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**Code-switching in the Algerian English as Foreign Language
Classrooms: Its Impact on the Student-Teacher Interaction and
the Learning/Teaching Process**

The Case of First Year Secondary School Students in Constantine

Thesis submitted to the Department of Letters and the English Language in candidacy for the Degree
of Doctorat LMD in Linguistics and Applied Language Studies

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Dedication

To my beloved parents, Omar Abd Elouahab and Nassima

Great thanks are granted to them for their encouragement all the time to achieve this work.

To my father- in law Ahmed Ettaher and to the memory of my mother-in law Fatiha.

To my husband and my little angels, Anes Abd Elmouiz, Iyed badr Eddine and

Aridj Hibat Errahman,

To my sisters Dounia-zed and Besma and to my brothers Housseem, Imed and Amine.

To my aunts, particularly Hayet and to my cousin Lamia

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Abstract

This research work probes the role of code-switching in the Algerian English as foreign language classrooms at the first year secondary school level in Constantine. It seeks to exhibit the perceptions of teachers and learners about the occurrence of Arabic and /or French in the English Foreign Language oral classroom context. Furthermore, it scrutinizes the effect of code-switching on the student-teacher interaction and on the learning process. The participants of this research were 24 teachers of English and 109 first year secondary school students. It was hypothesized that although CS is generally stigmatized in the educational setting, it may not always be a sign of deficiency in teaching and learning a foreign language in the Algerian secondary school context. It was hypothesized, too, that Code-switching in the Algerian EFL classroom was considered as a useful communicative tool which has positive effect on the student-teacher interaction if used whenever necessary. The third hypothesis suggested that the prudent use of code-switching in the Algerian EFL secondary school facilitated the learning/teaching process. To check the proposed hypotheses, quantitative and qualitative methods were adopted. These were two questionnaires submitted to teachers of English and their students, a classroom observation and a teacher interview. The examination of the data demonstrated that the majority of teachers and students held positive attitudes towards the use of code-switching, but it should be reasonably and wisely used. The findings revealed too that code-switching to Arabic and/ or French was used for academic purposes chiefly to overcome vocabulary gaps and to keep the flow of communication. Moreover; the results showed that the prudent use of code-switching had positive effects on the student-teacher interaction and it facilitated the learning/ teaching process. Nevertheless, if code-switching was overused, this would handicap the foreign language learning. At the end, some recommendations were suggested.

List of Abbreviations

- **CBA:** Competency Based Approach
- **CBLT:** Competency Based Language Teaching
- **CLL:** Community Language Learning
- **CM:** Code Mixing
- **CS:** Code-switching
- **EFL:** English as a Foreign Language
- **EL:** Embedded Language
- **ELT:** English Language Teaching
- **FL :**Foreign Language
- **GTM:** Grammar Translation Method
- **L1:**First Language
- **L2:** Second Language
- **ML:** Matrix Language
- **MLF:** the Matrix Language Frame Model
- **MM:** The Markedness Model
- **MOP:** The Morpheme-Order Principle
- **MSA:** Modern Standard Arabic
- **S:** Student
- **SMP:** The System Morpheme Principle
- **T:** Teacher
- **TL :** Target Language

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General Introduction

- 1. Scope of the Study**
- 2. Statement of the Problem**
- 3. Aim of the Study**
- 4. Research Questions and Hypotheses**
- 5. Means of Research**
- 6. Participants**
- 7. Structure of Thesis**

General Introduction

1. Scope of the Study

Today, the technological development in different fields all over the world imposes on people the necessity to learn other languages along with their first language. English, for instance, is one of the most vital and significant languages to be learned as a medium of international communication in Algeria. Teaching English as a foreign language alleges a great deal of effort and energy since it is different from learning other subjects. Teachers of English should be aware of the techniques and methods undertaken in teaching English to learners who already have other languages in their repertoire. Normally, only English exists in an English class, yet the latter witnesses the insertion of other languages like Arabic and French, the teachers' and learners' mother-tongue and first foreign language, respectively. This means the inclusion of the so-called code-switching.

Code-switching in an educational setting is a debatable issue that analysts, in general and educators in particular, seem not to welcome in their oral discourse classes. It is viewed as a somewhat problematic subject and a bad habit that should be avoided in the classroom. Nevertheless, since the latter seems to be the chief and the sole source of foreign language input for learners, the incorporation of the learners' languages existing in their repertoire which they are acquainted with is naturally occurring in the EFL class by which they rely on to receive and/or produce the foreign language.

2. Statement of the Problem

In the last decades, code-switching, henceforth, CS has attracted scholars' attention. It has been viewed as an interesting and purposeful area of study. It is a widely observable phenomenon in bilingual and multilingual communities. It is as Hudson (1996, p.51) points out, "the inevitable consequence of bilingualism (or, more generally, multilingualism)". Code-switching is generally defined as an alternation between two or more languages or even dialects in one conversation. This phenomenon occurs in many different social settings like home, workplace, streets and it even appears in educational settings like classrooms. The latter will be our main concern in this study, precisely in English as Foreign Language classrooms.

There has been a big debate in the worldwide literature whether to use the mother tongue (MT) in foreign language classrooms. During the years of study as Algerian EFL students and teaching as EFL teachers, an image has become very clear; not only English is used in the EFL classroom, but also Arabic and French are simultaneously used. This confirms the use of CS, or the alternating use of more than one linguistic code by either a teacher or a student or both of them in the EFL classroom. As the Arabic language is the mother tongue of both the teachers and the students under investigation, it is very likely that there will be situations during the lessons that Arabic/French will be used instead of English. Therefore, this is the starting point of the present thesis. In EFL classrooms, the learner learns the language in an environment that there is little if no natural use of the target language.

In fact, few researches are conducted about code-switching at Algerian educational settings. It is for this reason that the researcher addressed this research gap in this PHD thesis. The latter reviews the role of code-switching in the Algerian secondary school EFL classrooms plays and the reasons behind its occurrence. What is more significant is the

investigation of the distinct functions of code-switching and its impact on the student-teacher interaction and the learning/teaching process.

3. Aim of the Study

The reasons which prompted the researcher to choose such topic are as follows:

- The first reason is the absence of clear guidelines as far as the use of code-switching in Algerian secondary schools is concerned. Put differently, in Algerian public schools, the treatment of the issue of code-switching has not received satisfactory awareness as an oral discourse, and not many studies have been carried out to identify the role of Arabic/French in learning English.
- The second reason is to find out whether the mother tongue (Arabic) and the first foreign language (French) are welcomed or not in the Algerian EFL oral discourse and how they influence the learning/teaching process.

Moreover, since there is no much information about the appearance of code-switching in the Algerian EFL teaching context, a clear understanding of how this phenomenon occurs, when and for what reasons it takes place, has not yet been gained in the context of the secondary school English language classroom in Algeria. Therefore, this study hunts to elicit how code-switching operates and what impact it has on the Algerian student-teacher interaction in the EFL classrooms at secondary school levels. In addition, this work aims at investigating the negative and positive effects of code-switching in the EFL classrooms, and whether this helps to gain a good communicative connection between the classroom interlocutors. This study is moreover devoted to clarify the different functions fulfilled by the use of code-switching in the Algerian EFL classrooms in Constantine at the level of first year secondary school students, and whether this facilitates the learning/teaching process.

4. Research Questions and Hypotheses

To achieve the aims of the study, seven questions are asked in this research, they are as follows:

1. When does code-switching occur?
2. Why do Algerian secondary school students and teachers code-switch?
3. What is the frequency of CS by Algerian students learning and teachers teaching English as a foreign language in the classroom?
4. What are the different types and functions of CS in the first year secondary school EFL classrooms?
5. What are the teachers' and learners' attitudes towards the use of CS in the Algerian EFL secondary school 1st year classes?
6. Is code-switching a communicative strategy which positively influences the student-teacher interaction?
7. Does the reasonable use of CS facilitate the foreign language learning and teaching?

In consideration of the above questions, it can be hypothesized that

1. Although CS is generally stigmatized in the educational setting, it may not always be a sign of deficiency in teaching and learning a foreign language in the Algerian secondary school context.
2. Code-switching in the Algerian EFL classroom may be considered as a useful communicative tool which has positive effect on the student-teacher interaction if used whenever necessary.
3. The prudent use of code-switching in the Algerian EFL secondary school may facilitate the learning/ teaching process.

5. Means of Research

This work is conducted at the level of four Algerian secondary schools, exactly in Constantine. These schools are Bouhali Essaid” and “Kateb Yassin” in “la Nouvelle Ville”, “Ibn Badis” in Filali and “Yougharta” in EL Kudia. The research undertakes qualitative and quantitative treatments. This mixed approach study uses a triangulation method based on three instruments of research: classroom observation, interviews and questionnaires. Classroom observation, by making recordings and taking notes, is used to investigate the types and functions of CS in the Algerian EFL class in order to probe the occurrence, frequency of code-switching as well as the reasons behind it and its impact on the student-teacher interaction and the learning/teaching process. The interview of teachers is presented in order to see the role of code-switching in the EFL classroom and how teachers think of it. In addition, it seeks too to investigate whether the occurrence of code-switching in first year secondary schools has any slight significance on the teacher-student interaction and on the learning/ teaching process. Two questionnaires are designed and administrated to the EFL teachers of first year secondary schools and their students to check their views and attitudes towards the occurrence of code-switching in their EFL classes. These three instruments seem to be complementary to the triangulation of the research.

6. Participants

The participants of this study are 24 teachers of English who have different experiences in English and 109 first year students¹ from the literary and scientific streams in the four mentioned secondary schools. These students have had five years of English. Both the teachers and the students were informed beforehand of the focus of the investigation.

¹ In this research, the researcher calls first year secondary school pupils as students.

7. Structure of the Study

This research work is divided into six chapters. The first three chapters are theoretical and the remaining are practical devoted to the analysis of the results.

Chapter one is a general glance about the teaching of English in the Algerian secondary school context. It firstly presents the definitions of first and second/foreign languages proceeded by the importance of English in the World in general and in Algeria in Particular. It seems crucial too to introduce the language situation in this country. Then, the chapter sheds some light on the existence of English in the secondary school, specifying first year learners. The competency based approach is also indulged. Lastly, the objectives of teaching English in Algeria are tackled.

Chapter two casts a wide-ranging review of literature of code-switching in which it sheds some light on both the historical background of this phenomenon and its distinct definitions presented by many authors. Then, it discusses the main concepts related to code-switching and its different sorts. Moreover, this chapter first involves a presentation of the language situation in Algeria, i.e. the distinct dialects and languages that exist in this country are detected.

Chapter three is devoted to the occurrence of code-switching in natural discourse in general and foreign language classrooms in particular. It firstly treats the reasons, functions and attitudes of code-switching in natural discourse and foreign language classrooms. Then, it casts some light on classroom consciousness, classroom interaction and the attitudes towards code-switching. Finally, this chapter casts some view on the teaching methods which support or ban the existence of code-switching in the foreign language classroom.

Chapter four sheds some light on the methodology used in this study. Two research methods have been conducted. The quantitative method which includes two sets of

questionnaires, one for teachers and another for the students. The qualitative method was based on classroom observation and the teacher interview.

Chapter five includes the analysis and discussion of the quantitative study's tool: the respondents' questionnaire. This chapter is composed of two sections: the first and the second sections contain teachers and students questionnaire, respectively. Each questionnaire aims at showing the respondents' perceptions and attitudes towards the use of code-switching in the foreign language classroom. The questionnaire seems to be the best tool for gathering information.

Chapter six presents the qualitative analysis. It is composed of two sections as well. The first section is a classroom observation which examines the observed data that were analyzed by checking the types and functions of code-switching in the four secondary EFL classrooms. Then, the teachers' interviews are analyzed to reinforce the information of the questionnaire.

The general conclusion is lastly presented and followed by implications, limitations and some recommendations for further study on the occurrence of code-switching in the Algerian EFL classes.

Chapter One

Teaching English as a Foreign Language in the Algerian Secondary School Context

Introduction

1.1.Foreign Language Learning

1.1.1. First Language Definition

1.1.2. Second/Foreign Language Definition

1.2.The Magnitude of the English Language in the World

1.3. Teaching The English Language in Algeria

1.3.1. The Language Situation in Algeria

1.3.1.1. Algerian Arabic

1.3.1.2. Berber (Tamazight)

1.3.1.3. Arabic

1.3.1.4. French

1.3.1.5. English

1.3.2. The Significance of English in Algeria

1.3.2.1.English in the Secondary School Curricula

1.3.2.2.First Year Secondary School Learners

1.3.2.3.The Competency Based Approach

1.3.2.4.Objectives of teaching English in Algeria

1.3.2.4.1. Educational Goals

1.3.2.4.2. Socio-cultural Goals

1.3.2.4.3. Methodological Objectives

Conclusion

Chapter One

Teaching English as a Foreign Language in the Algerian Secondary School Context

Introduction

As English grows to be the language of both globalization and international communication, and to cope with the world, Algeria chooses this language besides French rather than other foreign languages to integrate it in its national educational curriculum. First and foremost, this chapter introduces the definitions of both the first and the second/foreign languages and the distinction between them. Then, as this chapter is devoted to teaching English as a foreign language in the Algerian secondary school context, it is essential to have a glance at the position of this language in the world, in general and Algeria, in particular. Equally important is shedding some light on the role and the status of English in this country's educational system. However, to better understand the status of this foreign language in Algeria, an awareness of the language situation in this country is necessary.

1.1. Foreign Language Learning

Foreign language is the process of learning a nonnative language among speech community members besides to the mother-tongue or used outside the milieu where it is usually spoken. Whereas, the native language (the mother-tongue) is the first language children learn when they start speaking. .

1.1.1. First Language Definition

The First Language, which has other different names like the native language and the mother tongue, is defined by Hornby (2000) as “the language that you first learn to speak when you are a child” (p.829) and which normally becomes your natural instrument of thought and communication. In other words, it is the language that a person acquires in early childhood because it is spoken between family members and the region where the child lives. As clearly put by Ruggles (2008), “first language is the native language or mother tongue, often abbreviated as L1” (p.05). According to Butzkamm (2003), by using the mother tongue, the native speaker a) learns to think, b) learns to communicate and c) acquires an intuitive understanding of grammar. Therefore, the L1 is not only a means of communication but it also works as an inherent system which allows the native speaker to interpret and develop all what is logical. Put differently, all what is received as information is evaluated and understood by referring to our native language.

In this study, the first language (L1) refers to Arabic in general and Algerian Arabic in particular. The core principle of this research is to seek how L1 affects EFL learning. Hence, it seems necessary to check the influence of L1 on the FL classroom (this will be tackled later in the same chapter).

1.1.2. Second/Foreign Language Definition

Individuals can learn other languages besides to their native language. It is significant to learn foreign languages in order to communicate with foreigners and to cope with the world. Taylor (in Stanley, 2002) used a clear analogy to show the significance of using the target language as follows:

Learning a language is like learning to swim. You have to get in there, splash around, get wet, and probably swallow a few mouthfuls of water. If you continue to hold on the bar at the side and are not discouraged from doing so, you will never win an Olympic medal. (p.20)

There are some crucial contextual discrepancies between languages being a second language or a foreign language in a certain country. Ringbom (1987) differentiates between second language acquisition and foreign language learning. He claims that in a second language acquisition context, the language is spoken in the immediate environment of the learner who has good opportunities to use the language for participation in natural communication situations. In the case of Algeria, for example, the French language plays the role of a second language (L2) and from the political perspective, it is considered as the first foreign language. Accordingly, it has become a vital part of most domains of life in this country like, media, education, and even politics, It is a medium of instruction starting from primary school (3rd year). However, in a foreign language situation, the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. Unlike the second language condition, there is little or no chance for the learner to use the language in natural communication situations in a foreign language setting. Crystal (1997), in turn, makes a distinction between the two asserting that the second language (L2) is a language to be looked at as the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media and the educational system. Getting on in such societies requires the master of the official language as early in life as possible. The second language in this case is seen as a compliment to the person's mother tongue, or 'first language' as Cook (1991) defines it as "a language acquired by a person in addition to his mother tongue" (p.66). In the case of English, it has the official status (second language) in more than 70 countries.

On the contrary, English as a foreign language (the case of Algeria), applies when the language is inserted to a country's teaching system besides to the second language (French) even though it has no official status. Crystal (1997) remarks that it becomes the language which children are most likely to be taught when they arrive in school, and the one most

available to adults, who for whatever reasons, never learnt it. According to Crystal (ibid), the English language is currently taught as a foreign language in over 100 countries like China, Russia and Egypt, and in the majority of these countries it is emerging as the main foreign language to be encountered in schools. Algeria is also one of the countries considering English as a second foreign language, as discussed in chapter one. In the present study, French is distinguished to be the first foreign language and English is the second foreign language. In the Algerian schools, the classroom is considered as the sole context of acquiring English as the foreign language. As such, the teacher or the textbook are the sole sources which provide learners with information about this language.

1.2. The Magnitude of the English Language in the World

As known in this new era, English has become an international language by virtue of globalization and technological development after being a simple dialect. English is by far the most widely used language of the 4,000 to 5,000 living languages (Broughton et Al, 1980). The spread of this language and the new name it gains 'a global language' refer to the current state of English as a lingua franca principally due to the extension of the British Empire in the nineteenth (19th) century, and the emergence of America as the leading economic power in the twentieth (20th) century (Crystal, 1997). Elsewhere, the same author (2003) declares that

A language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language, of course, but none of them alone, or in combination, can ensure a language's world spread... A language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power (p09).

Moreover, Baugh & Cable (1978) affirm that the Renaissance, the development of England as a maritime power, the increase of the British Empire, and expansion of commerce and industry, of science and literature have, each in its way, contributed to make the English language what it is today. Briefly, in its entire growth, the English language reflects the political, social, and cultural history of the English speaking people.

This language is today recognized as a world language which achieves a genuinely global status for it develops a special role that is recognized in every country (Crystal, 2003). To reach such a status, a language has to be taken up by other countries around the world. They must choose to grant it a particular position within their communities. This can be attained in two chief ways as mentioned by Crystal (ibid). First, a certain language can be the official language of a country in which is used as a means of communication in distinctive domains of life like the media, the law courts, the government, and even the educational system as the case of Modern standard Arabic in Algeria. French, although it has no official status in the country, is extensively used in government, media and even in education starting from primary school. This language can also be regarded as the co-official language in this country due to Algeria's colonial history. The English language is the official language in other non-Arab countries like India and Nigeria. To get on in such societies, the official language should be mastered as early in life as possible. Sometimes, English is considered as "a 'second language', because it is seen as a complement to a person's mother tongue, or 'first language'" (Crystal, 2003, pp 04). Second, a language can be considered as a main concern in a country's foreign-language teaching, albeit this language has not been officially recognized (Crystal, ibid).

English is learnt as a compulsory language in approximately all around the world; whether as a first, second or foreign language (the case of Algeria). In 1996, however,

“English replaced French as the chief foreign language in schools in Algeria” (Crystal, 2003, p 05). As stated by Baugh (2002), it is spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire. English is the largest of the Western languages. Moreover, it is an official language in more than 60 countries (Crystal, 1992). Since English broadens extensively, numerous varieties have been created. World Englishes represent the diverse regionalized varieties of English developed in dissimilar cultural, sociolinguistic and educational contexts throughout the world. For instance, Singlish is the English spoken in Singapore, while Hinglish is the English spoken in India (Mackswan, 2010).

Many people are aware of the value that the English language has in today's world. For that reason, the demands for learning it are increasing every day. There are more different factors which make that language dominant and important; some people see it as their window to the outside world in the sense that they can use English as a medium of communication with others from different countries because it is widely spread. For example, when two persons of distinct speech communities meet in a country where its language is not the same as theirs, it is English which enables them to send and receive messages between each other, and hence have successful communication. According to Verghese, (1989), English, nowadays, is the common means of communication between the peoples of different nations.

Generally speaking, the English language lays a hand on almost each domain in life all around the world. It helps in business, scientific research and even in politics. According to Kitao (1996),

English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and International air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. American popular culture primarily movies and music carries the English language throughout the world (p.01).

Besides, the total spread of the English language is further facilitated by American media products of mass communication such as videos, music, news, magazines, TV programs, and so on. Talking about literature, “most of the world literatures are first published in English and readily available nearly in all the world libraries” (Hemaidia, 2008, p.11). Algeria, like other countries, has been affected by the English media, such as movies and music.

1.3. Teaching The English Language in Algeria

Algeria is a widespread landscape that comprises more than one language and dialect. Thus, it looks important to be aware of the sociolinguistic situation in this country in order to know the real position of the English language in Algeria, when and how it is used.

1.3.1. The Language Situation in Algeria

Algeria was colonized by the Arabs in the 7th century after being a Roman province in 46 BC. Later on, this country became under the Othman reign in 1518. It ended up in 1830 when the French occupied Algeria (Ahmedsid, 2008) for more than one century. The linguistic situation of Algeria, thus, is a complex and a fascinating example at the same time. This linguistic background makes of Algeria a particular Arab nation with the number of languages used and taught either in academic or non-academic contexts. In this linguistic situation, five languages and dialects have been distinguished in one way or another since 1962. They are Algerian Arabic (the dialect of Algeria), Berber, modern standard Arabic,

French and later (1980s-1990s) English (Belmihoub, 2012). Each of these languages plays different roles in the Algerian society and Algerians have distinctive attitudes towards each of them. In this context, Tabory & Tabory (1987) assert that

The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies. (p.63)

The presence of this variety created a language crisis, either political or educational, and gave rise to outcries where every one claimed monopoly on the language issue: Arabization, French-Arabic bilingualism, the English language status, never reaching consensus (Miliani, 2003 in Lakehal-Ayat, 2008).

1.3.1.1. Algerian Arabic

Algerian Arabic, or 'Derja', is the main language/dialect in Algeria spoken by the majority of Algerians except for some Berbers. It is the language of daily life communication used by family members and friends. Besides, this language is also used on the Radio and on some television programs like plays and movies (Ahmesid, 2008). It is somewhat different from the Arabic commonly spoken by Arabs in other countries. In the various parts of Algeria, there are quite distinct local variations (sub-dialects) of Arabic which are mutually intelligible. In this context, Kaye (1970) writes that Arabic

Refers to the colloquial language known as amma darija or lahja (dialects). The colloquial varieties number is in the hundreds. Being spoken and not written, they are distinguished from the classical Arabic as a result of the grammatical Simplification in structure with fewer grammatical categories. (p.67).

Algerian Arabic has been greatly influenced by Berber, Turkish and French from which there are a lot of borrowings. This dialect is part of the Maghrebi Arabic dialect continuum, and fades into Moroccan Arabic and Tunisian Arabic along the respective borders. It is used by 70%-80% of the population as their mother-tongue. Tamazight, on the other hand is practiced orally by the rest and it is the oldest language of Maghreb (Montagnon, 1998). Technical problems related to its mode of writing are not resolved (Benmayouf, 2010). Languages in Algeria are in constant interaction. This is the so-called code-switching or a mixture of languages.

It is noticed that Algeria is a diglossic community, yet “the Algerian diglossic case is very particular since the low variety is not very close to the high variety” (Ahmedsid, 2008, p. 19). The reason behind this gap is colonization and illiteracy (ibid). Moreover, this phenomenon is related to the different transformations the original language of the Qur’an went through during the history of the Maghreb. As Bensafi (2002) writes, the split between the literary Arabic and the Algerian Arabic began with the Spanish settlement (from 1509 to 1555) by the phenomenon of borrowings. This cut has been increased during the French colonisation of Algeria (from 1830 to 1962).

1.3.1.2. Berber (Tamazight)

The indigenous people of Algeria are the Berbers. The Romans called them Numidians, but they called themselves Imazighen which means ‘free people’ or ‘noble men’. They spoke the different varieties of Tamazight; a ‘Semitic-Hamitic’ language which later became to be called ‘Berber’, also known as Tamazight. It is one of the oldest languages of humanity. Berber languages all together form the Berber branch of the Afro-Asiatic family. According to Ahmedsid, (2008), the term ‘Berber’ is derived from the Latin word ‘Barbarus’ and was used by foreigners to describe the native inhabitants of North Africa. There is no doubt that

the etymology of the word 'Berber' was altogether misunderstood, and it never meant 'barbaric' or 'savage' simply because the Romans used it to describe the Ancient Egyptians who were civilized and advanced people.

Nowadays, most Berber people live in Northern African countries like Algeria (for example, Touareg in Sahara) and Morocco. Others inhabit in Tunisia and Libya. In Morocco, nearly 40% of the population acknowledges a Berber identity, though many more people have Berber ancestry. There are three main Berber dialects spoken in Morocco: Tachelit, Tamazight and Tarifit. Collectively, they are known as 'Shilha' in Arabic. In Algeria, however, there are four dialects used by Berbers: Kabyle, Shawia, Mozabite and Tamashekt. They are 'respectively, found in Greater and lesser Kabylie, in the Aures range (south east of Algeria), in the Mزاب and in the Sahara desert (Ahmesid, 2008).

Berber was not officially recognized in Algeria and it was not used in schools unlike the French language (the old colonial language). It was basically a spoken language though there had been attempts to gain acceptance for a written form. Nowadays, it turns to be an official language that is even taught in some places in Algeria.

1.3.1.3. Arabic

Arabic is a Semitic and an Afro-Asiatic language. It is first presented in North Africa with the Arab conquest of 7th and 8th century when the Berber queen 'Dihya' was finally defeated, and it "gained prominence among the Berbers with the spread of Islam and the use of Arabic as liturgical language" (Ahmedsid, 2008, p.11). The roots of the Arabic language are correlated with the revelation of the Qur'an to the prophet Muhammed (pbuh):

And we sent not only a messenger but with the language of his people, in order to enlighten them. Then Allah misleads who He wants and guides whom He wants. And He is the All-Mighty, the All-Wise.
(The Holy Qur'an, S.14, V.4).

Ouameur (1985) points out that there cannot be Arabic without Islam and vice-versa. Literary Arabic is also named as Modern Standard Arabic (MSA). This variety, also known as Al Fusha, is according to El-Imam (1989) a relaxed version of CA with a modernized vocabulary. It is taught in schools, universities and used in government and media. Since 1962, Arabic becomes the official language of Algeria (Chemami, 2011) that is recognized by the establishment and all official documents are nowadays printed in Arabic. The official language of Algeria is Modern Standard Arabic.

1.3.1.4. French

During the colonization of Algeria, France's aimed not at dominating Algeria politically and economically only; but it wanted, too, to destroy the Algerian culture by imposing the French language and culture on the whole society in general and on education in particular. In this respect, Maamri (2009) puts that

The French attempts to control the natives was more visible in the field of education. The denial to the Algerian of his cultural identity through controls of language, educational programs and methods of instruction indeed revealed the colonialist policy in its most destructive aspect. (p.78)

It was believed that school was the most specific means to transform society and to evoke the idea of the progressive civilization of the school through French language teaching to the indigenous people². This caused a new orientation in education which means a restructuration of the Algerian school along French lines, and the aim was to eliminate the Arabic and

²Speech published on Tuesday July 1st, 2003 by the Ligue des Droits de L'HommeSection de Toulon in "la rubrique histoire et colonies". « transformer les jeunes indigènes en sujet fidèles et obéissants de la France, en leur faisant connaître notre langue et en leur inculquant des notions d'histoires et de géographie destinées à leur donner l'idée de la grandeur et de la civilisation de leur nouvelle parties ». Transform the young indigenous into faithful and obedient subjects by teaching them our language, history and geography to give an idea of the extent of the civilization of our country (Trans. By Rebai-Maamri, 2009).

Islamic roots of the conquered land in order to make a man free from culture and easy to control (Maamri, 2009).

The French language, at that time, was the dominant one. According to Ahmed Sid (2008), “the functional domains of the French language reached into practically every field” (p.16). In other words, it was used in the distinct fields of life; business, education, government and most intellectual life for more than one century.

Algeria was proclaimed in 1870 as part of the metropolitan territory of the third republic (Loyal, 2009). This country has a special link with the French Language. It remains the second French-speaking country in the world with nearly eighteen million speakers despite its ideological refusal to integrate francophone (Chemami, 2011). The French language, however, has still no official status in this country although it has been introduced in French colonial times and is still taught in schools and used in government and higher education. In universities, 95% of undergraduate and post-graduate courses in sciences or in medicine are taught in French language (Miliani, 2000). Nowadays, French is taught from the third year of elementary school. It has its place in secondary schools as a second language. French is considered necessary to pursue higher education, especially abroad, or to find a job. For the economic sector, it only works in French or in English (Kateb, 2005).

1.3.1.5. English

The English language thrived in Algeria prior to the 1980's when Algeria was heading toward socio economic prosperity thanks to its massive gas and oil revenues (Bouhadiba, 2006). According to Belmihoub (2015), since 1995, various new developments have been witnessed in Algeria which raise question about the probable new role English might play in this complex linguistic landscape. These developments incorporate the end of a civil war, a significant exile of francophone intellectuals and the rise of oil prices that improved the

economy of the macro economic level. Elsewhere, the same Author Belmihoub (2012) mentions that:

Since English and globalization are closely intertwined, Algeria's opening to the world is thus interesting for scholars who are interested in environments where the presence of English increases.(p.01)

English has a special situation in Algeria because the teaching of this language went through different reforms before and after the independence of this country (Lakehal-Ayat, 2008). Besides, as stated by Chemami (2011),

The desire to promote English in Algeria is due to a high cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria. This aid concerns the making of textbooks, the training of teachers of English and the introduction of new technologies (p,231)

From 1993 to 2004 in Algeria, fourth graders in and around the capital city of Algiers had, for the first time the option of choosing English, the other option being French, to fulfill their foreign language requirement (Benrabah, 2007). Either of these two foreign languages was at that time taught for nine years (three years in the primary cycle + three years in the intermediate cycle + 3 years in the secondary cycle). The government argued that English was an international language, a language that allowed access to science and technology, and thus it is needed to be offered a fourth grade. Nevertheless, contrary to the government's intent, the French language was chosen by the majority of parents, for they probably believed that their children would find it easier to acquire this language which has been in use in Algeria since 1830. Therefore, the English option in the fourth grade did not become a national requirement (Belmihoub, 2012). The English language, which is in competition with the French language, is apprehended as a second foreign language in Algeria. According to Lakehal-Ayat (2008),

English is nowadays taught from the first year of the intermediate school. This means that pupils will have seven years of studying English by the time they reach the final grade of the secondary cycle. The above data will be summarized in the following table:

-1962	1962-1972	1972-1993	1993-2004	1993-2003	2003-
Intermediate Cycle (4 Years) + Secondary Cycle (3 Years)				Primary Cycle (3 Years) + Intermediate Cycle (3 Years) + Secondary Cycle (3 Years)	
	Intermediate Cycle (2 Years) + Secondary Cycle (3 Years)	Intermediate Cycle (2 Years) + Secondary Cycle (3 Years)	Intermediate Cycle (2 Years) + Secondary Cycle (3 Years)		Intermediate Cycle (4 Years) + Secondary Cycle (3 Years)
7 Years	5 Years	5 Years	5 Years	9 Years	7 Years

Table 01: Status of English at School (English as a 1st Foreign Language and 2nd Foreign Language (Lakehal Ayat, 2008, p. 225).

