulting from different factors among which migration and cultural contact. The contact between two communities permits the exchange of cultures, traditions and literary knowledge through languages which creates a perfect environment for linguistic transfer and the rise of bilingual (and multilingual) individuals and communities. Another reason behind the emergence of multilingualism is colonization. A case in point is that of Algeria where the Arabic language and its varieties, Berber and its varieties, and the FR language all coexist together.

All in all, multilingualism is a term that can refer to the individual’s use of and/or proficiency in more than one language. It is mainly found in heterogeneous speech communities.

### ***1.1.3 Linguistic Historical Background***

As mentioned above, Algeria is a multilingual country with high linguistic diversity. This linguistic situation is attributed to a complex historical background. Algerian people communicate using many languages and language varieties due to the many civilizations which have settled in the region over time like the Romans, the Muslims, the Turkish and the French. From antiquity to the end of the French colonisation in 1962, the original populations failed to rule the lands which led to several foreign groups to dominate the area. Under the rule of invading civilisations, the Berber of the interior towns remained monolingual. In the



urban cities along the coast, most of the citizens were of foreign origin; hence, bilingualism and multilingualism was the norm (Benrabah, 2014).

It is commonly agreed among historians that the original habitants of Algeria were the Berbers who were commonly found and located all along the northern coast of Africa. Berbers spoke Tamazight language which gradually gave birth to different Berber varieties existing today in Algeria namely Kabyle in mountainous north-central area, the Chaouia (or Tachawit) in the eastern Atlas Mountains, the Mozabite (or Tumzabt) in the M'zab valley, and Tamashek in the far south.

The Berbers were conquered by the Phoenicians, Romans, Vandals, Romanized Byzantines, Muslims, Turkish and French (along with the Spanish in the north-west of area). None of these could leave an impact on the region's linguistic profile except for the Arabs and the French.

After the defeat of Byzantines in the seventh century, the majority of the population converted to Islam. The introduction of Arabic into North Africa was peculiar right from the beginning of the Arab invasion; the Arabic language came to be strongly associated with Islam (Gellner and Micaud, 1973). Bentahila (1983, p. 2) explained it as such: “[t]he Berbers admitted the superiority of Arabic over their own language, probably because of this link between Arabic and religion, and maybe also because of the respect they felt for the written forms which their own language did not possess.” Thus, the Arabic language spread gradually as more of the population became Arabophones (Julien 1994).

The French colonisation of Algeria lasted from 1830 to 1962. The French Government considered Algeria a province of France. The French implanted a policy of deracination and deculturalization in an attempt of a total Frenchification of millions of Algerians (Fishman & Ferguson, 1968). Hence, the aim was to steadily erase their Arabo-Islamic identity, and

impose FR as “the only official language of civilization and advancement” (Bourhis, 1982, p. 44). After the independence, SA was declared to be the official and national language. However, FR remained in many spheres such as: education and administration leaving its traces in AD and Berber which were the spoken varieties used by the indigenous population. Consequently, bilingualism grew more and more (Bensafi, 2002).

Due to the several invasions, Algeria’s sociolinguistic situation is characterized by a rich linguistic diversity where both multilingualism and diglossia co-exist. A multiplicity of languages marks the Algerian repertoire; Arabic and its variations, Berber and its variations and FR. Speakers often communicate using the present languages and language varieties side by side without being conscious of that. This linguistic situation is characterised by the use of different language contact phenomena such as CS, CM, diglossia or borrowing. Out of the afro-mentioned concepts, CS is further discussed in section two, as well as its relation with other concepts.

## **1.2 Section Two: Code Switching**

The phenomena of language contact has been perceived and analysed from a variety of angles and widely discussed in the literature of sociolinguistics. CS is one of the results of language contact which attracted the attention of several scholars from diverse theoretical backgrounds employing various levels of analysis such as psychology, linguistics, anthropology, and sociolinguistics. In a multilingual society, people are prone to utilising more than one language for communicative purposes. Consequently, they frequently alternate from one language to another whenever they communicate in order to serve their own linguistic or social objectives within particular contexts, especially when conditioned by social factors. Thus, CS is seen as a way to establish the boundaries and identities of individuals and communities.

Section two provides an overview of the nature of CS, and its types according to two different scholars in addition to the reasons and motivations behind its utilization. This section also tackles the major constraints set for the use of CS. This phenomenon is sometimes confused with other sociolinguistic concepts such as borrowing, CM and diglossia. Hence, this section covers the definitions of the main concepts related to CS to reveal the similarities and differences between them.

### ***1.2.1 Definition of Code Switching***

During the last twenty years, the phenomena of bilingual speech, and CS, in particular, have witnessed a sharp rise in the scientific interest of a great number of researchers in syntax, sociolinguistics and psycholinguistics (Auer, 1984). As a consequence, numerous definitions of CS have been provided. According to Auer (1984), the origin of the term CS is traced back to Celso Álvarez Caccamo's experimental research on language use and linguistics ideologies. The first use of this term in linguistics was credited to Hans Vogt in his article "Language Contacts" in 1954, and not E. Haugen as it was mistaken.

Code switching is the combination of two or more varieties of languages, which occurs when a bilingual individual alternates the two codes, in the context of a single conversation or situation. In this line of thought, Poplack (1980, P. 583) defined CS as: "The alternation of two languages within a single discourse, sentence or constituent." Similarly, Gumperz (1982, p. 59) viewed CS as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems." That is to say, in CS two grammatical systems are used in one utterance stretch of speech. This phenomenon is commonly referred to as the mixed-use of languages.

In reality, CS does not only imply the alternative use of more than one language in a given situation, but it also denotes the shift between different varieties of the same language by

monolinguals, for example when a native speaker of American English speaks with a British accent (Zentella, 1981).

Some researchers differentiate between intra-sentential CS which is used to refer to switching within the sentence and inter-sentential CS which is used for switching between sentences as relevant units of analysis. While most approaches to the pragmatics of CS have started from the presupposition that there are two varied codes which are used alternatively, linguists and analysts were mainly concerned with the absence of any kind of authorities to turn to, to decide what to count as a code and whatnot, and whether a given sign is part of the same system, or whether it is part of a different system (Auer, 1984).

### ***1.2.2 Code Switching and Other Concepts***

In the study of contact linguistics, CS has always been used side by side with other phenomena like CM, code borrowing and diglossia. There are distinctions between these outcomes of language contact.

**1.2.2.1 Code Switching and Code Mixing.** There are some controversies over whether there is a distinction between CS and CM; these two language contact phenomena have created confusion among so many sociolinguists. Some scholars such as Fasold (1984), Muysken (2000), Richie and Bhatia (2013) and Holmes (2001) treated them as separate notions and worked to locate and describe a distinction between them although they hold different views on how to draw that distinction. However, so many other specialists like Scotton (1992) used these terms interchangeably to refer to utterances that draw from elements of two or more grammatical systems.

Fasold (1984) argued that CM is almost indistinguishable from CS. He proposes that CS is a continuum which depends on speakers' selection from languages to varieties. As such,

CM is the middle category. He clarifies that "...a speaker must choose which set of variants to use within a single language in any given situation" (Fasold 1984, p. 181). However, Fasold (1984, p. 182) suggested one way of discriminating between the two on the basis of grammar:

One criterion that is sometimes offered to distinguish switching from mixing is that the grammar of the clause determines the language. By this criterion, if a person uses a word or a phrase from another language, he has mixed, not switched. But if one clause has the grammatical structure of one language and the next is constructed according to the grammar of another, a switch has occurred.

Code mixing occurs when the shifting happens at the level of words or phrases from other languages while maintaining the same grammatical structure, while CS takes place when the shift appears on a grammatical level; the succession of different languages with different grammatical structures in the same speech event is referred to as CS.

Blom and Gumperz (1972, P. 429-430 cited in Gibbons 1987, P. 80) defined it as material from a donor language being used in the target language in an 'additive fashion'. The recipient language remains dominant. In other words, material from the donor language remains distinct and thus recognizable despite mixing.

Moreover, Holmes (2001, p. 42) considered that CM implies non-fluency on the part of the speaker: "code-mixing suggests the speaker is mixing up codes indiscriminately or perhaps because of incompetence, whereas the switches are very well-motivated in relation to the symbolic or social meanings of the two codes". In the same line of thought, Singh (1996, p. 74) suggests that bilingual proficiency is a factor requiring consideration when trying to ascertain the pragmatics of code-mixing: "...whereas the balanced bilingual switches only for

non-grammatical reasons, the weak bilingual switches for reasons of both grammatical competence and functional needs.” He added however that this does not mean that perfect bilinguals do not indulge in code-mixing (Singh 1996).

According to Muysken (2000, p.1), CS is “the rapid succession of several languages in a single speech event” but CM “directs all cases where lexical items and grammatical features from two languages appear in one sentence”.

Richie and Bhatia (2013, p. 337) used CS “to refer to the use of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event”. They used the term CM “to refer to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence”. In other words,” CS is inter-sentential and may be a subject to discourse principles. It is motivated by social and psychological factors” while “CM is intra-sentential and is constrained by grammatical principles and may also be motivated by social-psychological factors” (2013, p. 337).

Building on these definitions, CM is intra-sentential and is constrained by grammatical principles. It occurs when words or phrases from a donor language are used but are still distinct from the recipient language. It might be motivated by the level of proficiency and other psychological factors.

**1.2.2.2 Code Switching and borrowing.** Borrowing is a linguistic phenomenon in which items from a foreign language are included in the speakers’ L1 for reasons related to the need for new vocabulary or the prestige of the highly positioned language. In the current linguistic situation in Algeria, AD is rich in words from the languages of all previous conquerors since

the Phoenicians era. However, the biggest impact was from the FR as it is deeply rooted in society.

As an important outcome of language contact, code borrowing is usually confused with CS. In fact, many scholars attempted to determine the distinctions between the two which led to several definitions and the introduction of different concepts.

Several scholars provided three features in which CS and code borrowing differ; the use of one word versus the use of more than one, phonological adaptation, and morphological adaptation.

a- In the first dimension, Gingras (1974) and Reyes (1974, as cited in Pfaff 1979) claimed that incorporating single words from the foreign language into the speakers' mother tongue is a form of code borrowing while the insertion of more than one word is considered CS.

Bouamrane (1986) made an exception for idiomatic expressions as they received the treatment of single words and their use is considered as code borrowing.

b- This feature attempts to explain code borrowing on the basis of the adaptation of the borrowed items into L1. Following the example of Bouamrane (1986), FR words used in AD are mixed when used in their original form but borrowed when phonologically adapted. For instance, this is applicable for words like sbitar (hôpital), batima (batiment), etc. The long contact with FR led to a large number of words being phonologically adapted; some of them are used as such and their Arabic equivalents are neglected entirely.

c- The last feature which distinguishes code borrowing from CS is morphological adaptation. Reyes (1974, as cited in Pfaff, 1979) distinguished between the notion of spontaneous borrowing in which words remain in their original form and incorporated borrowing in which words are adapted.

Other scholars claimed that more than one feature is necessary to make the distinction. Poplack (1980) claimed that the item ought to be integrated to the recipient language phonologically, morphologically and syntactically in order for it to be considered borrowed. Similarly, Gumperz (1982) indicated that code borrowing is “the incorporation of single words or short, frozen, idiomatic phrases from one variety into another with morpho-syntactic adaptation”.

On the other hand, some scholars suggested that CS and borrowing are two ends of a continuum. Thompson (2003) believed that it is impossible to draw a boundary between the two as, even though separate phenomena, they are linked on a continuum; she believes that the frequency of use is what makes the distinction. She claimed that “a code switched word or other morpheme becomes a borrowing if it is used more and more frequently, with or without phonological adaptation, until it is a regular part of the recipient language, learned as such by new learners” (2003, p. 696).

**1.2.2.3 Code Switching and Diglossia.** Diglossia is another by-product of language contact. It is distinct from CS per definition. On one hand, diglossia is the use of two languages or two varieties of the same language for different purposes, one of the varieties is called “high” (H) and is reserved for the formal situations, whereas the “low” (L) variety is used informally between friends and family members. On the other hand, CS is the alternate use of two languages within the same sentence or discourse. However, these concepts could coexist and fuse in the notion of diglossic CS, according to Fishman’s extended definition (1968) and its relation to bilingualism (1972).

To sum up, the use of more than one language within the same utterance is a phenomenon that represents bilinguals and can be found in every speech community. Therefore, bilingual speakers do not only have to cope with two distinct language systems,



but also with other phenomena arising from the complimentary use of two languages. In other words, People rely on multiple resources in their communicative repertoires in order to attain their communicative needs, thus, the motivations behind the shifting differ from one speaker to another, CS mainly occurs to serve certain objectives as to express solidarity, social status or even excluding a participant from a conversation.

As a sociolinguistic phenomenon, CS is an active method in the teaching and learning experience. Therefore, section three is dedicated to investigating the use of CS and its functions in classroom interactions mainly in foreign language classrooms.

### ***1.2.3 Types of Code Switching***

The switch between two varied languages is governed by phonological and syntactic rules and lies in the social aspects of the two. Scholars set different types of CS which have been explored from different perspectives. We will mention below two typologies of CS. The first one was volunteered by Blom and Gumperz (1972, p. 424-425); they differentiated between two types of CS which are situational and metaphorical CS. Gumperz (1977) continued this research and developed a new type which is conversational CS. The other classification was introduced by Poplack (1980).

**1.2.3.1 Blom and Gumperz' Classification (1972).** Gumperz and Blom (1972) studied the nature of language in order to analyse the meaning of choice, as a result, they made a distinction between situational CS and metaphorical CS.

**1.2.3.1.1 Situational Code Switching.** As its name suggests, situational CS is related to the situation of the conversation, where the speaker shifts his/her language to adapt to the new situation. According to Wardhaugh (1986), situational CS occurs when the speaker uses one language in one situation and a different language in another situation. It is essential to

note that situational CS is not relevant to any change of the topic. Furthermore, various social events may involve the same participants in the same setting but multiple topics. Here, situational CS is not the case. However, it is the case when a speaker switches to another language as a response to the arrival of a new person to a group of people (change in the situation). However, switching from one code to another can shift the social situation, from formal to informal, since that switch can be motivated by the identity and the relationship between the interlocutors. The following is an example of a short dialogue that conducts a casual conversation between two friends which illustrates the occurrence of situational CS (Holmes, 2013, p. 34).

[The Maori is in italics. THE TRANSLATION IS IN SMALL CAPITALS. ]

Sarah: I think everyone's here except Mere.

John: She said she might be a bit late but actually I think that's her arriving now.

Sarah: You're right. *Kia ora Mere. Haere mai. Kei te pehea koe ?*

[ HI MERE. COME IN. HOW ARE YOU ?]

Mere: *Kia ora e hoa. Kei te pai . Have you started yet?*

[ HELLO MY FRIEND. I'M FINE ]

This example indicates a casual conversation that led to a change in the social situation in the presence of a new participant. Maori is an Eastern Polynesian language; Sarah switches to Maori to greet the newcomer friend Mere who is of Maori origins in a very short switch as a sign of solidarity and to actively construct the speaker's ethnic identity with the addressee (Holmes, 2013).

Crystal (as cited in Skiba, 1997) claimed that switching to a language spoken by a minority may be used as a sign of cultural solidarity or may serve as an act of identity. The language change indicates to the hearer that the speaker is from a certain ethnic group; whereas the course of the conversation is controlled by the response of the listener. If the listener responds with a similar switch, a degree of connection is built. However, the same switch may also be used to exclude other people, who do not understand the language used in a conversation.

**1.2.3.1.2 Metaphorical Code Switching.** Metaphorical CS takes place when a change of topic requires a change in the language used in order to define the social situation. Gumperz (1972, p. 409) stated that: “metaphorical CS involves only a change in topical emphasis.” In other words, the speaker may switch from one language to another during the same conversation dealing with different topics, (while the situation remains unchanged) for the purpose of transmitting information using the suitable vocabulary. On the other hand, metaphorical CS has an affective dimension, a change in the code can take a place as the interlocutor redefine the situation from formal to informal, official to personal, serious to humorous, and politeness to solidarity.

A particular group of people may employ different kinds of CS for different purposes. In the light of this idea, Blom and Gumperz’s (1972) study of Hemnesberget provides a good example which illustrates the nature of metaphorical CS. Hemnesberget, a small Norwegian town, uses Ranamal as the local northern dialect of Norwegian, and Bokmal as one of the standard varieties. The use of the variety Bokmal is restricted to formal situations where official affairs are discussed, such as sorting out the tax forms. The following example illustrates the shift of the two varieties according to the topic discussed (Holmes, 2013, p. 36).