Concerning teachers' and learners' competence, Bouhadiba (2006) puts that English learners in 1980's were competent for they had access to American and English folksongs, films, the British Council, the Afro-American institute. All these factors helped people to master the English language. He (ibid) further adds that learners were successful because their motivation at that time was not merely vocational but also to learn the culture. Moreover, besides Algerian teachers of English, there were other educators from inner and outer circle countries such as Pakistan, India, the UK and the US (ibid). According to the same author (2006), Face to face contact with the natives, which lacks today, helped in increasing motivation and cross-cultural understanding between Algerians and native speakers of

English. In fact, Bouhadiba (ibid) decries the lack of the environment that characterizes English learning and teaching in Algeria prior to the 1980's. However, despite this criticism concerning the status of education across the board in Algeria today, including the lack of the above mentioned resources, some teachers of English are qualified enough to teach this language and some other students are very good if not excellent in acquiring the English language.

To sum up, in Algeria today, pupils schooling is done in literary Arabic. French and English, however, are incorporated in their learning during the third year of their primary school and first year of their intermediate school, respectively. This choice is not pointless since it is motivated by the fact that education is a vital area where the language issue remains the most important.

1.3.2. The Significance of English in Algeria

Learning a new language, like English, is a constructive procedure that enables the learners to meet the needs of life inside and outside the country they live in. Learning English for Algerians means to acquire any more dissimilar language other than Arabic, their mother-tongue in which there may be a radical change in attitudes and behaviors from one social context to another (Hemaidia, 2008). Thus, English has been given an enormous importance in the Algerian educational system. Its amalgamation in the curriculum has helped to enlarge the number of its users who have been aware of its significance to comply with the changes taking in many fields of life such as education, commerce, communication, economics etc.

Nevertheless, the fact that English in Algeria is neither studied at primary schools nor used outside; meaning that it is approximately missing in the Algerian daily communicative life, may harden the learning process and reduce motivation and thus lead to an incompetent learner. The learners of this language may need it merely for educational purposes, i.e. to

succeed in the exam. In concern, Krashen (1985) puts that, for such learners, “the only input is teachers or classmates’ talk” (p. 46). Unfortunately, the restricted contact with the target language and lack of opportunities to practice speaking skills in such setting present a handicap for learners to expand their communicative abilities and practice their language skills acquired in the classroom. As for others, they consider this language as a door for the external world in which they may visit England, connect with friends in the internet or to keep it to show off for it is a prestigious language. As mentioned by Broughton et Al (1980) who refer to them as instrumental motivation,

... the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers.
(p. 07)

In the case of Algeria, French is the second language which has prestigious position in the Algerian social environment, besides schools and media. English on the other hand is a foreign language for Algerians and is mainly used in schools and universities and restricted to the educated group.

In spite of the fact that English does not play a great role in the social life of Algerians, this language is taught in Algerian middle and secondary schools and even in universities because of its prestigious position it has all over the world. According to Slimani (2016), as English “is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to it to live their social, intellectual and economic daily realities” (p.34). Still, nowadays, this language occupies a prominent role in the Algerian policy and authority. Miliani (2000) writes that “the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones”

(p.13). Thanks to the new educational reforms that Algeria has mandated, English was perceived on a better level on the sight of the reform goal.

7.3.2.1. English in the Secondary School Curricula

Education in Algeria becomes a fundamental path through which Algerians may meet the needs which will provide them with the most requisite jobs in their country and to catch up with the demands of globalization. Algeria has incorporated English in the middle and secondary school curriculum for the sake of strengthening the intellectual and the socio-cultural encounter to enrich the learners' knowledge.

Today's educational system is composed of public and private schools. In the former, the English language is studied from the beginning of intermediate school to the end of the secondary school. In the latter, however, English is studied from the primary school. Since this thesis is limited to public schools, the total of studying English by this group of learners will be seven years; four in the intermediate school and three in the secondary school. The latter will be the main concern of this chapter.

Nowadays, English becomes an indispensable subject in every school curriculum because of its increasing significance throughout the globe. An immense value has been granted to English in the Algerian educational system. According to Abdellatif Mami, (2013),

Since the introduction of the English language into schools, it has become an important part of the curriculum and has recorded a great demand in all levels of education. Various TEFL (Teaching English as a Foreign Language) schools have been Established throughout the country (p. 911).

The latter needs more effort from both the teachers and the learners, relatively more demanding than the other subjects which are taught in the learners' mother-tongue. English

being the language of globalization is learnt since the learners' first year middle school till the third year of the secondary school. It is interesting in both levels, but with a coefficient which is less necessary as the coefficient in other subjects like Mathematics and Arabic. As far as the secondary school is concerned, the English coefficient and hours of teaching of this language depend on which stream it is. In the literary stream, for example, English is more compulsory than the scientific stream in which this language is taught for four hours per week with a coefficient two in the former. In the latter, however, this language is mainly taught for three hours a week with a coefficient one. In Algeria, as known, the secondary education lasts three years with a final examination in 3As which is considered as a door to be opened for higher education.

7.3.2.2. First Year Secondary School Learners

Since this research is based on secondary education first-year pupils, it is essential to have a birds' eye view to this year. The literary or scientific first year learners are supposed to have three or four hours of English sessions per week, respectively; which means approximately between 170- 180 hours. They are assumed to acquire a considerable quantity of English vocabulary and grammar rules in the four years in the middle school. Therefore, these learners are supposed to be acquainted with the competency- based teaching and learner-centered approach on which their book is based. In their first year, pupils tend to learn the four English skills which are listening, speaking, reading and writing. They are found in their English course book which is entitled "AT THE CROSSROADS". It obeys to the pertinent Ministry of National Curriculum as laid down in January 2005. First year secondary school book contains five units distributed on the basis of 20 hours' teaching load per unit. Every unit includes four sequences.

As classified by Hemaidia (2008), two sorts of learners can be distinguished, some learners underestimate themselves and do not recognize the significance English plays in today's world. They think that learning this language is a waste of time and thus they have no effort to learn it, mainly for their belief that English has no particular status in Algeria and "they consider this language as just one theoretical subject to be studied, with no recognition of its practical use as an international language" (ibid, p.14). In this way, such category of learners gets very low marks in the foreign language exam. The other category of learners has positive attitudes towards the English language who estimates that the latter really has a prestigious role in the world and may have the chance to work abroad if they master this language.

The role of the teacher in the EFL classroom, however, seems to strongly affect the learners' motivation in the classroom. According to Maxon (2009), "The most successful teachers are often the ones who can put the students at ease and who have a sense of humor" (p.23). Then, he (ibid) precises his description to EFL teachers by declaring that "a good EFL teacher enjoys meeting people and is interested in other language and cultures".

To make learners enjoy learning English, teachers should discover better solutions to make their students motivate in the class. One of these solutions is the insertion of the some languages learners are acquainted with- Arabic/ French in this case. According to Hemaidia, (2008)

The teacher's attempt to use Arabic to clarify the ambiguities the learners confront was the best solution to make things clearer for them. What was remarked is that most of the learners, even those who used to show no interest in the subject go to some motivation and understood at least the main idea of the text mainly because it was provided with key words in Arabic (p04).

In order to achieve some goals, and make the learners satisfied, the new approach known as the competency-based approach was introduced on the basis of certain competencies like comprehension, interaction and production of oral and written messages.

1.3.2.3. The Competency Based Approach (CBA) in Algeria

Enhancing the educational system in any part of the world is obligatory to make successful future generations. For this reason, the Algerian authorities, too, find a necessity to reorganize its educational system, and then enormous attention is oriented towards the communicative properties of the target language.

The Algerian authorities have witnessed various alterations in its educational system since the independence in 1962 according to the most proficient teaching methods in the world. Moving from the most ancient method, The Grammar Translation³ Method, that was inherited from the already equipped French colonization syllabi to the competency based approach passing by the audio-lingual method. To link theory to in-class practice, it is worth revealing Richard and Hall's series of ELT textbooks, the French mandated textbooks that were actually used in Algeria's schools during the very post-independence period. They are, *par excellence*, illustrative examples of ELT textbooks that draw on the principles of the Grammar-Translation Method. The series in question consists of the following textbooks: *Anglais Seconde Langue, Classe de Quatrième, (1960), Anglais Seconde Langue, Classe de Troisième(1961), L'Anglais par la Littérature, Classe de Seconde(1962), L'Anglais par la Littérature, Classe de Première(1963) and La Vie en Amérique: 1ère ou Classes Terminales(1963)* (Bougandoura, 2012). These French-designed ELT textbooks, taken randomly from *L'Anglais par la Littérature, Classe de Seconde*, reflect faithfully what is to teach and test after the Grammar Translation Method.

³The Grammar Translation Method and the Audio Lingual Method are described in detail in chapter three.

The Audio lingual Method was soon adopted then, because of its behaviorist approach, relying on the principle of stimulus-response, the learner was treated as a ‘machine’ that responds to the teacher’s stimuli to learn (Benadla, 2012). This method has then been failed. This failure was a good reason for making an imperative reform and a radical change and give birth to the so called, the Competency Based Approach.

Thus, recently, this new educational reform, the Competency Based Approach (CBA), was presented as a new teaching paradigm, which has been adopted in Algeria in July, 2005 in order to enhance the Algerian educational system. This new educational reform paved its way for the secondary education. It has been transmitted from teacher to learner centered instruction for all subjects besides English. The Competency Based Approach (CBA) is one of the present methodologies that can be described as an extension of communicative language teaching movement. It is defined by Docking (1994) as an approach which

...is designed not around the notion of subject knowledge but around the notion of competency. Focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks.(p.16)

This indicates that unlike the other approaches, the CBA is organized around the notion of competency rather than the notion of subject knowledge. Thus, this new approach aims at enhancing the learning process in addition to competencies whose components are: know-how (savoir), know-how to do (savoir-faire) and know-how to be (savoir-être). Put it differently, the CBA gives attention to meaning rather than form and equips the learner not only with knowledge, but much more significantly with suitable most important , social and intellectual skills to use that knowledge in real life situations by providing the learner with “a natural

context for language use”(Larsen-Freeman , 2000, p.144). In the words of O’sullivan and Burce (2014),

“The most important characteristic of competency-based education is that it measures learning rather than time. Students’ progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.’
(p. 72)

In other terms, this new approach seeks to make competent learners who should be capable of applying what they learn in school to their real social life and so solve their problems by their own basing on what they learn from school. Put it differently, the CBA is a good means that enables learners to indulge what they learn in the real social life. According to Bensemmane (2005),

The Competency-Based curriculum aims at developing Learner Competencies which include communication Skills (reading, writing, understanding, interpreting, speaking, interacting, negotiating, collaborating), and research skills (collecting, selecting, summarizing information,using technological tools,writing a project, etc (p. 136-137).

Besides, Fodil (2005) explains tha this learner-oriented approach “seeks to develop learners’ autonomy and self –development by laying claim for the necessity to redefine the roles of both learner and teacher, hence the argument for the adoption of a methodology centred on the learner” (p.38).Thanks to the CBA, learners are now viewed to be active agents in their language learning process instead of being regarded as empty recipients waiting for linguistic pieces to be poured into their heads so as to be memorized and then reproduced in- vitro (Aimeur, 2010).

The application of the principles of this approach to language teaching is called Competency Based Language Teaching (CBLT), which is supposed to enhance the quality

of teaching and learning by virtue of its emphasis on learning outcomes. Richards and Rodgers (2001) pins point that CBLT is an effort to generalize the application of competency based approach to the realm of foreign and second language instruction. The basic principles of the CBLT are summarized by Louznadji, (2006) as follows:

- CBLT is an approach based on the process “know-how –to act”.
- The goal of teaching is “a competent performing learner”, that is the ability to use the acquired knowledge in the real life situation.
- The learner must be aware of the learning process, more autonomy, and required to look for the information from different sources not only the one given by the teacher.
- .The teacher’s role is somehow different than her/his role in the other approaches.
- It is a “problem-solving” approach that looks for the required solutions through the content of the learning process.
- The importance of the Project-based session to develop learners’ CC.
- It focuses on the outcomes.

The New applied approach in intermediate and secondary schools ‘CBA’, is not implemented randomly. Rather, it seeks to enhance the Algerian educational system and to make successful decision makers. Thus, learning either English as a foreign language or any other subject must have some goals to be achieved.

1.3.2.4. Objectives of teaching English in Algeria

Learning languages in general and English in particular is a long route which does not finish in a diminutive time. Like other Arab countries all around the world, Algeria has to be conscious of the role English plays in the different fields of life. Since English has been given

much interest by the Algerian educational system which promotes its use, its learners show a big interest to study this foreign language which may be a door to be opened to the outside world and to their future either. The Algerian Ministry of education (2005, p.04 quoted in Hanifi, 2011) has distinguished some major objectives of teaching and learning English in Algeria. According to it

l'enseignement de la langue anglaise se propose d'asseoir et de développer des compétences d'ordre communicatif, linguistique, culturel et méthodologique qui permettront à l'apprenant de faire face à des situations de communication orale et / ou écrite compte tenu de ses besoins futurs et de ceux de la société dans laquelle il évolue (p.19).

Teaching English in Algeria aims at setting up and developing communicative, linguistic, cultural and methodological competencies that would permit to the learner to face situations of oral or written communication that have to take into consideration his or her future needs and those of the society in which he or she evolves (Translated by Hanifi, 2011, P.19).

According to the above statement mentioned by the Algerian Ministry of Education, three main objectives of teaching and learning English are differentiated in the Algerian secondary school. They are educational, socio-cultural and methodological objectives.

1.3.2.4.1. Educational Goals

The primary aim of learning English in Algeria is for educational function in order to have a good educated group of people who can master the English language and catch up with world needs. Broughton et Al, (1980) mention that “The teaching of modern languages in schools has an educational function,” (p.07). Educational objectives aim at developing the learners' knowledge like providing them with the basic linguistic material as vocabulary and grammar. Moreover, English attempts to consolidate the capacities already acquired so as to

create an environment in which they develop positive attitudes towards learning English and enable them to apply the basic tools to pursue their studies in English.

1.3.2.4.2. Socio-cultural Goals

The second objective of English learning in Algeria is socio-cultural. It is by ensuring interdisciplinary coherence as an effort to integrate the general information acquired by the learner. Another apparent socio-cultural objective is also to stimulate the learners' curiosity and contribute to their innovation of culture and civilization conveyed by English. (Hemaidia, 2008).

1.3.2.4.3. Methodological Objectives

The methodological function seeks to provide learners with autonomous strategies in order to extend their knowledge, critical thinking and self assessment (Hemaidia, 2008).

These were in brief some of the major objectives of English language teaching in the Algerian secondary school for which important language teaching approaches have been set. These objectives should be reached through the development of mental abilities and skills which should be catered for by all the subjects included in the curriculum because these skills are the basis for any efficient acquisition of language. These skills are a) knowledge: state, recall, and reproduce b) comprehension: predict, identify, explain, illustrate; c) application: predict, select, use, construct; d) analysis: select, compare, and break down; e) synthesis: summarize, argue, organize, and conclude; f) evaluation: judge, select, support, attack, and evaluate (Slimani, 2016, p36).

Additionally, another ambition of learning English in Algeria is to have good command of this language to cope with the world progress. According to Abdellatif Mami (2013)

the goal of most English language courses would be to develop a general command of “real-English” for use outside the classroom. In many Algerian contexts, however factors such as the shortage of time or the large number of learners in a class make this goal seem difficult or impossible to reach. Obviously, using English as the main classroom language can be a learning opportunity and a challenge for non-native teachers of English as well as for learners (p.912).

English is generally used in the formal classroom environment, and there are hardly any opportunities, rather than school, to use this language in the Algerian social community. This is one of the problems of learning English in Algeria. For that reason, many learners of the foreign language learn English only in the classroom to succeed in the exam.

Conclusion

To sum up, the fact of teaching and learning English as a foreign language in Algeria turns to be increasingly more essential. This language which is indulged after the French language is taught as a basic subject across the curriculum, from the intermediate to secondary phase. The Algerian educational authorities have witnessed many approaches and methods in order to enhance the teaching and learning process in general and English in particular. The competency-based approach was the last approach adopted in Algeria. Regardless of these educational procedures to sustain the teaching and learning of English, secondary school learners still come across many obstacles and exhibit low accomplishment mainly in oral skills. Thus, teachers turn to look for certain solutions to solve this pedagogical dilemma. One of these solutions is the insertion of the mother-tongue in the EFL classroom, i.e. code-switching.

Chapter Two

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Chapter Two

An Introduction to the Concept of Code-switching:

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Introduction

The interplay between languages, or code-switching, plays a great role in the field of linguistics. It is therefore not surprising that a great proportion of research on bilingualism focuses on this topic. In order to understand the main concept in this research, a general overview of the theoretical background of the phenomenon of code-switching is provided. It is a detailed review of literature that exhibits the most important aspects of code-switching and what is related to it. This chapter, then, casts some light on the historical emergence of this phenomenon. Moreover, the different views by many authors related to code-switching in addition to the different models are dealt with. Then, the aspect of bilingualism is presented since both bilingualism and code-switching seem to be interrelated. As well, the review encompasses various definitions and explanations of code-switching as proposed by different scholars. After that, the concepts related to this aspect, namely code mixing, borrowing and diglossia are discussed. Finally, both the syntactic (inter-sentential, tag and intra-sentential switching) and social (situational and metaphorical code-switching) types of code-switching are handled.

2.1. The Emergence of Code-switching

The phenomenon of code-switching has been known since the early twentieth century; yet, it was not given a lot of attention by researchers on bilingualism on that time. This neglected phenomenon was regarded as just interference in bilinguals' speech (Myers-Scotton, 1993a). This is for the fact that code-switching was considered as something that arises randomly without any logical prototype behind it; as an effect of imperfect second language (L2) learning. It was historically believed by many early scholars that CS was primarily employed by individuals who possessed inferior intelligence levels or a low mastery of the second language (Benson, 2001).

CS was initially based on Spanish/English code-switching and carried out in the United States (US) by Espinosa in 1917(Kamwangamalu, 1999). Essentially, this study wraps up with the fact that “there was no rational for code-switching, and that code-switching was just a random mixture of the languages available to a bilingual speaker.” (ibid, p.250). Actually, many researchers on bilingualism like Haugen (1950, p.211) and Weinreich (1953, p.50) (in Milroy and Muysken (1995)) agree with Espinosa's view on CS. They respectively claim that

except in abnormal cases speakers have not been observed to draw freely from languages at once. They may switch rapidly from one to the other, but at a given moment they are speaking only one, even when they resort to the other for instance. The introduction of elements from one language into the other means[...]an alternation of the second not a mixture of the two. (p08).

In the same vein, Weinreich (1953) agrees that “in affective speech, when the speakers’

attention is almost completely diverted from the form of the message to its topic, the transfer of words is particularly common” (p.50). Put it differently, Researchers ignore the subsistence of CS. They just looked at it as interference⁴ phenomenon, where no clear break between linguistic systems is found, as it is normally the case with code-switching (Valdés-fallis, 1978).

Today, nevertheless, this negative belief about CS has since been dispersed by researchers who far and wide concur that this phenomenon does not occur arbitrarily. Rather, it becomes a widespread sociolinguistic phenomenon in bilingual speech which attracts many researchers’ interest. Heller (1988) cites ethnographic findings where, in some communities, the use of code-switching is not only a widespread but also considered as a normal way of conversing. Recent studies also suggest that CS is a part of the process of acquiring a second language and that it may be an important competence in itself in the way the speaker is able to alternate the two languages and employ each language for specific purposes (Simon, 2001; Halmari, 2004).

Both syntactic (Poplack, 1980) and sociolinguistic (Bloom and Gumpers, 1972) aspects of bilingual speech govern CS. The former focuses on the linguistic factors constraining code-switching; what kind of code-switching is allowable. The latter, in contrast, which includes discourse management and social/metaphorical functions, has highlighted the multiple social and discursive functions of code-switching (Bailey, 2000). Accordingly, as mentioned by Ahmed Sid (2008), both ‘linguistic’ and ‘extra-linguistic’ terms refer to the “structure of sentences and discourse, realized in the phonology, morphology and syntax” (p.24), and to “the social meanings conveyed by code-switching and its social factors” (p.24),

⁴In linguistic interference, both languages undergo significant changes due to the close contact between them, whereas in code switching the two languages remain intact (Sánchez, 2003:04). To explain one case of linguistic interference, an example is presented by Valdés-fallis (1978, p.06). Grammatical order may be affected by linguistic interference as in ‘goes the class to the library’ where Spanish grammar interferes with English.

respectively. The linguistic study of code-switching was originally related to grammatical systems. In this sense, Nielp (2006) writes that

The identification of various constraints, though sometimes conversational, has inspired a great deal of work in syntax, morphology and phonology :a structural focus has been similarly constructive for production model or as evidence for grammatical theory.(p.03)

The grammatical structure of CS is increasingly focused on in bilingual research (Myers-Scotton, 2002). Researchers in this field discuss the different types of CS structures that are possible within a given data set. It is possible to offer interesting indications about the underlying structure of language systems by analyzing CS constraints, i.e. the points within a sentence at which the transition from one language to the other is possible. This is the grammatical approach to CS (Auer, 1998)

However, later on, researchers argued that linguists should not consider the phenomenon of code-switching as merely a product of grammatical system, but as a practice of individual speakers because they may create esoteric analyses which have little significance outside the study of linguistics per se. In this context, MacSwan (2010) agrees that

An actual code-switching research literature did not emerge until the late 1960's and early 1970's,when work focusing on both social and grammatical aspects of language mixing began steadily appearing with scholarly engagement of previously published research . (p. 01)

Nielp (2006), thus, writes that “by 1972, the term code switching was well attested in the literature, and several studies in linguistic anthropology and sociolinguistics prefigured later code switching research in sociocultural linguistics” (p.04). Therefore, both of the previous

mentioned approaches should be regarded as interrelated and complementary to each other. Moreover, both Lee McKay and Hornberger (1996) mention that researchers have scrutinized the structural patterns, Functional determinants, social correlates and Psycholinguistic processes of code switching in different societies.

Current perspectives see CS phenomenon as a skilled code, used most effectively by individuals who master both languages. In other words, CS is nowadays thought to be an indicator of bilingual ability rather than merely a demonstration of language deficiency. Becker (1997) claims that the individual's level of Second Language (L2) ability can be demonstrated through his manner of code-switching.

2.2.Models of Code-switching

Talking about intra-sentential code-switching, many scholars in the recent years dealt with research on the syntactic character of code-switching. From the late seventies onwards, there has been a debate going on producing models predicting code-switching.

2.2.1. The Matrix Language Frame Model

Many grammatical models have been proposed to account for the grammatical constraints in CS. One of the most influential models, the Matrix Language-Frame Model (henceforth, MLF), was introduced by Myers-Scotton (1993b). The model is based on two asymmetries: matrix language vs. embedded language and system vs. content morphemes. It has had a very strong influence on the field of CS. Since it first emerged, the MLF model has enjoyed a huge reputation among researchers concerned with the grammatical properties of code-switching (Mac-Swan, 2005). This model differentiates the languages involved in CS, which means that it distinguishes between the so-called 'Matrix Language' (ML) and the 'Embedded Language' (EL). The former, which is also named the host or the base language,

is considered as the predominant tongue in which the conversational exchange is held. This means that the ML is the main language that plays the dominant role in CS. According to Myers-Scotton (1993b), “the Matrix Language may change across time, and even within a conversation, that is the [Embedded Language] may become the Matrix Language” (p.69). The latter (the Embedded Language), which is as well named the guest or the donor language, is the language being inserted into the utterance and it takes on the morphological and the phonological structure of the ML in CS. Mac-Swan (2005), simply summarizes the MLF model as follows:

Simply put, the MLF model theorizes that the ‘morphosyntactic frame’ of a code-switched Utterance is set by a Matrix Language (ML) with Embedded Language (EL) morphemes from another language inserted into this frame (p01).

This model, thus, suggests that one language has to be dominant over the other in all code-switching occurrences. Accordingly, the dominant language becomes the matrix language (ML), whereas the other language whose words are inserted in the former becomes the embedded language (EL). Based on this, Myers-Scotton (1993b, p.83)) puts forward two theories of the ML that are The Morpheme Order Theory and The System Morpheme Principle. The former claims that the ML determines the word order and the latter claims that the ML determines the grammatical meaning. He (ibid) puts them as follows:

- **The Morpheme-Order Principle**

In ML+ EL constituents consisting of singly occurring EL lexemes and any number of ML morphemes, surface morpheme order will be that of the ML.

- **The System Morpheme Principle**

In ML +EL constituents, all system morphemes which have grammatical relations external to their head constituent (i.e; which participate in the sentence's thematic role grid) will come from the ML. In other words, both the MOP and the SMP state, respectively, that the morpheme order within the bilingual clause and the one type of system morpheme come from one language which is the Matrix Language (ML).

Accordingly, in this study, the ML is expected to be English and the EL is expected to be Arabic as the medium of instruction is English and students are expected to speak the target language more and their native language, Arabic, less.

Many researchers, however, criticized the MIF model for the vagueness of defining the ML. MacSwan (2005), for example, claims that the “way of casting the ML made it difficult to know, for any given utterance, which language functioned as the ML and which as the EL” (p.08). In the same vein, he (2010) adds that “the general mechanisms are defined in vague terms, making it difficult to identify the specific empirical predictions of the MLF model” (p.06). Concerning the vagueness of defining the Matrix Language, Myers-Scotton (2002) admits that the identification of the Matrix Language is the most frequently asked question about the MLF model. Moreover, Ahmed-Sid (2008, p.78) states that Boussafara-Omar (2003), in her review to a new presentation of the MLF model and its sub-models, contends that “one of the major early criticisms leveled against the MLF model [...] was the circularity of her definition of the ML”. Myers-Scotton (2003), replying on the criticism, she wrote that if the terms of the

morpheme order and one type of system morpheme, both are satisfied, then the matrix language can be identified as that language. If only one of the two participating languages meets these criteria, it is the ML. What is circular about that. (p78)

However, Myers-Scotton and Jake (2001) admit that the MLF model cannot explain some problematic code-switching data like double morphology and bare forms although it does not disallow them. This is why they both develop another model called the 4-M model, in order to add some precision to the MLF model and have wider applications. Also, to make up MLF's explanatory deficiency.

2.2.2. The 4-M Model

The 4-M Model adds precision to the MLF Model. In other words, the content-system morpheme opposition of the MLF Model is refined and an extended version "the 4-M Model" is proposed. The latter "suggests an explanation for the occurrence of double morphology and only allow system morphemes to be doubled in classic CS" (Myers-Scotton, 2002, p.92). This model follows the distinction of content-system morphemes and system morphemes. They are further classified into three sub-categories according to the activation stage at the mental lexicon and the formulator. The 4-M Model is defined as a model of morpheme classification that should apply to language in general (Myers-Scotton and Jake, 2000). It explains how morphemes are activated and accessed during speech production. Myers-Scotton's MLF Model with the 4-M Model are considered as powerful means for the description of CS as well as the variety of language contact phenomenon and language acquisition. The use of the 4-M Model for language acquisition seems especially promising.

2.2.3. The Markedness Model

Myers-Scotton's Markedness Model (MM) is one of the more complete theories of code-switching motivations. It provides the theoretical framework for examining the motivations of code-switching. This model argues that linguistic choice, including code-switching, indicating the social negotiations of Rights and Obligations (RO) which exist

between participants in a conversational exchange (Myers-Scotton, 1993). This refers to the fact that a linguistic choice made for a conversational exchange is determined by what is prominent about the situational exchange. According to Myers-Scotton (1998):

This claim is simply that in their own language use, individuals exploit relationships that become established in a community between a linguistic variety and who uses the variety, and where and how it is used. That is, individuals take advantage of the association that their addresses/reader make between a variety and its typical users or uses (p18).

The MM is one of the more complete theories of CS motivations. It is based on the promise that both speakers and analysts can identify and differentiate between marked and unmarked choices. According to Myers-Scotton (1998), the distinction between marked and unmarked choices of linguistic varieties is formalized in the M.M. The marked choice takes place when it is an unexpected choice to indicate the social distance among the participants in a given conversational situation (Makgwati, 2011). In this case, CS is used to exclude deliberately some members present in a conversational situation. The speaker switches to a language that he/she knows will only be understood by a certain part of the audience. The unmarked choice, however, occurs when it is an expected choice. It works as a communicative strategy in a given linguistic exchange to serve particular communicative function usually inclusive in nature (ibid). This category of CS is, according to Myers-Scotton (1993), composed of two sub-types: First, Cs as a sequence of unmarked choices is the result of a change in the situational factors during a conversational exchange. Second, CS can be unmarked choice where situational factors hardly change during a conversational exchange.

Myers-Scotton (1998, p.22) mentions that “all speakers possess a ‘markedness evaluator’⁵ that includes a cognitive capacity to access markedness”. The most important innovation in this model is assuming

that choices are best explained as cognitive based calculation that depend on their estimations of what choices offer them the greatest reward [t]hat a bilingual may see switching languages at some point in a conversation as a way to optimize reward (Myers-Scotton, 2002, p.46).

The MM has been, nevertheless, criticized for many shortcomings. Auer (1998), for example, claims that sociolinguists object to the markedness model’s postulation that language-choice is entirely rational. He (ibid) further explains that when speakers code-switch, they do not make reference to any pre-existing normative model but rather actively create and produce social meaning according to the particularities of the interaction. As well, both Finlayson & Slabbert (1997) point out to another shortcoming. They claim that this model does not explain why speakers who code-switch would not conform to societal norms or why a speaker would want to increase or decrease the societal distance between him/her and the other speaker. Woolard (2004) has also challenged Myers-Scotton’s assumption that CS is strategic, and suggests that it is not always a deliberate or even conscious choice.

2.3.Bilingualism

The phenomenon of code-switching is no doubt interrelated with the concept of bilingualism which involves “the regular use of two or more languages” (Grosjean, 1982,

⁵ “‘The markedness evaluator’ is regarded as an additional filter that can occur in between the first filter’s structure constraints and the second filter’s rationality”(Myers-Scotton, 1998,p.34).

p.01) within a certain speech community. Generally speaking, Yule (2006) defines this aspect as “the state of having two languages” (p.238). A bilingual is “a term used to describe a native speaker of two languages or country with two official languages” (Yule, 2006, p. 200). Bilingualism is sometimes connected with the movement of people. Consequently, it comes out from the fact that two distinct speech communities are in contact. Such contact may happen as a result of migration, occupation, traveling, or trade. Currently, various people have to be bilingual to be able to communicate like immigrants who have to learn another language in order to work in the country they live in. Once bilingualism is established in a community, language choice patterns emerge and are very common in bilingual behavior. Individuals have to make choice over what language to use to whom and when (Fishman, 2000). Wardhaugh (2010) in turn asserts that “most speakers command several varieties of any language they speak, and bilingualism...is the norm for many people throughout the world rather than unilingualism” (p.98). According to Yule (2006),

Individual bilingualism does not have to be the result of political dominance by a group using a different language. It can simply be the result of having two parents who speak different languages. If a child simultaneously acquires the French Spoken by her mother and the English spoken by her father, then the distinction between the two languages may not even be noticed by the child. There will simply be two ways of talking according to the person being talked to. (p. 200)

Defining bilingualism seems to be problematic since individuals with varying bilingual characteristics may be classified as bilinguals. This phenomenon has traditionally been viewed from many perspectives. Some points of view are based on the speaker language proficiency. This means that the definition of bilingualism is categorized according to the

degree of proficiency. Thus, three main categories approached from linguistic perspectives are briefly reviewed as follows:

The first category is concerned with speakers who have sufficient proficiency in both languages, i.e. bilinguals who master two languages equally (Mackay, 2000). In other words, such definitions focus on the balance of the language involved, or on fully fluent bilinguals. According to Romaine (1995), the notion of bilingualism refers to those who have a native-like control of two languages. This notion is at odds with the second category which holds that anyone who is capable of demonstrating minimal use of two languages is recognized as bilingual. In the second group of opinions, an individual's ability to speak both languages despite having low proficiency in both of them can be seen as sufficient for him/her to be considered a bilingual. Haugen (1953) agrees that bilinguals are individuals with proficiency in one language but with "the ability to produce complete meaningful utterances in the other language" (p.07). In the same vein, Myers-Scotton (2006) claims that rarely are speakers equally fluent in two languages. Nevertheless, the third group of scholars does not agree on either of the previously mentioned perspectives, which range from maximal proficiency to a minimal proficiency in a second language. Therefore, to Edwards (2004), an in-between definition has been developed to describe speakers using two or more languages alternately. The latter definition of bilingualism does not mention the level of proficiency in either language of the speaker. In this study, the third group definition will be adopted. The effect of bilingualism on the language structure in a community is manifested in the form of the following processes: Code-switching, Borrowing and code mixing (all these three aspects will be dealt with later in the same chapter).

In the Algerian context, Algeria is a bilingual country for it contains a majority who speaks Arabic and French in their daily social life. The minority of Algerians shifts between French/Arabic and Berber. However, in the EFL (English as a foreign language) classroom,

Algerian students and their teachers are considered to be trilingual since they have Arabic and French in their repertoire besides to the English language. The main reason for being bilingual in the Algerian society is the French long-term colonialism in Algeria, for a period lasted more than one century. This colonisation has caused today a constant kind of bilingualism. The French colonizer imposed the French language in Algeria. French turns to be the language of wider communication and continues to play an important role in spoken as well as in written domains. This is regarded as one more cause for bilingualism in the Algerian environment. At the primary school, children learn French and Arabic where they develop their knowledge about the grammar and the system of each language separately (Ahmed Sid, 2008). At the intermediate and high schools, there is English in addition to French and Arabic. Actually, bilingualism in Algeria seems to be heterogeneous since not all the population is bilingual. The more the part of the country is prestigious the more bilingualism is current. In some parts of the country, there are monolinguals who speak one language only. As a result of bilingualism is the so-called code-switching, a phenomenon that exists between two groups of people speaking two or more languages.

2.4.Code-switching Defining

Code-switching has attracted many researchers in the last two decades. It has become an increasingly topical and important field of research. This phenomenon is widely and differently defined by many linguists. In fact, there has been some effort to unify these definitions, but this turned to be difficult task to do (Milroy and Muysken, 1995).

A question that can be asked is how can code-switching be defined? From the 1970's onwards, the phenomenon of code-switching⁶ has become one field of research with many

⁶The first use of the term 'code-switching' has been attributed to Hans Vogt in an article written in 1954 (Auer, 1998) which is titled "Language Contact". The earliest evidence of CS research in the United States dates back to the work of Aurelio Espinosa (1911), Professor of Romantic Languages at Stanford University (Benson, 2001).

publications and organizations (Kovács. 2001). A search of the Linguistics and Language behavior Abstracts database shows that in 2005, more than 1,800 articles on code-switching published in almost every branch of linguistics (Nielp, 2006).

The term code-switching is composed of two isolated words, namely 'code' and 'switch'(ing). According to the *Collins Concise Dictionary of the English Language* (1988), by 'code' is meant "...a system of letters or symbols by which information can be communicated secretly, briefly" (p.214). Differently, in *The Oxford Companion to the English Language* (1992), the same word is referred to as a system of communication whether spoken or written such as a language, dialect or variety that two or more people employ for communication. According to Wardhaugh (1992), the term 'code' itself refers to a language or a variety of a language. He (2010) elsewhere more explains that code is "the particular dialect or language one chooses to use on any given occasion and the communication system used between two or more parties" (p.98). Unlike the other definitions of the word 'code', the first one does not interest us in this research. The term 'switching' means "to exchange (places); replace (something by something else)" (The Collins Concise Dictionary, 1988, p.1194). It is a movement from one object to another. This means that someone when speaking, he/she shifts, switches or moves from one code to another. Therefore, putting the two words together code and switch(ing) form one word named 'code-switching'.

The term code-switching has been referred to as 'code mixing', 'code shifting', 'language alternation', 'language mixture' and 'language switching' (Benson, 2001). Though some have differentiated between them (Pfaff, 1979), Winford (2003) claims that "the definition of code switching is not without controversy"(p.141). One of the problematic issues of defining

CS is the fact that the term itself is spelled differently by researchers: code switching, codeswitching and code-switching. The latter will be undertaken in this study. The phenomenon of ‘code-switching’, however, cannot be defined without defining the term ‘bilingual’ since the two seem to be interrelated. Bell (1978) agrees that “a bilingual is the one who has perfect control over more than one language” (p.129). In other words, a code-switcher is the one who should recognize at least two languages, varieties or dialects to be able to code –switch between them.

A broad definition of the term CS is given by Poplack (1980) as “the alternation of two languages within a single discourse, sentence, or constituent” (p. 200). As well, Myers-Scotton (2001) broadly defines code-switching as

The alternation between two varieties in the same constituent by speakers who have sufficient proficiency in the two varieties to produce monolingual well-formed utterances in either variety. This implies that speakers have sufficient access to the abstract grammars of the both varieties to use them to structure codeswitching utterances as well.(p. 23)

This means that a code-switcher according to this analyst is the one who is proficient enough in the two languages or varieties he/she uses. Nevertheless, other researchers like Duran (1994) argue that code-switching entails merely some degree of competence in the two languages even if bilingual fluency is not yet stable. However, Valdés-Fallis (1978) claims that switching languages within the same conversational episode, or even within the same sentence, is often looked upon as a sign of deficiency, and the speaker using it tends to be seen as less sufficient. Grosjean (1982) defines code-switching as “the alternate use of two or more languages in the same utterance or conversation” (p.145). He (ibid) adds that this phenomenon is a very important aspect of bilingualism. Again, it seems insufficient to define code-switching without knowing what the term ‘bilingualism’ means. Bell (1978) points out

to bilingualism as “the result of the use of more than one code by an individual or a society” (p 135). The aspect of code-switching is well described by Bloomberg (2004) as,

The alternation between two codes (languages and/or dialects, between people who share those particular codes. Choices about how code-switching manifests itself are determined by a number of social and linguistic factors. (p. 18)

Grosjean (1982) presents the following example to clarify the phenomenon of code-switching: A French-English bilingual speaking French and switching to English.

_ *Va chercher Mark* (go fetch Mark) and bribe him *avec un chocolat chaud* (with a hot chocolate) with cream on top. In this example, code-switching involves a phrase (and bribe him). It may also include a word as well as a sentence level.

One more definition is presented by Romaine (1992):

Code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations.(p.110)

More and more other definitions about code-switching are presented by many scholars. Lee Meckay and Hornberger (1996) agree that “when two or more languages exist in a community, speakers frequently switch from one language to another. This phenomenon is known as code switching” (56). Halmari (2004) refers to CS as “the mixing of two or more languages within the same conversational episode” (115). However, Gal (1988) describes code-switching as conversational strategy used to establish relationships. It can also be used to cross or destroy group boundaries. This phenomenon occurs mostly in bilingual communities. Speakers of more than one language are known for their ability to code-switch or mix their languages during their communication. Anaroff and Miller (2005) indicate that many linguists have stressed the point that switching between languages is a communicative

option available to a bilingual member of speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker.

2.5. Mixture of Varieties

There are many terms that are used, on the one hand, alongside code-switching, or on the other, distinguishing them in one way or another from it. In other words, the phenomenon of code-switching is distinct from other language contact phenomena, such as borrowing, code mixing and diglossia. All these aspects will be compared to code-switching to seek whether they are utterly different from code-switching, or may sometimes be considered as inter-related.

2.5.1. Code-switching Vs Borrowing

Speakers who code-switch are more or less aware of their behavior, or at least they know that they are using two or more languages. However, sometimes they unconsciously use elements from other languages even if they know only one language .i.e. monolingual. They may use words from another language in their daily speech to express a concept or an object that for which there are no such words exist in their native language. This is the so-called ‘borrowing’ or as some prefers to call it ‘a loan word’. It is “the taking over of words from other languages” (Yule, 2006, p.54). All languages borrow words from other languages and treat them as if they were their own. Many instances are presented by (Yule, 2006) concerning borrowing. There are many English words that have been brought from other languages. For example, the word ‘croissant’ which is of French origins, ‘dope’ is originally Dutch, ‘piano’ is adopted from Italian language, ‘sofa’ is from Arabic, ‘yogurt’ is Turkish and ‘zebra’ is of Bantu origins...etc. On the other hand, many other languages borrow terms from English as in the Japanese use of ‘suupaa’ or ‘suppaamaaketto’ (supermarket) and ‘taipuraitaa’ (typewriter).

Another example is of Hungarians talking about 'sport', 'klub', 'futbal'. More other borrowed words as 'le stress', 'le weekend', 'le whisky'; they are of English origins but used as French words.

In fact, the distinction between code switching and borrowing seems not to be very clear. There are some scholars who argue that no clear distinction occurs between code-switching and borrowing; these two aspects should not be regarded as contradictory. Whereas others appreciate the distinction between these two processes. The question seems to be whether it is necessary to make a difference between code-switching and borrowing; furthermore, if the distinction is made between the two, what will the criteria be? (Kovács, 2001). Bilinguals sometimes switch between their two languages in the middle of a conversation. These code-switches can take place between or even within sentences involving phrases, words or even parts of words. The switching of words is the beginning of borrowing. The latter occurs when the new word becomes more or less integrated into the second language (Spolsky, 2001). He (ibid) further explains that when the bilingual individual uses a word from language A in language B is a case of switching, yet when many people do, even speakers who do not know language A are likely to pick it up. In this case especially, both the pronunciation and the morphology have been adapted. Here, the one may say that the word has been borrowed. According to Kaouach (2008) "borrowed words are usually adapted to the speakers' first language. They are pronounced and used grammatically as if they were part of the speakers' mother tongue" (p.60-61). In other words, the aspect of borrowing involves adapting words to fit the language one is speaking, including sounds and grammar, in order to make the borrowed words part of our language.

It is pertinent to make a distinction between code-switching and borrowing. In effect, whether "there is no integration of the word(s) or clause(s) into the language spoken in code-switching, there is morphological and phonological integration in borrowing"

(Grosjean, 1982, p.08). To explain the phenomenon of borrowing, the same author (1982) gives a good example, the word *dropar*, which was not only integrated morphologically into Portuguese (Drop: English stem +AR: Portuguese inflection for infinitive verbs), but also phonologically (/dr p/: English, /dr 'pa/: Portuguese). Kaouach (2008), as well, presents the following Algerian Arabic utterance as a good example concerning borrowing. It is as follows:

(فرمي الغليزة بيان و ماتنساش تمدهالو ليدو) lock the suitcase well and don't forget to handle it on to him personally). In this example فرمي/fermi/ (lock), الغليزة /@lfaliza/ (the suit-case) and بيان /bj2e/ (well). All these words are borrowed from the French language; 'fermez', 'la valise' and 'bien', respectively. They are adapted to the Algerian Arabic dialect phonologically, morphologically and syntactically.

Heath (1989) differentiates between code-switching and borrowing as follows:

By code-switching is meant a pattern of textual production in which a speaker alternates between continuous utterance of segments in one language, Lx, and another language, Ly, with abrupt and clear-cut switching points, often at phrasal or clausal boundaries. By borrowing is meant the adaptation of a lexical item, Py, from, Lx, becoming, Px, (that is, a regular lexical item in Lx satisfying phonological, canonical-shape and morphological rules of this language (p.03).

Simply, Spolsky (2001) distinguishes between the two by stating that borrowing is "the integration of a word from one language into another" (p.121). However code-switching is "changing from language to language in the midst of an utterance" (ibid). In other words, borrowing is the process by which bilinguals (multilingualism) introduce words from one language into another language, and these words eventually become accepted as an integral part of the second language. It affects the lexicon, the words that make up the language. i.e. the speaker simply takes vocabulary from another language to fit the primary language. Whereas, code-switching is the switching back and forth between languages to form an

individual's utterance. Accordingly, Gumpers (1982) makes a distinction between these two processes as follows:

Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from variety (i.e. language), into the other. The borrowed items are fully xdrd's integrated into the grammatical system of the borrowing language and they are treated as if they are part of the lexicon of that language and share the morphological and phonological systems of that language. Code-switching by contrast relies on the meaningful juxtaposition of what speakers must process as strings formed according to the internal syntactic rules of two distinct systems (p. 66).

Winford (2003) claims that many researchers attempted to distinguish borrowing from single-morpheme switching by using the following criteria: a) the degree of use by monolingual speakers meaning that established loans are commonly used by monolinguals; whereas code-switches tend to be "transitory phenomena"; and b) the degree of morphophonemic integration. However, Winford ((ibid) cites that these criteria are not without problems because of two reasons. Firstly, the distinction between a switch and borrowing is not clear to bilinguals. Secondly, morphophonemic transition is as well problematic as both borrowings and word switches may be phonologically and morphologically adapted to the recipient language (Myers-Scotton, 1993b).

Boztepe (2003) states that two contradictory approaches to distinguishing between code-switching and borrowing have been recognized, the ones of Poplack (1980) and Myers-Scotton (1993b).

On the one hand, Poplack (1980) argues that single other-language items (borrowing) are different from longer stretches of switches. Myer-Scotton (1993b) claims that the distinction between the two is not critical to analysis of bilingual speech. Poplack (1980) proposes three types of criteria to determine the status of non-native items in bilingual discourse:

phonological, morphological and syntactic integration. If the non-native items are to be treated as code-switching, they have to have only one type of integration; for example, a morphological integration. A borrowed item is regarded as a phonologically, morphologically and syntactically integrated item ((ibid). Later, the same analyst discarded phonological integration due to its variable nature and since then this intermediary category has been identified as nonce borrowings. The latter are morphologically and syntactically integrated and they may or may not show phonological integration (Boztepe, 2003). In contrast, Myer-Scotton (1993b) refuses the morpho-syntactic integration as a basis for differentiating between the two processes: code-switching and borrowing. For her, both of these aspects are considered as universally related. She ((ibid) argues that code-switched forms may be less integrated into the host language than borrowed forms, and that is ‘a difference in degree’ (of integration), not in kind.

2.5.2. Code-Switching Vs Code Mixing

Sometimes, bilingual speakers talk to each other and change language with no change at all in the situation. This type of change is named ‘code mixing’ (henceforth CM) or ‘conversational code-switching’ (Hudson, 1996) as some people prefer to call it. Code mixing is “a kind of linguistic cocktail – a few words of some language, then a few words of the other, then back to the first for a few more words and so on” (ibid, p.53). In other words, the fluent bilingual speakers exchange through the use of different languages; they utter some words from one language and some words from the other one, then they return to the first language and so on. According to Hudson (ibid), the balance between two languages becomes a kind of linguistic cocktail. An example of Puerto Rican speaker quoted by Labov (1971, in Hudson, 1996) using Spanish-English (the Spanish stretches are translated between

brackets). It can be noted that the example clearly shows the mixture of two different languages by one speaker.

Por eso cada [therefore each...], you know it's nothing to be proud of, porque yo no estoy [because I'm not] proud of it, as a matter of fact I hate it, pero viene viernes y sabado yo estoy, tu me hacia mi, sola, [but come (?) Friday and Saturday I'm, you see me, you look at me, alone] with a que solita, a vese que Frankie me déjà [here alone, sometimes Frankie leaves me]. You know a stick or something. (p.54)

Hoffman (1991) refers to code mixing as “the use of different languages or the switches which occur at the lexical level in the case of intra-sentential switches” (p.104). It is used to clarify and to precise a given message from the speaker to the addressee. The above definitions seem to refer to intra-sentential code-switching and code mixing since the latter refers to a variety that consists of elements from different languages. In the same vein, Lee and Hornberger (1996) point to CM as “the switching of languages within sentences” (p.57). A further definition is presented by Spolsky (2001) who broadly defines code mixing as “a variety with extensive code-switching used by bilinguals to talk to each other” (p.124). An example of Kachru in Hindi English (1992) concerning the aspect of CM is illustrative:

Bhai, khana khao(brother, eat up) and *let's go* (p.185). One more example is shown by Kaouach (2008) to explain CM within a single sentence. It is taken from a speech by an Algerian bilingual, it is as follows: *ferm bienla valise* و ماتنساش تمدهالو ليدو, *en main propre*(lock the suitcase well and don't forget to give it to him personally). This sentence is uttered by someone who has an Algerian dialect as a mother-tongue and who has French under control. Code-switching and code mixing are claimed to be the most prevalent and common modes of interaction among bilingual speakers (Radouane.2005). In other words, these two linguistic

phenomena are well known traits in the speech pattern of the average bilingual in any human society all over the world. Both of them have long intrigued scholars who have examined what triggers such occurrences (Muysken, 2000 and Wei, 2005). Nevertheless, the distinction between code-switching and code mixing is one of the most puzzling debates in the study of code alternation. In some cases, both aspects are seen as some complementary terms, in the sense that code-switching is reserved for language alternation between sentences and code mixing for the language alternation of two languages within a sentence (Winford, 2003). Sometimes, the term code change is as well used when referring to switching between sentences (Lauttamus, 1990). Both of these terms, however, may also be used as cover terms, that is, they are used for any type of alternation (Pandit (1990) in Kovács (2001, p. 62). Muysken (2000), in contrast, avoids using the term switching as a cover term because he believes that switching suggests alternation only, as in the case of switching between turns or utterances, but not necessarily insertion. Auer (1995), in turn, uses the term code alternation to refer to code-switching.

According to Radouane (2005), code mixing is a relatively related term, yet the usage of the terms code mixing and code-switching varies. There are some scholars who use either term to denote the same practice. Clyne (1991) argues that code-switching and code mixing refer to the same phenomenon in “which the speaker stops using language A and employs language B” (p.161). Other scholars, on the other hand, distinguish between them, in which they apply CM to denote the formal linguistic properties of said-language phenomena and CS to denote the actual spoken usage by bilingual speakers (Redouane, 2005). Muysken (2000) refers to CS as “the rapid succession of several languages in a single speech event” (p.01). However, CM refers to “all cases where lexical items and grammatical features from two languages appear in one sentence” (ibid). Bokamba (1988) makes a distinction between CM and CS:

Code-switching is the embedding or mixing of words, phrases and sentences from two codes within the same speech event across sentence boundaries, while code mixing is the embedding or mixing of various linguistic units, i.e., affixes, words and clauses from two distinct grammatical systems or subsystems within the same sentence and the same speech situation. (p.24)

In the same lines, Ayeomoni (2006) agrees that

Code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event ... code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morpheme), phrases and clause from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they understand.(p.01).

For Bentahila et al (1983), “the act of using one code rather than another must be distinguished from the act of mixing the two codes together to produce something which might itself be called a third code”(p.30). It is this second phenomenon that Bentahila et al (ibid) refer to as code-switching, that is, according to them, “the use of two languages within a single conversation, exchange or utterance” (ibid). Code mixing, henceforth, is the process of mixing of elements from two languages in one utterance; whereas, code-switching is the product of this mix. According to Annamali (1989), “switching is normally done for the duration of a unit of discourse, but mixing is normally done with full sentences from another language with its grammar” (p.48). Other researchers focus their distinction on CM and CS, particularly on the place where the alternation occurs. Wei (1998) claims that if code alternation occurs at or above clause level, it is considered code-switching, but if it occurs below clause level then it is code mixing.

Muysken (2000) classifies three types of code mixing: insertion, alternation and congruent lexicalization. The first approach which is associated with Myers-Scotton (1993) departs from the notion of 'insertion'. It views "the constraints in terms of the structural properties of some base or matrix structure. Here, the process of code mixing is conceived as the insertion of an alien lexical or phrasal category into a given structure" (Muysken.2000, p. 03). In his view, insertion occurs when lexical items from one language are incorporated into another. The notion of insertion corresponds to what Clyne (1991) terms as 'transference' and Myers-Scotton (1993b) as 'embedding'. Muysken (2000) gives two instances to clarify this category:

Excerpt 2a: Example of insertion (Spanish/ English).

B: *Pero bueno creo que basta con que in cluya la pregunta de enhanced output mastodàs las demás.* (well, I think it is enough if I just include the question of enhanced output).

Excerpt 2b: Example of insertion (Indonesian/ English).

B: *Tergantung team, terus juga tergantung event.*

(It depends on the team and on the event).

Excerpt 2a occurs when a Spanish speaking participant discusses a paper for one of his classes. It seems that the shared professional background with the researchers' and the participants' specific language are the reasons that induce him to unconsciously insert an English lexical item into a Spanish conversation.

Excerpt 2b occurs when the participants talk about the factors that affect the price of the ticket on a live NBA game.

The second category is ‘alternation’. It occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level (Muysken, 2000). This category is illustrated in Excerpts 3a and 3b.

Excerpt 3a: Example of alternation (English/ Spanish).

B: *I just have it in my room like a nina bonita como debe ser.*

(I just have it in my room like a girl pretty as it should be).

Excerpt 3b: Example of alternation (English/ Indonesian).

B: *I mean, ganti ke kalimat laen.*

(I mean, change it to another sentence).

Excerpt 3a occurs when the researcher praises the picture of the new bicycle of the participant. In this excerpt, the participant uses English in the first part of the sentence, but when it comes to finding a sentence to translate ‘pretty girl’, he switches code into Spanish.

Excerpt 3b appears when the Indonesian participant talks about a paper about sentence choice that he needs to submit. He uses the expression ‘I mean’ to introduce the rest of his utterance in his first language.

According to Muysken (2000), the last category of code mixing is congruent lexicalization, which refers to the situation where two languages share the grammatical structures which can be filled lexically with elements from either language. He (ibid) presents two examples to illustrate this category.

Excerpt 4a: Congruent lexicalization (Indonesian/English).

B: *Gw konek pake cellp gw.*

(I connected using my cell phone)

Excerpt 4b: Congruent lexicalization. (Indonesian/ English).

B: *Software gua bwat convert file wav jadi mp3 gua uda expired.*

(my software for converting wav files to mp3has expired).

Excerpt 4a occurs when the participant describes the way he uses his cell phone to connect to the internet.

In excerpt 4b, the participant states that the software that he usually uses to connect his music file has expired.

2.5.3. Code-Switching Versus Diglossia

Trying to characterize certain type of language situation, Ferguson (1959, cited in Wei: 2005) proposed the notion of diglossia. The latter is of French origin and is derived from the word ‘diglossie’. This widespread phenomenon is brought into English language by Ferguson in 1959. It is common in many parts of the world especially in Greece, Germany, Middle East and Haiti. It has been extended by sociolinguists to include bilingual situations (Wardhaugh, 1998). Ferguson (1959) defines this phenomenon as follows:

[A] relatively stable language situation in which, in addition to the primary dialects of the language(which may include standard or regional standard). There is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes, but it is not used by any sector of the community for ordinary conversation.(p.336)

Spolsky (2001), simply, defines diglossia as “a situation when two distinct varieties of the same language are used, side by side, for two different sets of functions” (p. 245). In other words, he describes this aspect as a linguistic situation, where two varieties of a single language exist together in speech community with each having a definite role to play; a

prestigious standard code, and a non-prestigious one. The former is the 'high variety' and the latter is 'the low variety' (Richards and Smith. 2002, p. 158). They are referred to as 'H' and 'L', respectively. These domains of linguistic behavior are parceled out in a kind of complementary distribution. They are usually ranked in a kind of hierarchy from highly valued (H) to less valued (L).

In a diglossic community, considerable body of literature will be found to exist in H variety and almost none in L variety. Speakers will gain prestige from being able to allude to classic resources, whereas the folk literature associated with the L variety will have none of the same prestige. The H variety (or the superposed variety) is the prestige variety; the L variety lacks prestige. In fact, there may be so little prestige attached to the L variety. People may sometimes even deny that they know it although they may use it far more frequently than the H variety. Language speakers regard H variety as superior to L in many respects. The latter is believed to be more expressive, more prestigious and more logical than the L.

Among the communities that are considered diglossic is the Arab community. According to Ferguson (1959), the high variety in Arabic is called *AL-fusHa* or classical Arabic which is the language of the Quraan and the medium in which Arab's literary heritage is mostly written. The high variety is only acquired through formal education. It is as well used in church and mosque sermons, political speeches, university lectures and new broadcasts, newspaper editorials and poetry (Ferguson, *ibid*). It is, thus, not considered the mother-tongue of Arabs. On the other hand, the low variety which is named *Alammiya* or colloquial Arabic is the language of daily communication. It is the language acquired naturally from childhood since it is the spoken dialect of parents and the community at large. As Ferguson (*ibid*) exemplifies, the L variety of Arabic is used for giving instructions to waiters, servants and clerks, in personal letters, in conversation with friends and family, in political cartoons and in folk literature. For that reason, Ennaji, (1991) claims that Arabic is "... codified to the extent

that it can be understood by different Arabic speakers” (p.19). Ferguson (1959) states more examples concerning the H and the L variety:

Standard German (H) and Swiss German (L) in Switzerland, and Standard French (H) and Haitian Creole (L) in Haiti.

One might point out the difference between diglossia and code-switching. Simply put, diglossia occurs across domain boundaries; whereas code-switching occurs within domains (Lee and Hornberger, 1996). They (ibid) claim that in diglossic situations, people can be quite aware that they have switched from high to low variety or vice versa, whereas code-switching appears to be quite unconscious. However, sometimes in some diglossic situations as described by Ferguson (1959), it is normal for people to switch from one variety to another unconsciously. He (ibid) shows the example of an interviewer on a Greek television who will introduce a guest conduct the opening pleasantries in high variety but gradually slips to the low variety as the interview progresses. Trudgill (1983) expresses that diglossia includes any linguistic situation where language switching takes place. In other words, this term is used to describe a person’s ability to switch from one dialect or code to another. The subtle difference between diglossia and code-switching is that the former is thought to be a more intentional changing of dialect due to the situation, and the latter is perceived as a more subconscious change. As Bassiouney (2006) says, Code-switching covers diglossia. According to Bell (1978), this phenomenon is “the result of the valuation of... functional divisions and hence bilingualism and diglossia can occur separately or together in a speech community” (p.135). She (ibid) also claims that “the notion of diglossia [is] the real social borderline between monolingual and bilingual code-switching phenomena” (p.113).

Algeria is one of the diglossic speech communities since its people involve more than one language and dialect in their repertoire used in different situations and for different reasons. This discrepancy in varieties is due to many factors, like colonialism and the technological

progress. The Arabic language has different varieties used for specific functions. , The MSA is considered as a language of a high variety. It is used in many settings like schools and media. On the other hand, Algerian Arabic represents the low variety since it is not standardized (Fezzioui, 2013). According to (Kaye, 1970), “it refers to the colloquial language known as amma, darija or lahja " (p. 67) . The same author declares that there are many varieties "being spoken and not written, they are distinguishable from Classical Arabic as a result of a general grammatical simplification in structure” (Kaye ,ibid)

2.6. Types of Code-Switching

Scholars classify code-switching according to different dimensions. It is looked at from both syntactic and sociolinguistic points of view. Linguistically, Poplack (1980) divides code-switching into three types: extra-sentential code-switching (or tag-switching), intra-sentential switching, and inter-sentential switching. Regarding sociolinguistic factors involved in code-switching, Blom and Gumperz (1972) classify code-switching into situational code-switching and metaphorical code-switching (or, conversational code-switching). According to these authors, situational code-switching refers to changes of settings or participants when there is a change in the language choice, and metaphorical code-switching involves only a change in the topic with the setting and participants staying the same.

2.6.1. Syntactic Types

According to Grosjean (1982), in code-switching, the switch can happen within words, clause or sentences. However, there is only a switch in the language, not an integration of the word, clause or sentence into the other language. These two aspects are the so-called, intra-sentential and inter-sentential, respectively. Thus, code-switching is viewed as a phenomenon that occurs in a continuum where both inter-sentential and intra-sentential code alternation

takes place (Romaine, 1995). The former has been broadly studied in the sociolinguistic field, but grammatical constraints are not a major focus there. With the latter, grammatical constraints directly affect the behavior of the two, or more participating languages. Poplack (1980), in her data, adds a third type of code-switching in addition to the two previous mentioned ones, namely tag switching.

2.6.1.1. Inter-sentential Code-switching

Inter-sentential code-switching is the alternation from one code to the other at sentential boundaries (MacSwan, 2010), i.e. it is switching between sentences (Redouane, 2005). According to Myer-Scotton (1993b), inter-sentential CS occurs when the speaker after he/she completed a sentence in one language, switches to another language in the next sentence. It occurs at a clause or sentence boundary, where each clause or sentence is in one language or another (Romaine, 1995). Many scholars like Poplack (1980) agree that this kind of switching is characterized by switches between independent sentences, one in the ML and the other in the EL in the same conversation. The following example is taken from an Algerian first year EFL secondary school class in Bouhali Said:

T: Today, we're going to talk about astronomy.

You are going to shut your eyes and imagine

yourselves in another planet. *Wesh mumkin talkaw fi raikum?*

(What would you find?)

S: Aliens

T: Very good

The first utterance of the teacher includes an inter-sentential CS by which she used two languages in two independent sentences.