[ BOKMÅL IS IN SMALL CAPITALS . Ranamål in lower case]

Jan: Hello Petter. How is your wife now?

Petter: Oh she's much better thank you Jan. She's out of hospital and convalescing well.

Jan: That's good I'm pleased to hear it. DO YOU THINK YOU COULD HELP ME WITH THIS PEKSKY FORM? I AM HAVING A GREAT DEAL OF DIFFICULTY WITH IT.

Petter: OF COURSE. GIVE IT HERE . . .

From the dialogue above, the men moved from their roles as neighbours to their roles as members of the public; their change of topic came up with shifting codes as a symbol of relation to achieve certain effects. Put otherwise, they switch from personal interaction to a more formal transaction. People opt for a certain language not only because they are unable to locate equivalents in the language being used, but because it initiates an emotional aspect that may be necessary for the message being imparted.

**1.2.3.1.3 Gumperz Conversational Code Switching.** Gumperz's (1976 as cited in Hudson, 1980, p. 57) suggestion of the term conversational CS came to make a distinction from the term situational code-switching, in which each point of switching corresponds to a change in the situation. Unlike situational and metaphorical CS, in conversational CS, there is no change in the situation or the topic discussed. Conversational CS provides a balance between two equally used varieties in different parts of a single sentence which may take a place only when the two varieties are distinct languages.

Bilinguals have the ability to produce multiple codes, though they have to use one single code to serve a specific purpose, they resort to it in order to transmit their actual meanings. Therefore, Gumperz (1976) also referred to conversational CS as a strategy which facilitates effective communication. Moreover, conversational CS takes into account the functional

purposes of a given code-switched conversation. This type is considered the broader category of CS and it subsumes situational CS and metaphorical CS.

**1.2.3.2 Poplack's Classification.** From another significant perspective, which is the linguistic one, Poplack (1980) classified CS into three forms which are: intersentential switching, intrasentential switching and tag switching. Intrasentential switching involves a shift in language which takes a place in the middle of a sentence, without any pause, interruption or hesitation. This type of CS is mostly used by fluent and balanced bilinguals with high capacities and knowledge about the rules of syntax of the two languages being switched. Lipski (1985, p. 3) provided an example on intrasentential switching using the title of Poplack's (1980) study: "sometimes i'll start a sentence in Spanish y termino en español." However, intersentential switching involves a switch at the level of phrases, sentences, or discourse boundaries. Tag switching, on the other hand, occurs when the speaker frequently inserts short tag elements which contain few syntactic restrictions without violating the syntactic rules of the other language.

#### ***1.2.4 Theories of Code Switching***

Many linguistic studies are concerned with investigating the rules of CS and the structure of the utterances which are produced using two linguistic codes. Researchers' focus is mainly dedicated to CS grammar: they aim at providing grammatical constraints which show where and when CS is possible. However, until the early seventies, CS was considered a spontaneous process which is not governed by any rules. In this respect, Labov (1971, p. 457) maintained that: "No one has been able to show that such rapid alternation is governed by any systematic rules or constraints, and we must, therefore, describe it as the irregular mixture of two distinct systems."

Poplack's (1980) studies on CS are based on the generative syntax theory. She proposes that there are some universal rules for producing code-switched sentences; these rules are normally respected by bilingual speakers. Poplack's (1980) syntactic constraints on CS are: the free morpheme constraint and the equivalence constraint.

**1.2.4.1 The Free Morpheme Constraint.** To start with, Poplack (1980, p. 585) contended that: "Codes may be switched after any constituent provides that constituent is not a bound morpheme." Accordingly, the free morpheme constraint states that codes may be freely switched in the case where the constituent is not a bound morpheme. The free morpheme has to be phonologically integrated into the language of the bound morpheme to permit the switch. According to this grammatical constraint, there is a possibility for the shift to occur only between words but not within words.

**1.2.4.2 The Equivalent Constraint.** It goes without saying that in a grammatically correct sentence, every constituent is governed by certain rules that belong to one language rather than the other. Poplack (1980, p. 586) put it explicitly:

code-switches will tend to occur at points in discourse where the juxtaposition of L1 and L2 elements does not violate a syntactic rule of either language, e.i.; at points around which the surface structures of the two languages map onto each other.

According to this simple constraint, a switch is inhibited from occurring within a constituent generated by a rule from one language which is not shared by the other.

Drawing on that, the occurrence of the switch is not possible when the surface structure of the two codes' grammatical systems differs. In other terms, a switch is free to occur only where elements of both languages are equivalent and do not violate the syntactic rules of each other. Poplack (1980, p. 586) stated that: "a switch is inhibited from occurring within a constituent generated by a rule from one language which is not shared by the other." She also

provides an example to illustrate the idea. The dotted lines indicate permissible switch points whereas the arrows indicate ways in which constituents from two different languages map onto each other.

**Figure 1.1**

*Permissible code switching points*

A.	Eng	I	told him	that	so that	he	would bring it	fast.
		↑		↑	↑	↑		↑
B.	Sp.	(Yo)	le dije	eso	pa' que	(él)	la trajera	ligero.
C.	Cs	I	told him	that	PA' QUE		LA TRAJERA	LIGERO. (04/73)

**1.2.4.3 The Functional Head Constraint.** Belazi, Rubin and Toribio (1994) proposed the functional head constraint theory, they argue that a code switch is restricted between a functional head and its complement by invoking the strong relation that exists between them. Thus, a functional head requires that the language feature of its complement to match its own language feature, just as it might require some other feature of its complement to match its own corresponding feature. Yet, if the features do not agree to the selected configuration of the syntactic constraints that apply to it (e.g., a Spanish functional head with an English complement, or vice versa), then the code switch is blocked (Belazi, Rubin & Toribio, 1994). Therefore, a code switch is disallowed between determinant and noun phrase, negation and verb phrase.

### **1.2.5 Reasons for Code Switching**

Often, the speaker alternates between several linguistic codes depending on the varied situations and purposes. Trudgill (2008, p. 81) maintained that: “The same speaker uses different linguistic varieties in different situations and for different purposes”. Thus, the

speaker shifts to another language in order to control or manipulate a certain situation. The decision to change the code is used as a tactic to convey a certain meaning for the sake of serving a personal intention. Additionally, the speaker is less likely to deal with every situation she faces using only one language; he/she may begin using one language and then switch to another in the middle of a conversation, sentence or phrase.

Gumperz (1982) considered the different uses of CS as special discourse strategies which bilinguals usually use for different purposes during their communication. Therefore, he set up a typology in order to explain the functions of CS by connecting conversational CS to six functions. They are quotation, addressee, specification, interjection, repetition, message qualification, and personalization. All the six major functions are explained below.

Often, switching occurs in order to quote terms in a direct or indirect manner, or simply to state a slogan, a proverb, a famous expression or a figure of speech. For Marasigan (1983, p. 170), “A quotation occurs as a proof that what they were saying were facts and that the addressees had to believe in them.” The switch serves the speaker’s credibility, by convincing the addressee that what he was saying are facts.

To whom a specific message is addressed is another factor that can determine whether or not a shift occurs. It could be used to invite the addressee to participate in the conversation. Moreover, this type of switching comprehends the language behaviour of the interacting members of the speech. As stated by Marasigan (1983, p. 76): “Addressee Specification recognizes that their language behaviour is more than merely a matter of individual preference or facility, but also a matter of role relation.”

Interjection has also a role in the CS process. It refers to a word or expression that the speaker inserts in order to convey a meaning, to express strong feelings and emotions, ethnic identity and the social status of the speaker.



Code switching can take place due to the repetition of a word or a sentence in another language. To elaborate more, repetition occurs when the speaker repeats code in the other language in order to clarify or emphasize what has been said. The repetition of the concerned code may also be marked as a joke.

A speaker can qualify or amplify a message using one language but discuss the topic in another language. This could also be one of the reasons that lead to CS.

The last motive for CS is personalization. The speaker may switch to another code to share his personal thoughts and opinions about the discussed topic.

It seems that Gumperz (1982) did not mention all the factors that cause CS to crop up other scholars underlined other reasons Holmes (2001), for instance, posited that CS is also used to express identity and solidarity with those of the same or ethnic group. In certain communities, those with different ethnic groups use a distinctive language as a signal of group membership and shared ethnicity. Holmes (2001) added that some people tend to shift from one language to another for the sake of revealing their social status or to be distinctive from other social classes.

Code switching may serve a number of functions in a particular interaction. Some of its reasons are highly related to the discussed topic or the delivered message. Bhatia and Ritchie (2013) stated that some languages are viewed as more suited to the particular participants, social groups, settings or topics than others. Accordingly, some people find themselves more redundant when talking about a certain topic in one language rather than in another. Others might use CS to disguise a lack of some lexical items or expressions in a language. Crystal (1987) asserted that CS is likely to occur for many reasons such as the speaker's insufficiency to speak up his emotional feelings or to show affection, amusement, grief and anger (as cited by Skiba 1997). For Holmes (2013), a speaker may often switch to another code to express

disapproval. She provides an example of two Hungarian-speaking children who were playing in the woodshed and knocked over a carefully stacked pile of fireworks. Their grandfather switches from his Hungarian language to German to emphasise his anger and disapproval. It should be noted, here, that the German language is only used in the school and officialdom, and it is a symbolization of authority and power.

Another case in which bilinguals might code switch from one language to another is when they cannot find the adequate words that serve their speech. In this regard, Spolsky (1998, p. 49) said that:

For a bilingual, shifting for convenience [choosing the available word or phrase on the basis of easy availability] is commonly related to topics. Showing the effect of domain differences, a speaker's vocabulary will develop differentially for different topics in the two languages.

### **1.3 Section Three: Code Switching in the EFL Classroom**

Over the past few decades, the increasing interest in CS has initiated a variety of investigations and theoretical discussions which have thrown light on the behaviour of foreign language teacher/learner. CS as a teaching strategy has been the subject of heated debate in attempts to know whether it is useful or impeding moving back and forth between the target language and the native language in the foreign language classroom. Therefore, the focus of this section is devoted to the functions and effects of CS in the EFL classroom.

#### ***1.3.1 The Use of Code Switching In EFL Classroom***

It is not surprising that CS, which is widely used in multilingual communities, often comes into use in a foreign language classroom. CS can either be used by language teachers

or learners. Although it is not favoured by many educators, CS is still used in a foreign language classroom as a strategy of teaching and learning. It serves many functions.

**1.3.1.1 The Functions of Teachers' Code Switching.** Teachers' CS is generally an unconscious act which is used to achieve specific goals. On one hand, the teacher's use of code CS may serve some basic functions which may be beneficial in the language learning environment. Liu, Ahn, Han, and Baek (2004, p. 616) advanced nine major functions of teachers' CS: text, vocabulary or grammar explanations, complements or confirmations, jokes or personal talk, managing students' behaviour, greeting, directions or instructions, questions (checking comprehension...etc), and giving text or story background information. The language is altered depending on the topic that is discussed.

This behaviour is more noticeable with grammar instructions. Learners may find difficulty in assimilating and applying grammatical rules; therefore, the teacher switches to the mother tongue of the learners or a language they know (FR, in the case of Algerian schools) to demonstrate a particular grammatical point. In fact, CS is not only used when dealing with grammar but also when teaching vocabulary and dealing with texts. The teacher utilizes the knowledge that the learners' acquired in the L1 in order to convey that knowledge in the English language. According to Cole (1998), "a teacher can exploit students' previous L1 learning to increase their understanding of L2." Here, the instructor builds a connection between the known (L1) and the second language (henceforth, L2).

Code switching, when used by a foreign language teacher, may carry affective functions like expressing an emotion using jokes or carrying out personal talk, compliments or confirmations, greetings, etc. That is, English teachers may code switch to build connections with their learners. Actually, through CS, teachers may succeed in awakening learners'

curiosity to learn the target language and divert their attention to important information. Consequently, adopting the affective function can create a supportive classroom environment.

Another use of CS is to clarify the transmitted knowledge about the foreign language by repetition. For instance, the teacher gives instructions in English and then repeats them using the native language or other languages the learners master. The instructions can even aim at managing students' behaviour and checking up on their comprehension. Consequently, the teacher highlights the importance of the English content for effective comprehension.

Code switching may also be used to provide background information. The teacher may switch from the target language to the mother tongue to acquaint the learners with a new topic introduced in the classroom. Liu, Ahn, Baek and Han (2004, p. 620) pinpointed that: "the teacher survey results also support this finding that the teachers often used L1 to explain grammar, vocabulary, background information, and other difficult issues".

**1.3.1.2 The Functions of Learners' Code Switching.** Similarly, the learners are not always aware of the reasons for their use of CS as well as its functions. The learners need a range of techniques and strategies in order to assimilate knowledge or engage in interaction. These techniques are used to memorize vocabulary, improve pronunciation and/or to master grammatical rules. Their use depends on the learner's aims. Eldridge (1996) provided four purposes in which learners often code switch: equivalence, floor holding, reiteration, and conflict control.

Equivalence is a function whereby bilinguals make use of a lexical item in L1 that is equivalent to a lexical item in the target language in order to overcome the deficiency in the target language competence.

To hold the floor, learners fill the stopgaps using L1. To avoid gaps in communication, learners continue to fill the gaps resulting from their linguistic incompetence in the target language. Consequently, learners avoid tackling complex subjects but they maintain fluency in the conversation. In this regard, Eldridge (1996, p. 306) argued that “If at this level the speed of retrieval is slower for certain items in the target code than in the native code, then the use of the latter may be said to function as a kind of stop-gap.”

The third purpose of learners' CS is reiteration. Reiteration is meant emphasizing and reinforcing or clarifying a message that has been transmitted first in the target language with reliance on the native language or another language the students know. This may be due to the fact that the learner fails to transfer the intended meaning in the target language and he/she wants to make sure that the message is understood.

The last function of CS, according to Eldridge (1996), is conflict control which is used to avoid misconceptions and eliminate any misunderstanding when the accurate meaning of a word is not known in a communication.

All these functions show that the use of CS in a foreign language classroom, either by the teacher or the learners, is a strategy of teaching and learning although it is often unconscious. The questions that are due now are: (1) how efficient strategy is CS in the teaching/learning process? and (2) does it have any repercussions on the learners' performance? This idea is discussed in the subsequent section.

**1.3.1.3 Repercussions of CS on the Learning Process.** Sert (2005) confirmed that CS contributes to making students acquainted with diverse features of the target language that are unfamiliar to them. Therefore, it is a significant tool which influences English language teaching classrooms positively (Benson, 2013). Like Eldridge (1996), Sert (2005) also found

that students use CS for the functions of equivalence, reiteration, floor holding and conflict control.

Drawing on that, CS is considered a useful strategy in classroom interaction and communicating information as the aim is to efficiently transmit foreign language knowledge and elucidate meaning. Yet, adapting to the learners' level of comprehension can affect their language learning negatively as they rely much on the teacher's excessive use of L1. It is likely that the frequent switching to the mother tongue assures the learners that the instruction is certainly followed by a translation. As a consequence, learners may lose interest in listening to the instruction given in the target language which in turn limits their exposure to L2.

According to Cook (2002), when CS is used in multilingual classrooms it may have a negative effect on the learning process. The learners in a multilingual classroom do not share the same native language. Thus, this may create problems as a group of learners is going to be neglected. Moreover, teachers should have a good competence concerning the learners' native languages because it plays a role in transmitting the target language knowledge.

Furthermore, learners' CS may be problematic when interacting with native speakers. Eldridge (1996, p. 309) stressed the point that: "the learners have no guarantee that their audience will share knowledge of their mother tongue." This means that the learners' use of CS may be useful when the participants in the communicative event share the same native language. Unfortunately, this is not the case when interacting with native speakers using the target language as it is very hard to reach mutual intelligibility. In this case, the use of CS is considered a blockage and a deficiency as it does not serve to fill in the gaps during communication.

### ***1.3.2 Teaching English in the Algerian Middle Schools***

The Algerian educational system knew different reformations since the independence. According to the official syllabus for English (June 1999), the EFL syllabus aims at providing the learners with the linguistic knowledge required to achieve communication in its various forms, both in speaking and writing, as well as achieving academic and occupational goals.