2.6.1.2. Intra-sentential Code-switching

According to Myers-Scotton (1993b), intra-sentential code-switching involves using a single morpheme, phrase or clause along with words, phrases and clauses from another language within the same sentence. Simply speaking, this type takes place within the clause or sentence boundaries. Thus, intra-sentential switching seems to involve the greatest syntactic risk. It is considered as the most complex type of code-switching; this complexity of this sort of switching is explained by the high probability of violation of syntactic rules. For this reason, intra-sentential switching may be avoided by all but the most fluent bilinguals for it requires a lot of integration (Poplack, 1980). Due to the fact that two languages are mixed together in a single sentence, there must be two different grammars, thus the speaker should know both grammars to produce a grammatically correct utterance. According to Poplack (ibid), intra-sentential switching is a more intimate type than inter-sentential and tag switching since both the code-switched segment and those around it must adapt to the syntactic rules of both languages. The same analyst (ibid) gives the following example to clarify this type:

Why make Carol *sentarse atrás pa'que* everyday has to move *pa'que se salga*?

(Why make Carol sit in the back so everybody has to move for her to get out?) (p.589)

Some researchers do not consider intra-sentential code-switching as a proper code-switching since they feel that intra-sentential switching is code mixing (Winford, 2003).

The title of the article of Poplack presented in 1980 is a best example of intersentential switching: *Sometimes I'll start a sentence in English y termino en Espanol* [Sometimes I'll start a sentence in English and finish it in Spanish].

Another Algerian example taken from Bouhali Said Algerian secondary school first year EFL class is presented:

T: What did you discover there? Who did you meet?

S: Another Malak.

T: How could you find her?

S: She is taller than me *welbashra ta'ha* (her skin) green.

The last utterance of the example is an intra-sentential CS in which the student mixed between English and Arabic.

2.6.1.3. Tag Switching

Unlike, intra-sentential switching, tag switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules. Tag switching is as well named 'emblematic' or 'extra-sentential switching (Milroy and Muysken, 1995). It is defined by Jingxia (2010) as "the insertion of a tag phrase from one language into an utterance from another language" (p.11). It requires only a little integration of the two languages. According to Poplack (1980), tags can be inserted some times in different points in an utterance. This is because "tags have no syntactic constraints, they can be moved freely, and they can be inserted almost anywhere in a discourse without violating any grammatical rules" (Poplack, 1980, p.589). Some English instances of tags are: you know, I mean, etc. She (1980) gives the following tag switching example from a Portuguese-English bilingual:

I look like Lilica, you know, nunca paro!

[I look like Lilica, you know, I never stop].

Poplack (1980) summarizes the syntactic types of code-switching as observed in the following figure:

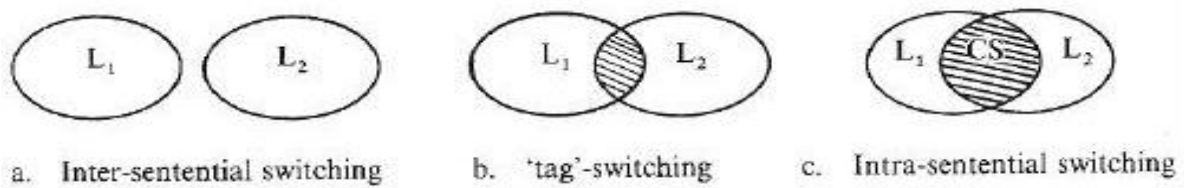


Figure 1. The Types of Code-switching and the Degree of Code-switching in Them (Poplack 1980, p. 615)

2.6.2. Social Types

The other kinds of code-switching have been sociolinguistically distinguished by Blom and Gumperz (1972) who had directed our attention to have in-depth understanding of what motivates bilinguals to switch codes when they studied a small community of Hennesberget in northern Norway. They revealed that the people in this fishing village switch from Bokmål, the form of standard Norwegian to Ranamål, the local dialect of the area or vice versa depending on the sub-group to which they belong to and the topic being discussed. These findings had resulted in the initiation of situational switching which involves “a change in participants and/or strategies”, and also metaphorical switching that is triggered by “a change in topical emphasis” (Blom & Gumperz, 1972, p. 409).

2.6.2.1. Situational Switching

Situational switching involves a change in participants in the conversation or strategies they use, or both triggered by factors external to the speaker’s own motivations. These may be the make-up of participants in the conversation, the topic of discussion and where the speech interaction is taking place (Myers-Scotton, 1993b). Blom and Gumperz (1972), (cited in LeeMeckay and Hornberger, 1996) describe situational code-switching as follows:

In situational code switching, the switch is in response to a change in situation, for example when a new participant enters the scene, or to a change in the topic of conversation or the setting. A case point would occur at the end of an official transaction, when a speaker might switch from the standard language to the local dialect to inquire about family matters.(p.56)

Kaouach (2008) defines this social type of code-switching by stating that “each language has a social function which no other language could fulfill, and it is the situation that decides to language to be used” (p40-41). This type of code-switching is called ‘situational code-switching’ because the switches between languages always coincide with changes from one language to another.

2.6.2.2. Metaphorical Switching

Metaphorical code-switching is “changing from one language to another to signal a change in role relationship” (Spolsky.2001, p.124). Both Blom and Gumpers (1972) (as cited in LeeMeckay and Hornberger, 1996) also describe this concept as follows:

In metaphorical code switching, the switch as a stylistic or textual function, for example, to signal a quotation, to mark emphasis, to indicate punch line of joke, or to signal a change in tone from the serious to the comic Code switching is thus not random but functionally motivated.(p.56)

Metaphorical code-switching involves only a change in the emphasis of the topic (Gumpers and Hymes, 1986). They (ibid) further cite that this type of switching relates to particular kinds of topic or subject matters discussed by the same participants in the same settings. Myers-Scotton (1993b) adds that metaphorical code-switching does not necessarily refer to CS that takes place owing to a change in topic alone, but also the self-presentation of

the speaker in relation to the topic being discussed or to changes in relationship to other speakers partaking in the speech interaction.

From the above description of the distinct sorts of code-switching, it seems lucid that some scholars based their analysis on merely grammatical boundaries, whereas others focused on only sociolinguistic ones. However, the study of the two approaches together seems to be unavoidable. According to Bloomberg (2004)

(...) the alternation between two codes (language and/or dialect) , between people who share those particular codes. Choices about how code-switching manifests itself are determined by a number of social and linguistic factors (p18).

In this study, the two approaches will be adopted. The other aspects provided in this chapter like code mixing, borrowing and diglossia are interrelated concepts. These patterns should be taken into consideration. In this research, the term code-switching is used as a cover to both code mixing and code-switching to refer to the practice of using two languages alternately within the same or between utterances or patterns. It is also necessary to consider borrowing and diglossia as forms of code-switching. Types of this concept have been based on mainly linguistic and sociolinguistic aspects.

Conclusion

This chapter was a wide-ranging summary of the phenomenon of code-switching and the distinct aspects related to it. The term code switching itself seems to be critical because of the researchers' disagreement about what it actually means. Concisely, this sociolinguistic phenomenon seems to exist widely in Algeria because of the complexity of its linguistic landscape. The analysis of code switching was critical since there was a big debate in defining and unifying this phenomenon. There seemed to be no perfect definition that serves all

contexts. In this context, the definition of code-switching as the alternate use of more than one language in a conversation seemed to be appropriate. It should be treated both grammatically and sociolinguistically, though some scholars based their analysis on only one of these boundaries, where, the two seem to be interrelated. In this chapter, this sociolinguistic phenomenon was treated at a social level. Nevertheless, the characteristics of code-switching will be indulged and examined at an educational setting which seems to be more critical.

Chapter Three

Code-switching in the Foreign Language Classroom

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Chapter Three

Code-switching in the Foreign Language Classroom

Introduction

In foreign language classrooms, the target language is, by and large, the sole means of learning. Nevertheless, the existence of one more languages in the classroom i.e. the learners' and the teachers' mother tongue could notably influence the verbal behavior of both teachers and students leading to situations in which codes are switched. Hence, there seems to be a much big debate about the use of the target language (TL) and the mother tongue (MT) in the foreign language classroom. Learning a foreign language, thus, seems not to be an easy task to conduct. Students confronted with a new language rather than their mother tongue; do doubtless come across a great deal of obstacles in comprehending the foreign language. This chapter first sheds some light on the occurrence of code-switching in the foreign language classroom and on the reasons behind its appearance in both society and the language classroom. Moreover, it presents the different functions of code-switching in both natural discourse and foreign language classroom, together with a discussion of code-switching consciousness and the different opinions and attitudes about this phenomenon.

Furthermore, it evenly explores some language teaching methods, especially the ones which support code-switching use in the foreign language classroom and the other methods which prohibit its insertion.

3.1.Code-Switching in the Foreign Language (FL) Class

Historically, the realm of CS appearing in the foreign classroom has been ignored by researchers. The stigma often associated with CS in education is one of the major reasons of this apparent ignorance. Hence, it is often looked at as a sign of linguistic deficiency on the

part of its users (Kamwangamalu, 2000) who do not admit that it exists (Arthur, 2001). According to Winford (2003), some researchers do not even consider CS in foreign language classrooms as proper CS, but dismiss it as incompetence code-switching. Duran (1994) even agrees that CS was not considered as a strategy. She (ibid) further argues that “traditionally code-switching was seen and is still seen by many as a random process that could be explained by interference” (p.04).

Today, however, and apparent from the previously mentioned beliefs, the foreign language classroom has become an interesting area of research in code-switching. The latter refers to the switch between the target language (TL) and the mother tongue (MT). Recently, CS has been regarded as one of the main strategies used in language classrooms (Sert, 2005). According to Jacobson (2001), the appearance of this phenomenon in language classroom has come into focus as an area of specific interest and investigation. Foreign language classroom becomes one of the specific code-switching contexts. Many researchers (Merritt et al, 1992), conducting studies on classroom code-switching in a broader variety of language environment, have investigated both the classroom interaction and the role of code-switching. They have carried out extensive observations of classroom interaction and conducted close analysis of classroom language.

In their work on CS, Milroy & Muysken (1995) claim that research on CS in the classroom has been conducted for almost two decades. They (ibid), further, add that the occurrence of this phenomenon in FL classrooms is international; there has been research conducted in each of the United States, South America, Canada, Europe, and South East Asia and in many other parts of the world. According to Simon (2001), “code-switching in the foreign language classrooms is more complex to deal with because of the fact that it works on several levels” (p.314). This is compared to code-switching among bilinguals in other different settings. CS in educational setting is often regarded as unsuitable and undesirable, whereas in social contexts

is looked at as a natural aspect and a part of bilingual speech (Wei and Martin, 2009). Students, compared to bilinguals in a social setting, often have vague knowledge of the target language in the foreign language classroom. In other words, students switch back to their native language when they feel they meet some obstacles in the target language conversation (Liebscher & Daily- O’Cain, 2005).

Classroom CS is defined as the alternating use of more than one linguistic code (in this case, English, Arabic and French are used) in the classroom by any of the classroom participants such as teacher and students (Lin, 2007). Its occurrence in the foreign language classroom is brought about by many factors. Macaro (2014) proposes that two sorts of classrooms in terms of code-switching functions should be distinguished: 1. classrooms where code-switching is merely used for language comparison or explanation of lexical and grammatical structures of the target language, and 2. communicative classrooms, where code-switching is used for some communicative purposes, like topic switch, socializing or expressing emotions. Moreover, Macaro (ibid) maintains that examining code-switching in foreign language classrooms is worth only if there is balanced information in L1 and L2, if the predominant language of the classroom interaction is the L2, if the pedagogical goal of the lesson is that of teaching target language communication and, finally, if focus on form is present only to help the flow of communication.

3.1.1. Reasons for Code-switching

Some people still believe that code-switching is a disparaged form of conversation although it is considered as one of the involving features of bilingual speech (Boztepe, 2005). Henceforth, an effort should be done to find out the reasons behind CS and how this affects academic achievement. In social code-switching, the speaker switches his/her code to increase the verbal register and it can be compared to the way monolinguals switch register depending

on who they talk to, where the conversation takes place and the nature of the message that is being conveyed (Halmari, 2004). Generally, the social domain being an area of activity that is related to a certain code plays an important role in motivating and constraining CS. Thus, it influences the code choice being used for which topic while talking to which interlocutor. Speakers code switch, too, “to manipulate or influence or define situation as they wish, and to convey nuances of meaning and personal intention” (Trudgill, 2000, p.105). Community members sharing the same code to put up intimate interpersonal relationships, as well, use this phenomenon. However, in some other circumstances, it is purposely used to include or exclude someone from a conversation. Thus, CS is a tool for creating linguistic solidarity, especially between individuals who have the same ethno-cultural identity (Sert, 2005), to signal a change of attitude or relationship. Wardhaugh (2006) declares that factors such as solidarity, accommodation to listeners, choice of topic and perceived social and cultural distance may exercise an influence on the choice of a particular code to show prestige. Power, political and cultural loyalties are other reasons of the occurrence of CS. In this sense, Ayeomoni (2006) asserts that CS can be a sign of “status, integrity, self pride, comfortability and prestige” (p.91). She (ibid) further puts that “modernization, westernization, efficiency, professionalism and social advancement” (p.91) are sometimes classified as causes of CS. The latter is, concisely, a highly sophisticated linguistic tool and one that almost all bilingual people use instinctively. There is nearly always a reason for code switching - bilingual speakers use their languages to make sophisticated and subtle distinctions in their messages. Other reason of code-switching occurrence is language deficiency (gaps in the lexical repertoire of the speaker). In this case, the speaker switches from one language to another to express himself/herself because of his/her lack of knowledge in one language - the foreign language. In short, these speakers think that they code-switch for they do not recognize a

certain term, yet sometimes switching takes place where speakers know the word in both languages.

From a sociolinguistic viewpoint, code-switching is looked at as the path to express both social and linguistic meanings in terms of completing the relational and referential functions. Gumperz (1982) mentions instances of situations in which code-switching is used to convey meaning:

to appeal to the literate, to appeal to the illiterate, to convey precise meaning, to ease communication, i.e., utilizing the shortest and the easiest route, to negotiate with greater authority to capture attention, i.e. stylistic, emphatic, emotional to emphasize a point, to communicate more effectively, to identify with a particular group, to close the status gap, to establish goodwill and support. (p.144)

In foreign language classrooms, the role of students is correlated with the inherent necessity to use the target language. Nevertheless, for one reason or another, this necessity is sometimes disregarded (Simon, 2001). One noticeable reason for switching to the native language is the fact that foreign language students generally have a relatively unequal mastery of their first and second language ((ibid). Thus, teachers code-switch to improve students' understanding of the foreign language. According to Makulloluwa (2013), "although teachers are generally expected to conduct an ESL /FL class using the TL, [they] invariably resort to L1 to tackle a number of classroom issues" (p.584). Nzwanga (2000, cited in Levine, 2003) also inserts that "despite their effort to avoid it, both the teachers and the students appealed to CS for a number of reasons" (p.345). To delineate this, Ahmed (2009) and Jingxia (2009) discussing CS in the Malaysian and Chinese foreign language classrooms, respectively agree that teachers most often code-switch to accommodate students' low language proficiency. Jingxia (ibid) further puts that sometimes instances of CS emerge when there is a lexical gap

resulting from a lack of semantic congruence between vocabulary in a L2 and its putative equivalence in the speaker's L1. Moreover, Merritt et al (1992), investigate the determinants of teacher CS between English and Swahili in three primary schools. They found that CS put forward is brought about by the socializing role of the teacher, the importance of variation and repetition, in addition to the teachers' linguistic competence and insecurity.

3.1.2. Functions of Code-switching

A lot of functions are differentiated by various analysts. Nonetheless, each of them looked into the role of code switching from a diverse viewpoint. Hence, some basic situations and functions of Code-switching appearing in natural discourse in addition to foreign language classroom are distinguished. Code switches occurring in regular social context and in language learning classroom have separate and different functions though, sometimes, some functions are common in both the situations.

3.1.2.1. The Functions of Code-switching in Natural Discourse

There are many functions of code-switching in its naturally occurring context distinguished by many applied linguists. Sometimes, however, they seem to be rather difficult to interpret since they are closely connected to the speech situations and interpersonal relationships affecting them (Halmari, 2004). Hymes (1962) classifies five basic functions of code-switching as follows.

1. Expressive Functions: In this category, the one uses code-switching to express the emotions.
2. Directive Functions: Generally speaking, this function is used in a situation where a speaker wants to direct someone. This function can get the listeners' attention. Additionally, it often occurs in both social equals and social unequals. According to

Hymes (ibid), there are two subcategories: (a) direction / persuasion and (b) social exclusion.

3. Metalinguistic Functions: It includes the definition of terms, paraphrasing others' words, and some metaphors. Especially metaphors exist between equals but other functions can exist between equals and unequals.
4. Poetic Functions: This category means that during the conversation, the speaker inserts some jokes, stories; some poetic quotations into English- based conversation.
5. Referential Functions: According to Chen's (2003) explanations, referential function has the following categories. The first one means terms that lack readily available words in the other languages. The second one means terms that lack semantically appropriate words in other languages. The final one means that terms with which the speakers are more familiar in L1 than in L2 (p.141)

CS diverges according to the situation-situational code switching- and within a conversation -metaphorical code switching. Under the metaphorical type, CS varies according to discourse function (for example, to include or exclude someone from a conversation, to convey intimacy, or to emphasize a message (Gumperz, 1982). In his studies later, Gumperz (ibid) insists that code-switching serves as a conversational strategy to express social meanings, namely quotation, addressee specification, interjection, reiteration, message qualification, and personalization versus objectivization.

1. Quotations: When a person reports the speech of another speaker in a conversation.
2. Addressee specification: Code-switching also plays an important role in directing a message to a particular addressee, especially for someone who is not immediately involved

in the conversation. This is to invite the person to participate in the interaction. Besides defining an addressee as the recipient of the message.

3. Interjections: Serve to mark an interjection or sentence filler.
4. Reiteration: Another function of code-switching is to repeat a message from one language to another (either literary or in somewhat modified form). Words are occasionally repeated in order to clarify or emphasize the message in which a topic is introduced in one language and explicated in another.
5. Qualify a message: Serves to qualify constructions such as sentence and verb complements or predicates following a copula.
6. Personalization or Objectivization: The other use of code-switching is to distinguish the language selection, which includes the degree of writer involvement in or distance from a message, whether a statement reflects personal opinion or knowledge, or refers to a specific instance or whether it has the control of generally known fact. Concisely, this function serves to distinguish between talk about action and talk as action.

In addition to Gumperz's classification, other conversational functions of Zentella (1997) have been distinguished, namely clarification, emphasis, and checking as another guide. She claims that bilinguals use code switching in order to make their ideas clear and elucidate their statements. Cook (2008) further describes other functions of code switching as "reporting someone else's speech, interjecting, highlighting particular information, switching to a topic more suitable for one language, changing the speaker's role, qualifying the speech, singling out one person to direct speech at, ignorance of a form in one language"(p.176).

All the above literature is drawn on material from natural discourse, yet some studies have also been done on CS phenomenon in the more formalized context of classroom interaction.

3.1.2.2. The Functions of Code-switching in Foreign Language Classroom

Most research of CS in the foreign language classroom proves how this phenomenon performs different sociolinguistic functions. Many efforts, thus, have been done by many researchers to depict and classify the various functions of the uses of the L1 in teachers' and students' speech. According to Sert (2005), the language classroom is a social group. Consequently, he (ibid) puts that a phenomenon related to naturally occurring daily discourse of any social group could be appropriate for any language classroom. The participants of the foreign classroom are mainly the teachers and their students, each of them has particular functions to apply.

3.1.2.2.1. Teachers' Functions

According to Ahmad & Jusoff (2009), there are a lot of functions of code-switching applied by foreign language teachers to help learners learn the foreign language, namely explaining new vocabulary, grammar, new concepts and relaxing learners which would improve the learners' comprehensible input during the learning process. After observing and interviewing secondary school language teachers in England, Macaro (1997) on his part lists the functions of L1 use during the teaching process. He revealed that switching to mother tongue is on the ground of giving instructions related to activities, translating and checking comprehension, giving individual comments and feedback to students and maintaining discipline. Sert (2005), in turn, classifies various functions of code-switching, yet he distinguishes between teachers' and learners' functions. The functions of teacher CS are recognized as topic switch, affective functions, and repetitive functions. In topic switching, the teacher changes his or her language considering the topic being discussed. This usually occurs in teaching grammar. In such a case, students' attention is heading for the new knowledge when the teacher moves from the target to the native language of the learner

(code-switch). Affective functions are important in expressing emotions, and making relationships between the teacher and the students. In repetitive functions, CS is used to clarify the meaning of certain difficult words, while stressing on the content for better comprehension (ibid). The last function may not always be advisable and it would be risky in some cases because students' instruction may be affected; learners may have habit of learning through translation to the native language (ibid).

Concerning the functionality of code switching in classroom setting, Ferguson (2009) also lists a number of functions used by teachers for the following.

1. Constructing and transmitting knowledge: This function refers to the aim to make sure whether learners got the message or not. It can also be used to clarify the meaning of L2 via L1. According to Harbord (1992), if "students are unfamiliar with a new approach, the teacher who cannot or will not give an explanation in L1 may cause considerable student de-motivation"(p.352)
2. Classroom management: Teachers express their feelings and ideas better in learners' mother tongue when there is a management problem or praise. Here, the aim is not to assess if the learner can understand L2 or not, but it is to transfer the intended message via L1.
3. Interpersonal relations: Language learning is not a formal context as learners need to trust the instructor and feel self-confident in the classroom to be ready to learn. Learners may not have the necessary amount of language to express their ideas and feelings and they should not feel that they are limited with their proficiency level in terms of building interpersonal relations. When teachers and learners try to build a rapport with each other, it is quite expected that they switch to L1.

According to Turnbull & Arnett (2002), there are three macro-functional categories of CS that have been distinguished in the language classroom: Teachers use the learners' L1 for

pedagogical purposes, to manage the classroom and to maintain social interaction with the students. However, Canagaraja's (1995) identification of teachers' functions was dissimilar of Turnbull and Arnett. He (ibid) made a division of labor between the two languages, English (TL) and Tamil (L1), in his study. The former was used for pedagogical purposes, whereas the latter was merely kept for personal interaction. The findings of Canagaraja, thus, exhibits that only the TL was used for pedagogical purposes in the Jaffna ESL classroom.

Of the previously discussed discourse functions of Gumperz (1982) (i.e., quotations, addressee specification, interjection, reiteration, message qualification and personalization or objectivization), reiteration is the most common function found in studies of teachers' code-switching in classroom instruction. This function appears when teachers repeat what they say or explain in another language (generally from the target language to the mother tongue). Reiteration is also presented by Merritt et al (1992) in their study in Kenya. They found that teachers' use of exact repetition in their instruction was to help them avoiding the negative effect on their students' learning. Flyman-Mattson & Burenhult's (1996) study found the same function of teachers' code-switching as Merritt et al's (1992). Their top-down analysis put out that teachers code-switched in order to repeat their instruction. Shortly, the teachers' reiteration in these three studies has one shared aim: to facilitate their students' comprehension.

3.1.2.2.2. Students' Functions

Although students' code-switching is, as regarded by many teachers, mostly due to the low proficiency in the target language, recent research findings have exhibited that learners' code-switching may be intentional and may fulfill various functions. After studying the functions of CS in the Turkish context, Eldridge (1996) discovers that students code switch due to one or more factors as follows: equivalence, floor-holding, meta-language, reiteration, group

membership, conflict control and alignment and misalignments. Supporting some of Eldridge's functional categories, Sert (2005) explores possible applications in educational contexts in bilingual community as equivalence, floor holding, repetition, and conflict control.

1. Equivalence enables the students to convey information in spite of lack of proficiency. When learners come across difficult aspects in the target language, they therefore instead use lexical items from the native language to cover their deficiency. However, this process seems to be a kind of a defensive mechanism (ibid).
2. Floor-holding is used by students to fill in the gaps in order to avoid breaks or open spaces in the conversation. The overuse of this process may have a negative outcome on language learning.
3. Repetition helps them get mastered in language they are trying to learn.
4. Conflict control is used to prevent misunderstanding in communication.

Sert (ibid) asserts that these functions, if used reasonably, are to bring authenticity to conversation and to give aid to learners to better deduce the ideas being communicated.

3.2.Code-switching Consciousness

Many linguists argue that languages should be firmly separated (Eldridge, 1996), or demarcated inside speakers' heads. CS may occur automatically, unconsciously, and even go unnoticed, suggesting that there is an instinctive mixing. According to Broersma (2009), when the speaker is in a position where he/she feels free to code-switch, "the actual codeswitches may not be consciously planned but may sometimes occur under the influence of cognates" (p.447). In other words, with the presence of cognates, interlocutors who have similar linguistic backgrounds may produce code-switches that are not under their control.

However, this sociolinguistic phenomenon may be performed consciously and not naturally, like the case of the EFL classroom. In Algerian foreign language classrooms, the teachers frequently alternate between Arabic-French and English. This alternation, referring to a CS, has been a subject of controversy. CS in the classroom may occur unconsciously and unintentionally. However, in some cases, it is used consciously by the teacher to achieve some academic functions in order to help the students to learn the foreign language and grasp its difficult aspects (this will be discussed later in the practical parts). According to Duan & Ren (2013), CS should be used, by teachers, variably and negotiably in the dynamic process to adapt to the roles they should take in bilingual classroom teaching. It may improve the language application ability of bilingual teachers so as to accomplish a better effect of bilingual classroom teaching, and so to reach the goal of improving the bilingual teaching quality.

Lin (2007) maintains that CS is a sort of psychological tendency. She (ibid) puts four steps through which speech is produced: 1. 'speech motives' which determine whether to utter something or not, 2. the production of speech intention determines what to say, 3. taking speech planning, 4. carrying out speech planning. According to Lin (ibid), the intentions of teachers to influence or even determine not just 'what to say but how to say'. This intends that teachers' intentions choose the manner in which discourse will be organized to achieve particular functions. Verschueren (1999) puts forward a broad framework for the discussion of pragmatics, which is known as a theory of linguistic adaptation or adaptability. According to him, (ibid), the linguistic adaptation theory denotes that "using language must consist of the continuous making of linguistic choices, consciously or unconsciously" (p.56), for both language-internal (i.e. structural) and language-external reasons. Simply speaking, this theory suggests that interlocutors are required continuously to make conscious or unconscious linguistic choices when using language. He took the process of language use as a dynamic

choosing process. Some characteristics in the process of choice making are summarized by Duan & Ren (2013) as follows:

1. Choices are made at every possible level of structure which ranges from phonetic, phonological, morphological, syntactic, lexical and semantics, etc.
2. The language users do not only choose forms but also language strategies. The term “making choices” may be misleading in the sense that it may invariably suggest a conscious act. In other words, the process of choice making may happen with different degrees of consciousness.
3. Choices are made both in producing and in interpreting an utterance, and both types of choice-making are of equal importance for the communication flow and the way in which meaning is generated.
4. Language users have no freedom of choice between choosing and not choosing, for once involved in the language process, the language user has to choose the most eligible and needed communication elements.
5. Choices are not equivalent for language users, because choice making is influenced and restricted by social and cultural factors.
6. Choices evoke or carry along their alternatives.

Verschueren (1999) reveals three hierarchically related key notions in the process of making choice which are the basic properties of all human natural languages: variability, negotiability and adaptability. The first key notion, variability is the property of language which defines the range of possibilities from which choices can be made. At any given moment in the course of interaction, a choice may rule out alternatives or create new ones for the current purposes of the exchange. These effects can always be renegotiated, which brings us to the second key notion, negotiability. The latter is a property of language responsible for

the fact that choices are not made mechanically or according to strict rules or fixed form-function relationships, but rather on the basis of highly flexible principles and strategies. Adaptability, the third key notion, is defined as the property of language, which enables human beings to make negotiable linguistic choices from a variable range of possibilities in such a way as to approach points of satisfaction for communicative needs, and the use of language is a dynamic process of adaptation. The three notions do not represent topics of investigation, but merely interrelated properties of the overall object of investigation for linguistic pragmatics and the meaningful functioning of language. Their hierarchical ranking serves as a concept tool to understanding pragmatic phenomena. “The pragmatic approach is needed to explain the process of code-switching comprehensively not only from the aspects of social factors, psychological conceptual factors and linguistic ones separately but combine these factors together” Duan, & Ren (2013, p2011). The three notions, thus, are fundamentally inseparable.

The Linguistic Adaptation Theory of Verschueren (1999) is quite helpful in providing us with a theory pattern to study code-switching for it seems to present a better answer to the question of what people do when and by means of switching codes (Jingxia, 2009). According to her (ibid), code-switching in some cases is “the only choice to realize a certain communicative goal since no other linguistic or non-linguistic means can function in the same way or achieve the same communicative effects. This is perhaps where the importance and necessity of studying CS is underlined” (p.46).

In short, in classroom teaching, bilingual teachers should deliberately become conscious of their teaching purposes by making choices of language and communicative strategies. They may switch code to adapt to one or more objects either consciously or subconsciously. The bilingual teachers reach perfect and pleasing results only by making linguistic and communicative choices with leading consciousness.

3.3. Attitudes towards Code-Switching in the FL Classroom

As an operational definition, the term ‘attitude’ is a “psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly & Chaiken, 1993, p. 01). Moreover, it is the result of perceptions experienced collaboratively. Therefore, the judgment made by any person is inherent and is affected by surrounding factors like behavior, culture and belief. Within the world of language use, code-switching in foreign language classrooms has recently been the subject of considerable debate. Commonly, this phenomenon is viewed with suspicion in EFL classrooms. When analysts address the issue (the use of the mother tongue in EFL classrooms), there seem to be two opposing language attitudes among them; target language exclusivity and the opposition.

3.3.1. Negative Attitudes

On the one side of the issue, the occurrence of code-switching in FL classrooms has sometimes been of lower status; a strategy handled by weak language users to compensate for language deficiency. Some researchers consider CS as a negative and undesirable behavior. Martin (1996) remarks that code switching in the classroom is usually looked at in a negative way by both monolinguals and bilinguals. In other words, they claim that the use of the first language in FL classrooms is a failure to learn the target language. According to Elridge (1996), it is “a failure to use the [mother tongue] and learn the target language or unwillingness to do so” (p.303). This leads to a lowering of standards (Baily and Nunan, 1996). Some other researchers, like Sridhar (1996), describe this kind of use (the use of CS in FL classes) as “a sign of laziness or mental sloppiness and inadequate command of the language” (p.59). One of the vocal opponents of the mother tongue use in the classroom is Krashen (1981) and his ‘comprehensive input’ hypothesis. Comprehensive input is the quality and quantity of exposure of the target language that a learner receives. Since Krashen’s theory

is based on the importance of target language input for second language acquisition, any reduction of the TL would then be seen as a wasted opportunity for valuable input. Cummins & Swain (1986), for instance, argue that “the progress in the second language is facilitated if only one code is used in the classroom asserting that the teacher’s exclusive use of the target code will conduct the ‘pull’ towards the native code” (p.105). Accordingly, Willis (1981) adds that when students start speaking in their own language without their teacher’s permission, it generally means that something is wrong in the lesson. Moreover, Simon (2001) states that a typical feature of bilingual or multilingual language classroom interaction is that CS has been thought of as a forbidden practice, or if not forbidden then to be avoided at all costs. She (2001) further claims that teachers who have employed CS have felt guilty of doing so as that has not been considered as good practice.