According to the same syllabus (June 1999), the syllabus of the English Language subject places its objectives into four main categories: socio-cultural, humanistic, educational, and academic. In order to achieve these objectives, the development of mental abilities and skills which should be catered for by all the subjects included in the curriculum is essential considering that these skills are the basis for any efficient acquisition of language.

After adopting the Grammar translation method (which opens room for CS) and the communicative method (which discards CS), the Algerian Ministry of National Education endorsed the competency-based approach, during the 2002 reforms, in an attempt to teach EFL more efficiently. Brown (2000, p. 31) considered that competence refers to “one's underlying knowledge of the system of a language – its rules of grammar, its vocabulary, all the pieces of a language and how those pieces fit together.” Therefore, this approach is based on putting the learners in situations similar to those encountered in daily life. Due to the learners' need for English linguistic competence, this approach emphasizes the development of the four skills; speaking, listening, reading, and writing. Above all, the competency-based approach aims at providing the learners with the knowledge that serves them both in school and in their personal and professional life. Therefore, it focuses on the learners' social and personal development. The question is: is CS a legitimate tool to realize the objectives of the

competency-based approach to teaching a foreign language? The answer is manifold but one may say that sometimes goals justify means.

## **Conclusion**

We bring this chapter to a close now. This literature review started with a preliminary discussion of the Algerian sociolinguistic situation which is characterised by both bilingual and diglossic situations where CS is frequently used in society and in classrooms. This chapter has tackled the definitional lines of CS in detail along with all its types and theories. As there are many reasons for which CS takes place in a particular social context, the motives behind the use of CS were mentioned such as the nature of the participants, topic, setting, mood, etc. Not only is CS dependent on these factors but it is also used to facilitate speech, repeat ideas and show one's identity. It is also employed in other cases such as expressing anger, irony or humour.

It is fundamental to underline the fact that CS occurs in EFL classroom interactions. This chapter has dedicated a whole section to debating the functions of both teachers' and learners' CS. Being pertinent to this, the aim of the next chapter is to describe teachers' CS in the Algerian middle schools from their own angle and that of their pupils. This was achieved after delineating the methodology, collecting data and analysing them.



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## **Chapter two: Methodology, Analysis and Results**

### **Introduction**

The current chapter outlines the methodology used in this study. It tries to investigate the use of CS in teaching and learning EFL. Importance is given especially to exploring teachers' and students' perceptions of CS and its impact on the teaching/learning process. This research is conducted with the aim to answer the research questions set forth at the beginning. The current chapter presents the sample, research means, data analysis and results, discussion of the results, the limitations of this research and recommendations for the Ministry of National Education, teachers, learners, parents and researchers.

### **2.1 Sample**

In order to carry out our study, a sample of 103 pupils was chosen randomly out of the whole population of 520 fourth year pupils enrolled at Khelili Ismail, Kessita Brothers and Larbi Tebessi Middle Schools. Besides, a representative sample of 10 teachers at the same schools took part in this research by responding to the teachers' interviews. Although the primary aim of this study is to probe into middle school teachers' use of CS, only 10 participants were recruited for two reasons. The first motive is that interviews are usually designed to collect richer information from a small number of people which permits the researcher to obtain a maximum amount of data by asking specific questions. As for the second reason, the sample size is limited to 10 teachers from three middle schools which form the third of the population knowing that just the fifth is enough to obtain valid and reliable results. This means that our sample size is very satisfactory. Regarding the pupils, fourth year students were selected because they are expected to be well acquainted with the English language and can show an attitude towards the phenomena of using by their teachers

CS in their EFL classes. To be noted, different schools were covered in this study with the intention of broadening our scope of research in order to attain more valid results.

## **2.2 Research Means**

In this dissertation, two research tools were chosen: the questionnaire and the interview. The questionnaire is an important instrument that researchers employ to collect data. It has many advantages like: cost saving, easiness of conduction, scalability, respondent anonymity, and data accuracy. For these reasons, we distributed the questionnaire to the pupils. The questionnaire is logically structured and kept short and simple to avoid the respondents' exhaustion, anxiety and boredom. Additionally, the rationale behind the use of the interview is to provide in-depth and more contextualised insights into how teachers perceive their own CS and their pupils' CS practices. Moreover, we opted for a semi-structured interview to obtain, in more detail, the reasons behind the teachers' CS, the circumstances leading to it, and the teachers' thoughts and attitudes concerning their use of CS and its impact on the learners and the teaching process on the whole.

## **2.3 Pupils' Questionnaire**

Generally, questionnaires comprise a set of questions or statements that help gather data. It is high time the questionnaire is described and its data analyzed.

### ***2.3.1 Administration of the Pupils' Questionnaire***

This questionnaire was constructed mainly to know the pupils' perceptions towards the teachers' CS as well as the circumstances in which it occurs. The questionnaire also focused on the actual use of CS on the part of the learners. This process took a week during which the questionnaire was delivered by hand to 103 learners. The questionnaire copies delivered were returned with a percentage of 100% i.e.; the response rate was very high.

### ***2.3.2 Description of the Pupils' Questionnaire***

The questionnaire of the present study includes twelve closed-ended questions whereby students were requested to select one or more of the given choices. We also opted for one open-ended question for the purpose of letting the students feel free to explain their ideas. The pupils' questionnaire is divided into three sections; each section assembles a specific type of information that helps answer our research questions. The three sections are: background information, code switching in the EFL classroom, and learner's perceptions.

The purpose of the first section (Q1/Q2) is to collect background information about the languages used by the respondents in the English classroom, and their exposure to the English language before starting middle school. We believe that learners with prior exposure to the English language are more efficient in their speaking skills in comparison to learners who were not acquainted with the language beforehand.

As its title suggests, the second section addresses the use of CS in the classroom. It consists of five questions. They seek to investigate the teachers' use of CS, its frequency, and the reasons for which they opt to utilize different languages other than English in the foreign language classroom. Besides, two questions were dedicated to looking into the pupils' use of CS in terms of interaction, whether with the teacher or with their peers.

The third section of the questionnaire is about the learners' perspectives concerning CS in the English classroom. Additionally, question thirteen is an open-ended question which requires the participants to express their perceptions vis-a-vis their teacher's CS.

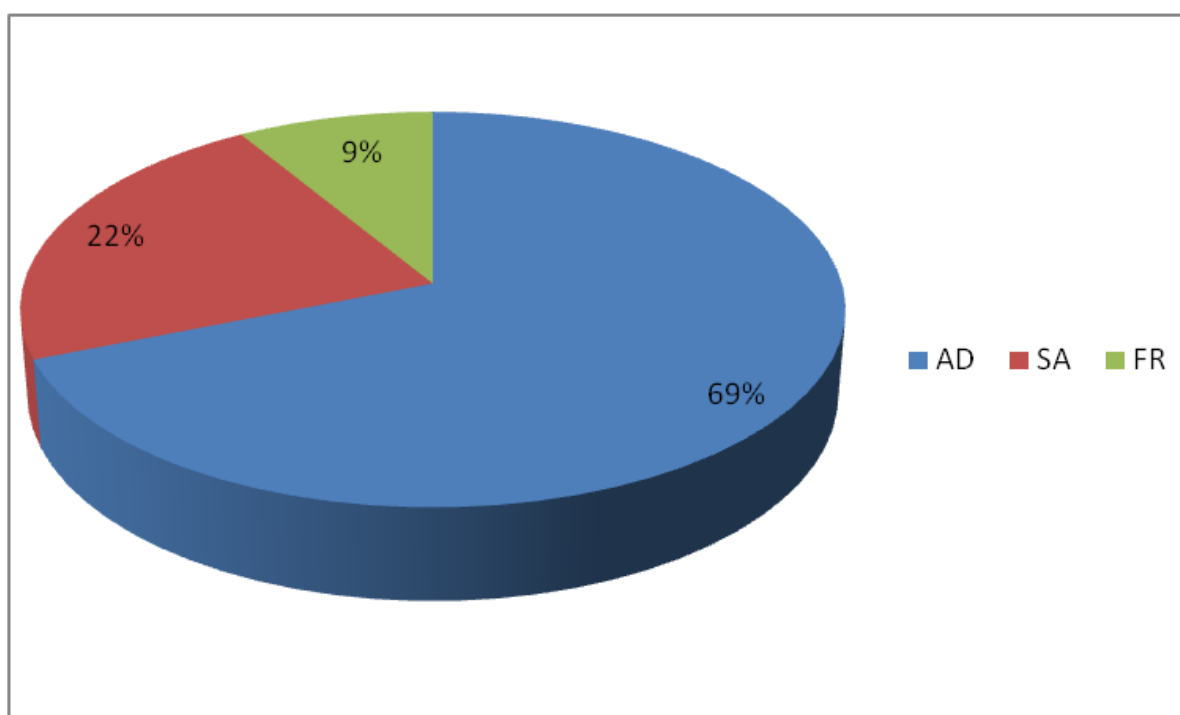
### 2.3.3. Analysis of the Pupils' Questionnaire

In what follows is the analysis of the pupils' responses to the thirteen questions of the questionnaire.

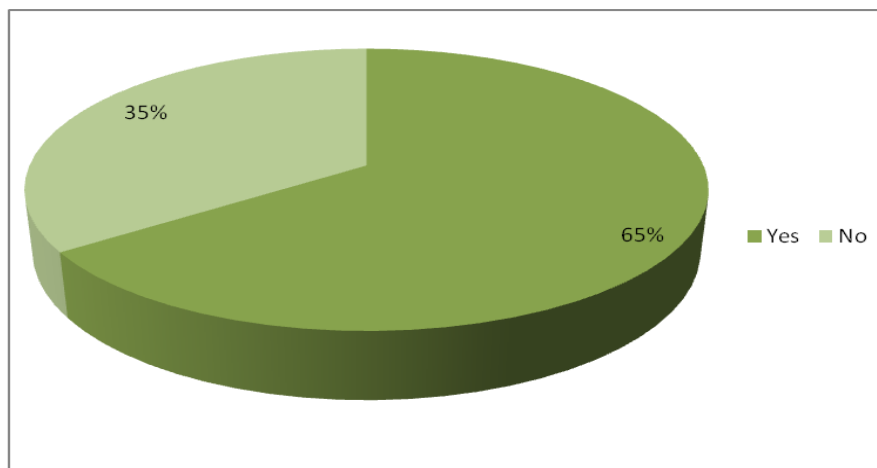
**Q1: Apart from English, what other languages and/or dialects do you use in the EFL class, if at all?**

**Figure 2.1**

*Languages/dialects Used in the EFL Classroom Other than English*



As shown in figure 2.1, we noticed that the majority of the sample (69%) uses AD in the English class. Besides, the results revealed that 22% of the pupils utilize SA in their interactions during the English session while 9% of the learners opt for FR. It is worth mentioning that all of the learners (100% of the sample) agreed that a certain amount of English is used during the session, generally prompted by the teacher. We understand that CS exists in the middle school EFL classes.

**Q2: Were you exposed to English before the first year in the middle school?****Figure 2.2***Pupils' Exposure to the English Language Before Middle School*

The answers to the second question revealed that 65% of the sample was exposed to the English language before the first year of middle school. On the other hand, 35% of the respondents stated that they were not familiarized with the English language before starting middle school. We found the results surprising as we predicted a higher level of exposure to English among learners, especially with the spread of social and mass media amid younger generations. Supposedly, most of the pupils are supposed to be abler and more ready to communicate in English fairly with the need to code switch.

**Q3: a. Does your teacher use other languages during the English class?**

**Figure 2.3.1**

*Teachers' Use of Other Languages in the English Classroom*

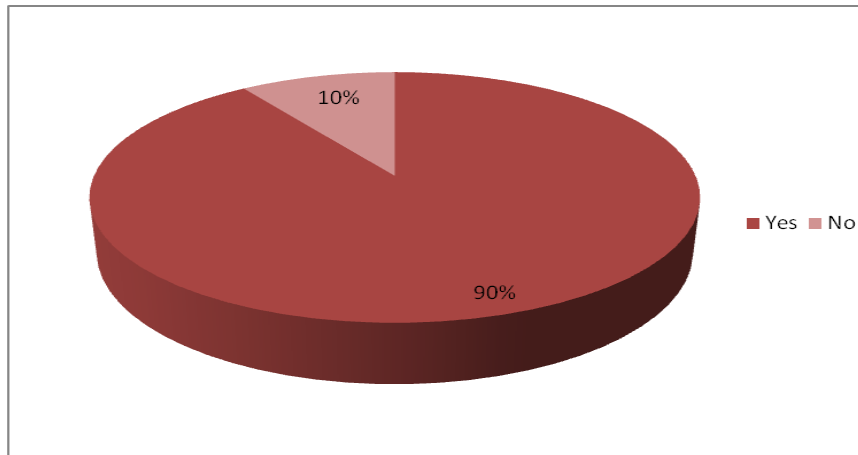
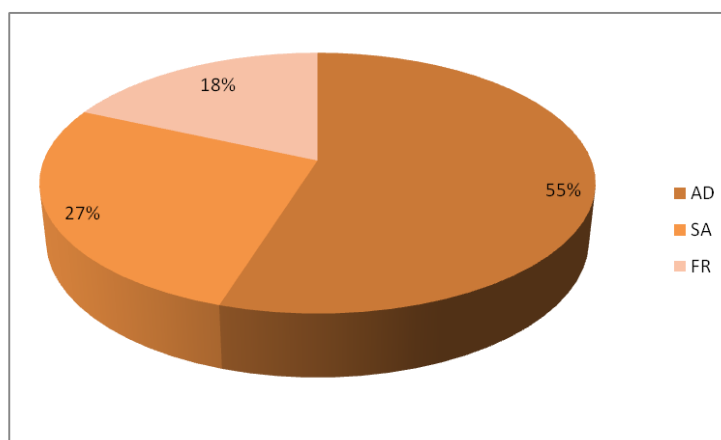


Figure 2.3.1 indicates that 90% of the respondents assumed that their teachers use CS during the class while 10% of them confirmed that their teachers do not switch to other languages during EFL sessions. As predicted, the majority of the teachers use CS but perhaps they do so to varying degrees.

**Q3.b. If yes, which languages/dialects?**

**Figure 2.3.2**

*Teachers' Use of Other Languages and dialects in the English Classroom*

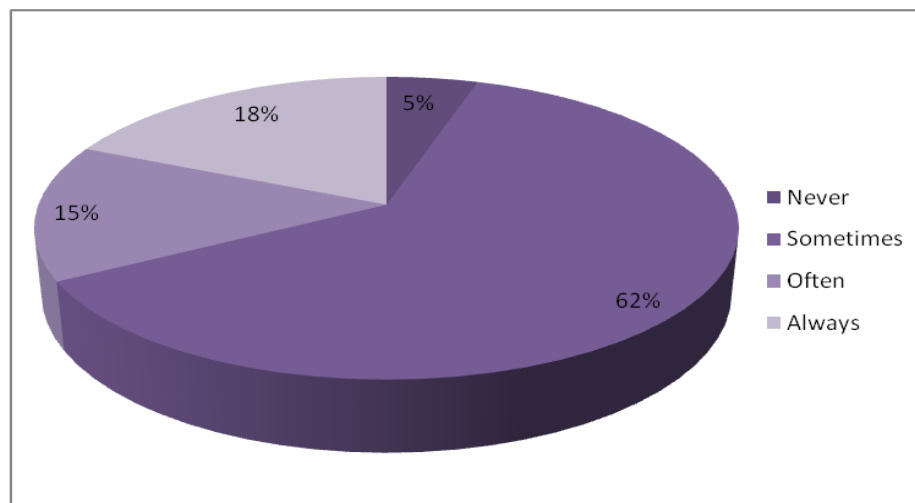


Based on the findings of Q3.b, 55% of the teachers use AD in the classroom, 27% of them switch to SA and 18% of them FR. This indicates that a total of three languages and one dialect can be used in an EFL session: English, FR, SA and AD.

**Q4: How often does your teacher use other languages in class?**

**Figure 2.4**

*The Frequency of Teachers' Use of CS in the EFL*



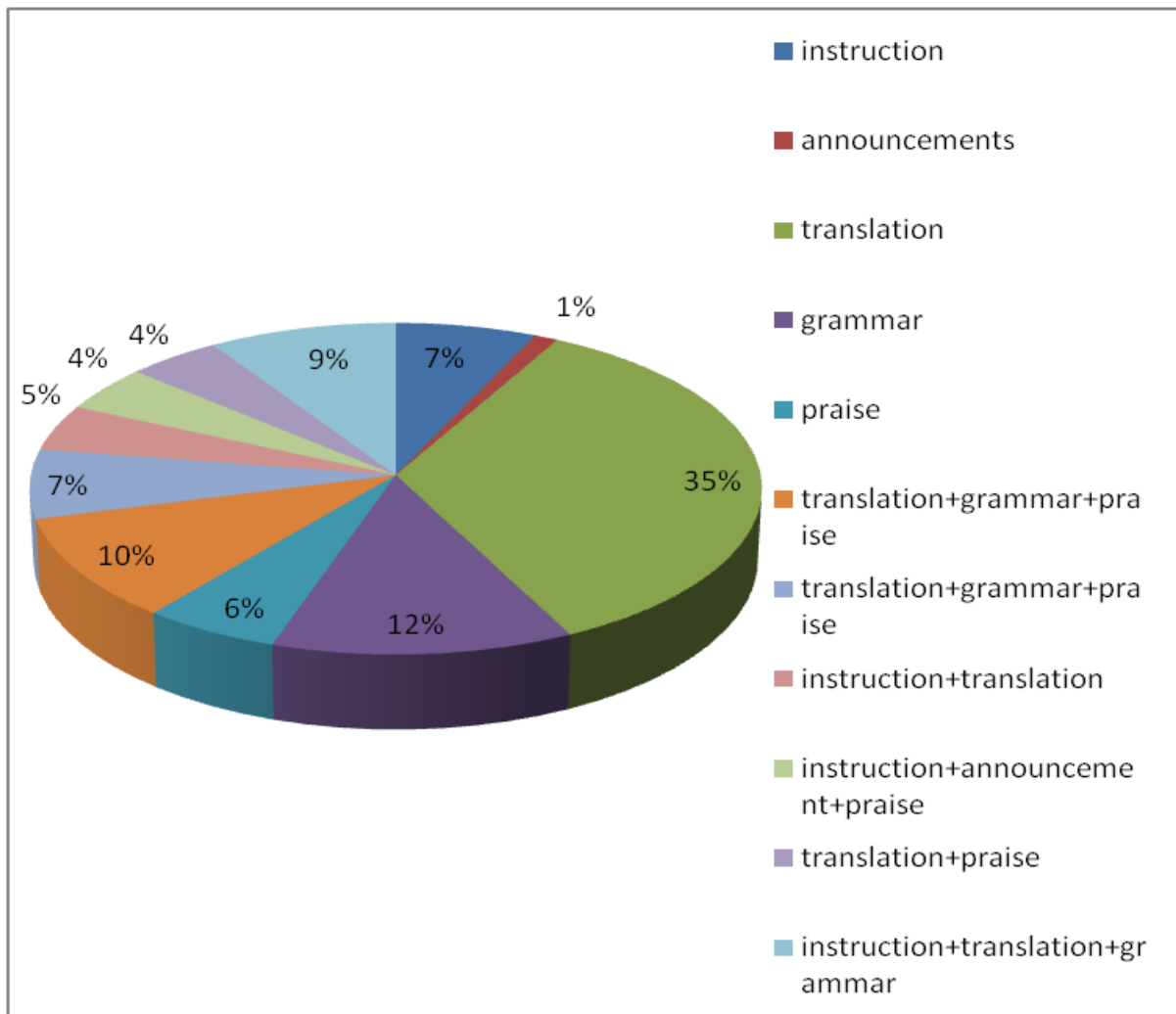
This question allowed us to determine the frequency at which the teachers opt for other languages in the EFL classroom. Figure 2.4 shows that the amount of CS varies from one class to another. The majority of the participants (62%) claimed that their teachers use CS from time to time, 15% of them stated that their teachers often switch to other languages. Furthermore, 18% of the pupils indicated that their teachers use CS all the time while 5% affirmed that their teachers never do that. Globally, the third of the sample (18% and 15%) code switches quite often.



### Q5: When does your teacher code switch?

**Figure 2.5**

*Reasons for which Teachers Use CS in the EFL Classroom*



In this question, we explored the main reasons behind the teachers' CS. Figure 2.5 shows that 61% of the pupils ticked one option out of the five given ones. To start with, 35% of the participants' choices were directed to translating unfamiliar words; teachers translate difficult words and phrases for the students to understand them. A percentage of 12% of the respondents thought that their teachers opt for CS to demonstrate certain grammatical points by relating the mother language or other languages they are familiar with to the English language. The answers have also revealed that 7% of the sample claimed that their teachers

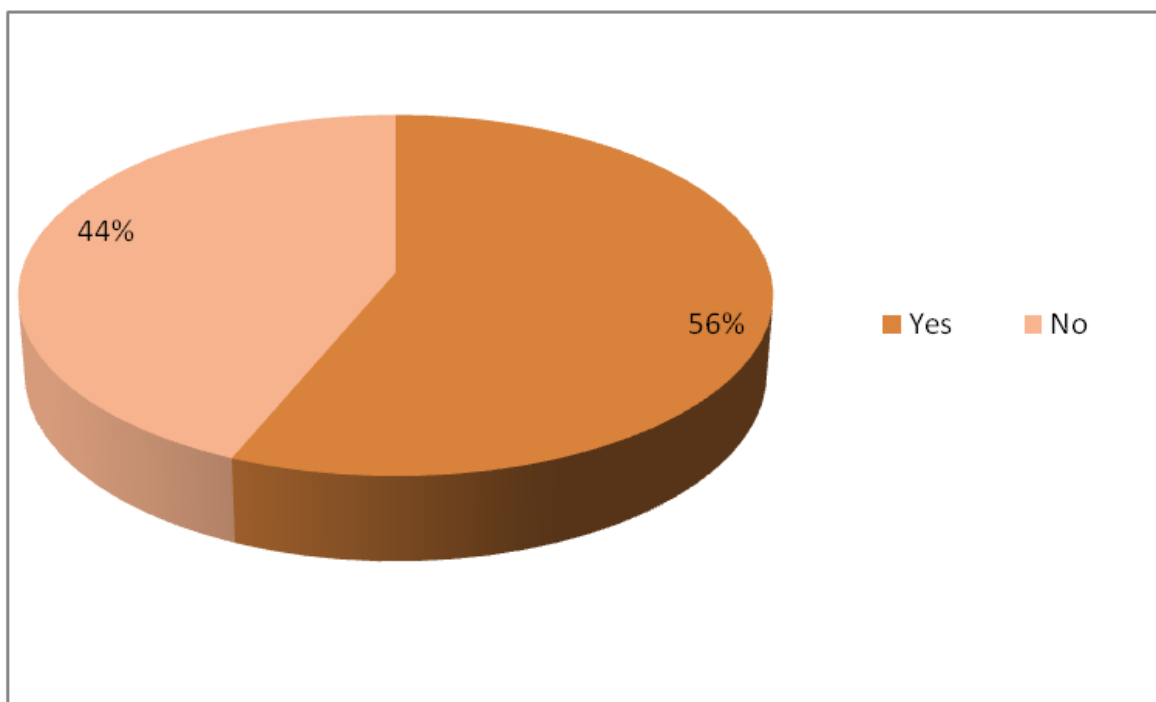
give instructions using different languages other than English. Only 1% of the sample students stated that their teachers shift to other languages to report important announcements while 6% of them disclosed that their teachers change languages for encouragement and praise. The respondents were free to select more than one option. Therefore, the rest of the sample (39%) selected more than one function for their teacher's CS. For instance, 10% of the respondents announced that their teachers' CS occurs when they translate unfamiliar words, explain grammar and give praise. A group that forms 7% of the sample declared that their teachers switch languages in order to translate new words and to praise the learners' behaviour and progress. Another group that constitutes 5% of the pupils ascertained that their teachers switch for instructional and translation-related purposes. Just 4% of the sample noted that teachers use L1 to give instructions and announcements as well as to praise the learners for their accomplishments. Another 4% announced that CS is used for translation and praise. The remaining 9% of the participants claimed that their teachers shifted to L1 for reasons of translation, giving instructions and explaining grammar.

Consequently, the findings suggest that teachers use CS for several reasons and for more than one motive at a time. Perhaps, this practice depends on the teacher's individual preferences and experiences, the learners' needs and the situation in which CS occurs.

**Q6: a. Do you use only English when you interact with your teacher (e.g.; when you ask questions, ask for permission, etc.)?**

**Figure 2.6.1**

*The Use of English by the Learners while Interacting with the EFL Teacher*

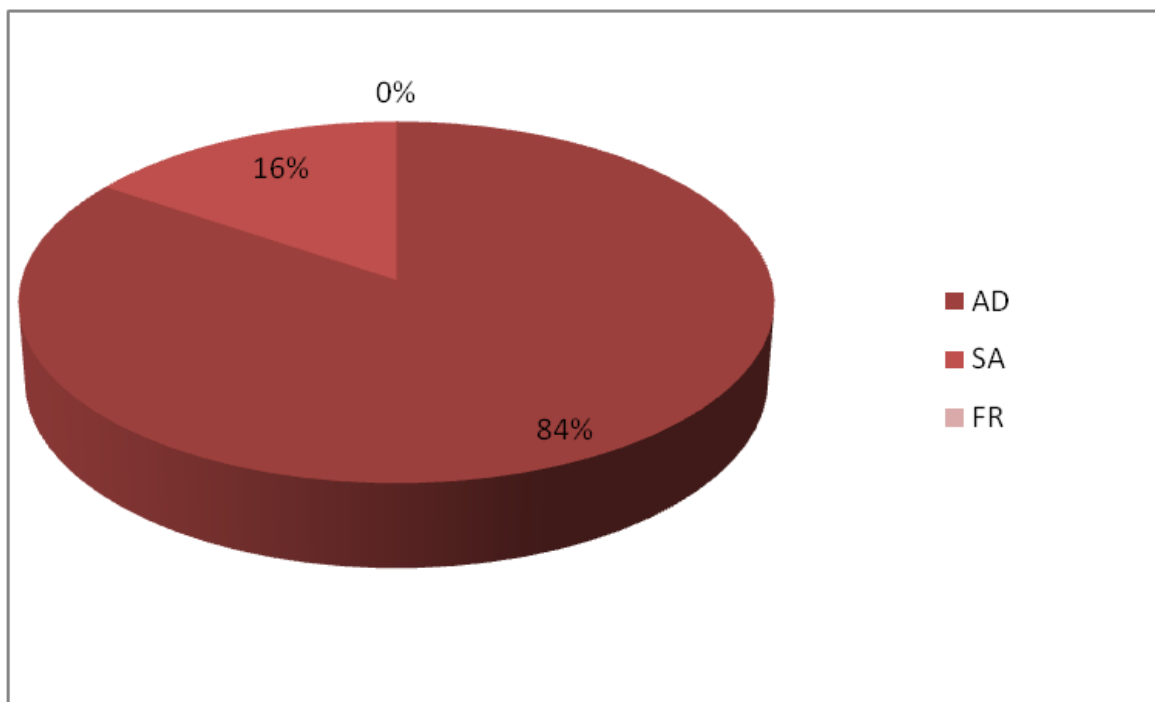


This question permitted us to have an idea about the languages/dialects of the interaction which takes place in the classroom. Interestingly, 56% of the informants use only English when they interact with their teachers for the sake of posing questions or asking for permission, etc. However, 44% of the sample use other languages to communicate with their teachers. It is worth mentioning that we observed a huge parity in the degree of the use of English in learner/teacher interaction among the three middle schools. In one of the schools, the number of the participants who speak only English to their teachers exceeds by far those who claimed the same in the other two schools. This could be attributed partially to the institution's culture or the difference in population as learners differ from one school to another.

**Q6: b. If no, what languages/dialects other than English do you use to interact with your teacher?**

**Figure 2.6.2**

*Languages/Dialects Other than English Used for Interacting with Teachers*

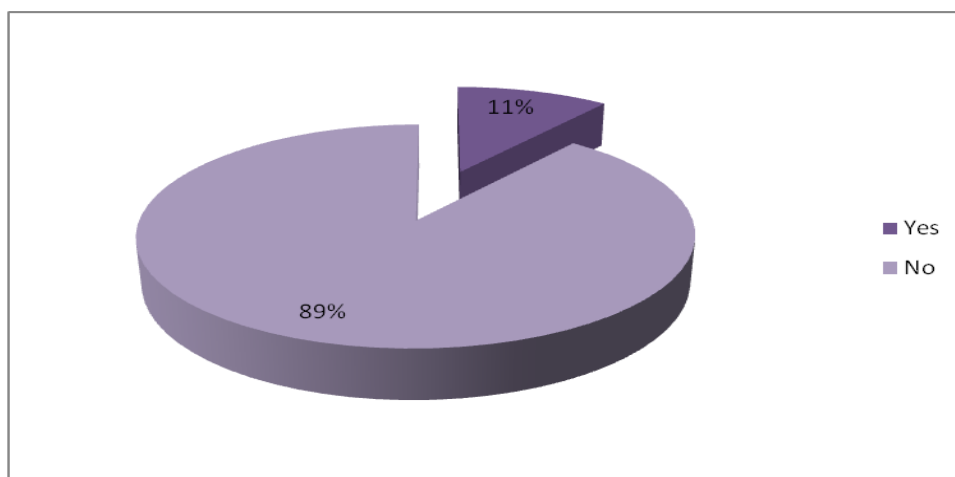


The majority of the sample (84%) declared that they use AD when they interact with their teachers while the rest of the pupils (16%) asserted that they use SA. Remarkably, FR disappeared from the learners' answers although 18% of them ascertained in question 3.b that they switch sometimes to FR.

**Q7: a. Do you use only English when you interact with your peers during the English session?**

**Figure 2.7.1**

*Percentages of using English versus other Languages for Peer Interaction in the EFL Session*

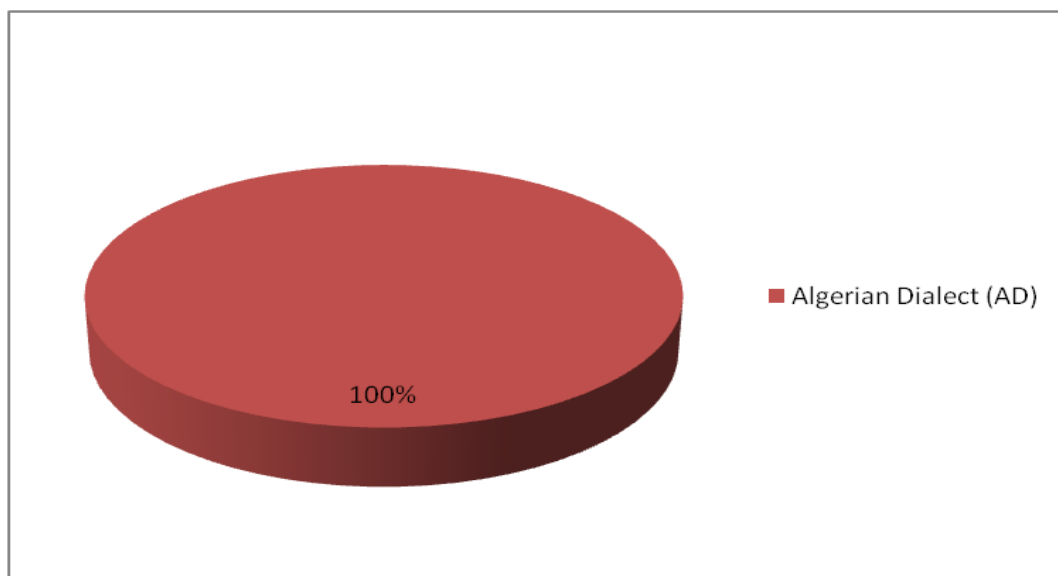


In question 7, we attempted to investigate the language utilized by the pupils when they interact with each other during the English session. As was expected, 89% of the sample do not use English when they interact with their classmates whereas 11% claimed otherwise. This is an indication that there is an overdependence on L1 and that the pupils do not try to practice the foreign language.