The proponents of foreign language exclusivity, i.e. teaching entirely through the target language, claim that it is not necessary for students to comprehend everything their teachers say for switching to the L1 undermines the process of learning. In this respect, Maccaro (2001) claims that the students’ exclusive use of the target language provides them with more exposure to the foreign language which makes it real. It also permits learners to experience unpredictability and develops their own in-built language system. In the same vein, Jessner & Cenoz (2007) point out to the foreign language exclusivity as pedagogically justified regarding pedagogical materials and the fact that the time spent on English as a foreign language is fundamental to English learning success. Thus, they (2007) recommend teachers to speak English and encourage learners to do so as well. Other researchers like Chaudron (1988) and Ellis (1984) also agree that it is important for second language (SL) and foreign language (FL) teachers to expose learners to as many language functions as possible in the target language. In this respect, Wong-Fillmore (1985) emphasizes that learners who are used to hearing their teachers use the L1 tend to ignore the TL and therefore do not fully benefit

from valuable target language input. Ellis (1984) adds that the use or overuse of the L1 by SL and FL teachers will deprive learners of valuable TL input.

At the meantime, the prevention of the mother-tongue does lie behind many teaching methods (Jingxia, 2010). The dissatisfaction and failure of the grammar-translation method⁷(GTM) in meeting learners' communicative needs led to the emergence of the so-called the 'Direct Method' and the 'Audio-lingual method'. The former, which has been developed since the nineteenth century, authorizes only the use of the target language in language classroom. In other words, unlike the GTM, this method allows learners to think and communicate in the foreign language. Its basic rule is that no translation is allowed. The latter, (the Audio-lingual Method) is as well an oral-based approach. In that there is no students' mother-tongue in the foreign classroom, but the target language for that the habits of the students' native language might interfere with the students' attempts to master the target one (Allwright, 1988). Supporters of the Direct and the Audio-lingual Methods suppose that the focus on the target language could not just improve and develop communication, but activate both conscious and unconscious learning. They insert that students could comprehend the message presented by the teacher even if they might not recognize the accurate meaning of certain isolated words or structures. In other words, it is not necessary for learners to snatch all the words they read or heard. Subsequently, the total use of English to teach English as a foreign language was obligated. (These methods will be studied in detail in the same chapter).

7.The grammar translation method (GTM) predominated in Europe until the mid-20th century. It started emerging in Germany and more specifically in Prussia at the end of the 19th century as a favoured method (Howatt & Widdowson, 2004). The latter aimed to facilitate language learning through comparing and translating parts of the mother-tongue with the foreign language. The learners' mothertongue was used as the core medium of instruction, which inevitably resulted in a limited exposure to the target language (TL) in the classroom. So, regardless of how long students had studied the target language, they found themselves incapable of using and learning the TL successfully. Foreign language teaching, then, gradually moved from the total dependence on the students' mother-tongue, and shifted towards the active use of the TL in the language classroom.

For these advocates, there seem to be a feeling that languages “should be kept strictly demarcated” (Eldrige, 1996, p.303) despite the fact that code-switching is employed in the “repertoires of most bilingual people and in most bilingual communities” (Romaine, 1989, p.02).

3.3.2. Positive Attitudes

On the other hand, other analysts like Cook (2001) and Richards & Rogers (2001) who are specialized in second language acquisition state that although the exposure to the target language can help to achieve success, this exposure may not always work effectively in every context. According to them, there are still lots of factors affecting the learning process. For example, English-only classroom would lead to frustration and anxiety because the learners cannot get enough and proper comprehensible input. Jusoff (2009) asserts that exposure to the target language does not ensure success; on the contrary, it leads to confusion and frustration because the input is vague to the students. He (ibid) further adds that

Code-switching should not be considered as a sign of defect in the teacher. Instead it is a careful strategy employed by the teachers. Code-switching should be allowed whenever necessary with some learners in specific situations.(p. 50)

Moreover, an extensive body of literature studies reports that the use of code-switching in the classroom is not only a normal but a useful tool of learning. In this sense, Cameron (2001) declares that without understanding, one cannot speak of learning. Larsen-Freeman (2000) claims that the native language of the students is used in the classroom, students use the mother tongue to bridge the familiar to the unfamiliar, and to make clear the meanings of the foreign language. Moreover, Both Cook (2001) and Stern (1992) insist that students' L1 deserves a place in FL classrooms. They try to question the long-held belief of excluding the L1 from the classroom. Cook (2001), whose studies are mainly in the second language

classroom context, refers to code-switching in the classroom as a natural response in a bilingual situation. He (2001) considers the ability to go from one language to another as highly desirable among learners. According to Cook (2001), the fact of using students' L1 is a "learner preferred strategy" (p.242) and to let them use their mother-tongue is a humanistic approach as it allows them to say what they really want to say. Thus, learner's L1 should be regarded as a resource not a barrier to successful learning. He (2001) also puts that teacher's ability to use both the mother tongue and the target language creates an authentic learning environment. Stern (1992), in turn, believes that it may be the time to 'reconsider' the use of crosslingual⁸strategy; though in theory language teaching today is entirely intralingual⁹. According to the same analyst (ibid), it seems inevitable for the learner to work from an L1 reference base, so it can be helpful for him to "orient himself in the L2 though the L1 medium or by relating L2 phenomena to their equivalents in L1" (p. 285). Moreover, both Schmitt & McCarthy (1997) write that "a learner's L1 is one of the most important factors in learning L2 vocabulary" (p.02). In other words, students need teachers to use their mother tongue to explain complex concepts (Benthuysen, 2008). Weinreich (1970) adds that code-switching, in some cases, allows learners to express themselves more fluidly when they cannot conceive an appropriate word within a limited period of time. Thus CS helps senders to transfer the information to the receiver effectively (Skiba, 1997). Here, the sender may be the teacher and the receiver may be the student and vice-versa. The fact of using code-switching in the FL classroom is regarded by some analysts as a "legitimate strategy" (Cook, 2001) and no matter how it might be disruptive during a conversation to the listener, it still provides an opportunity for language development (Skiba, 1997).

8. Crosslingual strategy is the use of both the first language (L1) and the target language (TL).

9. Intralingual strategy is the exclusive use of the target language

The opponents of excluding the mother tongue from FL classroom assert that it is not only impractical to exclude the L1 from the classroom but it is also likely to deprive students of an important tool for language learning (Duff & Polio (1990) and Skinner (1985)). Nunan & Lamb (1996) present as well the problems associated with the exclusive use of the target language in FL classrooms. Shortly, they claim that the exclusion of the mother tongue especially with monolingual students at lower English proficiency levels seems to be impossible. Benthuisen (2008) writes about the crucial importance of using code-switching in the FL classroom in that

It can reduce anxiety and enhance the affective environment for learning, facilitate incorporation of learners' life experiences into the learning process, promote learnercentered curriculum development, and allow for language to be used as meaning making tool. (p. 96)

Moreover, in EFL classrooms, many researchers support the use of code-switching and they admit that it helps in acquiring the target language. In this environment where learners share the same first language and only use English inside the classroom, exclusive use of the target language in class seems to be rather impossible; it is unrealistic as the two languages are active inside the students' (and even teachers') heads and will influence each other. This is our case in this research. In this respect, Ferguson (2003) sums up that ideological and conceptual sources of suspicion all often attached to classroom code-switching, suggesting that deep rooted attitudes may not be easy to change.

3.4. Classroom Interaction

The word 'interaction' is defined by the New Oxford Dictionary of English (1998) as a '*reciprocal action or influence*'. Hence, interaction seems to be more than action followed by reaction. It contains a mutual acting; acting upon each other. In other words, it is the

collaborative exchange of ideas, thoughts or feelings between community members, producing a shared effect on each other. Interaction plays the same role in the classroom in general and in the language classroom in particular.

While classroom based research started to increase during the 1990s, so classroom language interaction started to gain priority among researches, and classroom code switching launched to get a crucial value in language learning classes. Recently, classroom interaction has turned out to be one of the most crucial pedagogical aspects in language classrooms. It is defined by Hall & Walsh (2002) as follows:

Classroom interaction is one of the primary means by which learning is accomplished in classrooms. In language classrooms, it takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. Through their interactions with each other, teachers and students construct a common body of knowledge.(p.187)

Classroom interaction, so, refers to the conversation between teachers and their students or between students among themselves. In other words, it is teacher-student interaction¹⁰ and student-student interaction, respectively. Teacher-learner interaction has broad and narrow senses. In the former, teacher-learner interaction is the interaction between the teacher and learner. In the latter, it is the interaction between the teacher and learner (s) in teaching situation.

Learner-learner interaction is based on peer relationships, which allows the maximum degree of communication (Comeau, 2000). In his turn, Brown (2001) relates interaction to communication by putting that “...interaction is, in fact, the heart of communication: it is what communication is all about” (p.165). In each classroom, it is through language

¹⁰ In this research, the concern is with teacher-student interaction since classroom CS research, as opposed to social CS or general CS in no specific context, has focused on both teacher-student interaction and the impact it may have on learners' learning and teachers' teaching.

interaction that students can acquire knowledge, develop skills, and understand communication. The latter, thus, is a part of the socio-cultural activities through which learners build a collaborative knowledge. Interaction in the classroom makes students' motivation and learning more vital. Moreover, it helps students to develop language learning and social skills, and so maximizing interaction in the classroom is an essential part of the teacher's role.

Concerning the relation between classroom interaction and CS, many researchers discovered that CS to students' native language in the Language classroom provides various helpful functions that increase negotiation, understanding and hence interaction in the classrooms. According to Auerbach, (1993); Canagarajah, (1995) and Cook,(2001), interaction in the classroom between teachers and students and among students is a distinguishing feature of CS. Supporting this, Ustunel & Seedhouse (2005) agree that the appearance of this phenomenon(code-switching) in language classrooms might be considered as an interactional resource that is used by both teachers and students in the process of reaching a native like competence in the foreign language. In Language teaching processes, 'collaborative dialogue' is mainly a problem-solving and knowledge-building process in which teachers and students interact frequently (Chaudron, 1988). Therefore, CS is advisable as the basis for syllabus organization and a tool that enable teachers and students to control classroom interactions efficiently and systematically.

In Algeria, as already mentioned, the teacher-learner interaction of the target language is perceived merely in the EFL classroom via the teacher's guidance by presenting either the textbooks or extra materials selected by the instructor. According to Hemaïdia (2008), the teacher is viewed to have an entire authority to opt the material designed for teaching. The lack of using English in a real classroom context may deprive the learners of a good chance to succeed in this world language.

3.5. Language Teaching Methods

Code switching is a debatable issue in EFL classroom discourse. The old and new English language teaching methods starting from the Grammar-translation Method up to the many other language teaching methods have particular rules regarding the classroom language usage for both teachers and students. Some approaches support the use of the mother tongue in language classrooms, whereas others consider it as a ‘taboo’ considering that it may hamper the foreign or second language acquisition.

3.5.1. Methods Supporting Code-Switching Use

Several teaching methods are brought into consideration as far as L1 use is concerned. In these methods of English language learning, scopes of code switching as the L1 are used as a medium of instruction and are used for other purposes in classroom discourse. According to (Swan 1985), “in fact, if we did not keep making correspondences between foreign language items and mother tongue items, we would never learn foreign languages at all”(p.85). As stated by Cook, (2001) the first language has already been used in alternating language methods and in methods that actively create links between L1 and L2, such as the New Concurrent Method, Community Language Learning and Dodson's Bilingual Method.

3.5.1.1. The Grammar Translation Method

Throughout history, a lot of English language-teaching methods have been discovered; some were in favor of using first languages, whereas some others were not. One of the first English language teaching methods that vastly encouraged and closely depended on the use of first language was The Grammar Translation Method (henceforth GTM).The GTM of second/foreign language teaching was one of the most traditional methods, dating back to the late19th and the early 20th centuries. It was also named as the classical method. The

latter was adopted as the chief means for teaching foreign languages when other languages began to be taught in educational institutions. This method was initially used to teach ‘dead languages’¹¹(and literatures), Latin and Greek, and this may justify its heavy bias towards written work to the virtual exclusion of oral production. In other words, Latin which was taught by means of the Classical Method was relying on grammatical rules, memorizing vocabulary and various declensions and conjugations, translating texts and doing written exercises (Brown, 1994). Little thought was given to teaching oral use of languages. The GTM is defined by Richards & Schmidt (2002) as “a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities” (p. 231). Thus, as its name implies, the main characteristic of the GTM is its total reliance on learning the rules of grammar and their application in translating passages from one language into another. This method sought to develop students’ reading ability to a level where they can read literature in the target language in addition to developing their general mental discipline.

Grammar was taught with detailed explanation in the native language through deductive way, and only very little teaching was done in the target one. Instead, readings in the target language were translated directly and then discussed in the native language. In the Grammar Translation Method, students’ native language is used as the medium of instruction (Richards & Rogers 1986). It was thought that the native language facilitates learning and makes it easier and quicker as it helps in understanding the tricky vocabulary words. The GTM focuses on analyzing words without putting language in context. The other characteristics are summarized by Richards and Rodgers (2001) as follows:

11. Dead languages, Latin and Greek are called so for the fact that people no longer speak them for the purpose of interactive communication. However, they are still acknowledged as important languages to learn (especially Latin) for the purpose of gaining access to classical literature.

1. Grammatical rules are elucidated through the mother tongue.
2. The stress is put on the writing and reading skills only.
3. Vocabulary is taught in isolated terms.
4. The GTM disregards the development of linguistic competence of the learners.
5. Communication in the language classrooms is neglected.
6. Words are taught through memorization.
7. The students' mother tongue is the chief medium of instruction.

According to Freeman (2000), “this method was used for the purpose of helping students read and appreciate foreign language literature” (p.11). He (ibid) also writes that students, following this method, can become more familiar with the grammar of their native language and so write and speak their native language better. Lastly, foreign language learning was assumed to be helpful for students to grow intellectually; it was believed that “students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway”(Freeman, 2000, p.11).

However, apart from these advantages, many drawbacks have later been distinguished which conduct the classical method to failure. The GTM has been labeled as ‘old fashioned’ since its major goal was learning about the target language rather than learning it. In the foreign language classroom, the dominant language was the mother tongue (both students and teachers use the mother tongue) not the target one. There were various grounds for which this method has also been criticized. One of them is that that translation itself was considered as an academic exercise rather than one which would actually help learners to use language. Both Richards and Rodgers (1986) claim that the GTM is “a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempts to produce

perfect translations of stilted or literary prose” (p.04). Elsewhere, they (2001) further argue that the grammar–translation has been rejected as a legitimate language teaching method by modern scholars:

[T]hough it may be true to say that the grammar-translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory. (p.07)

One more reason for its breakdown is on students’ motivation in which they learn only reading and writing but not laying emphasis on the other learning skills: Listening and speaking. In other words, this approach seeks to accomplish correct grammar with little or no regard for the free application and production of speech. Moreover, learners confront troubles relating to language. As a result of the Grammar-translation method, the students’ communicative needs were not achieved and most found “the conceptual leap from the classroom to genuine communication outside the classroom” a difficult one (Nunan 1999, p. 73). This is because nearly no class time is allocated to let students create their own sentences or to develop their own style; it was a teacher centered method. The mother tongue use has fundamentally occupied a huge space in the Grammar-Translation method in which was used as a major technique. However, no core principle of the foreign language communication was employed. Put differently, students do not make use of the target language as they do with their mother tongue. This old method led to boredom, frustration and indiscipline as well. Owing to all these shortcomings, instructors make an effort to find better ways to remedy the pitfalls of the grammar translation method; the Direct Method was the solution suggested (It will be discussed later in the same section).

3.5.1.2.. The Community Language Learning

One of these methods is the Community Language Learning (CLL), also called the counseling method, which basically depends on specific techniques for L1 use. The “Community Language Learning originates from the field of psychology, it stems from a psychological view of man and man's nature of learning” (Nagaraj, 2009, p.176). This Learning approach was propounded by the psychologist Curran (1976) who believes that students often confront a lot of discrepancies in learning the target language. According to him (ibid), beginners launch their learning by using L1 and the teacher of community Language Learning has the responsibility to translate what has been performed by them. The learners then replicate what has been said in L2 after the teacher. In this way, the rest of learners have the chance to overhear to both versions of L1 and L2 and consequently they progress their learning of L2 independent of L1. As Cook (2001) points out, this method “uses the L1 as the vehicle for giving L2 meaning in whole sentences. It sees the L1 as the initiator of meaning and attaches the L2 to the L1” (p.412).

The core principle of CLL approach to language teaching is to get rid of anxiety from learning by changing the relationship between learners and their teacher and to establish interpersonal relationships between them to facilitate the learning process (Nagaraj, 2009). CLL redefines the roles of the teacher and learners in the language classroom as the counselor and clients, respectively (Richards & Rodgers, 2001). According to Nagaraj (2009), this method is not based on the usual methods by which languages are taught, but it is patterned upon counseling techniques and adapted to the peculiar anxiety and threat in addition to the personal and language problems a learner confronts in the foreign languages learning. Nagaraj (ibid) maintains that “The language-counseling relationship begins with the client's linguistic confusion and conflict. Then slowly the teacher-counselor struggles to enable him to arrive at his own increasingly independent language adequacy” (p.179).

In the CLL, five psychological stages, in which the learner passes through as learning progresses, are distinguished by Curran (in Nagaraj, 2009) as follows:

1. **Birth:** This is the first stage in which the learners do not know anything of the target language, and are completely dependent on the teacher for everything they want to say.
2. **Self:** The learners begin to get an idea of how the language works and to use it for themselves, but still need the teacher's help.
3. **Separate Existence:** In this stage, the learners start using the language without referring to the teacher.
4. **Adolescence:** When the learners reach this stage, they continue to express themselves independently, but being aware of gaps in their knowledge, and start to turn back to the teacher.
5. **Independence:** This is the last stage in which the learners continue their learning independently. They no longer need the teacher, and may start to act as counselors for less advanced students.

Community Language Learning, on the other hand, is criticized by many authors like Brown (2007) who claims that such a method could not be easily applied to each group of second/foreign language learners by virtue of the distinct requirements, and that the teacher may not be well-qualified enough in accordance with the method procedures. The Community Language Learning teacher is desirably required to be accurate and expert translator of both the target language and the learners' mother tongue.

3.5.1.3. The New Concurrent Method

Jacobson (1990) has developed a model of teaching involving concurrent use of two languages, "where a highly structured approach to code-switching is introduced" (p.07). This

model is called 'the New Concurrent Method' which is a relatively new teaching method which deliberately uses L1 in teaching EFL. This method, as mentioned by Jacobson (1990), focuses on L1 use when L2 thoughts and ideas are important. This means that, when learners present recognition and correct production of L2 idea, the teacher thanks them in L1 rather than L2. In such case, they firstly feel and test the power of the words produced to thank them in terms of their cultural and social atmosphere. Secondly, they are encouraged to see themselves as real and true, not assumed, L2 learners. According to Cook (2001), teachers, in this method, can use a balanced usage of two languages in specific situations like when important concepts are discussed, when the students are getting distracted, when they should be praised or reprimanded or when the teacher is revising a previous lesson. In that, referring to L1 might be possible in four areas: introducing concepts, reviewing a previous lesson, capturing learners' attention and praising them. Broadly, the role of the L1 in concurrent teaching is to promote L2 learning through a more natural L2-using situation (ibid).

The New Concurrent Method, thus, acknowledges code-switching as a normal L2 activity and encourages the students to see themselves as true L2 users, at home in both languages. Jacobson's (1990) switch-points resemble the patterns in real-life code-switching, adapted to the classroom. According to Faltis, (1989), the New Concurrent Method systematically includes inter-sentential code-switching as a means for teaching content to limited English proficient children raised in a bilingual environment. Jacobson (1990,p. 07) suggests that in this new method there is "no intra-sentential code-switching" for fear that if intra-sentential code-switching is used, "the child is not exposed long enough to any one language to derive from the teacher's talk the grammatical, semantic, and lexical rules of English nor Spanish" (Jacobson, 1983,p.05 quoted in MacSwan, 1999,p.258).

Jacobson (1983) (as cited in MacSwan, 1999), believes that by code-switching in the classroom, students will acquire subject-appropriate vocabulary in L1 and L2 and none of

the practical problems of other approaches will be present. Nonetheless, according to him (ibid), this switching may not be done haphazardly or randomly. In order for it to be educationally successful, four criteria should be distinguished.

1. The languages must be distributed at an approximate at an approximate ratio of 50/50.
2. The teaching of content must not be interrupted.
3. The teacher must be conscious of her alternation between the two languages.
4. The alternation must accomplish a specific learning goal. He (1990) elsewhere explains the last point in that “the alternation is not random but purposeful; the use of both languages is fully balanced and the structure of the lesson does not encourage the child to tune out whilst his/her weaker language is spoken” (p.07).
5. According to MacSwan (1999), “code-switched instruction which does not meet these criteria, Jacobson calls ‘the unstructured approach’” (p.258). To Jacobson (1990), this method increases academic learning time, thus increasing the acquisition of content.
6. Furthermore, according to Milk (1980), the New Concurrent Method, by providing an equal status for the two languages and a climate conducive to the use of the home language, encourages a closer relationship between school and community and further acquisition of both languages. This method needs “highly trained and linguistically proficient bilingual teachers” (Reigelhaupt, 2000, p.211). This model is according to Brice (2001) relies on the following assumptions:

1. The teacher and students have some abilities in both languages.
2. The use of code switching is to occur only between sentences and not within a sentence.
3. It can be integrated into any program of bilingual education (maintenance or transitional) or general education.

As the previous mentioned methods, this latter is also criticized. In Ulanoff and Pucci's (1993) words, "one important criticism of this model is that with the continual translation from L1 to L2, students begin to listen selectively, tuning out the language that they least understand (usually L2)" (p.04).

3.5.1.4. Dodson's Bilingual Method

Over a period of four decades, Dr. Carl Dodson has refined and developed a carefully sequenced methodology for second-language learning named as the 'Bilingual Method'. As its name implies, this method makes use of two languages: The mother tongue and the target language. Dodson's Bilingual Method, which is intended to help English-speaking children to learn Welsh, supports L1 use but with techniques slightly different from the Community Language Learning and Concurrent Method. Dodson (1967) describes that interpretation of L2 sentences is the basic procedure. That is, the teacher reads L2 sentences loudly and interprets their meanings to the learners in L1. The learners are then asked to repeat the L2 sentences collectively and individually. Cook, (2001), in turn, agrees that Dodson's Bilingual Method "requires the teacher to read a L2 sentence aloud several times and to give its meaning in the L1 (a technique termed 'interpreting' rather than 'translating')" (p.413). Checking the learners' understanding is implied when the teacher refers to real objects and pictures requiring learners to utter the L2 sentences. Generally, the role of the L1 in Dodson's Bilingual Method is to assist the students to get the meaning of the language (Cook, 2001). According to him (ibid, p. 413), in this method, "translation is used only to convey meaning and consists of whole sentences".

According to Dodson (in Bhat Sharada, 1998), a good method should promote thinking in the language. He (ibid) further cites that a new method should have the following characteristics.

1. It must be simple.

2. It must strike a balance between the spoken and the written word, accuracy and fluency.
3. Constant revision of what is taught and learnt.
4. A new method must offer a new approach to the application of translation work.
5. The method must give the teacher an opportunity to promote intercommunication between himself and the individual pupil.
6. The method must be sufficiently flexible to cope with various classroom conditions. and the pupils' specific and general abilities.

Miles (2004) puts forward that

the Bilingual Approach might argue that to make the separation or distinction between L1 and L2, explanations in L1 are necessary, because the teaching of grammar is so complex, that without L1 use, there would be little or no comprehension on the students' part, especially at lower levels. (pp.10-11)

3.5.2. Methods Banning Code-switching Use

On the other hand, attempting to eradicate the mother tongue usage from language teaching classrooms dates back to around the beginning of the twentieth century with the birth of the Direct Method (Harbord, 1992) and the Audio-lingual Method. At the time, "the development of ELT as a casual career for young people visiting Europe encouraged teachers to make a virtue of the necessity of using only English" (ibid, p.350).

3.5.2.1. Direct Method

As dissatisfaction towards the grammar-translation method raised and the demand for oral competence became more evident, the 19th century reformers developed another method known as 'the Direct Method'. This was put as a response to the Grammatical Translation

Method. One of the most famous advocates of this method was the German Charles Berlitz, who founded the Berlitz chain of private language schools. The Direct Method, also called reform, natural or anti-grammatical method, sought to immerse the learner in the same way as when the first language is learnt, i.e. the learning of second language was seen as parallel to the acquisition of the child's first language. Its name comes from the fact that meaning is conveyed directly through the target language through demonstration and visual aid. Unlike the GTM, the Direct Method gives a better chance to learners to become good communicators in the foreign language since it relies on listening and speaking rather than writing and reading. In this respect, Rivers (1968) maintains that this method enables "students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it- associating speech with appropriate action" (p.18). The heart of the lessons is on good pronunciation, often introducing learners to phonetic symbols. According to Bhatia & Bhatia (1972), the major aim of teaching English through this method is to enable the learner "to think in English and to discourage the practice of inwardly thinking in one's vernacular and then overtly translating the thought into the foreign language" (p.315). Then, they (ibid) explain that the learner "should be able to grasp what he hears or reads in English and should be able to express his thoughts and wishes directly and fluently so that in due course of time he obtains a real command over the language" (p.315)

Through elucidating the learning process in the Direct Method, Richardson (1983) puts forward the role of teachers stating that they all insisted

on the primacy of phonetics as a basis for language teaching; on the importance of oral practice and the necessity for making the reader the centre of instruction; on the principle of direct association between the thing referred to and the new word in the foreign language; on the teaching of grammar by inductive methods, and of the avoidance of the written or printed word until the pupil's pronunciation was so sound that it would not be influenced by seeing how the words were spelt. (p.38)

Then, the teaching of grammar was taught inductively. To explain the inductive way, Thornbury (1999) holds that

The inductive route would seem, on the face of it, to be the way one's first language is acquired: simply through exposure to a massive amount of input the regularities and patterns of the language become evident. (p.49)

One essential rule of this new method is that "no translation is allowed" (Diller, 2004, p.23). Put differently, there is no use of the mother tongue in the foreign language classroom. This method is mainly based on the oral interaction by associating meaning and the target language directly through the use of realia, pictures or pantomime (Larsen-Freeman, 1986). Stern (1983) states that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. Some other characteristics are mentioned by Mackey, (1977) as follows:

1. There is an ample scope for the use of every day vocabulary and structures.
2. Grammar is taught by creating situations through visual presentations.
3. There is ample scope for extensive listening and imitation until form becomes automatic.

Thus, it becomes clear that there is virtually no scope for the learners' mother tongue. Again, this method assumes that a second language could be acquired as one acquires one's mother tongue through its ample natural exposure. This method teaches the language not about the language.

Nevertheless, after a short popularity in the beginning of the 20th century and in spite of its achievements, the Direct Method soon began to lose its appeal because of many limitations. It fell short from meeting the needs of educational systems. Thus, it was hard for public schools to integrate it. In this respect, Brown (1994) asserts that the Direct Method "did

not take well in public schools where the constraints of budget, classroom size, time, and teacher background (native speakers or native like fluency) made such a method difficult to use” (p.56). Both Richards and Rodgers (2007) agree that the Direct Method was strongly criticized in that it required teachers speak with a native-like fluency. According to Ducháčková (2006), a successful teacher of the Direct Method requires competence in his language, energy, stamina, imagination, ability and time to create own materials and courses, immense vitality, robust health, real fluency in the modern language he teaches. Moreover, the teacher following this method must be capable in the way of gesture and tricks of facial expression, be proof against linguistic fatigue in the language teaching day and be able to sketch rapidly on the board. This method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is rather difficult to meet these requirements. Moreover, the method failed because of its inability to incorporate both reading and writing skills in language classes. With the failure of this method, the way has been paved to the Audio-lingual Method.

In Algeria, the direct method was first applied in ELT Middle School classrooms in the early 1970s with the introduction of Broughton’s ELT textbook *Success with English Coursebook*¹. The course book is divided into thirty-six teaching units. These are larger than teaching lessons, and not necessarily are one week’s work. How long a teacher takes over a Unit depends on local conditions: length and frequency of lessons, age and abilities of students, etc.

3.5.2.2.. The Audio-lingual Method

After the failure of the Direct Method, another method known as ‘Audio-lingual’ emerged. The emergence of this method, dating back to the end of the 1950s resulted from the increased attention given to foreign language teaching in the United States (Richards and Rogers, 1987). This technique of teaching was primarily named the ‘Army Method’. The

reason behind this name is its occurrence during the World War II when the American soldiers had an urgent need to learn many languages to communicate effectively when posted in various countries. In that time, the Army Specialized Training Program (ASTP) was established in 1942 by American linguists to meet this urgent need. The aim of this program was for students “to attain conversational proficiency in variety of foreign languages” (Richards & Rodgers, 2001, p.50). Later on, it has also been referred to as the ‘Michigan Method’ when Charles Fries of the University of Michigan led the way in applying principles from structural linguistics in developing the method (Larsen-Freeman, 2004).

Like the Direct method, the audio-lingual one is as well an oral-based approach which stressed banning the use of the first language in foreign language classrooms. This method looked at the target and native languages as two distinct systems that should be separated, so only L2 should be used (Larsen-Freeman, 2000). Unlike the Direct Method, the Audio-lingual Method has as a strong theoretical base in linguistic theory and behavioral psychology and was the first method to be based on them. Many characteristics of this method have been revealed by Brooks (1964). For example, learners had to learn through repetition and memorizing; hence, listening and speaking were introduced before reading and writing. Furthermore, learning should take place without referring to L1. The belief that L2 should be developed with no reference to L1 is known as language compartmentalization and the reasoning behind this belief is to avoid L1 interference (i.e. errors result from L1 negative transfer) (Cook, 2001). Moreover, it was believed that the technique used to get hold of the sentence patterns of the target language enables the learners to overcome the the habits of their native language and form the new habits needed for learning the target language. In this respect, Larsen-Freeman (2000) agrees that students will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language. This method is, by and large, based on teaching the language through dialogues that

focus on habit formation of students. This practice was used to help shy students to speak as it attempted to help them to be fluent (Noland & Pruett, 2006). According to Thornbury (2000), the Audio-Lingual method regards language basically as form of behavior to be learned through the formation of correct speech habits. In short, Larsen-Freeman (2000) asserts that the more often something is repeated, the stronger the habit and the greater the learning.

As one of the most popular methods in the history of foreign language teaching, the audio-lingual method is of some great contributions to language teaching. Apart from these contributions, the Audio-lingual Method lost its popularity and was too criticized for the many weaknesses. Firstly, its theoretic foundation was attacked as being unsound both in terms of language theory and learning theory by Chomsky's theory of TG grammar. Secondly, the practical results fell short of expectations and students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom. Put differently, learners were far from using natural language in real life communication. Henceforth, this method disregarded the communicative competence in teaching practice. According to Zainuddin et al (2011),

the method was not successful at accomplishing the main goal. It was too prescriptive; there was no opportunity provided for "true" communication to take place in the ALM classroom. Students had been taught a "script," and people do not speak following a particular script. (p.65)

They (2011) further argue that the reality was that language proficiency was not the outcome although the objective of this method was to develop skillful and fluent learners by offering much oral practice of the dialogues and the use of plentiful drills to help in this

endeavor. According to them (ibid) “students who studied with the audiolingual method still remembered the dialogues but could not speak the foreign language they had studied” (p. 65).

In the Direct Method and the Audiolingual Method there are no mentions of any procedures that stress L1 use. For these two methods the use of L1 is considered as a taboo. Macdonald (1993) puts forward that there is no need to use L1 or translation and that it is sufficient to guide learners through the use of simple words and structures of the target language to infer or reveal the meanings of phrases, abstract words, and many difficult target language expressions. He claims that teachers provide the learners with the chance to listen to new words and linguistic constructions and consequently they will be familiar with the language grammar, lexis, and phonology. Actually, this is the broad view of the Monolingual Approach which advocates the mere use of L2. In such approach, Miles (2004) maintains that the language being studied in the classroom should be the mode of communication in the lesson. Put differently, according to him (ibid), the L2 should be taught in L2 classes, “in order to maximize exposure, and thereby learning, is perhaps the key concepts which monolingual supporters have based their approach on”.(p.08)

Conclusion

In this chapter, the occurrence of code-switching in the foreign language classroom was tackled. As for the use of code switching modes in the language classroom, different attitudes emerged, some were negative and some were positive. Having various educational background, most teachers are uneasy about the use of the mother tongue in the foreign classes and cannot decide whether it is a good idea to use it or not, or if it is going to be used, when, why and for what purposes. It is believed that this phenomenon hinders proficiency in English and interferes negatively in the process of acquisition. Although it was strictly banned

at different times, it is allowed in various methods and approaches. According to the latter, the use of the mother tongue (L1) has been an inevitable part of foreign language teaching in various contexts where both the teachers and the learners share the same mother tongue. Actually, the use of mother tongue may contribute to language learning process in a variety of occasion.

Chapter Four

Research Methodology

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Chapter Four

Research Methodology

Introduction

This chapter is devoted to the examination and discussion of the research design and the distinct methods adopted in this study. This research work includes both quantitative and qualitative methods. The former contains two sets of questionnaire submitted to both teachers of English and to first year secondary schools students in Constantine, while the latter includes both classroom observation and teacher's interview (check chapters 5 and 6). The combination of these two methods is called a qual-quant case study. The chapter, first, highlights the research questions and the hypotheses, followed by the aim of the study and the population. It then indulges to the main methods adopted in this study; both quantitative and qualitative methods have been investigated.

4.1. Research Methodology

Before investigating the quantitative and qualitative analyses of the data, it is worth looking for the research methodology and the chief means used for this study. A restatement of the suggested hypotheses and research questions is worthwhile. The subsequent hypotheses are to be checked.

4.1.1. Research Questions and Hypotheses

To see how the phenomenon of code-switching operates in the Algerian EFL secondary school classrooms, some proposed questions are suggested in the following research:

1. When does code-switching occur in the EFL classroom?
2. Why do Algerian secondary school students and teachers code-switch?
3. What is the frequency of CS by Algerian students learning and teachers teaching English as a foreign language in the classroom?
4. What are the different types and functions of CS in the first year secondary school EFL classrooms?
5. What are the teachers' and student' attitudes towards the insertion of CS in the EFL classroom?
6. Is code-switching a communicative strategy which positively influences the student-teacher interaction?
7. Does the reasonable use of CS facilitate the language learning and teaching?

In consideration of these questions, it can be hypothesized that

1. Although CS is generally stigmatized in the educational setting, it may not always be a sign of deficiency in teaching and learning a foreign language in the Algerian secondary school context.
2. Code-switching in the Algerian EFL classroom may be considered as a useful communicative strategy which has positive effect on the student-teacher interaction if used whenever necessary
3. The prudent use of code-switching in the Algerian EFL secondary school may facilitate the learning/teaching process.

To be able to achieve the previous mentioned goals and to answer the given inquiries, the proceeding methods are undertaken:

- a. A questionnaire presented to teachers of English.
- b. A questionnaire presented to students.
- c. Classroom observation: taking notes and making records.
- d. An interview prepared for teachers

In this study, these methods are used as a means to check the hypotheses put forward by following a quantitative and a qualitative treatment. For the quantitative research paradigm of the study, the aim is to know when, why and for what reasons CS occurs in the Algerian EFL classes and to obtain the views of the participants (students and teachers) towards this sociolinguistic phenomenon. For the qualitative aspect of the study, however, is to obtain the data first-hand in the classroom as CS occurs. A wide range of literature is primarily handled to raise the distinct research methods generally used in social settings and particularly in educational situations.

The reason behind the emergence of code-switching in the EFL classroom is still ambiguous and not yet understood. Therefore, a research design should be chosen for a profound assessment of this issue and hold research methods that would make collecting data and answering the proposed questions simpler. In this work, a method which is currently known as ‘Qual-Quan’ (Creswell & Plano Clark, 2007) is deemed to be appropriate for this study. This is called so due to the fact that a combination between both quantitative and qualitative research methods was handled in the same research work. Fundamentally, what is anticipated from this mixture is the hope to obtain the same conclusion in relation to the research questions previously mentioned. This is called a triangulation strategy (ibid) as three data collection procedures are followed: Questionnaires, interviews, and classroom observations.

4.1.2. Goal of the Study

Little attention has been paid to the issue of using Arabic/French in the Algerian EFL classroom context, chiefly at the first year secondary school level. This prompts the researcher to carry on further investigations to discover the perceptions and attitudes of Algerian teachers and students towards the use of Arabic/French in EFL classrooms at a secondary level. The main focus of this study is to investigate how the phenomenon of Code-switching operates and what impact it has on the Algerian student/teacher interaction and on the learning/teaching process at the secondary level. However, before that, it is necessary to check the existence and frequency of code-switching in the Algerian EFL classrooms, and to see the reasons behind students and teachers code-switching. Also, this study aims at examining the positive and the negative effects of CS in the EFL classrooms. The subjects of this study were enrolled in both literary and scientific streams; and they were chosen at random to synthesis reliable data.

4.2. Population and Sampling

The population of this research is 24 EFL teachers and 109 first year students selected from the four Algerian secondary schools in Constantine, “Bouhali” and “Kateb Yassin” in “la Nouvelle Ville”, “Ibn Badis” in Filali and “Yougharta” in El Kudia during the academic years 2014-2015 and 2015-2016. The first part of the population was 24 teachers of English teaching in those previously mentioned schools. Those instructors teach first year students besides to the other levels. Their experience in English differs from less experienced to more experienced level. For the students’ sample, randomly chosen, it normally comprises 120 students from scientific and literary streams. Nevertheless, only 109 learners are selected since some participants were absent during the administration of the questionnaire and the rest left many gaps when answering the inquiries.

4.3. Data Collection Instruments

In this mixed-method approach, proper tools were used to assemble the required information for this research, namely two selected research methods: quantitative and qualitative methods. In the former, the main instrument for data collection was two questionnaires submitted to both the teachers and the students. In the latter, however, the main form of data collection was observing; by taking notes and making records of lectures, and interviewing the teachers.

Firstly, the two sets of questionnaires were administered to teachers of English and to first year secondary school students in order to check their views and attitudes towards the occurrence of code-switching in their classes. Then, the classroom observation sessions have been carried out with the teachers of first year secondary school classes and their students in order to discover the different types and functions of this sociolinguistic phenomenon and how they affect the teacher-student interaction and the learning/teaching process. Finally, for more deep information about the efficiency or deficiency of language alternation in the EFL class, some experienced teachers of English have been interviewed to support the teachers' views towards CS from the analysis of the questionnaire.

4.3.1. The Quantitative Research Method: A Questionnaire

The quantitative research method was handled to probe CS occurrence in the EFL classroom by using the questionnaire. The latter is the most frequently used data-collection method of all quantitative designs. Nevertheless, the questionnaire needs to be carefully designed in order not to go far of the focal research gap. In this study, two sets of questionnaire were submitted to both teachers of English and learners to check their attitudes towards the occurrence of the phenomenon of CS in the Algerian EFL classroom.

The quantitative research method is used to identify the variables relevant to the study under investigation. The two sets of questionnaires were designed according to these proportions. The cohort's answers of this study were then quantified and elucidated in nominal and percentage values by presenting the interpretations in a form of tables and graphs. Afterward, the results were statistically analyzed and were simultaneously used to answer the questions correlated with the study under investigation. .

According to Brown (2001) questionnaires “are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”(p.06). Some advantages of using questionnaires are also mentioned by Dörnyei (2010). According to him, questionnaires save researchers' time, effort, and financial resources. They also help the researchers when it is almost impossible to collect data from hundreds of people in a short period of time. In other words, researchers can ask a large number of people to fill in the questionnaire as it is almost impossible and requires a lot of time to have a face-to-face interview. Wray and Bloomer (2006) also mention some advantages of questionnaires and agree with Brown (2001) for being able to reach people from different locations. They also declare that it is easier to categorize gathered data as the format is the same for all participants. They argue that it is best to accompany questionnaire with other data gathering tools such as; interviews, tests and observations. In this study, questionnaires were supported with observations and interviews. The main objective was to analyze the nature of the phenomenon of C.S that occurs in the classrooms of the schools under study, its causes, and whether or not it was of any educational value.

Like an interview, a questionnaire can be either structured or semi-structured. The former which is known as the Likert Scale contains a roll of questions of which the response are in the form of a checklist and a rating scale (Leedy & Ormrod, 2005), while the latter looks like

the structured questionnaire, yet it includes open-ended questions aimed at requesting the participants' own views in more detail, or to search for clarification on a previous question.

In this study, two semi-structured questionnaires were used as they comprise close and open ended questions. The first one was submitted to T-participants and asked questions about their views and expectations towards the use of Arabic, and how C.S affects the teaching and learning process. The second type was for S-participants and asked a variety of questions related to their views on the use of Arabic in EFL classroom.

4.3.1.1. Teacher Questionnaire

Teacher questionnaire was the first tool to be dealt with. It is designed and distributed to collect information about the use of code-switching in four Algerian EFL public secondary schools, exactly in Constantine. A set of a questionnaire containing twenty two items utilizing 5-points Likert-type scale with other questions were managed to quantify the attitudes and views of teachers of English towards code-switching use and its impact on the learning process. The answers from the questionnaire were counted by hand and the percentage of each choice was calculated by using Microsoft Excel. Teachers' answers were utilized in examining teachers' Code-switching in the following analysis. The teacher questionnaire was submitted to 24 teachers of English teaching in the four secondary schools in Constantine during the academic year 2014-2015. The questionnaire is composed of three sections:

1) General Background of the Teacher includes questions:

Q1. How many years of teaching English (teaching experience)?

Q2. What is your qualification in TEFL?

Q3. What is your gender?

2) Teacher's Perceptions and Attitudes towards the Use of Code-switching in the EFL Classroom.

Q4. Do you code-switch in the classroom?

Q5. Do you think that you can avoid using Arabic/French in the English class?

Q6. Whatever your answer is, please explain why

Q7. Are you conscious of switching to Arabic /French in the EFL classroom?

Q8. When do you use Arabic/French in the EFL class?

Q9. How often do you use Arabic/French in the EFL classroom?

Q10. What are the factors which may influence code-switching to Arabic/French in the English class?

Q11. What are the functions of code-switching to Arabic/French in the EFL class (you may give more than one choice)?

Q12. What do you think about using code-switching in the EFL classroom?

Q13. What impact does code-switching have on student/teacher interaction?

Q14. Do you think that the use of Arabic/French in the English class helps in learning and teaching English?

Q15. Whatever your answer is, can you please explain?

Q16. Do you think that code-switching may be used as a good communicative strategy in EFL classrooms?

3) Teachers' Perceptions and Attitudes towards their Students' Use of Code-switching in the EFL Class.

Q17. Do your students code-switch in the EFL class?

Q18. How much do your students use Arabic/French in the EFL class?

Q19. What is your attitude towards your students' use of Arabic/French in the EFL classroom

Q20. Do you prevent your students from using Arabic/French in the English class?

Q21. Whatever your answer is, can you please explain why?

Q22. Do you think that your students are better motivated in the English classroom by using Arabic/French?

4.3.1.2. Student Questionnaire

Like the preceding questionnaire, the present one is as well a quantitative study which will examine the students' opinions and attitudes towards the use of code-switching in the foreign language classroom. It contains thirty two questions. The questionnaire seems to be the best tool for collecting more data. Thus, the questions asked to students aimed at checking how they think of the existence and the use of code-switching in the foreign language classes (English). i.e., whether they appreciate their use as well as their teachers' use of mother tongue (or the second language) in the English as a foreign language class, if so to what extent? It, as well, investigates whether code-switching maintains the teacher-student interaction and whether it facilitates the learning process or not. Trying to answer these questions, the questionnaire is presented to students? Concerning this questionnaire, it was translated into Arabic in order to become understandable for the learners.

1) Part one: General background of the student

Q1. What is your gender?

Q2. You are studying in: a) Scientific Classes b) Literary classes

Q3. What is your average in English?

2) Part Two: Students' perceptions and attitudes towards the use of Arabic/French in EFL classroom

Q4. Do you use Arabic/French in your English class?

Q5. If yes, how many times?

Q6. Who initiates code-switching in the class (who starts speaking in Arabic first)?

Q7. What do you think the major reason is for using Arabic/ French in your EFL class?

Q8. Are there any other comments on the use of Arabic/French in your English class

Q9. Through which of the following do you think you learn more?

Q10. Whatever your answer is, please explain your choice.

Q11. What are your attitudes towards the use of Arabic/French in your English class?

Q12. Do you think that the use of Arabic/French is a useful strategy in learning English?

Q13. What is your feeling when you use Arabic/French in the English class?

Q14: What is the impact of code-switching to Arabic/ French on learning English as a foreign language?

Q15. Do you try to avoid Arabic/French in your English Class?

Q16. If yes, how many times?

Q17. Do you really think that you can learn English without using Arabic/French?

Q18. If no, please explain.

Q19. How does the use of Arabic/French in your EFL class influence your learning process?

Q20. Do you code-switch consciously in the English class?

Q21. What are the factors which may influence code-switching to Arabic/French in the English class?

3) Part Three: The Students' Expectations and Attitudes towards their Teachers'

Use of Arabic/French in the EFL Classroom.

Q22. Does your teacher use Arabic/ French in the EFL Classroom?

Q23. If yes, how many times?

Q24. If your teacher uses both Arabic/French and English in the English class, when he/she uses Arabic/French (choose one or more options):

Q25. What are your teacher's attitudes towards the use of Arabic/French in the English class?

Q26. Do you think that your teacher's use of code-switching is a good strategy in the classroom to learn English?

Q27. Does your teacher attempt to avoid using Arabic/French in the English class?

Q28. Does your teacher advise you to avoid using Arabic/French in the English class

Q29. Do you believe that your teacher of English can teach you better by using

Arabic/French in the EFL class?

Q30. Are you conscious of Teacher's Code-switching to Arabic/French in your English Class?

Q31. Do you appreciate your Communication with Teachers Code-switch?

Q32. Whatever your answer is, can you please explain why?

This chapter focuses on the attitudes of teachers' and students' code-switching in the EFL classrooms in four secondary schools in Constantine, as perceived by a sample of 24

teachers and 109 students. It aims at finding out their opinions on when and why they code-switch in EFL classroom, and for what purposes. With regard to teachers' and students' attitudes, teachers' and students responses are discussed and analyzed and their attitudes towards CS are elicited. The analysis of the questionnaire enables the researcher to answer many questions of the research; when, why what are the attitudes of the participants towards this phenomenon.

4.3.2. The Qualitative Research Method

Besides the quantitative research method which is composed of two sets of questionnaires, code-switching in the EFL classroom is checked up in teaching and learning milieu Therefore, it looks essential to accumulate raw data from the EFL classroom at the same time as teaching and learning are in progress. One form of qualitative research which is named as the observation technique is undertaken. It is a means which can be used to gather the required data that will be qualitatively transcribed and analyzed and which can spotlight the issue of CS as it emerges in a real natural EFL classroom setting. Qualitative design is by and large defined by Denzin & Lincoln, (1998) as

(...) multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them (p.2).

The qualitative approach is often used in social sciences such as languages, Richards (2009), in this context, agrees that researchers have contributed to understanding "what happens in languages classrooms" (p.153) through qualitative research. This method seems to be suitable for this research as it is used to accurately observe what was really happening in

the EFL classroom and enables the researcher to observe the lesson by recording the utterances of the classroom participants and by taking notes. Merriam (2009) discusses six types of qualitative research: phenomenological study, ethnography, grounded theory, narrative analysis, critical research and qualitative case study. The latter is undertaken in this study as it fits well to the description of Creswell, Hanson, Plano and Morales (2007), who describe case study as a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed in-depth data collection, involving multiple sources of information (e.g. observations, interviews, audiovisual material, and documents and reports) and reports a case description and case-based themes.

Regarding their definition of the term, this study involves the characteristics mentioned above. There is a case with a certain institution, its instructors and learners and study takes place there. In addition, data collection is not completed in one attempt, but completed over time with, again, some of the mentioned data collection tools: interviews and observations.

According to Merriam (2009), case studies are characterized as being particularistic, descriptive, and heuristic. This study is more particularistic since it focuses on a particular context, event or phenomenon. The case itself gains the primary concentration of the study.

Although the qualitative research method has various types of formats, the case-study design was preferred. It, according to Leedy & Ormrod, (2005), allows an exhaustive observation of a particular phenomenon that is poorly or inadequately understood as it occurred during the utterances of the participants for a defined period to attain the data first-hand. Actually, this case study seems to fit the research under investigation in which both the teachers of English and their students were observed in the Algerian EFL class setting to witness the real role CS plays and how it affects the teacher-student interaction and the learning/teaching process.

Overall, qualitative research besides to the quantitative one (it will be discussed later in the same chapter) were the most appropriate methods for having a deeper investigation on theoretical and practical assumptions of the subject matter of CS in the EFL classrooms.

4.3.2.1. Classroom Observation

In this research, one important method which was used to collect information for this research is classroom observation. It is one of the two methods which enabled the researcher to collect the necessary information for this research, to identify the factors that may lead to code-switching in addition to the possible functions achieved by both teachers and students inside the classroom and whether it helps in the student-teacher interaction and the learning/teaching process. To be able to find a high-quality base for this study, a classroom observation has taken place. However, before doing so, an examination of what an observation literature is and a discussion of what aim has seemed to be necessary.

For the qualitative part of this work, the observation method is deemed to be proper as it seems a chief means to check the role CS plays in the real classroom context and the influence it has on the teacher-student interaction and the learning process. According to Mackey and Gass (2005), classroom observation is a practical technique used for obtaining in-depth information about language phenomena in a natural setting. Heigham and Crocker (2009) define this technique as “the conscious noticing and detailed examination of participants’ behavior in a naturalistic setting” (p.166), some of its advantages are described by many researchers as follows:

- Patton (2002) for instance pinpoints to the fact that through direct observation in a natural setting, a better understanding of the context as well as the participants’ practice can be captured.

- The same analyst Patton (ibid) maintains that by following such a method, the observer has the chance to learn what the participants would be unwilling to share in the interview.
- Merriam (1998) also puts that observation provides first-hand accounts of the setting and participants which encourage the researcher to be inductive when on the site.
- The observer has an opportunity to see practices that participants may not be aware of.

Nonetheless, classroom observation disadvantages emerge when the impending divergence between the need to observe the real natural behavior and the risk of change in the observed person takes place. Put differently, when one observer attends the classroom, the participants may not behave in their natural manner. Thus, the practice observed cannot fully represent the participant's typical performance. Heigham and Crocker (2009) enlighten that the observer could have an active or a passive role when observing, and that there are four different kinds of observers: complete participant, participant as observer, observer as participant, and complete observer (ibid).

In this research, the "observers neither manipulate nor stimulate their subjects" (Denzin & Lincoln, 1998, p. 80), for this reason the activities in the classroom had to be observed as they were presented without any interruption on behalf of the observer. The main purpose of this particular observation was to pay attention when students and teachers used code-switching as well as their attitude while they used it inside the classroom. Classroom recordings are mainly used to collect the data about the types and functions of code-switching to Arabic-French and enrich the data from the interviews and questionnaires in these two aspects as well. Some of the materials recorded have been transcribed into written forms which are used as extracts to support the author's analysis.

Classroom observation is the main important part of the research tools since it really investigates the influence of CS on the students-teacher interaction and the flow of communication, in addition to its effect on the learning/teaching process. During the observation of EFL classes, the observer had a seat at the back of the class to decrease visibility from the learners because this could perhaps diminish or even influence their performance in the class. Concerning the observed teachers, it seems that they do not to have any trouble with the attendance of the researcher. Since, the researcher was a non-participant observer, no comments are made and no questions are asked during the lesson by the examiner. Tape recordings and notes taking are adopted to be able to give a lucid image of what was really happening during the lectures. Concerning this method, the researcher transcribed the recorded lectures and put them in a form of an extract. There were ten extracts, and each extract has been analyzed by taking the different types and functions of CS in this extract; then, the researcher decided whether it maintains the student-teacher interaction and whether it facilitates the learning process or not.

4.3.2.2. The Interview

The last step of data collection was conducting a semi-structured interview with some more experienced teachers of English to draw out some more enlightenment. Similar to the questionnaires, the interview required the interviewees to elucidate their attitudes towards employing Arabic/French and explain their reasons for accepting or rejecting Arabic. The interviewees' responses relied on recordings and note-taking during and after the interview. The latter was conducted during the last visit to the schools.

The interview is another sort of a qualitative method besides observation. It is among the most familiar strategies for collecting qualitative data. According to Kvale (1996),

In an interview conversation, the researcher listens to what people themselves tell about their lived world, hears them express their views and opinions in their own words (p.01)

Qualitative interviews have been categorized in a variety of ways, with many contemporary texts loosely differentiating qualitative interviews as structured, semi-structured and open interviews (Heigham and Croker, 2009). The latter is named as an unstructured interview, too. In this work, the semi-structured interview is adopted. By using this type of interviews, the interviewer has a clear picture of the topic that needs to be covered, yet in such case the interview may be developed in unexpected directions which could open up imperative new areas (Heigham & Crocker, *ibid*).

To learn about what teachers do with and when they use C.S in the EFL class, teachers' interview is used in addition to the classroom observation to answer these questions. The interviews generally take time between 30 minutes to several hours to finish; whereas, the interview presented in this research lasted about twenty minutes. Some leading questions are written about the topic to be investigated to enforce the answers previously given in the questionnaire. The questions posed are used as guidelines and the topic was left for discussion. The types of questions that are used as leading questions were what called by Kvale (1996) as introducing questions. Some follow up questions are asked to the interviewees when needed in order to collect as much information as possible about C.S. In the interview presented in this work, five questions have been suggested. The first question aims to check teachers' opinions and views about C.S. Then, in the second and the third questions, teachers are asked about the influence this phenomenon has, and whether CS is a good strategy on the learning and teaching process, respectively. Question four seeks to verify what spots teachers permit the use of C.S by their learners. Finally, the last question is asked to see if C.S is beneficial in making students-teacher rapport. Fundamentally, the chief

goal of asking such inquiries is to have more profound information about the occurrence of C.S in the Algerian EFL classroom generally and to elicit teachers' attitudes towards it. Besides, the interview was administered to a focus group of five qualified teachers to support and reinforce the information taken from the questionnaire.

4.3.2. Research Procedure

This figure is used to describe the different research methods applied in this study..

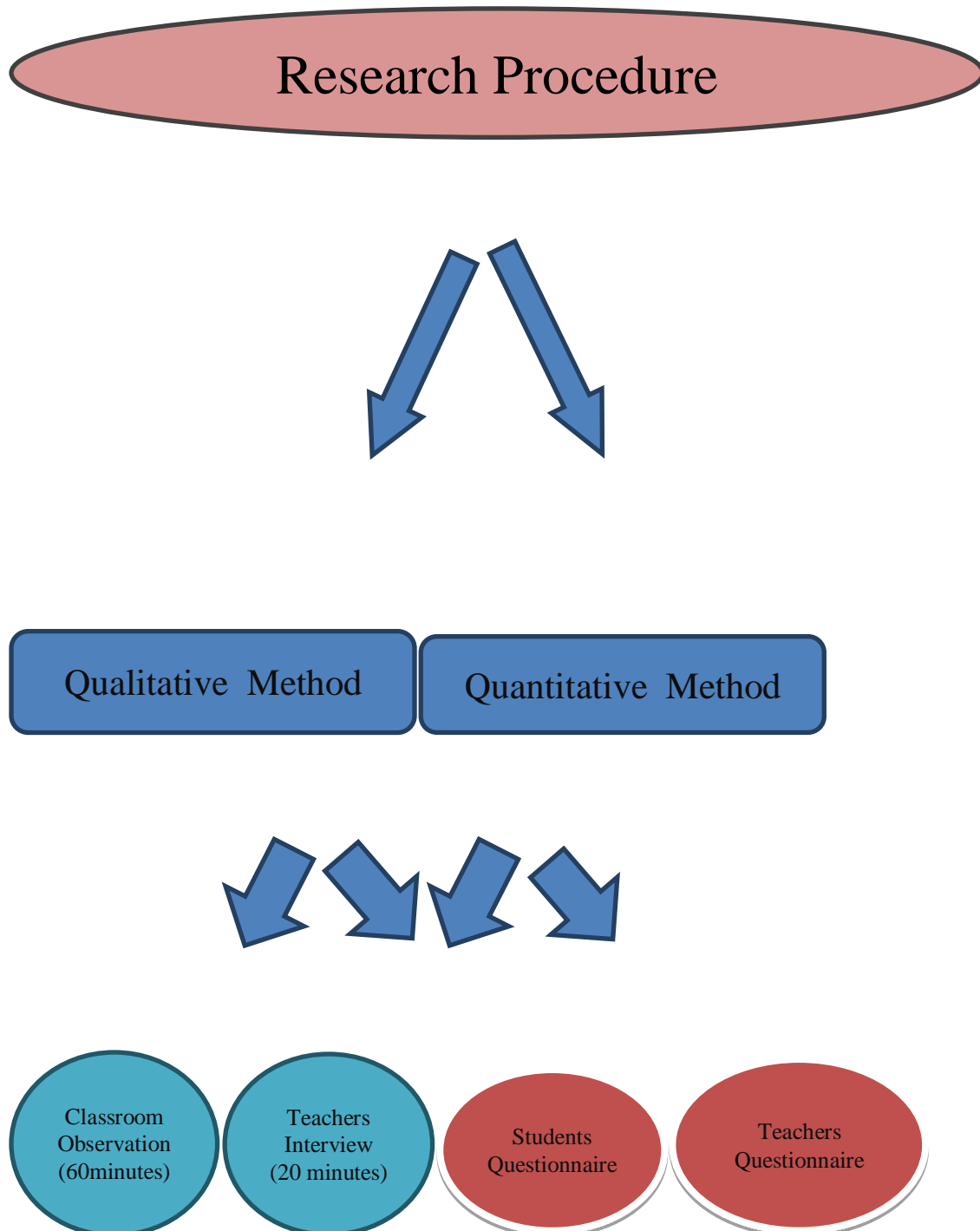


Figure 02: Presentation of Research Procedure

Conclusion

This chapter was a summary of the different research tools used in this study. Both quantitative and qualitative research methods have been presented. The former included two sets of questionnaires which were conducted in order to seek the teachers' and the students' attitudes and views towards the occurrence and the role CS plays in the Algerian EFL classroom. The latter, however, included both classroom observation which aimed at shedding light on the different types and functions of CS, and whether they influence the teacher-students interaction and the learning process. Finally, the teachers' interviews have been submitted to a sample of qualified teachers in order to reinforce the information of the questionnaire and, to some extent, to the observation.

Chapter Five

Teachers' and Students' Attitudes towards the Use of Code-switching in The EFL Classroom

Introduction

5.1. Teacher Questionnaire

5.1.1. Description of the Teachers' Questionnaire

5.1.2. Administration of the Teachers' Questionnaire.

5.1.3. Analysis of the Results of the Teachers' Questionnaire.

5.1.4. Discussion of the Results.

5.2. Student Questionnaire

5.2.1. Description of the Students' Questionnaire

5.2.2. Administration of the Students' Questionnaire.

5.2.3. Analysis of the Results of the Students' Questionnaire.

5.2.4. Discussion of the Results.

Conclusion

Chapter Five

Teachers' and Students' Attitudes towards the Use of Code-switching in The EFL Classroom

Introduction

This chapter is devoted to the analysis of the quantitative data collected by analyzing the teacher and student questionnaires. This chapter will scrutinize the teachers' and students' opinions and attitudes towards the use of code-switching in the EFL classroom. Thus, the questions asked to teachers and students aimed at obtaining a holistic picture of how teachers and students think of the use of code-switching in the foreign language classes (English). i.e., whether they appreciate their use as well as their students' use of mother tongue (or the second language) in the English class or not, and what do the students think about this sociolinguistic phenomenon, as well, The analytical techniques of data were statistical based on a questionnaire. This chapter is composed of two sections: the first section is devoted to teacher questionnaire while the second section is devoted to student questionnaire Based on the questionnaire's outcome, the data were analyzed quantitatively to conduct frequencies and percentages. The results were presented in tables and Graphs. They show the percentages needed. The data collected from the teacher and student questionnaires were analyzed in relation to the purpose of the study.