**Q7: b. If no, what languages/dialects do you use?**

**Figure 2.7.2**

*Languages Used by Learners for Peer Interaction*

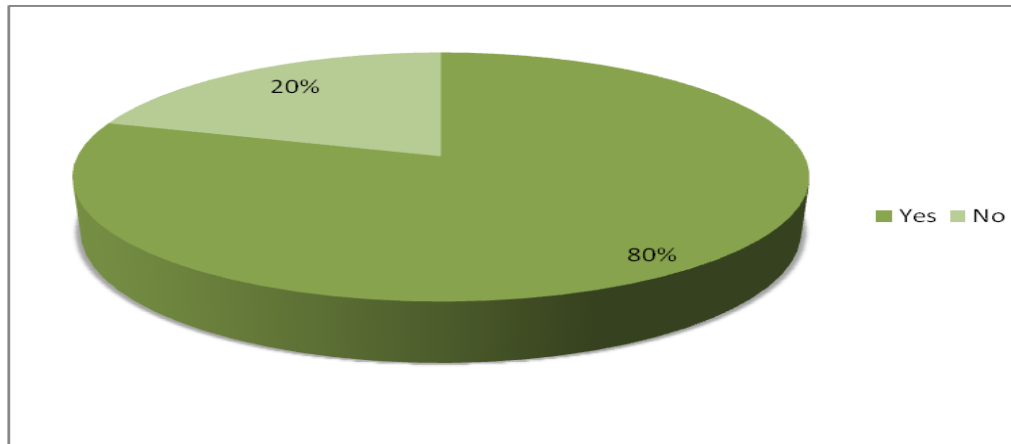


As it is indicated in Figure 2.7.2, the totality of the respondents 100% do not interact in English; they instead, rely on Algerian Arabic, their native tongue, to communicate with their peers in the English class. Again, the pupils declared implicitly that FR is not present in their interactions. Noticeably, even SA is not utilized in peer interaction. Maybe its use (which is mentioned in response to question 3.b) is restricted to pupil/teacher interaction since it is the standard form of the language.

**Q8: Does the use of other languages/dialects help you understand the teacher better?**

**Figure 2.8**

*Learners' Comprehension When Teachers Use CS*

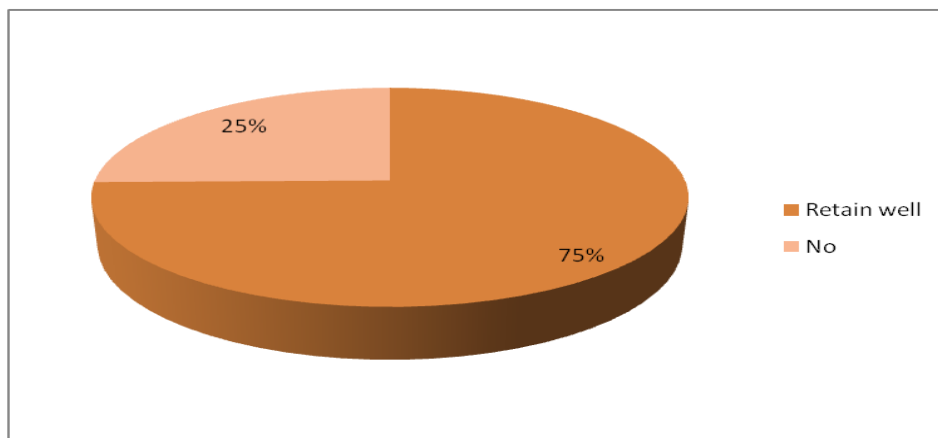


As shown in figure 2.8, 80% of the questioned pupils considered their teachers' CS facilitates their understanding. By contrast, 20% of the learners do not support their teachers' CS and claim that it causes confusion for them. Approximately, some of them are the same who said that they use only English when interacting with their peers in response to question 7.a (11% of the sample) because of their interest in the language.

**Q9: Does the teacher's code switching help you retain words/ideas better?**

**Figure 2.9**

*Learners' Retention of Words/Ideas when CS is Used*



Question nine seeks to explore the learners' level of retention of words/ideas when repeated in their mother tongue or a language in which the learners are proficient. The majority of the participants (75%) asserted that they retain new words and concepts more efficiently when the teacher uses CS. The other 25% of them held that they noticed no difference in their level of memorization whether the vocabulary is explained in English or in other languages. It should be remarked that the percentage of the students who asserted that CS does not help them memorize meanings of new lexis and ideas (25%) is not far from that of those who protested against the use of CS (20% of the sample when answering question 8) as it does not promote understanding.

**Q10: Do you enjoy the English session better when you are allowed to use another language instead of English?**

**Figure 2.10**

*Learners' Degree of Enjoyment of EFL Sessions when Teachers Use CS*

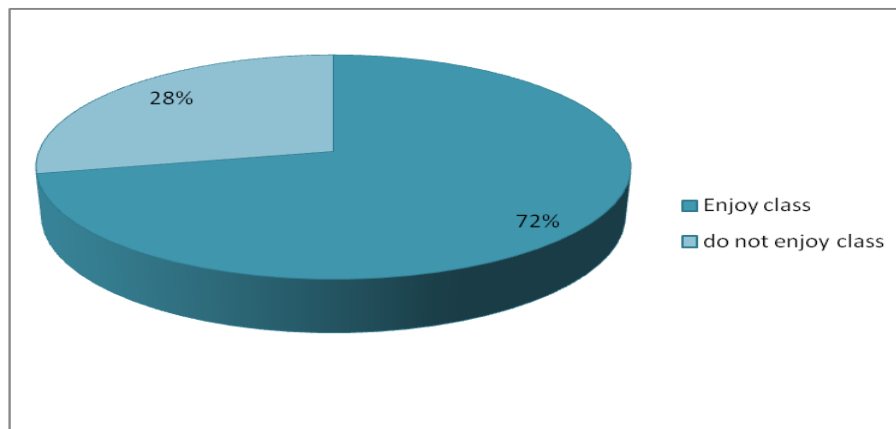


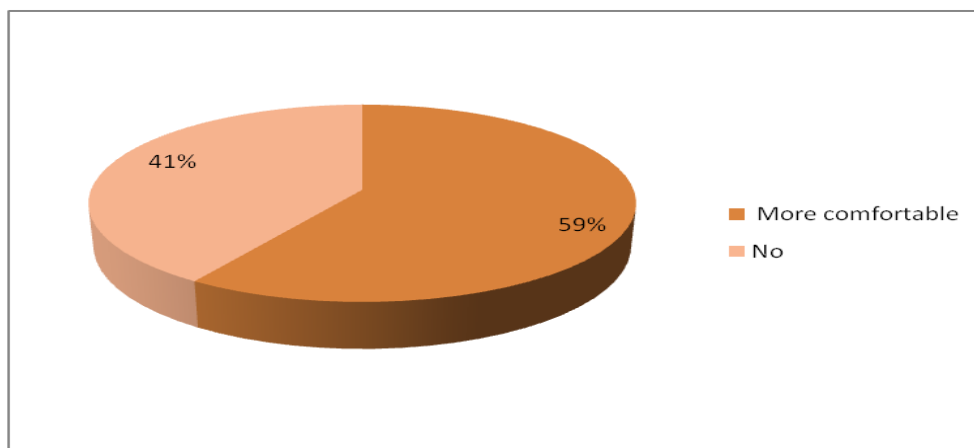
Figure 2.10 shows the level of the learners' enjoyment of EFL sessions when the teacher uses CS. In fact, 72% of the respondents confirmed that more engagement is possible and less anxiety is felt during the session when CS is used. On the other hand, 28% of the pupils recorded no difference in their classroom moods and practices if the teacher shifts to a language other than the target one. Again, most of the learners are for CS.



**Q11: Do you feel more comfortable when your teacher uses another language instead of English?**

**Figure 2.11**

*Level of learners' Comfort in EFL Session When CS is Used*

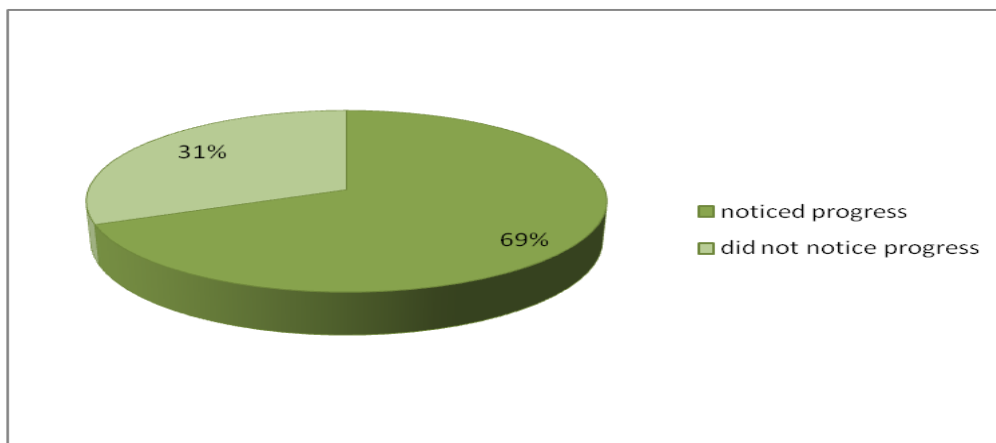


In response to this question, we aimed to obtain information about our respondents' perceptions towards their teachers' CS. In this case, 59% out of the whole sample confirmed that their teacher's alternation between languages makes them feel more comfortable in the English session. This is because they do not have to be fully confronted with something relatively new i.e.; the English language. However, 41% of the respondents have opposing views; they feel uncomfortable when their teachers code switch. Partially, this percentage reflects those who opt for the sole use of English in the class, as indicated in the previous questions: 11% of the sample interact only in English with peers in the answers to question 7.a, 20% of the sample like English to be used for explanatory purposes when answering question 8, and 25% of it do not grasp the lesson well in the presence of CS according to the answers to question 9.

**Q12: Do you think that the use of other languages/dialects would help you improve your English?**

**Figure 2.12**

*Improving Learners' English Through the Use of CS*

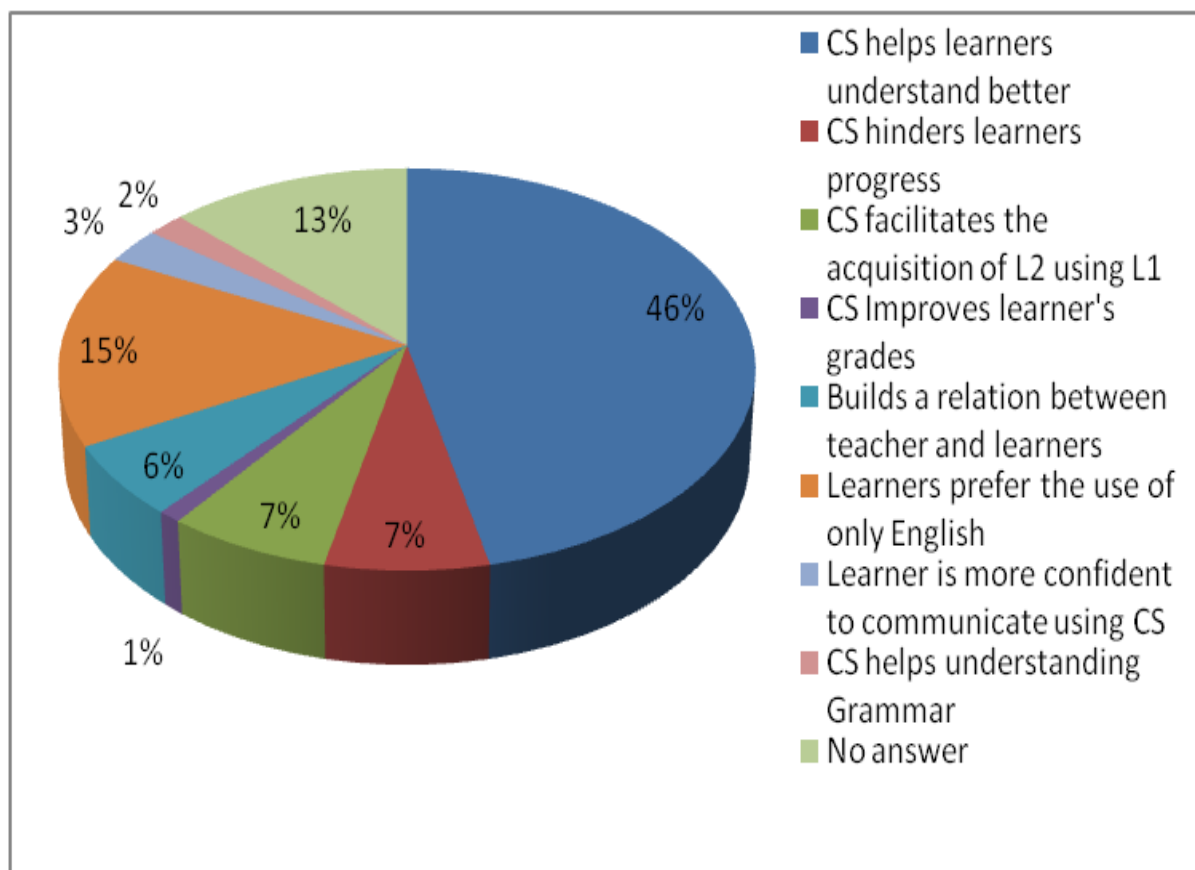


The objective of the present question is to reveal whether or not the learners think that their teachers' use of other languages would make progress in their learning process. In fact, as shown in figure 2.12, 69% of the informants considered that their teachers' CS is beneficial and helps improve their English level. In contrast, 31% of the informants regarded their teachers' shifting from English to other languages as an obstacle in their acquisition of the target language. These results are in concomitant with those of the previous questions in that approximately the third of the sample unveiled their objection towards the use of CS in the EFL class.

### Q13. What do you think of your teacher's code switching?

**Figure 2.13.1**

*Learners' Perceptions of their Teachers' Use of CS*



In question 13, we attempted to probe the learners' thoughts concerning their teachers' use of CS. Several themes emerged as a response to this question. They are classified according to those who consider teachers' use of other languages in EFL class to be a good practice and those who view it as a hindrance to the acquisition of the target language. The emerging themes which reflect the advantages of CS in the EFL classroom are: CS helps learners understand better, CS helps achieve progress, teachers use L1 to teach L2, CS improves grades, CS increases learners' confidence to communicate with others, CS is enjoyable and CS helps understanding grammar. In contrast to these, two themes surfaced from the students' answers to reveal the shortcomings of CS. The respondents stated that CS:

hinders learners' progress and that the learners prefer the exclusive use of English in the class.

More precisely, it was found that 46% of the pupils announced that teachers' CS assists them in understanding the lesson and easily catching up with their peers who are high achievers. As such, they do not struggle not only with unfamiliar concepts and difficult words but also with grammatical concepts. Moreover, 2% of the pupils claimed that they understand and apply grammar rules better when the teacher explains them using the mother tongue or a language that the learners master. Other learners (6% of the sample) find that CS builds an affective bond between them and their teachers; in reality, they claim that they feel closer to their teacher leading to varying degrees of admiration. Additionally, learners feel more confident to speak and participate in class when their teachers allow them to use a certain amount of CS. In this respect, 3% of the informants claimed that they are able to better express themselves in the EFL session when they are not restricted to use English only. Besides, 1% of the pupils stated that they score better on tests/exams when the teacher shifts from English to other languages while explaining the lesson. Surprisingly, 7% of the pupils believed that their teachers are competent and hard working as they try to transmit L2 knowledge using learners' already existing knowledge of L1.

On the other hand, 22% of the respondents found the teacher's use of CS to be problematic. Regarding the languages used in EFL sessions, 15% of the informants declared that they prefer the use of English solely. They provided different reasons for their preferences. First of all, learners believe CS kills their interest in the English language. Secondly, the constant shift from English to other languages is a cause of distraction, and sometimes of confusion amid learners. This confusion could be so big that learners are not able to understand matters or to follow the flow of the English language. In addition to the

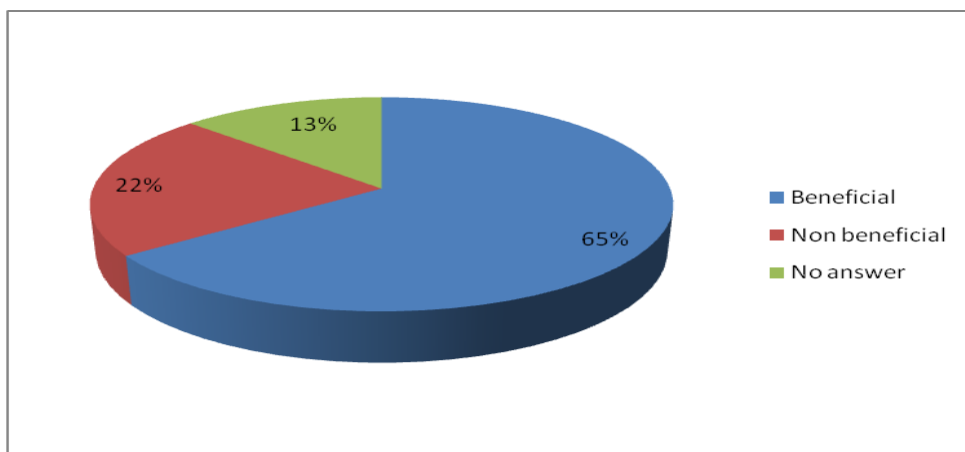
aforementioned reason, learners believe they acquire the language faster and more efficiently when English is the only language used in the EFL classroom. Furthermore, learners revealed that they feel uncomfortable when other languages are utilized as they prefer to communicate exclusively in English during the EFL sessions. In addition, 7% of the pupils stated that the teachers' CS slows their progress as they take longer to pick up concepts and words. They believe it impedes their acquisition of the target language.