5.1. Teacher Questionnaire

5.1.1. Description of the Teacher Questionnaire

The teachers' questionnaire is designed and distributed to collect information about the use of code-switching in four Algerian EFL public secondary schools, exactly in Constantine. The schools are named as follows: "Bouhali" and "Kateb Yassin" in "la Nouvelle Ville", and "Ibn Badis" and "Yougharta". A set of questionnaire containing twenty two items utilizing 5-points Likert-type scale with other questions were managed to quantify the attitudes and views of teachers of English towards code-switching use and its impact on the learning process. The answers from the questionnaire were counted by hand and the percentage of each choice was calculated by using Microsoft Excel. Teachers' answers were utilized in examining teachers' Code-switching in the following analysis.

Concerning this questionnaire, there are twenty two major questions related to the use of code-switching during the language teaching and learning process. It comprises close-ended and open-ended questions. The participants are sympathetically asked to read the questions carefully and choose the most appropriate choices which reveal their viewpoint about the use of Arabic/French in the Algerian English classroom. Moreover, they are also requested to justify some of their answers. The questionnaire was designed in English. It involves three sections. Section one (Q1_Q3) includes general information about the teachers. Section two (Q4_Q15) deals with teachers' personal perceptions and attitudes towards the use of Arabic/French in EFL classroom. The last section (Q16_Q22) looked at the teachers' attitudes towards their students' use of Arabic/French in the EFL classroom. The three sections are given in detail as follows:

Section One: (Q1_Q3)

Section one encompasses three (3) questions which attempt to gather general information about the informants. Question one is about their teaching experience. Question

two deals with the different qualifications of these teachers, and the last one is about their gender.

Section Two: (Q4_Q16)

The second section includes twelve questions from question four to sixteen (Q4- Q16). This section strives to authenticate teachers' personal perceptions and attitudes towards the use of Arabic/French in the Algerian EFL classroom, i.e. the use of code-switching in the English class. The first part of the questionnaire includes a combination between close and open ended questions. The first part of the question is asked to elicit whether the sample of teachers code-switch or not, when besides to their degree of consciousness. In the second part of the same section, the researcher seeks the teachers' view points towards this phenomenon, and whether the latter helps in the student-teacher interaction and the learning process..

Section Three: (Q17_Q22)

The last section contains six questions (06). It aims at presenting teachers' attitudes towards their students' use of code-switching in the EFL class. This section too includes open and close ended questions. In this section, the teacher seeks to investigate the teachers' opinions about the insertion of code-switching and whether it helps the learner to facilitate the foreign language learning.

5.1.2. Administration of the Teachers' Questionnaire

The questionnaire was surrendered to 24 teachers of English teaching in four secondary schools in Constantine during the academic year 2014-2015. The questionnaire is composed of open- ended questions as well as close-ended questions. The questions were submitted to teachers by hand, and thus each teacher was aware of what he/she should do. They were gently informed that the answers of the questions should be well answered and are not to be

named. In addition, the information which will be presented by those teachers will be kept confidential and will be just used for statistical purposes. The questionnaire asked questions which were related to the teachers of English teaching first year students in four secondary schools in Constantine. The questions were of the multiple-choice type allowing the teachers to choose one answer from among different suggestions provided in addition to some open-ended questions which require more explanations.

Moreover, for more detailed information, five experienced teachers out of twenty four have been interviewed by asking some questions about their view of code-switching (chapter three). The fact of being afraid from realizing the real aim of the research questions (i.e. code-switching) which would affect the outcome of the study in different ways, the teachers' were not informed beforehand.

5.1.3. Analysis of the Results of the Teachers' Questionnaire

After making a qualitative analysis in the previous chapter, a quantitative analysis of the teacher questionnaire is necessary.

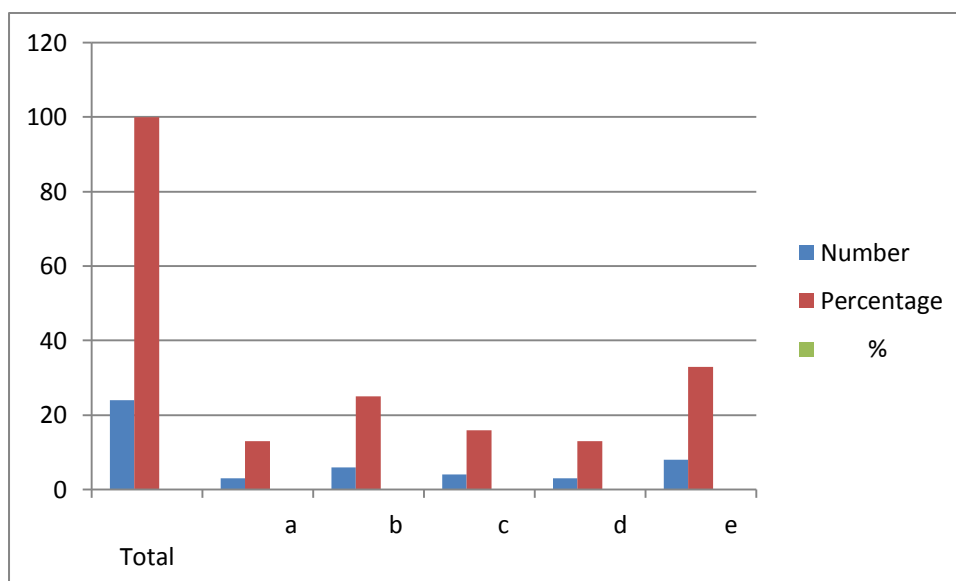
Section One: General Background of the Teacher.

Q1. How many years have you been teaching English (teaching experience)?

- a) Below 5 years
- b) 5-10 years
- c) 10-15 years
- d) 15-20 years
- e) More

	Total	a	b	c	d	e
Number	24	3	6	4	3	8
Percentage %	100	12.5	25	16.66	12.5	33.33

Table 02: Teachers' Experience in teaching English.



Graph 01: Teachers' Experience in teaching English.

When they are asked about their experience in teaching English, only three teachers (12.5%) said that they have been teaching for less than five years, i.e. they are inexperienced teachers. Six teachers (25%) were moderately experienced. Four teachers (16.66%) and three others (12.5%) stated that they have been teaching from 10 to 15 years and from 15 to 20 years, respectively. They are well experienced teachers. The rest of teachers (33.33%) have an experience of more than twenty years. They are the most experienced teachers. This indicates that the informants might have an objective assessment about CS.

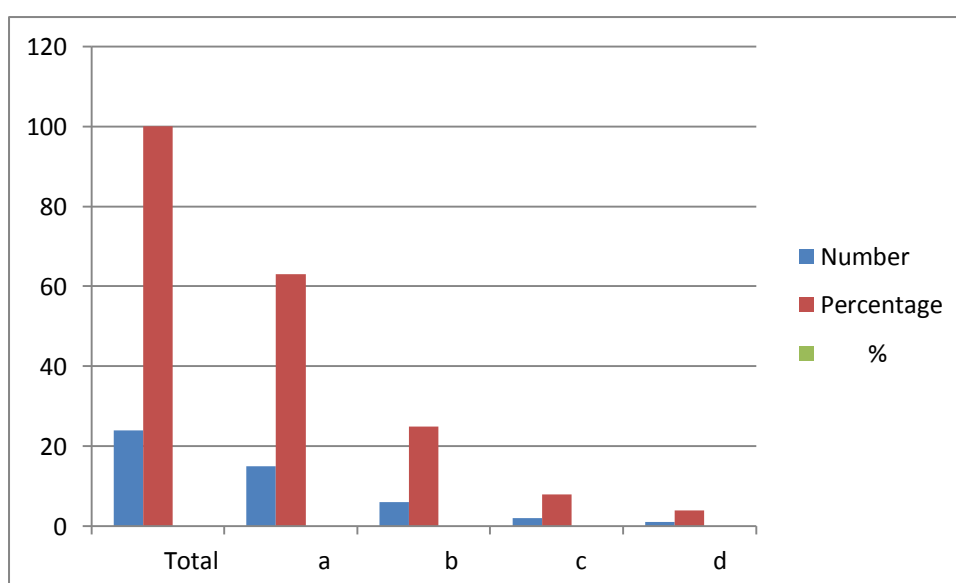
Q2. What is your qualification in TEFL?

- a) BA
- b) MA
- c) Post-graduate diploma

d) Other qualifications (please specify)

	Total	a	b	c	d
Number	24	15	6	2	1
Percentage %	100	62.5	25	8.33	4.16

Table 03: Teachers' Qualifications in TEFL



Graph02: Teachers' Qualifications in TEFL.

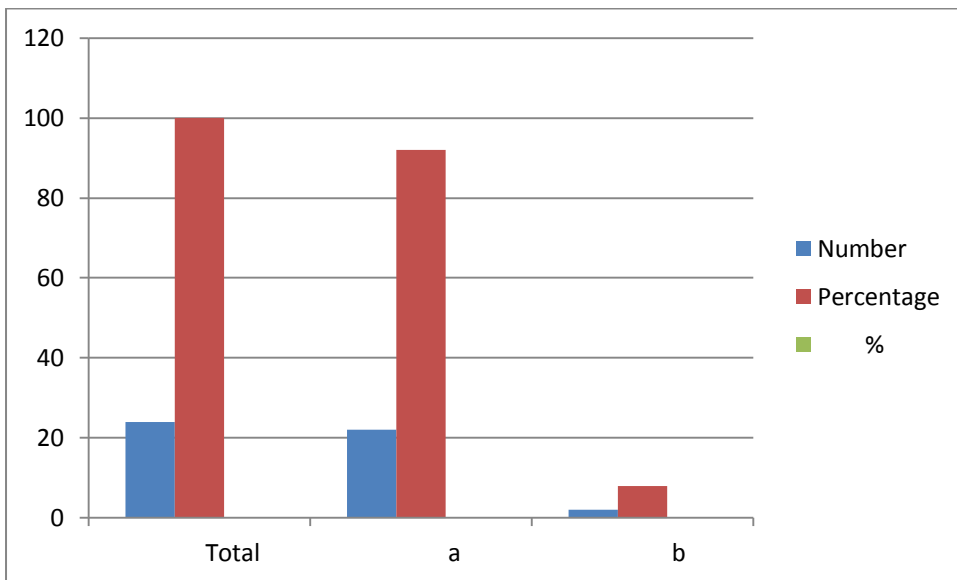
Asking about their qualifications, most teachers (62.5%) claimed that they had a bachelor degree. Six others (25%) had a master degree. Two teachers (8.33%) got a post graduate Diploma. However, only one teacher (8.16%) added that his/her qualification was an institute certificate. This does not deny the fact that these teachers have an experience of more than twenty years (the majority of them). The requirements for the secondary school teacher position are to hold a BA degree. Thus, the experience of the teacher would have the paramount role in the assessment of the importance of CS.

Q3. What is your gender?

- a) Male
- b) Female

	Total	a	b
Number	24	22	2
Percentage %	100	91.66	8.33

Table 04: Teachers' Gender.



Graph 03: Teachers' Gender.

As it is shown above, the majority of the participants are female teachers. They are twenty two teachers (91.66%). Only two teachers (8.33%) are male.

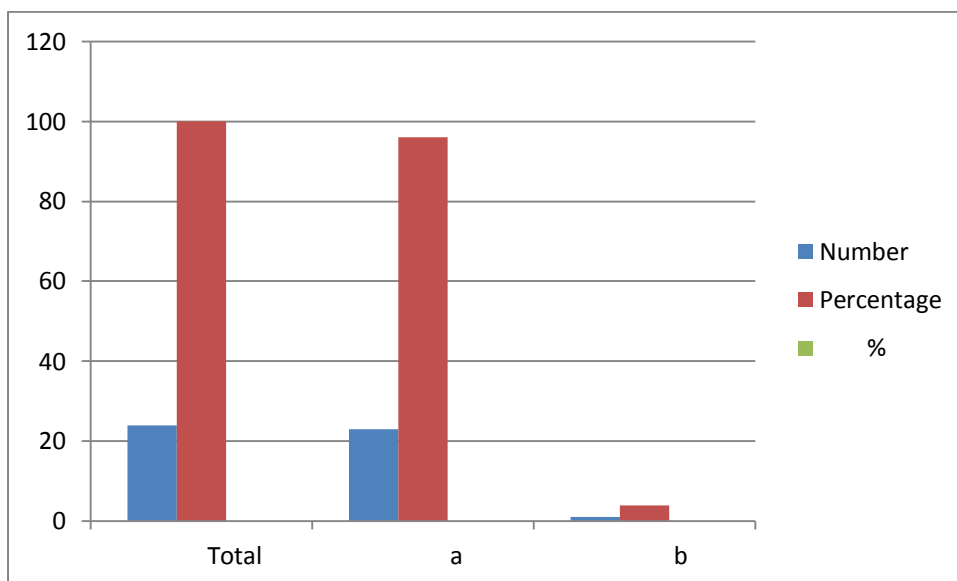
Section Two: Teacher's Perceptions and Attitudes towards the Use of Code-switching in the EFL Classroom.

Q4. Do you code-switch in the classroom?

- a) Yes
- b) No

	Total	a	b
Number	24	23	1
Percentage %	100	95.83	4.16

Table 05: Teachers' Use of Code-switching.



Graph 04: Teachers' Use of Code-switching.

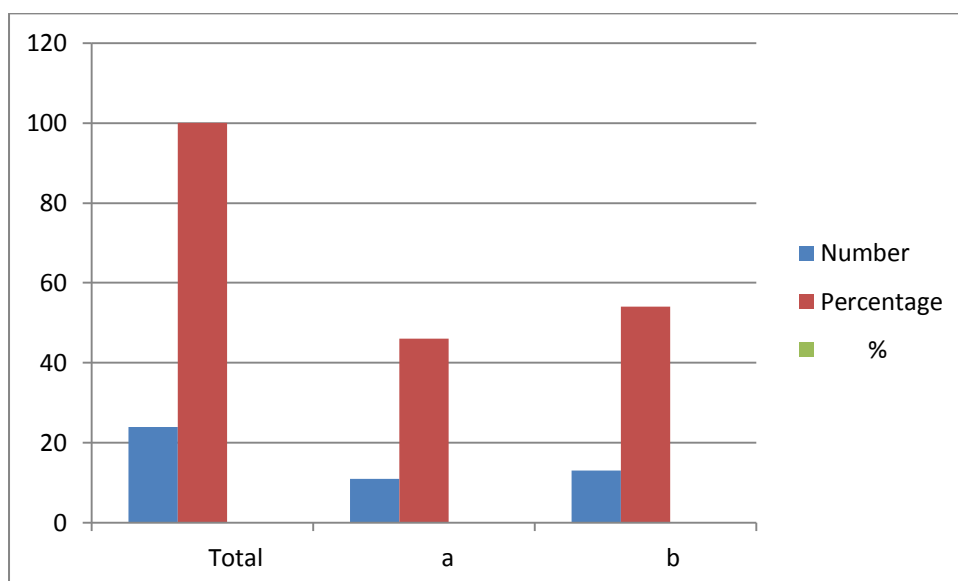
When the teachers are asked whether they code-switch in the EFL class, twenty three (95.83%) out of twenty four answered by 'yes'. Only one teacher (4.16%) declared that he/she does not use Arabic in the EFL class. This indicates the majority of informants prefers code-switching in the EFL classroom.

Q5. Do you think that you can avoid using Arabic/French in the English class?

- a) Yes
- b) No

	Total	a	b
Number	24	11	13
Percentage %	100	45.83	54.16

Table 06: Teachers' Avoidance of Code-switching.



Graph 05: Teachers' Avoidance of Code-switching.

In response to question ten which states that “do you think that you can avoid using Arabic/French in the English class?”. The result demonstrates that eleven teachers (45.83%) replied that they can teach without using code-switching in the EFL classroom. Conversely, the rest of the sample (54.16%) declared that they cannot avoid code-switching in teaching English as a foreign language. This question shows that the greater part of the informants believes in the necessity of using CS in teaching and learning.

Q6. Whatever your answer is, please explain why.

This question is related to the question above. Those teachers who answered by ‘yes’ said that they cannot avoid it, and in some cases (they insist) they should not avoid it because it

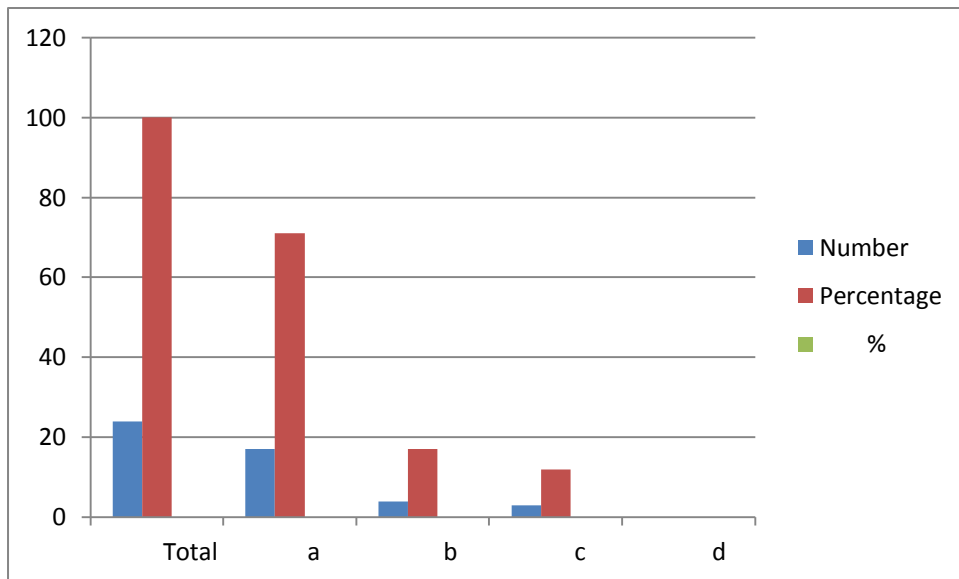
helps them to keep away from language transfer. They further argued that code-switching can help teachers to better elucidate classroom task instruction. One teacher sustained that the learners are not native speakers, and sometimes the use of the mother-tongue is imperative just to overcome some language problems and obstacles. One other reason is the bad level of learners. On the contrary, the teachers who answered by ‘no’ declared that code-switching can be replaced by other strategies such as pictures, synonyms, jesters or paralinguistic features. Nevertheless, this seems to be a time consuming. Another teacher insisted that learning a language should be learnt through practicing the language itself.

Q7. Are you conscious of switching to Arabic /French in the EFL classroom?

- a) Yes, always
- b) Yes, sometimes
- c) Yes, occasionally
- d) No, never

	Total	a	b	c	d
Number	24	17	4	3	0
Percentage %	100	70.83	16.66	12.5	0

Table 07: Teachers’ Consciousness of Code-switching.



Graph 06: Teachers' Consciousness of Code-switching.

When they are asked about their consciousness of code-switching, the greater part of the teachers (70.83%) reported that they are conscious of Arabic use in the EFL class. Four other teachers (16.66%) indicated that they are sometimes conscious of shifting from one language to another, and only three (12.5%) said that they are occasionally conscious. None of them (0%) went with the option “no, never”. This reinforces the conclusion of the previous question.

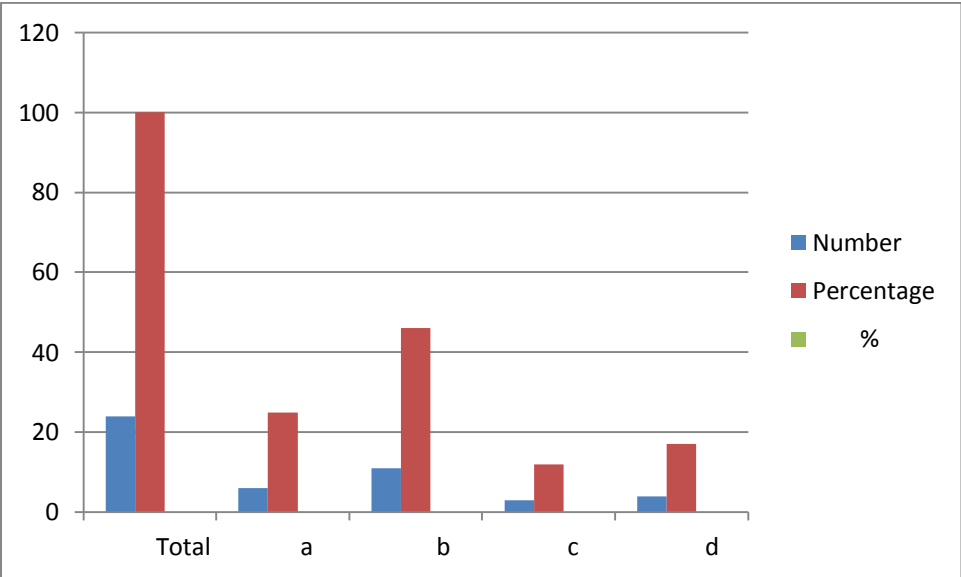
Q8. When do you use Arabic/French in the EFL class?

I use Arabic/French in the EFL classroom when it is:

- a) Necessary
- b) Inevitable
- c) Helpful
- d) Quicker

	Total	a	b	c	d
Number	24	6	11	3	4
Percentage %	100	25	45.83	12.5	16.66

Table 08: Cases of using Arabic/French in the EFL Classroom.



Graph 07: Cases of using Arabic/French in the EFL Classroom.

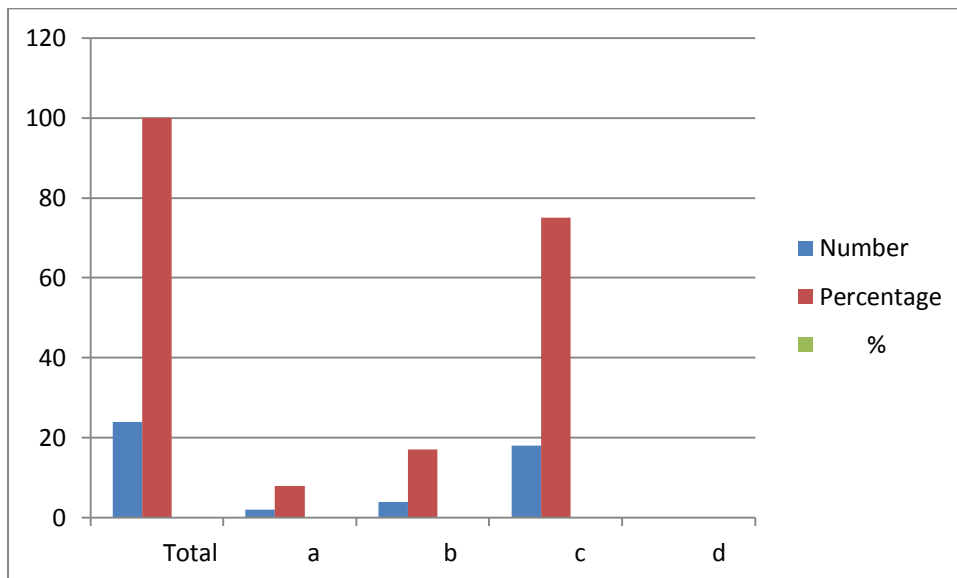
As it is apparent from both the table and the graph, all the questioned teachers seemed to use code-switching for one purpose or another. Six teachers (25%) put that they use Arabic when it is necessary. Four other teachers (16.66%) admitted that they code switch for it is quicker, i.e. not to lose time. The majority of the teachers (45.83%) chose to code-switch when it is inevitable and three others (12.5%) stated that they shift to Arabic when this language helps them in teaching. This indicates that the teacher might be conscious of the different occasions in which they need to code-switch.

Q9. How often do you use Arabic/French in the EFL classroom?

- a) Always
- b) Sometimes
- c) Occasionally
- d) Never

	Total	a	b	c	d
Number	24	2	4	18	0
Percentage %	100	8.33	16.66	75	0

Table 09: Teachers' Frequency of Code-switching.



Graph 08: Teachers' Frequency of Code-switching.

In this question, the teachers are asked about the frequency of using code-switching in the EFL class. No more than two teachers (8.33%) stated that they always used Arabic in the EFL class. Four other teachers (16.66%) put that they sometimes code-switch. The rest of the

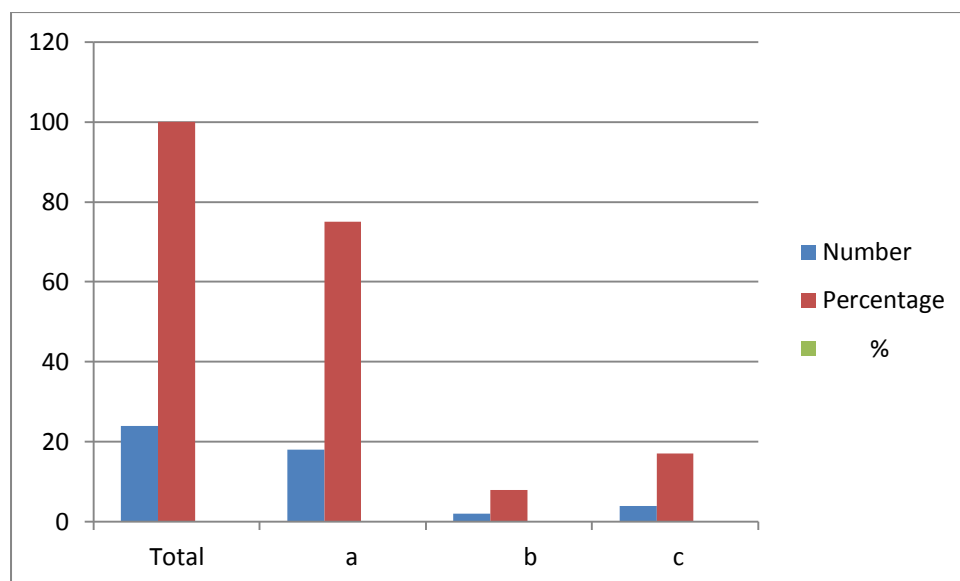
teachers (75%) claimed that they occasionally used Arabic in the EFL class, yet they still code-switch. Nobody (0%) chose the option ‘never’, and in here there seems to be a bit contradiction between their answers in this question with their answers in the previous one. This exhibits the fact that the teachers use CS in a reasonable manner.

Q10. What are the factors which may influence code-switching to Arabic/French in the English class?

- a) Students’ lack of English proficiency
- b) Teachers’ lack of English proficiency
- c) The distance between the linguistic systems of Arabic and English

	Total	a	b	c
Number	24	18	2	4
Percentage %	100	75	8.33	16.66

Table 10: Factors influencing Code-switching to Arabic/French in the English Class.



Graph 09: Factors influencing Code-switching to Arabic/French in the English Class.

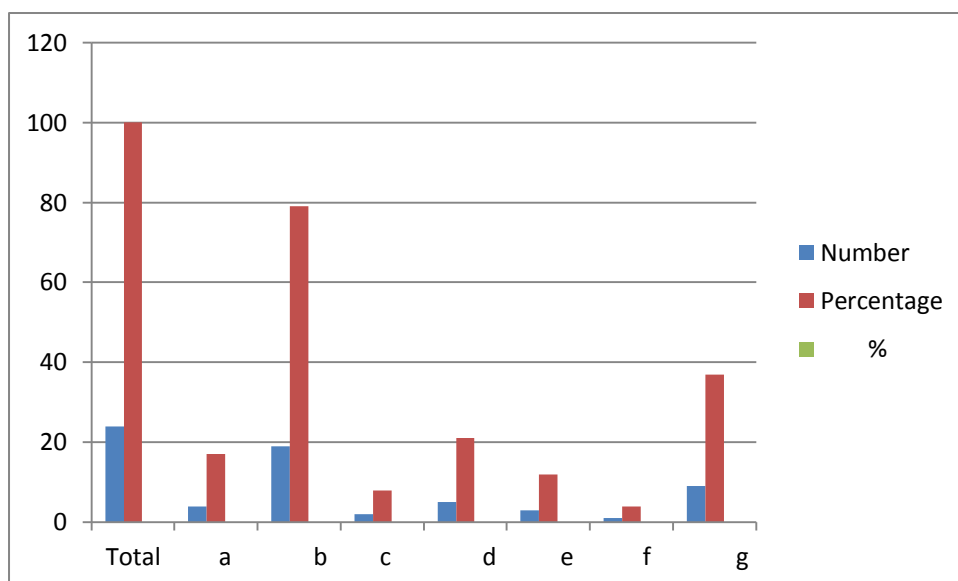
The results in the table and in the graph above indicate that “students’ lack of English proficiency” according to the teachers ‘views is the most significant variable influencing code-switching to Arabic. As it is seen above, 75 percent of the teachers alleged that “students “lack of English proficiency” is the first factor leading them to alternate codes from English to Arabic.16.66 % of the teachers considered “the distance between the languages” to be another important factor. However, only a very low percentage of the subjects (8.33%) admitted that teachers’ lack of English proficiency is another factor that leads to code-switching.

Q11. What are the functions of code-switching to Arabic/French in the EFL class (you may give more than one choice)?

- a) To explain grammar
- b) To translate unknown vocabulary items
- c) To manage the class
- d) To check comprehension
- e) To pay students’ attention
- f) To index a stance of empathy or solidarity towards students
- g) Others (please specify)

	Total	a	b	c	d	e	f	g
Number	24	4	19	2	5	3	1	9
Percentage %	100	16.66	79.16	8.33	20.83	12.5	4.16	37.5

Table 11: The Functions of Code-switching to Arabic/French in the EFL Class.



Graph 10: The Functions of Code-switching to Arabic/French in the EFL Class.

This question concerns the distinct functions of code-switching to Arabic/French in the EFL class. When this question is requested to the teachers of English in the selected secondary schools in Constantine, the greater part of them (79.16%) put that they mostly code-switch to translate unknown vocabulary items. Four other teachers (16.66%) stated that they use Arabic in order to explain grammar rules. Five teachers (20.83%) and three others (12.5%) picked the option “to check comprehension” and “to pay students’ attention”, respectively. Moreover, the results show that code-switching also functions as a resource for the management of classroom discourse. However, only one teacher (4.16%) said that code-switching helps to index a stance of empathy or solidarity towards students. 37.5 percent of the teachers gave extra suggestions. There are some teachers who added that code-switching is used in the English class to express state of mind; to create a humorous atmosphere and to make some jokes in order not to make the lecture boring. In addition, it is also used to express teacher’s feelings and to reduce students’ nervousness. Some teachers put that they use Arabic in order to put order in certain situations and to make students understand what to do; to avoid confusion and being lost. ‘To make comparison between Arabic/French and English’ was an

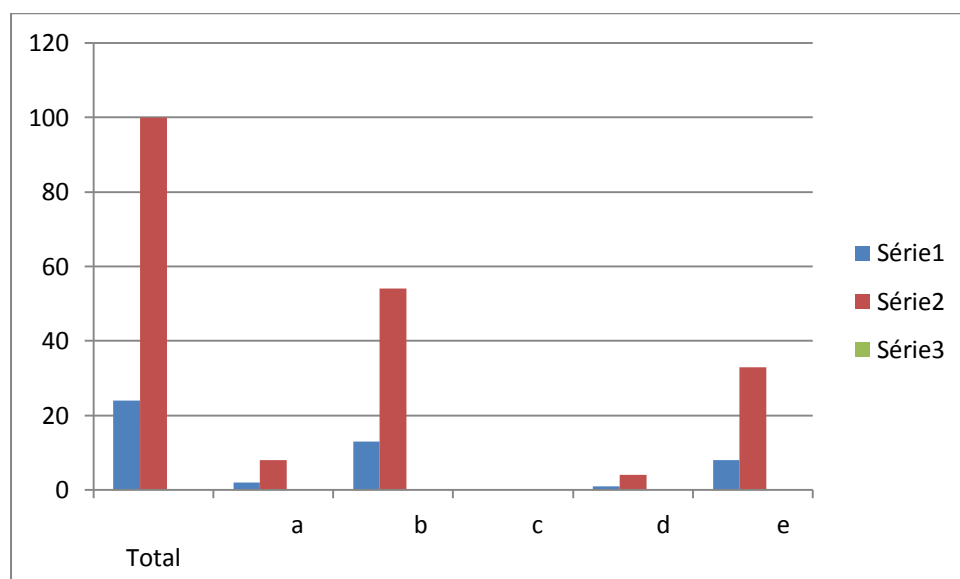
important point suggested by some teachers. In such a case, the teachers argued that to compare English language patterns with those of French or Arabic, this will ease the understanding of these structures.