Of note, a large percentage of pupils (13%) chose not to answer. Perhaps, this is due to linguistic incompetence or to avoid giving answers that were irrelevant to the question. For instance, one pupil expressed a preference for the use of FR in EFL classes instead of stating an opinion regarding the act of CS itself. Additionally, some pupils took this question as an opportunity to express affection for their teachers; we encountered a variation of "my teacher is the best " and "I love my teacher" instead of any objective perception of the actual utilization of other languages in the EFL session. Thus, such kind of answers were not counted.

In order to give a clear and global picture of the pupils' views, Figure 2.13.2 is volunteered.

**Figure 2.13.2**

*Learners' Views Concerning Their Teachers' Use of CS*



Accordingly, 65% of the sample claimed that their teacher's CS was beneficial while 22% of it believed it was the opposite. Yet, 13% of them did not express their opinions about the latter.

## **2.4. Teachers' Interview**

We shift now to dealing with the teacher interview: its administration, description, analysis and discussion of its results.

### ***2.4.1 Administration of the Teachers' Interview***

With the aim to collect data about the teachers' perceptions/attitudes towards the use of CS in the EFL classrooms, this interview was mainly carried out. It also sought to know the impact of CS on the learners' acquisition of the target language. Therefore, we included a semi-structured interview as a method of research to obtain qualitative as well as quantitative

data to aid answer our research questions. It is noteworthy that the interviews were conducted via face to face and were recorded.

#### ***2.4.2 Description of the Teachers' Interview***

To start with, the interview is divided into three sections. The first consists of one background question; it seeks to know the interviewees' amount of experience as EFL teachers. The second section includes questions (Q2-Q5) that try to investigate the way respondents code switch. The third section is concerned with the informants' perceptions/attitudes towards their own CS and that of the learners.

Entitled *Background Information*, the purpose of this section is to determine the level of experience among our informants in order to set the foundation for our research relating experience to the use of CS. Moreover, this question served as an ice breaker in an attempt to make the interviewees more comfortable and more open to answer the following questions in depth.

The second section seeks to explore the practice of CS as well as the motivations behind the respondents' reliance on other languages during the EFL session. Furthermore, it strives to comprehend the conditions in which CS occurs, whether it is planned by the teacher or happens spontaneously. It is noted that the second question comprises two parts.

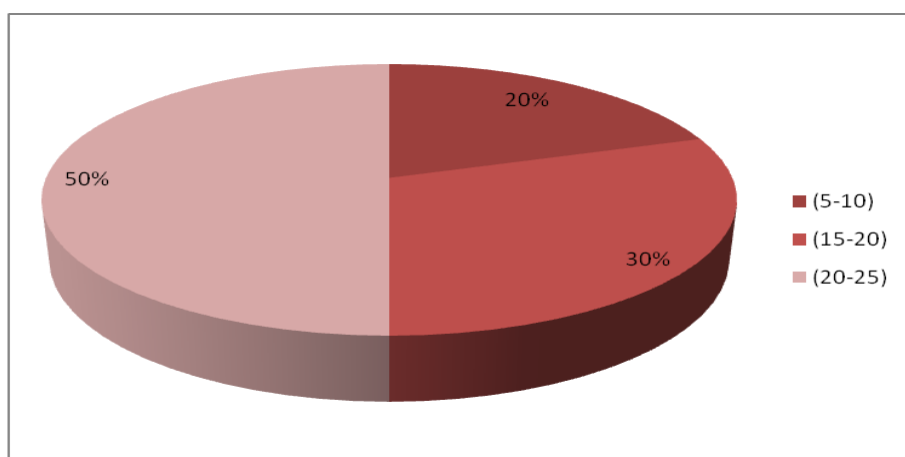
Regarding the third section, it consists of eight questions. Five of them are concerned with the teachers' perceptions regarding the act of CS in the EFL classroom. The remaining three attempt to determine the teachers' perspective in their own practice of CS as well as that of other teachers, CS usefulness as a tool in teaching EFL, and whether or not it should be implemented in the teaching and learning process.

### 2.4 .3 Analysis of the Teachers' Interview

#### Q1. How long have you been teaching English?

**Figure 2.14**

*Teachers' Years of Experience*



The purpose of this question is to determine the teachers' work experience in measure of years. Figure 2.14 summarizes the findings. To begin with, half of our participants have a long career in teaching, of over 20 years. Additionally, three of the informants have worked for 16 years in the domain. Finally, two interviewees have taught for 6 years and 5 years respectively. Briefly, all the interviewed teachers have a considerable experience in teaching.

#### Q2. a. Do you code switch in class?

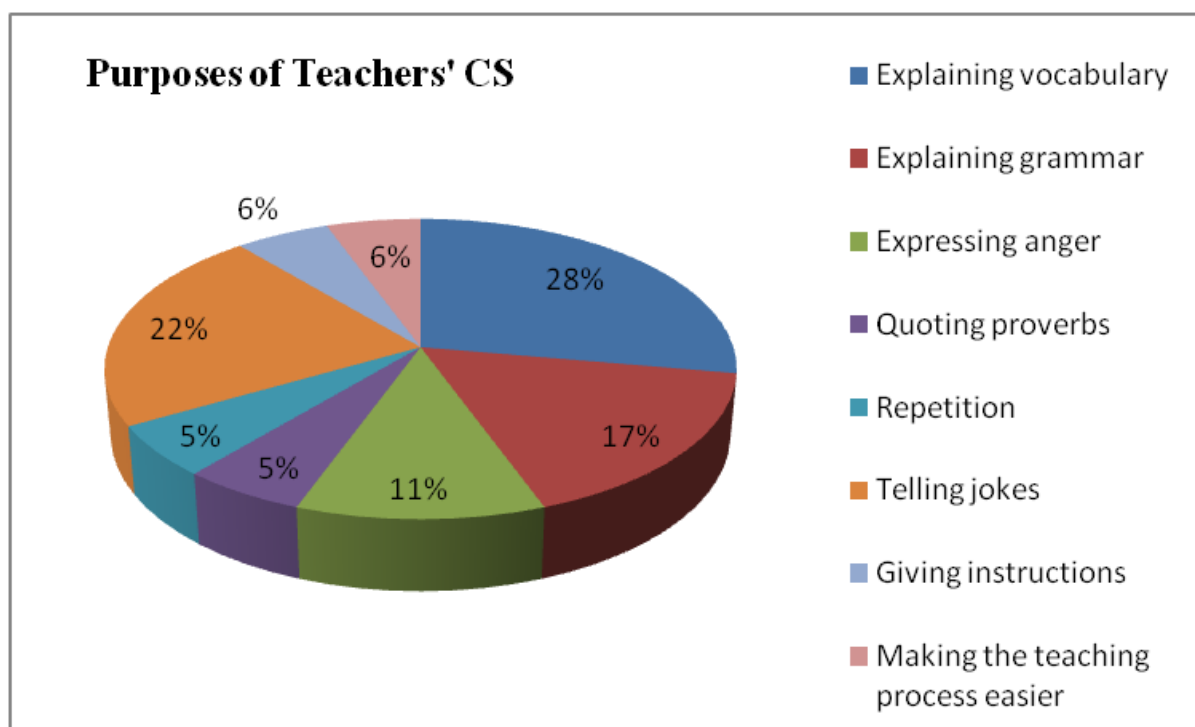
This question was included to determine the number of the teachers' who code switch in the classroom. The results show that the entire sample stated that it uses other languages in the EFL classroom. The interviewees declared that they use the Algerian Dialect, SA and FR regularly during the sessions, especially with first and second year students.



**b. If yes, then for what purpose do you code switch?**

**Figure 2.15**

*The Purposes of Teachers' CS*



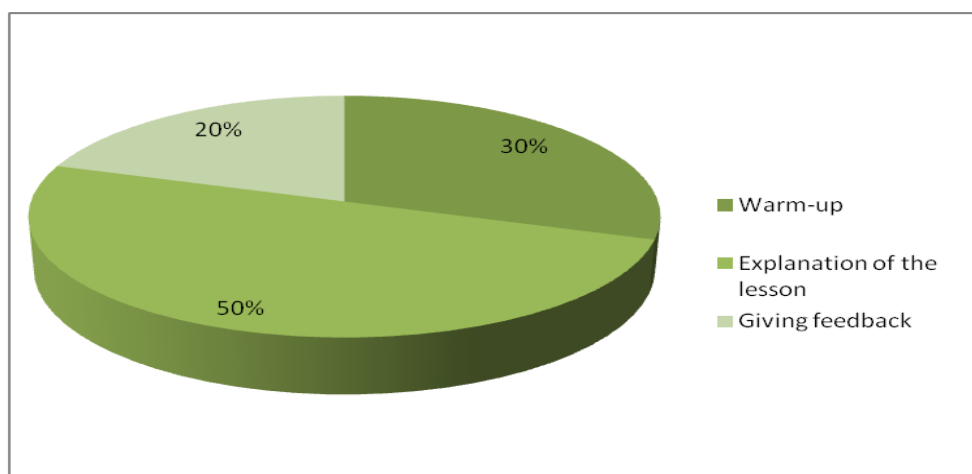
The respondents offered several reasons to justify their use of AD during the EFL session. For instance, the totality of the teachers use CS to explain and translate vocabulary; some of them extended this idea by stating that their use of CS comes last after trying to convey meanings by using drawings or objects from their environment. Moreover, 17% of the interviewees emphasized that their language shifting takes place in explaining grammar rules. Teachers tend to use L1 when the presentation of grammar is highly detailed; it is likely to be used since the complexity of the grammatical points defies comprehension in L2. Other teachers (11%) claimed that they code switch in an attempt to lighten the mood by cracking some friendly jokes; teachers do their best to catch the interest of a great number of learners in the classroom. Therefore, they opt for humour to reduce their pupils' anxiousness and boredom. Thus, CS is mostly used to build a rapport between teachers and learners;

teachers rely on the mother tongue to feel closer to their pupils. It was also found that 11% of the teachers shift to the learner's mother tongue to express disapproval and anger; they do not only change their tone but also their language as some pupils respond better to orders and disciplinary instructions in this way. Additionally, 6% of the participants use AD for the sake of giving instructions to their pupils. In addition, another 6% of the respondents tend to make use of CS to lessen the burden on themselves and make the teaching process less tiring. Besides, 5% of the interviewees confirmed that they move from English to AD to repeat some words or instructions. Put differently, when they come to an item that will be problematic for the students, they say it first in English, then utter its equivalent in the L1, and finally, repeat it in English. Finally, the remaining 5% of the teachers use AD instead of English in explaining proverbs and idioms.

### Q3: At which stage of the lesson do you code switch most?

**Figure 2.16**

*Stages in which Teachers use CS*



This question aims at identifying the stages of the lesson at which the teachers mostly resort to AD, MSD or Fr. Firstly, three informants (i.e.; 30% of them) declared that their code

shifting occurs mostly during the presentation stage; their CS happens when dealing with a new lesson in which learners have no background knowledge. The native language can be used to introduce the major differences between L1 and L2, and the main grammatical characteristics of L2. It gives them a head start and saves a lot of guessing. Additionally, five teachers (which form 50% of the sample) utilise CS for the sake of the explanation of the lesson including dealing with grammar, lexis, repetition and quoting proverbs. Lastly, the other two teachers (which correspond to 20% of the sample) make use of CS to give feedback in terms of encouragement and praise. In short, it is in the presentation stage that most of the CS takes place.

**Q4: When you code switch to another language/dialect, do you utter: one single word, one phrase, one sentence, several sentences?**

**Figure 2.17**

*The Amount of Words and Sentences Used when Code Switching in the EFL Classroom*

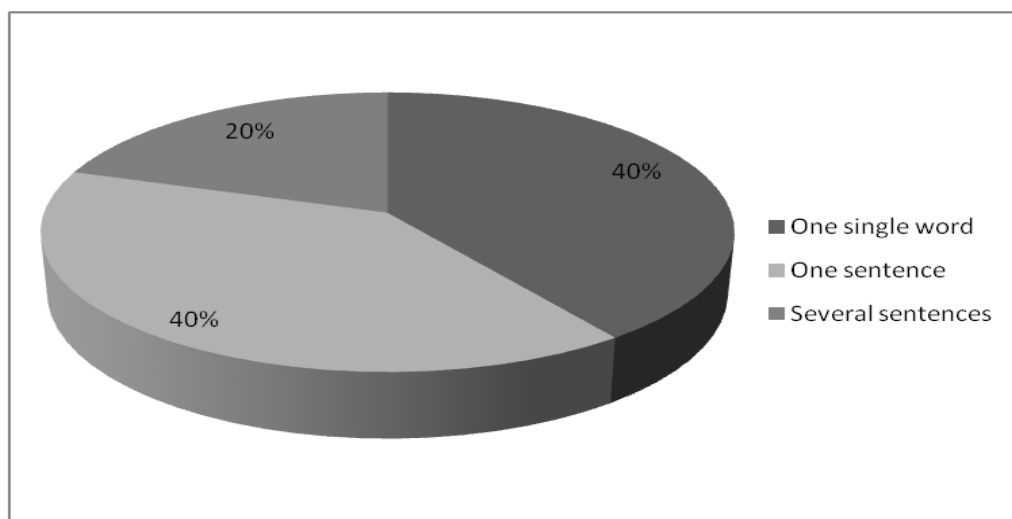


Figure 2.17 shows the amount of AD, SA or FR used by the teacher during the EFL sessions. Four teachers (which corresponds to 40% of the informants) claimed that it is for the benefit of the learner to utter one single word from time to time in order to translate new lexical items, give instructions, and express anger or encouragement. Moreover, four other

teachers (40% of the sample) utter one sentence at a shot for the purposes of repeating linguistic concepts, quoting proverbs and making announcements. Lastly, two respondents (20% of the teachers) stated that they use L1 in the form of several sentences during the explanation of the lesson to ensure comprehension. Apparently, the amount of CS is somewhat big.

**Q5: Is your code switching planned or improvised?**

This question aims to deduce the manner in which CS occurs. Out of the ten informants, nine (i.e.; 90% of the sample) claimed that their CS is improvised as it happens spontaneously and without prior arrangement. They ascertained that the shift is dependent on the situation (difficulty of the lesson, the level of the learner, etc.). Since each situation is unique, they cannot predict the need to use CS. On the other hand, one informant admitted that they start the class with the belief that learners are “slow” to comprehend and would only understand with the help of L1.

**Q6: How necessary do you think it is for the teacher to use only English as much as possible during the lesson?**

The fourth question intended to know whether or not it is highly necessary to use the target language during the session. The ten interviewees (100%) agreed that avoiding the use of other languages in the EFL class is very crucial. It is fundamental to note that even though teachers believe that it is of paramount importance to use English exclusively in the classroom, they still use CS to present lessons and interact with their learners.

**Q7: How realistic do you think it is for the teacher to use only English as much as possible during the lesson?**

This question is meant to figure out how it is realizable in reality to avoid the use of other languages in the English session. There is a general agreement that sticking to the target language only is not feasible for seven different reasons. They are listed below.

- Generally, the learners suffer of linguistic incompetence.
- The negative impact of Covid-19 on the teaching learning process which is embodied essentially in the reduction of the teaching hours.
- Learners' lack of drive and interest to use English.
- The lack of objects and materials.
- The parents' lack of interest in their children's acquisition of English; they mainly care about test scores.
- Learners' lack of exposure to the English language as they come from small towns diglossia is spread (AD and SA) whereas English is rarely spoken.
- English is the third language for all the learners; hence, it is natural that they rely on their linguistic background (SA, AD and FR) to acquire it.

**Q8: Do you feel that your choice of languages/dialects other than English both in the lesson presentation and the interaction with the learners influences their choice to use them in turn in class?**

Our informants unanimously agreed that the learners follow their lead in terms of the language of interaction inside the classroom. For instance, the learners' are influenced by the instructor's way of teaching. All of the teachers assumed that the learners enjoy the session when only English is spoken (this goes in accordance with the students' questionnaire

results); however, the level of the learners is detrimental to their understanding as they struggle to keep up with the lesson.

**Q9: Do you think using a language/dialect other than the target one affects your teaching?**

Though some of the respondents assume that CS effects are situational, most of them conclude that the use of other languages/dialects has its defects. Teachers feel restricted after the frequent use of CS as the learners start to anticipate the L1 translation which slows their progress and limits their concentration. Actually, they start to become lazy as no attempts will be made to understand ideas from the context, gestures, drawings, etc. Teachers also noted that CS kills their learners' interest in the target language which in turn undermines their own enthusiasm and motivation to teach.

**Q10: Do you think that using another language/dialect stands in the way of the pupils' acquisition of English, or it facilitates it?**

**Figure 2.18**

*Teachers' Opinions Regarding the Impact of CS on Learners' Progress*

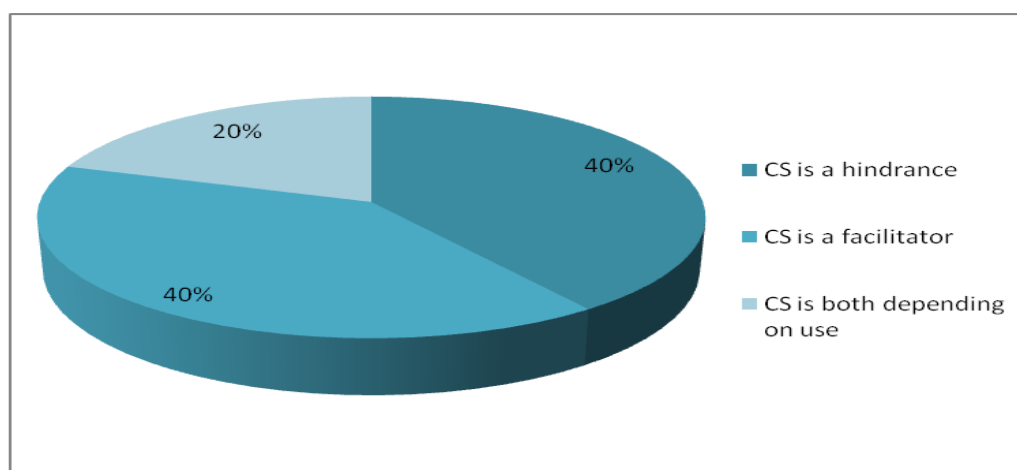


Figure 2.18 summarizes the findings of this question. It reveals that four participants (i.e.; 40% of the interviewees) consider CS to be a learning facilitator; for them, the scarce use of CS could be beneficial in introducing new ideas and explaining difficult key points.

Another four participants (40% of the sample) view CS as a hindrance to the learning in that the frequent use of CS may incite laziness among learners as they come to expect translation without making an effort to grasp the concepts on their own. The remaining two participants (20%) deem CS to be both beneficial and harmful depending on the frequency of its use and the learners' psychological readiness to depend on it. Accordingly, CS should not be used with learners who are ready to depend on it as a replacement for their own cognitive effort. In brief, there is a tendency among teachers to emphasize the drawbacks of excessive dependency on CS.

**Q11: Do you think that CS is a useful tool for teaching EFL?**

**Figure 2.19**

*Teachers' Opinions about the Usefulness of CS*

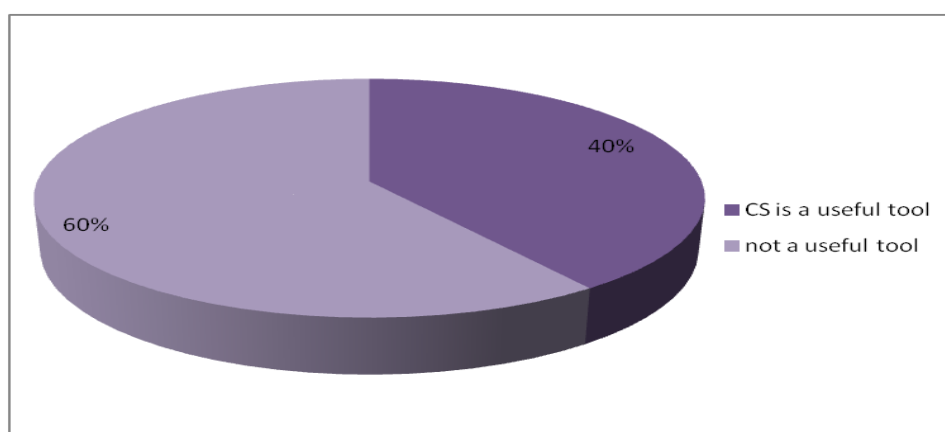


Figure 2.19 encapsulates the findings regarding the teachers' views about the effectiveness of CS. Six informants (60%) assessed CS to be impractical as a teaching tool while the rest of the sample (40%) believe that CS could be harmful when implemented in the teaching process. These results confirm those obtained in question 10.

## Q12: What do you think of teachers who code switch?

**Figure 2.20**

*Teachers' Opinions Regarding Teachers who Code Switch*

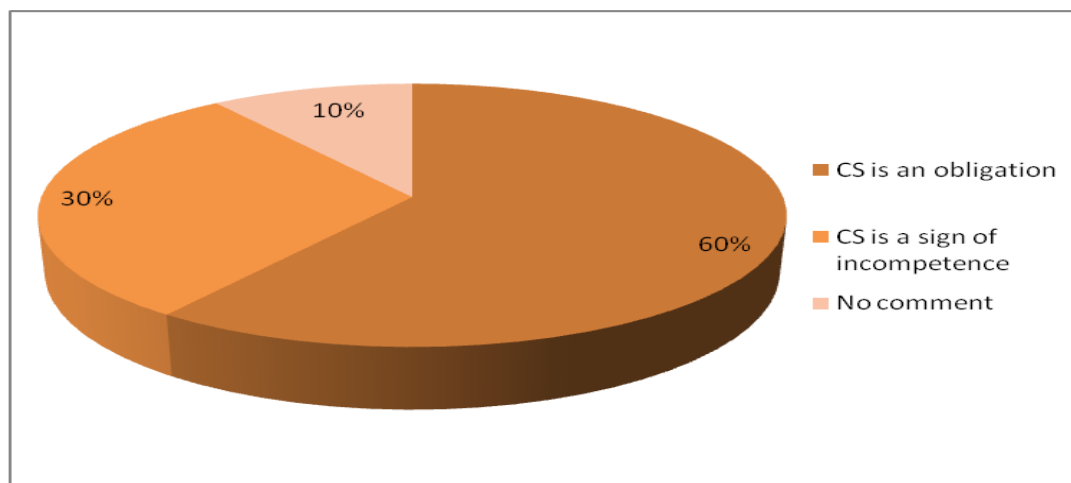


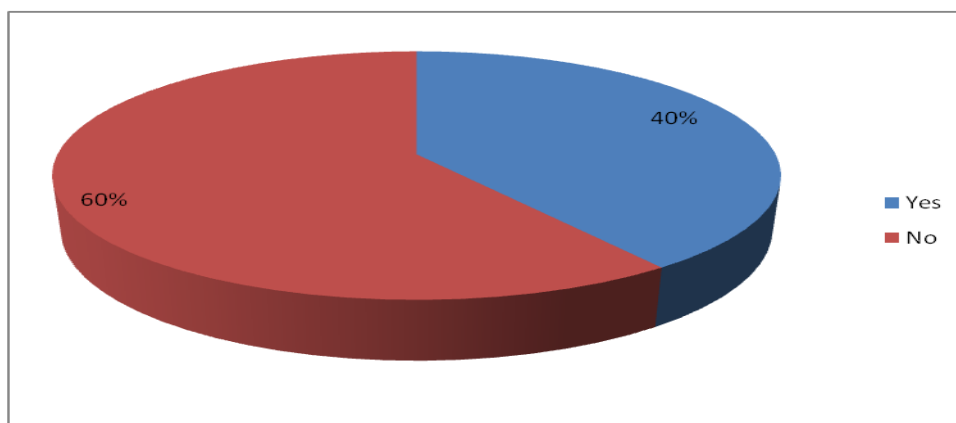
Figure 2.20 outlines the findings of the twelfth question. On the one hand, most of the respondents see CS as an inevitability because they feel forced to switch to other languages to achieve the lesson objectives for the aforementioned reasons (c.f. figure 2.15). On the other hand, three informants in the sample (30%) view CS as a sign of inadequacy. They believe that a competent teacher would find a way to aid the learners to grasp the point without resorting to the use of other languages. They listed a number of techniques to overcome the issue of the learners' linguistic difficulties such as drills, visual aids (pictures, videos, and objects), games, drawings and mimics. Candidly, these teachers are the ones who studied English using the communicative approach as it was in vogue in Algeria; consequently, they seem to teach the way they were taught i.e.; maybe they stick to their old beliefs. Last but not least, one informant (10% of the sample) refused to comment on the topic.



### Q13: Should code switching be implemented by other teachers?

**Figure 2.21**

*Teachers' Opinions Regarding the Implementation of CS in the Teaching Process*



As apparent in Figure 2.21, the opinions regarding question 13 are divided between those who are in favour of the implementation of CS in the teaching process and those who are against it. Precisely, six informants (which constitutes 60% of the sample) said 'no' to the implementation of CS in the EFL class while the remaining four participants (i.e; 40%) replied with 'yes'. Obviously, the number of teachers who object the use of CS in the EFL equals that of those who regard CS impractical in question 11.

## 2.5 Discussion of the Results

This section discusses the main results of the current study which are obtained from the analysis of both the pupils' questionnaire and teachers' interviews.

### 2.5.1 Discussion of the Pupils' Questionnaire Results

The analysis of the pupils' questionnaire set out to provide a picture of middle school teachers' use of CS in the EFL classroom. The outcome of this questionnaire revealed that the majority of teachers utilize more than one language/dialect during the sessions for different reasons, mainly explaining grammar and translating vocabulary items and ideas.

Based on the results, pupils prefer to discard the target language and rely on SA, AD, and FR. Learners utilize their mother tongue for most of the interactions inside the classroom unless instructed otherwise by the teacher. There might be different explanations for the reason L1 is the language that is majorly used in the English session.

Firstly, the pupils are still beginners and have not reached the level that permit them to communicate freely in EFL although 65% of them had been exposed to English before entering the middle school and 100 % of them have been studying English for at least four years. In this case, many factors should be questioned: the teaching methods and techniques, the syllabus, the conditions, etc. Another reason for this extreme use of CS could be the following.

As unanimously agreed upon by behavioural psychologists, the behavioural patterns which are repeated most often are etched into the brain's neural pathways which lead to habit formation. To survive, the human brain is devised to seek the easiest options. In the EFL classroom where the challenge is a whole new language to acquire, learners find it easier to stick to old behavioural patterns; as a result, they use the mother tongue to get a message across.

The results suggest that there might be different explanations for the reason L1 is extensively used in the English session. At the outset, the use of L1 gives the learner a sense of security and frees their fear of engaging in communication using English. Utilizing the mother tongue is clearly positive as it reduces learners' anxiety and distraction and increases their self-confidence. Skiba (1997, p. 4) suggested that the "use of CS in the classroom would provide for a bilingual norm whereby CS is seen to be an acceptable method of communication, students then feel comfortable switching languages." Additionally, learners rely on L1 knowledge to better understand L2 concepts presented by their teachers; their understanding of the content of the lessons and their memorization are more efficient which

leads them to enjoy class and score well on evaluation tests. Thus, CS seems to have not only a positive effect on cognitive factors but also on psychological ones because CS can help them understand things without making efforts.

Noticeably, SA is used in teacher/learner interaction. This might be due to its nature as a standard language used in formal contexts. It is noteworthy that even though teachers switch to FR, learners do not use it in either teacher/learner or learner/learner interactions. This might be a consequence of learners' linguistic incompetence in the FR language as it is not frequently used in their day-to-day conversations in the region of Ferdjioua.

For the afro-mentioned factors, the majority of pupils endorse the teacher's CS. On the other hand, another considerable percentage of learners oppose their teachers' shifting to languages/dialects other than English during the session. This is because they wish to increase their exposure to the target language and practice it with their teachers so that to acquire it faster and more efficiently. Moreover, the frequent use of CS decreases the learners' interest in English and their motivation to learn it as it causes distraction and takes away the excitement of learning something new.

According to the results of the thirteenth question regarding the learners' opinions about the teacher's use of CS, 13% of them either expressed how talented their teacher is or expressed a level of admiration for their instructor's work/personality. It is difficult to say whether: this is a natural outcome of learners misunderstanding of the question (even when assisted), an attempt to express their gratitude for the act of CS in the English session, or a bit of extreme attachment to the teacher which clouds objective judgement. Perhaps, the pupils felt protective of their teachers: they perceived the question to be an attack on the teachers' integrity and, therefore, felt the need to side with their teachers. At this level, the learners may lack critical thinking skills which allow them to evaluate situations and practices.

All in all, the findings confirm that both teachers and learners make use of CS in the EFL classroom. They mainly switch to AD. The majority of learners share a positive perception towards their teachers' use of other languages/dialects during the sessions as they find this beneficial for several factors.

### ***2.5.2 Discussion of the Teachers' Interview Results***

Like the analysis of the pupils' questionnaire that of the teachers' interview provided profound insights into their perceptions of their own use of CS, their attitudes towards it alongside with the reasons that pushed them to use it and the impact of this practice on the pupils' language acquisition.

First and foremost, the data illustrate that all of the respondents have a relatively long experience in teaching English. Certainly, they benefited from this experience to give us deep insights of the use of CS in the teaching process. The long period they spent in this profession suggests that their CS is not an ad hoc practice but it is motivated by specific conditions and fulfils precise functions.

According to our findings from the interview (and the questionnaire), the majority of the teachers code switch in the same manner regardless of their attitude towards this phenomenon and of their short or long experience in the field of teaching. That is, against all predictions, both novice and more experienced teachers utilized more than one linguistic code in the EFL class for varied purposes.

Furthermore, we found that teachers utilize mostly AD in the EFL classroom for different purposes. These purposes ranged from explaining vocabulary and grammar to expressing emotions and creating a friendly environment in the classroom. For instance, teachers rely on L1 to attract the attention of tired or overwhelmed learners, specifically when

faced with difficult lessons or linguistic concepts. Unexpectedly, the teachers sometimes opt for CS as a reaction to learners' lack of discipline. As such, they use L1 to regain control over the classroom and express anger and disapproval regarding learners' misbehaviour.

Moreover, CS is used to create bridges between teachers and learners, especially those who are uninterested in English or those who learn in a slower way in comparison to their peers.

Mainly, jokes in L1 are used to establish such a rapport between teachers and learners.

Sometimes, teachers shift to AD not only during the presentation stage of the lesson but also during the warm-up in order both to activate schemata and lessen anxiety. To cut the long story short, CS fulfils cognitive and affective functions.

In fact, the results ensured that the teachers' use of CS is spontaneous and is always dependent on their learners' needs and the requirements of the situations the teachers face. This spontaneity is a natural reaction when faced with the learners' lack of: understanding, interest and attention.

Building on the respondents' answers, we came to the realization that middle school teachers encounter several difficulties as the circumstances of the Covid-19 and post-Covid-19 periods have imposed new conditions on the teaching learning processes. Since that the face-to-face sessions have been reduced in number and length and that the teachers have been obliged to cover all the syllabus, the instructors feel obliged to find ways to make understanding quick by avoiding drawings and mimics (in the absence of realia) and turning immediately to CS to the languages with which the pupils are more familiar. The practitioners think that this is one way to maintain the learners' interest as their motivation has been decreasing due to long periods of interruption from school. This was revealed in our side discussion.

Looking at the issue from another angle, the findings suggest that teachers are passive regarding the obstacles they face; they rely on CS as the easiest option to overcome the lack of instruments even though they are aware of its negative impact on the target language acquisition.

The findings indicate that the teachers consider the frequent use of CS negatively affects both the teaching and learning processes. This is because the teacher is regarded as the only source of language for the learners to be exposed to and to imitate, even in the way of using CS. Therefore, the frequent use of CS limits the pupils' exposure to the target language and entices a degree of reliance on L1 to achieve teaching objectives.

On the other hand, most teachers view CS as a useful technique for teaching EFL, especially for beginners, namely first and second year pupils. In this case, CS is advantageous in the fulfilment of certain lesson objectives and elevating learners' level of comfort and concentration. Thus, this creates a dilemma for the teachers who believe that CS is to be avoided yet they feel obliged to use it as the session progresses with no comprehension on the part of the pupils.

It is essential to note that our respondents are aware of the repercussions of CS on their learners; yet, they feel compelled to utilize other languages in class. We believe that the sole use of English would guarantee more exposure to the target language for the learners and help them enjoy the flow of English and assist them to follow just one linguistic code.

In their entirety, the findings make it clear that the majority of the teachers rely on CS as a teaching tool in order to fulfil their lesson objectives. Paradoxically, they have negative attitudes toward it. Besides, while teachers oppose it, most learners support the use of L1 in

class. It is agreed, however, that CS hinders the acquisition of the target language even though it assists learners to score well in exams.

## **2.6 Limitations of the Study**

Undoubtedly, the current research is not void of some limitations. First, due to time constraints, both the questionnaire and the interview were conducted near the second exam period and during Ramadan. Hence, the Middle Schools' administrations restricted our access to the teachers and pupils. We were asked to finish the interviews within less than 10 minutes for each teacher as it was related to Ramadan timing. Besides, teachers showed varying levels of discomfort with the idea of participating in the interview and especially with being recorded; some flat-out refused to participate when they were told they would be recorded because they got stressed. As a result, both the short time allowed for the interview and the discomfort of the teachers could have placed limitations on the quality and depth of the answers. Finally, we were not allowed to conduct the questionnaire ourselves inside the classroom and therefore we were not able to supervise the process. Thus, we were afraid that the pupils would misunderstand or confuse AD and SA- although we asked the teachers who conducted the questionnaire to explain these points.

It is worth noting that 8 out of 10 interviewees are females which could bias the findings of this study. Research with more male participants is therefore encouraged.

The results cannot be overgeneralised for two different factors, which are the sample size and the region. The sample does not reflect the population. This research was conducted in a small village where the linguistic situation is not so diverse: only SA and AD are used daily. Had this research been conducted in a big city such as Algiers, Oran, Annaba or Tizi Ouzzou; the results would have differed. Teachers would be found to switch to FR and Berber more often than to AD.

In this research, we opted for a questionnaire and an interview as the tools to collect quantitative and qualitative data because they are less time consuming. However, if we had more time, observation or focus group discussions would provide more insightful data about the topic.

## **2.7 Implications of the Study**

Undoubtedly, the findings of this study are of paramount importance. They have implications at the level of the administration not only of the English Department but also that of the University. The Ministry of Higher Education and Scientific Research is also involved. All of them must be aware of the problems delineated in this dissertation; they are the challenges that learners and teachers have faced so far and they need to be addressed in order to provide better conditions for teaching EFL and limit the use of other languages in the EFL classroom.

## **2.8 Recommendations of the Study**

Based on the results of the teachers' interviews and pupils' questionnaires, some recommendations are necessary to take advantage of CS in teaching EFL in middle schools and restrict its harm on pupils. Recommendations are set for the ministry of national education, teachers, pupils, parents and researchers.

### ***2.8.1 Recommendations for the Ministry of National Education***

At the outset, the Ministry of National Education should solve the problem of educational aids by providing good quality instructional tools and electronic devices (TV screen, projector, etc) to facilitate the teachers' mission and help the pupils acquire the language without much resort to other languages. The ministry should also provide language



laboratories in schools for the extended listening practices in order to expose learners more to foreign languages.

On top of that, the number of English sessions per week is not sufficient to cover the entire curriculum with a sufficient amount of activities and practice, more time should be allotted to English as a subject so that teachers would not rush to CS but take time to explain lexis, grammar and ideas to pupils and the latter would be allowed to practice. As long as hours are not enough, learners will continue to rely on CS and therefore oblige the teacher to use it as well.

Moreover, the number of learners in each group should be limited as large classes make it impossible for the teacher to tend to all the pupils. In fact, learners do not get the chance to express themselves and participate sometimes due to the number of pupils per class which exceeds 25.

### ***2.8.2 Recommendations for Teachers***

In order to reduce the overdependence on CS, teachers should try to overcome the lack of instructional aids by using body language, tone of voice and choosing examples relevant to the pupils' everyday life so that to keep them engaged and help them understand lessons without having to translate in L1 or other languages which learners master. For instance, teachers could use mimics, gestures, facial expressions and simpler words to express an idea and explain a new concept to learners.

### ***2.8.3 Recommendations for the Learners***

Even though learners enjoy the teachers' use of CS and regard it as a positive tool to communicate in the EFL classroom, they ought to realize that the frequent use of L1 is detrimental to their learning. Understandably, learners find communicating using solely the

target language to be challenging but shying away from challenges will not sustain learners' confidence nor produce any growth in their linguistic abilities. Furthermore, middle school pupils' major aim is to get good scores at the standardized test which is taken at the end of the fourth year. Since the test grades are the most important achievement for them, they prefer to prepare for it and study English by whatever means, be it switching to other languages/dialects or else. This passivity and short-sightedness should be corrected. The washback effect of assessment should not deter students from understanding that real progress is realized in terms of the ability to use the target language and improvement in the four skills. Excessive reliance on CS does not really help achieve this.

#### ***2.8.4 Recommendations for the Parents***

Parents should actively participate in their children's learning of English by not only relying on school but exposing their kids to the language at home. For example, they could encourage them to watch educational documentaries in English or kids shows with subtitles.

#### ***2.8.5 Recommendations for Researchers***

More research is due on the use of CS in the EFL classroom. Firstly, more light should be shed on the advantages of this practice. If teachers feel that CS is inevitable, they, perhaps, should not blame themselves for it. Rather, researchers should provide them with a theoretical framework that tells them how and when to code switch. Secondly, the disadvantages of CS should be put under scrutiny so that to measure the amount of the damage. In this regard, experimental studies are appropriate.

### **Conclusion**

This chapter presented the methodology, data analysis and results yielded by this research. We have noticed that teachers use CS all along the stages of the lesson to achieve several

functions. Multiple reasons led to teachers' CS. The lack of realia, covid-19 consequences, and learners' passivity are on the forefront of the list. We have also noticed from the results of the pupils' questionnaire and teachers' interviews that teachers showed negative attitudes towards CS. Most of them expressed their reluctance to use other languages in the classroom. They also feel an obligation to use it due to learners' low proficiency level and their comfort with CS. Lack of instructional aids and time limitation made most teachers unmotivated to teach which in turn affected learners' interest and motivation. These views are echoed in and backed by the pupils' questionnaire. Learners' preference towards using CS is apparent as they said it helps them be comfortable, understand well, and get engaged in the lessons. It was remarked, also, that only few pupils (high-achieving ones) indicated that they were against the teachers' use of CS. They agreed with the teachers who mentioned the repercussions of CS on the pupils' acquisition of English. Overall, teachers' attitudes towards and practices of CS are somewhat contradictory. Finally, a number of recommendations were offered following the sum of limitations that were discussed as no research endeavour is fully flawless.

## General Conclusion

The Algerian linguistic profile is characterized by diversity due to complex socio-historical reasons. Algeria is a country where many languages and dialects coexist together. Such a multilingual community is a suitable environment for linguistic phenomena such as CS. Considering that foreign language classrooms are a reflection of linguistic communities, the practice of CS can better be explored there. This research is meant to explore middle school teachers' shifting from one language to another in the EFL classroom.

This work consists of two chapters: one chapter for the literature review and a second one for the fieldwork. To start with, the literature review is divided into three sections which are: the sociolinguistic situation in Algeria, CS and teaching/learning EFL in the Algerian Middle schools. The second chapter presents the methodology, analyses, discussion of the results, limitations and recommendations of the study.

This descriptive study was conducted following a mixed method design as we obtained quantitative and qualitative data from a questionnaire and interview which were conducted with 103 pupils and ten teachers that were selected randomly at three middle schools. After the analysis of the gathered data, it became crystal clear that both the teachers and pupils rely on CS. There are different reasons for using CS in EFL sessions specifically with beginners. Additionally, attitudes are different concerning teachers' use of L1. In fact, teachers view CS negatively while their pupils regard it as a positive aspect in their learning. Similarly, there are differing opinions regarding the impact of teachers' utilization of languages other than English during the session on learners' acquisition of the target language. However, CS is considered to do more harm than good on pupils' progress. Obviously, a number of implications and recommendations were volunteered at the end of this dissertation along with some limitations.

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## **Appendices**

## APPENDIX I: PUPILS' QUESTIONNAIRE

Dear pupil,

The following questionnaire is part of a master research work that seeks to investigate teachers and students code switching and their perceptions toward it. You are kindly requested to answer this questionnaire with sincerity. Would you, please, tick the appropriate box(es). Your answer will be a great help for us. Certainly, your answers will be kept anonymous and confidential.

### Section One: Background Information

1- Apart from English, What other languages and/or dialects do you use in the EFL class?

- a. Algerian Arabic
- b. Standard Arabic
- c. French
- d. English

2- Were you exposed to English before the first year in middle school?

Yes  no

### Section Two: Code Switching

3- a. Does your teacher use other languages during the English class?

Yes  no

b. If yes, which one?

- a. Standard Arabic
- b. Algerian Arabic
- c. French

4- How often does your teacher use other languages in class?

a. Sometimes

b. Always

c. Often

d. Never

5- When does your teacher code switch?

a. To give instructions

b. To give announcements

c. To translate unfamiliar words

d. To explain grammar

e. To encourage and praise you

6- a. Do you use only English when you interact with your teacher (when you ask questions, ask for permission, etc)?

Yes

no

b. If no, what language do you use? .....

7- a. Do you use only English when you interact with your peers during the English session?

Yes

no

b. If no, what language/dialect do you use? .....

### Section Three: Learners' Perception

8- Does the use of other languages help you understand the teacher better?

Yes

no



9- Do you enjoy the English session better when you are allowed to use another language rather than English?

Yes  no

10- Does the teacher code switching help you retain words better?

Yes  no

11- Do you feel more comfortable when your teacher uses another language rather than English?

Yes  no

12- Do you think that the use of other languages would help you improve your English?

Yes  no

13- What do you think about your teacher using other languages in class?

.....  
.....

**Thank you for your cooperation!**

## APPENDIX II: Teachers' Interview

This interview is a part of Master's Degree research. You will be requested to answer a few questions concerning teachers' use of code-switching, the process of shifting from one linguistic code (a language or dialect) to another in the classroom interactions at the level of middle school. Please note that this concept differs from that of CM which is the mixing of various linguistic units from two grammatical systems (words, phrases, and sentences from two different languages) within the same sentence. Kindly respond to the following questions with sincerity. Certainly, your answers will be kept anonymous and confidential.

1. For how long have you been teaching English?
2. a. Do you code switch in class?  
  
b. If yes then for what purpose do you code switch?
3. At which stage of the lesson do you code switch most
4. When you code switch to another language/dialect, do you utter: one single word, one phrase, one sentence, several sentences?
5. Is your code switching planned or improvised?
6. How necessary do you think it is for the teacher to use only English as much as possible during the lesson?
7. How realistic do you think it is for the teacher to use only English as much as possible during the lesson?
8. Do you feel that your choice of languages/dialects other than English both in the lesson presentation and the interaction with the learners influences their choice to use them in turn in class?
9. Do you think using a language/dialect other than the target one affects your teaching?

10. Do you think that using another language/dialect stands in the way of the pupils' acquisition of English, or it facilitates it?
11. Do you think that CS is a useful tool for teaching EFL?
12. What do you think of teachers who code switch?
13. Should code switching be implemented by other teachers?

**Thank you for your collaboration!**

### المخلص

في فصل اللغة الإنجليزية كلغة أجنبية، يُقصد بالتناوب اللغوي استخدام أكثر من لغة لتسهيل التدريس، وبالتالي التعلم. يهدف هذا البحث إلى دراسة استخدام معلمي المتوسطات لتبديل الشفرة. لذلك سعينا إلى استكشاف مدى استخدام المعلمين للغات أخرى في الفصل الدراسي للغة الإنجليزية كلغة أجنبية، والدوافع من وراء هذا الاستخدام، وتأثيره على اكتساب التلاميذ للغة الإنجليزية. بالإضافة إلى ذلك، حاولنا تحديد موقف المعلمين والتلاميذ تجاه استخدام التناوب اللغوي في فصل اللغة الإنجليزية ونظرتهم له. لتحقيق ذلك، تم صياغة ثلاثة أسئلة بحثية: (1) متى ولماذا يُبدّل معلمو اللغة الإنجليزية كلغة أجنبية الشفرة؟ (2) ما هو موقف المعلمين ونظرتهم تجاه استخدامهم للتناوب اللغوي؟ و (3) ما هو تأثير تبديل المعلمين الشفرة على اكتساب الطلاب للغة الإنجليزية؟ للإجابة على هذه الأسئلة، اعتمدت هذه الدراسة الاستكشافية الوصفية على استبيانات مع التلاميذ و مقابلات مع المعلمين. تم استخدام أسلوب أخذ العينات العشوائية لاختيار 103 تلميذاً و 10 مدرسين من 3 متوسطات للمشاركة في هذه الدراسة. أظهرت النتائج معارضة المعلمين لتطبيق تبديل الشفرة كاستراتيجية تعليمية، مع أنّ غالبيتهم يعتمد على اللهجة العربية الجزائرية. على الرغم من أن تبديل الشفرة في الفصل الدراسي يخدم عدة وظائف، يرى المعلمون أن استخدامه المتكرر يضر باكتساب اللغة الإنجليزية. لكن من جهة أخرى، يشعر معظم التلاميذ بالارتياح تجاه استعمال الأساتذة له. إن نقص الوسائل التعليمية والقيود الزمنية إلى جانب الإحساس بالأمان الذي يوفره تبديل الشفرة للمتعلم كلها من العوامل التي ترغّب المعلمين في استخدام التناوب اللغوي في تدريس اللغة الإنجليزية كلغة أجنبية في الإكماليات. في الأخير، تم توضيح قيود هذه الدراسة وتقديم توصيات.

الكلمات المفتاحية: التناوب اللغوي، معلمي المدارس المتوسطة، اللغة الإنجليزية كلغة أجنبية في

الفصول الدراسية

### **Résumé**

Dans la classe d'anglais comme langue étrangère (ci-après, EFL), le code switching (ci-après, CS) fait référence à l'utilisation de plus d'une langue pour faciliter l'enseignement, et donc l'apprentissage. La présente étude vise à enquêter sur l'utilisation de l'alternance codique ou CS par les enseignants du moyen. Dans le cadre de cette recherche, nous avons exploré dans quelle mesure les enseignants utilisent d'autres langues en classe d'EFL, les motivations derrière une telle utilisation et son influence sur l'acquisition de l'anglais par les élèves. En outre, nous avons tenté de déterminer les attitudes et les perceptions des enseignants et des apprenants à l'égard de l'utilisation du CS en classe de langue étrangère. Pour ce faire, trois questions de recherche ont été posées : (1) quand et pourquoi les enseignants changent-ils de code? (2) quelles sont les attitudes et les perceptions des enseignants vis-à-vis l'utilisation du CS dans l'enseignement? et (3) quel est l'impact du CS sur l'acquisition de la langue anglaise par les élèves ? Cette étude descriptive et exploratoire a utilisé un questionnaire pour les apprenants et un entretien pour les enseignants afin de répondre aux questions de recherche. La technique de l'échantillonnage aléatoire a été utilisée de sorte que 103 élèves ont participé à cette étude ainsi que 10 enseignants, tous appartiennent à trois collèges. Les résultats ont démontré l'opposition des enseignants à la mise en œuvre du CS comme outil d'enseignement, bien que la majorité d'entre eux dépendent de l'arabe algérien. Malgré les multiples fonctions que le CS remplit en classe, les enseignants jugent que l'utilisation fréquente nuit à l'acquisition de l'anglais; pourtant, la plupart des élèves se sentent à l'aise avec le dialecte. En effet, le manque de média et les contraintes de temps, ainsi que le sentiment de sécurité que le CS offre à l'apprenant, sont des facteurs qui influent sur l'orientation des enseignants à l'égard du CS pendant les séances d'EFL. Enfin, les limites et les recommandations de cette étude ont été proposées.

**Mots-clés** : Code switching, les enseignants du collège, classe EFL