Q12. What do you think about using code-switching in the EFL classroom?

- a) Strongly agree
- b) Agree
- c) Do not care
- d) Strongly disagree
- e) Disagree

	Total	a	b	c	d	e
Number	24	2	13	0	1	8
Percentage %	100	8.33	54.16	0	4.16	33.33

Table 12: Teachers' Attitudes towards the Use of Code-switching in the EFL Class.



Graph 11: Teachers' Attitudes towards the Use of Code-switching in the EFL Class.

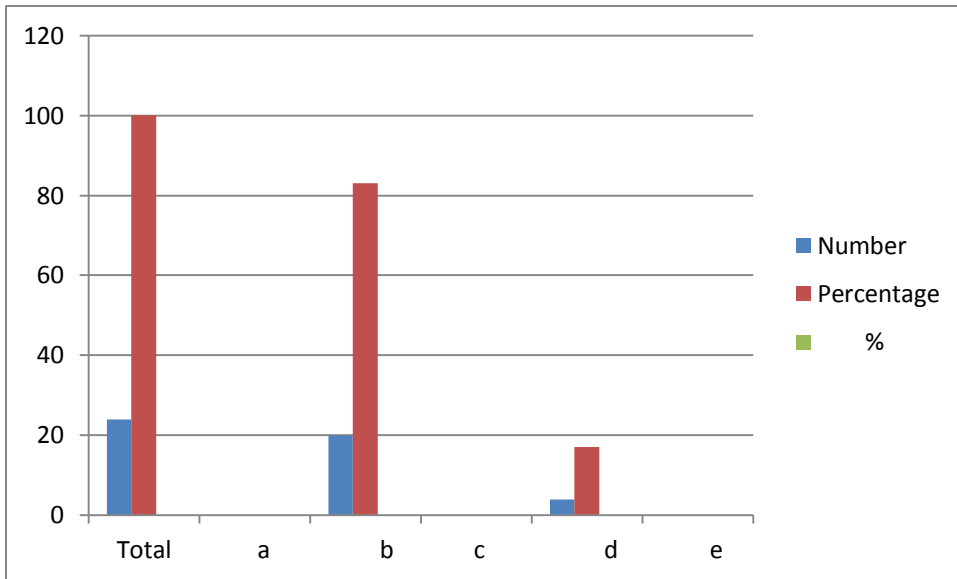
The aim from this question is to seek teachers' views and opinions towards the use of code-switching in their EFL classes. As the results exhibit, most teachers (54.16%) agree on the use of code-switching in the EFL class, whereas two others (8.33%) extremely agree. This positive examination is unquestionably confirmed by most of the teachers in the sample. However, less than 34 percent of the EFL teachers disagree with the opinion on this question, and no more than 4.6 percent extremely disagree. No one (0%), nevertheless, went with the option 'do not care'. This confirms that the teachers' positive attitude of towards the use of CS.

Q13. What impact code-switching has on student/teacher interaction?

- a) Extremely helpful
- b) Helpful
- c) No impact
- d) Helpless
- e) extremely helpless

	Total	a	b	c	d	e
Number	24	0	20	0	4	0
Percentage %	100	0	83.33	0	16.66	0

Table 13: The Impact of Code-switching on Student/Teacher Interaction.



Graph 12: The Impact of Code-switching on Student/Teacher Interaction.

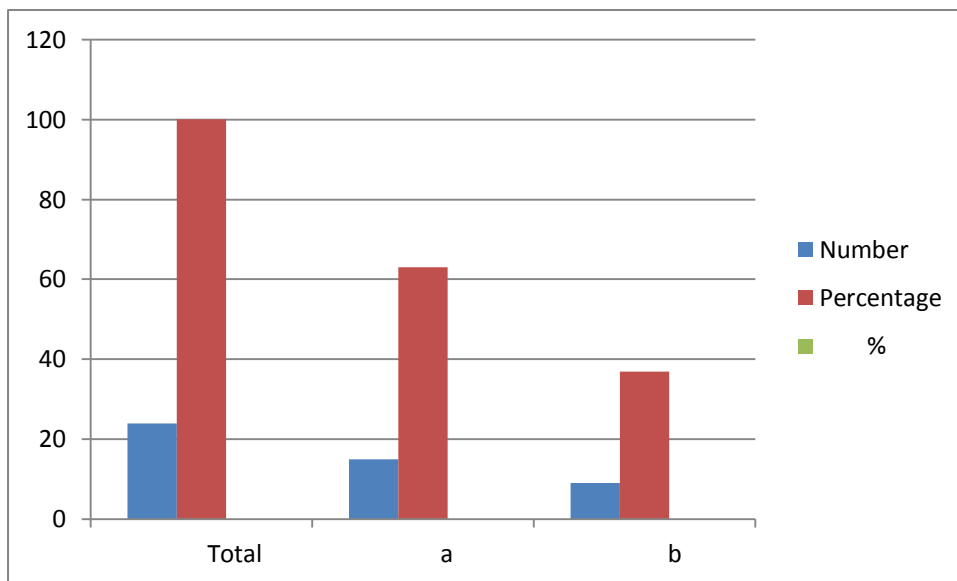
Asking about the effect code-switching has on student/teacher interaction, virtually all the teachers of English as a foreign language in the selected secondary schools in Constantine (83.33%) sustained that this phenomenon is helpful. Only four subjects (16.66%) argued that it is helpless. The other options are, unfortunately, chosen by no teacher

Q14. Do you think that the use of Arabic/French in the English class helps in learning and teaching English?

- a) Yes
- b) No

	Total	a	b
Number	24	15	9
Percentage	100	62.5	37.5
%			

Table 14: The Goal of Code-switching in the Learning Process.



Graph 13: The Goal of Code-switching in the Learning Process.

This question is posed to the teachers of English to seek whether the use Arabic in the English class helps in learning and teaching English. Replying to the question, the greater part of the teachers (62.5%) said that this phenomenon really helps in the learning process. whilst, the rest of the participants (37.5%) put that code-switching does not help in teaching and learning English. This indicates that CS facilitates the learning process.

Q15. Whatever your answer is, can you please explain?

This inquiry is correlated with the preceding one. The teachers who answered by ‘yes’ in the previous question argued that code-switching enables students to master and compare the different structures existing in the native and target languages. So, according to this view, comparing and contrasting languages help learners to avoid negative transfer. Moreover, it is also mentioned that the English language is not used outside the class. Learners thus are sometimes linguistically incapable of expressing themselves because most of them are not fluent. In the words of one teacher, supporting the same point, said that “as a matter of time (vocabulary, for example), to prove to learner that information in mind has no language. The difficulty then is in expressing (learners’ main problem)”. For example, if a

student does not know the meaning of the word “divorce”, he cannot give his opinion about it. In this case, we have to help him understand it first”. Other teachers claimed that their students will better motivate in the English class if their mother-tongue takes place. Also, this language is used in the EFL class because of the bad level of students.

Those teachers who answered by ‘no’ said that code-switching does not help for it refrains learners to go further for the knowledge of languages. They further added that learners should be trained in English to learn it in the right way. According to them, the use of Arabic in English class does not help students to make efforts to understand or pronounce words or sentences and thus will not be good communicators in the foreign language. One teacher of English wrote: “as a teacher, I should not set some conditions of stimulus responses for students to understand, i.e. students must not wait their teacher to explain in Arabic for helping them to understand an English context”. She further put: “we can use a lot of strategies for conveying meanings of things; we need to create meaningful contexts for helping students to guess and understand”.

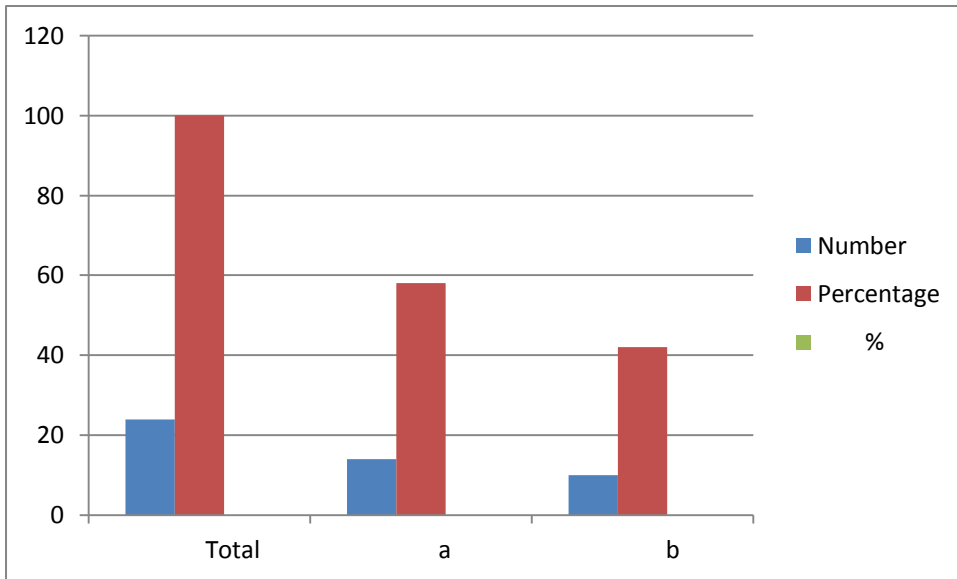
Q16. Do you think that code-switching may be used as a good communicative strategy in EFL classrooms?

a) Yes

b) No

	Total	a	b
Number	24	14	10
Percentage	100	58.33	41.66
%			

Table 15: Code-switching as a Good communicative strategy in the EFL Classroom.



Graph14: Code-switching as a Good communicative Strategy in the EFL Classroom.

As it is clear above, the results show that fourteen (58.33%) teachers indicated that code-switching may be used as a good strategy. The rest of the participants (41.66%), nevertheless, maintained that this phenomenon is not a good strategy which can be used in the EFL class.

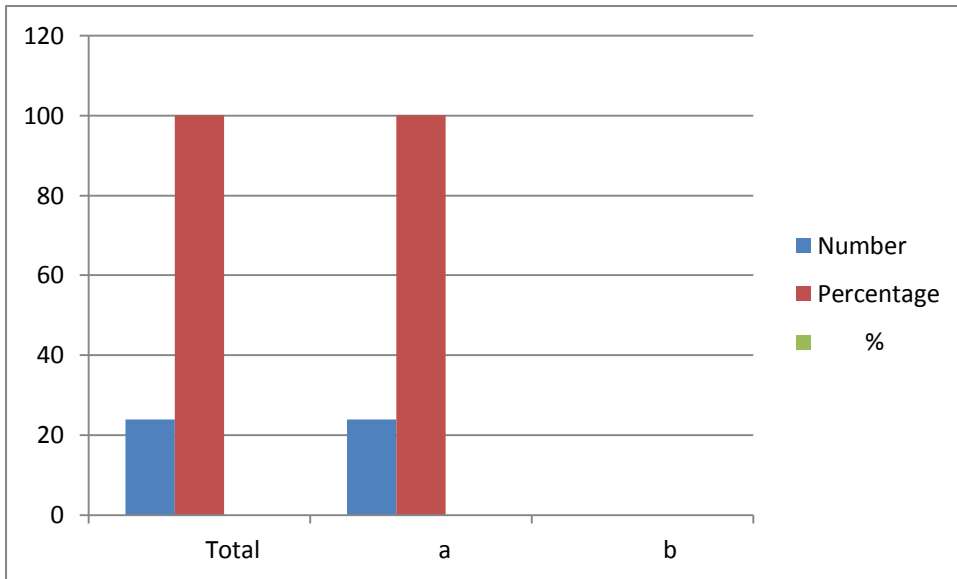
Section Three: Teachers' Perceptions and Attitudes towards their Students' Use of Code-switching in the EFL Class.

Q17. Do your students code-switch in the EFL class?

- a) Yes
- b) No

	Total	a	b
Number	24	24	0
Percentage	100	100	0
%			

Table 16: Students' Code-switching in the EFL Class.



Graph 15: Students' Code-switching in the EFL Class.

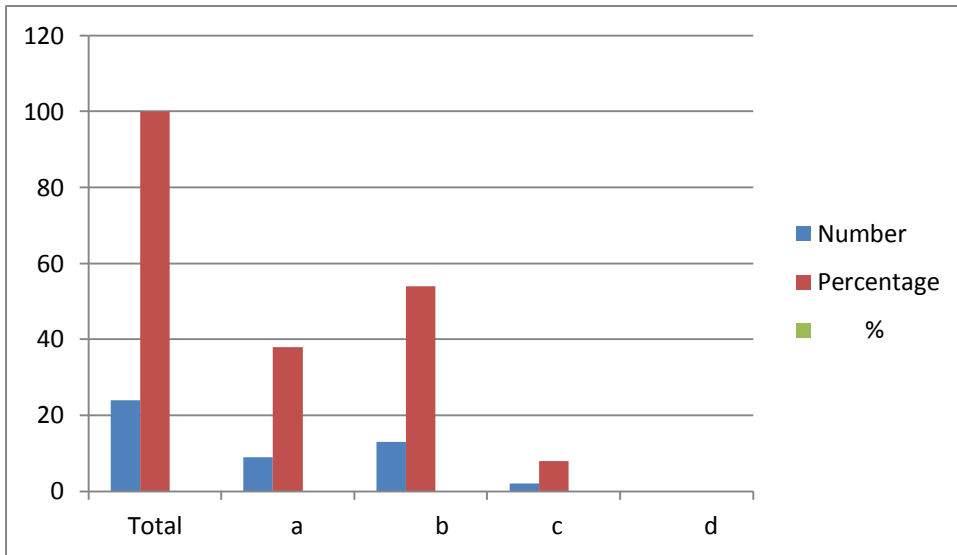
This part of the questionnaire tries to check the teachers' views towards their students' use of code-switching in the EFL class. When they are asked whether their students code-switch or not in the EFL class, all the teachers (100%) answered by yes. In other words, all their learners use Arabic/French in the English class.

Q18. How much do your students use Arabic/French in the EFL class?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

	Total	a	b	c	d
Number	24	9	13	2	0
Percentage	100	37.5	54.16	8.33	0
%					

Table 17: Students' Frequency of Code-switching.



Graph 16: Students' Frequency of Code-switching.

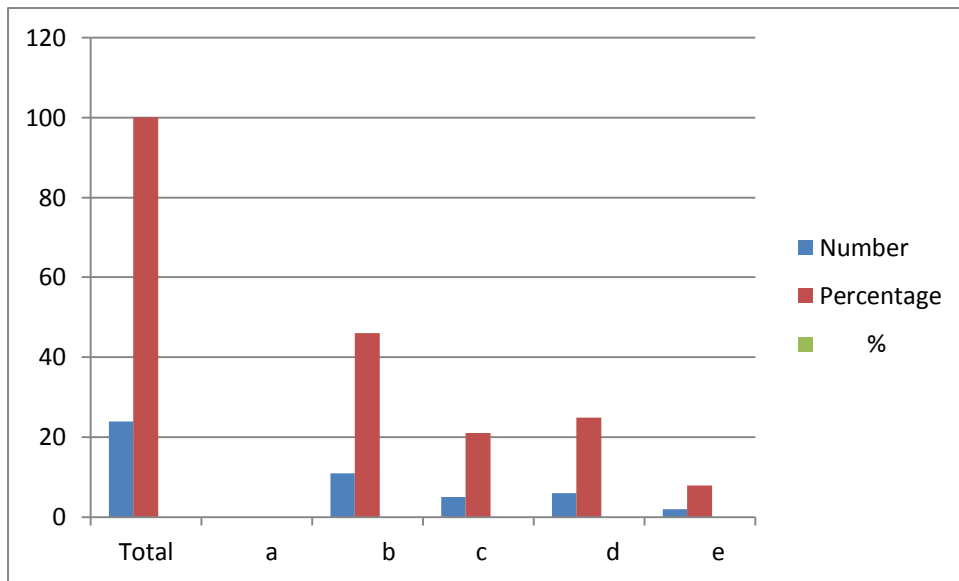
The teachers of English are then asked about their students' frequency of using code-switching. 54.16 percent of the teachers claimed that their students use it sometimes. 37.5% agreed of using it always. However, only 8.33% of the teachers stated that the learners use Arabic in the English class rarely. No one (0%) went with the option "never".

Q19. What is your attitude towards your students' use of Arabic/French in the EFL classroom?

- a) Strongly agree
- b) Agree
- c) Do not care
- d) disagree
- e) Strongly disagree

	Total	a	b	c	d	e
Number	24	0	11	5	6	2
Percentage	100	0	45.83	20.83	25	8.33
%						

Table 18: Teachers' Attitudes towards their Students' Use of Code-switching.



Graph 17: Teachers' Attitudes towards their Students' Use of Code-switching.

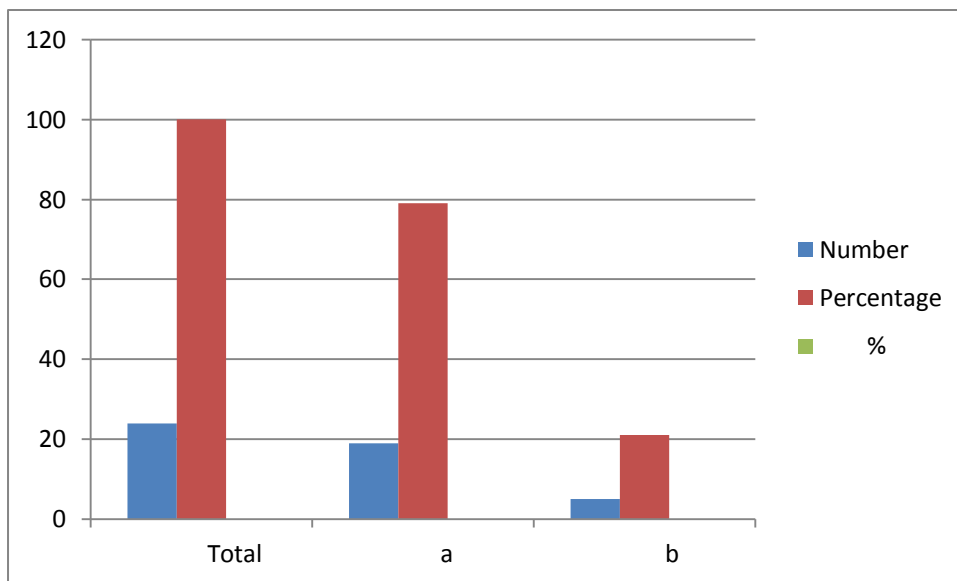
The aim from this inquiry is to see the teachers' attitudes towards their students' use of code-switching. Both the table and the graph displayed that most participants (45.83%) expressed their agreement, where only six (25%) expressed their disagreement. Less than 9 percent (8.33%) of the teachers strongly disagree and no one (0%) strongly agrees. However, more than one fifth (20.83%) take no side (do not care).

Q20. Do you prevent your students to use Arabic/French in the English class?

- a) Yes
- b) No

	Total	a	b
Number	24	19	5
Percentage	100	79.16	20.83
%			

Table 19: Teachers preventing their Students to Code-switch.



Graph 18: Teachers preventing their Students to code-switch.

As shown above in the table and the graph, the majority of the teachers (79.16%) do prevent their students from using code-switching in the English class. 20.83 percent admitted to permit their learners to use code-switching.

Q21. Whatever your answer is, can you please explain why?

This question is related to the previous one. As far as this question is concerned, some teachers maintained that learners should not be allowed to code-switch all the time. Otherwise, they will never express themselves in English. They believed that code-switching is a technique which should be used only by the teacher who knows when and why he/she applies it. Students, therefore, ought not to use other languages without the teacher's permission. One more teacher alleged that he/she prevents his/her learners to use code-switching for the purpose is to help learners to learn English and to communicate with it in a very flexible way, far from punishment and pressure. Learners are motivated to use and learn English for educational, social and cultural purposes.

The proponents of the use of code-switching in the English class, however, claimed that students are free to use code-switching if they feel that this means helps them acquiring the

foreign language. It is believed by some teachers that they usually feel an obligation to meet their students' needs if they better motivate and participate in the English class by using code-switching. Some other teachers agreed that their students can express themselves in a better way if they code-switch.

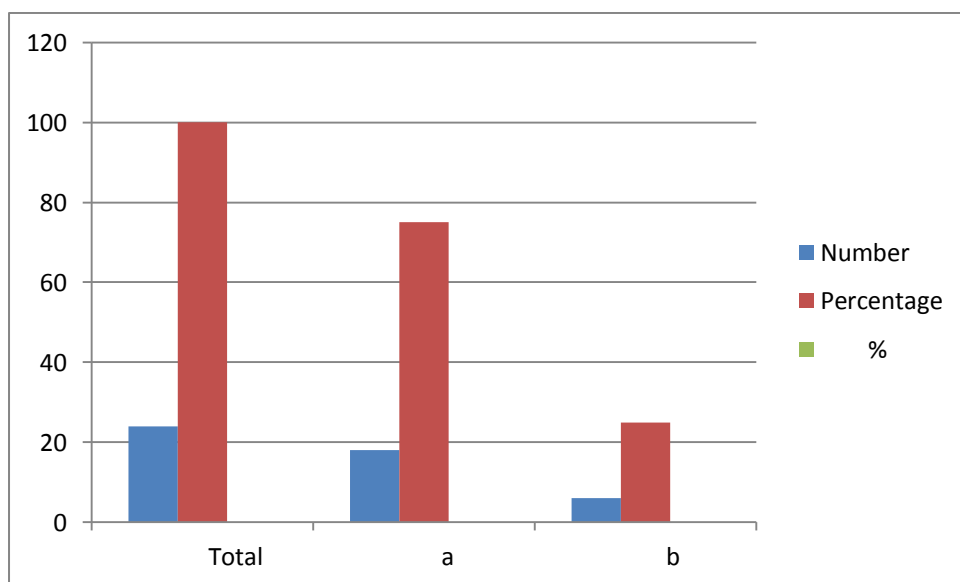
Moreover, some teachers claimed that in an English class, all answers have to be given in English even with simple words. They stressed on the use of the language at all levels. Another teacher replied that the teachers should be helpful and knowledgeable about their class management and learners competences. She continued to say "we accept, we improve and we enrich together till the learner get the right answer in English, we must not develop bad habits but we must know how to remedy". Other participants said that the most important thing before talking about the language is the thought itself (how the thought is said in a foreign language is another process). They further agreed that the learners are allowed to give the right answers in Arabic when they appreciate the topic but they could not say whatever they want or express themselves in the right way in certain subjects like sport, internet, stories or natural disasters. However, the teacher must help the student to express himself in English as much as he/she can, so that code-switching will not be a routine. In the words of one teacher, she said: "yes, not always, but sometimes because I am afraid to discourage my students and prevent their motivation. I have sometimes to accept their answers in Arabic/French and then I encourage them to say it in English and ask their classmates to reformulate the answer in English, rather than nothing".

Q22. Do you think that your students are better motivated in the English classroom by using Arabic/French?

- a) Yes
- b) No

	Total	a	b
Number	24	18	6
Percentage %	100	75	25

Table 20: Students' Motivation.



Graph 19: Students' Motivation.

When they are asked about students' motivation, most teachers (75%) agreed that students are better motivated in the English classroom when they code-switch to Arabic in the English class. Six teachers (25%), however, disagree.

5.1.4. Discussion of the Results

As shown in the results above, most teachers involved in the study have a bachelor's or master's degrees. Their teaching experience ranged from below five to more than twenty years. They taught students of different education levels and different specialties in the secondary schools under study in Constantine. However, in this study, only first year students have been picked. The outcome of the current study revealed that Arabic/French was used by almost all the teachers of English who contributed in this study, and it demonstrated that the greater part of teachers had positive views towards Arabic/French use in English classes. Nevertheless, those teachers would agree that a limited and a reasonable use of Arabic/French in the EFL class is more efficient for achieving rapid understanding of English.

Section two depicts teachers' perceptions and attitudes towards the use of code-switching in the EFL class. As it is apparent from this section; although 33.33 percent of the teachers disagree on code-switching, more than the half of the sample under study (54.16%) expresses an agreement on the use of Arabic/French besides English in the EFL class. These instructors confess that they mostly use code-switching in their English classes for it is a helpful teaching and learning means which facilitates explanation for the teacher and enables the learners to grasp what has been explained easily, respectively. As well, as it is obvious from the analysis of the tables, all the teachers argued that they code-switch consciously, but with degrees. In other words, the most percentage of the subjects (70.83%) alleges that they are always conscious of code-switching to Arabic/French. The other parts are divided between sometimes and occasionally. Nevertheless, in no case code-switching to Arabic seems to occur unconsciously or automatically. In the same section, the findings also exhibit that the mean discrepancy between the English only classroom and code-switching in the EFL class is

that the latter plays vital roles as to help the teacher to translate hard words and to explain grammar rules. In the same vein, it is believed that code-switching is used too to manage the class and pay student-attention. The majority of the teachers believe the main reason of using students' mother tongue in the EFL class is due to their s' lack of English proficiency. Although most of the informants indicate that this phenomenon is a useful tool which facilitates learning and teaching English, it has negative impacts too. The chief off-putting effect of the overuse of code-switching is, according to teachers' view, hindering communication in the English language.

Section three detects the teachers' views towards their students' code-switching in the EFL class. In this section, all the teachers are stating that their students frequently code-switch in the English class insisting that their learners most of the time use their mother tongue, i.e. Arabic and not French in addition to English. Although 79.16 percent of the teachers claim that they prevent their learners from code-switching, 75 percent of them believe that the students are better motivated while using their mother tongue from time to time.

In brief, English teaching achievement involves teachers' aptitude to teach English in a better way successfully. This proves that an English-only classroom cannot always pledge the intelligibility between the teacher and his/her learners. Again in this chapter (see chapter five), it seems obvious from the analysis of the questionnaire that the moderate use of code-switching can be taken as a good tool which helps the teachers in secondary schools to enrich the teaching input and learners to learn easier, and thus it facilitates both learning and teaching.

5.2.Student Questionnaire

5.2.1. Description of the Student Questionnaire

The student questionnaire is designed and distributed to collect information about the use of code-switching in four Algerian EFL public secondary schools, exactly in Constantine. The schools are named as follows: “Bouhali” and “Kateb Yassin” in “la Nouvelle Ville”, “Ibn Badis” in in Filali and “Yougharta” in El kudia. The questionnaire was used to investigate the first year students’ view and attitude towards code-switching use in the English classroom. For students’ questionnaire, there are thirty two major questions related to the use of code-switching during the language teaching process. It consists of close-ended and open-ended questions. The subjects are kindly asked to read the questions and to choose the most appropriate choice (s) which reflect (s) their opinion about the use of Arabic/French in the Algerian English classroom. Also, they are requested to fill in the gaps with the necessary information. The questionnaire was designed in English and then translated into Arabic so that learners could reflect their ideas and beliefs easily without struggling with some unknown words or structures in the question. The questionnaire comprises three sections. Section one (Q1_Q3) includes general information of the students. Section two (Q4_Q21) deals with students’ personal perceptions and attitudes towards the use of Arabic/French in EFL classroom. The last section (Q22_Q32) examines the students’ expectations and attitudes towards their teachers’ use of Arabic/French in the EFL classroom. The three sections as explained as follows:

Section One: (Q1_Q3)

Section one is composed of three (3) questions. It presents a general background of the students. The first question is about their gender, the second one is about students' specialty and the last question is asked to check their level in English.

Section Two: (Q4_Q21)

This section encompasses eighteen (18) questions. The goal of this section is to verify students' personal attitudes and opinions towards the use of Arabic/French in the EFL classroom. i.e., the use of code-switching in the English class. This part of the questionnaire includes a mixture of close ended questions and open ended ones. Some close ended questions are posed to seek whether students use code-switching in the EFL class, and how frequent they use it. Other questions required the participants to look for the reasons behind the occurrence of code-switching in the English class. Besides, learners are questioned to give their opinions and attitudes towards the appearance of this phenomenon in the EFL classroom in general, and whether it is a good strategy in the learning process in particular. Through other questions, learners are requested if code-switching has any negative impact in the learning process. The open ended questions, however, are asked to offer other suggestions, to make comments and to give more explanations.

Section Three: (Q22_Q32)

The last section involves ten questions (10). It aims at presenting students' views and perceptions towards their teachers' use of code-switching in the EFL class. Unlike the preceding section, this one contains mostly close ended questions and only one open ended question is presented at the end. The students, through these questions are asked to see whether their teachers use Arabic/French in the EFL classroom; code-switch. How frequent and what attitudes their teachers have towards the use of code-switching were presented. The

purpose of some questions was to look for the cases in which teachers code-switch. Also, participants are requested to check their teachers' awareness about the use of Arabic/French in the English class. One more question is designed to see if teachers consider code-switching as a good strategy. The question before the last is requested to check students' appreciation with teachers who code-switch in the foreign class. The last one is an open ended question which is designed to elicit of justification about the students' choice.

5.2.2. Administration of the Questionnaire

The questionnaire was administrated and submitted to 120 first year students who have been chosen randomly from four secondary schools during the academic year 2014-2015. Only 109 subjects are picked up since the others kept too much gaps and did not answer the whole questions. The questionnaire is composed of open- ended questions as well as close-ended questions. The questions were handed in when the instruction took place. During submitting the questionnaire, the researcher was there to make sure that students answer the questions faithfully and individually. They were informed that the answers of the questions should be well answered and are not to be evaluated. They were not limited by time.

5.2.3. Analysis of the Results of the Students' Questionnaire

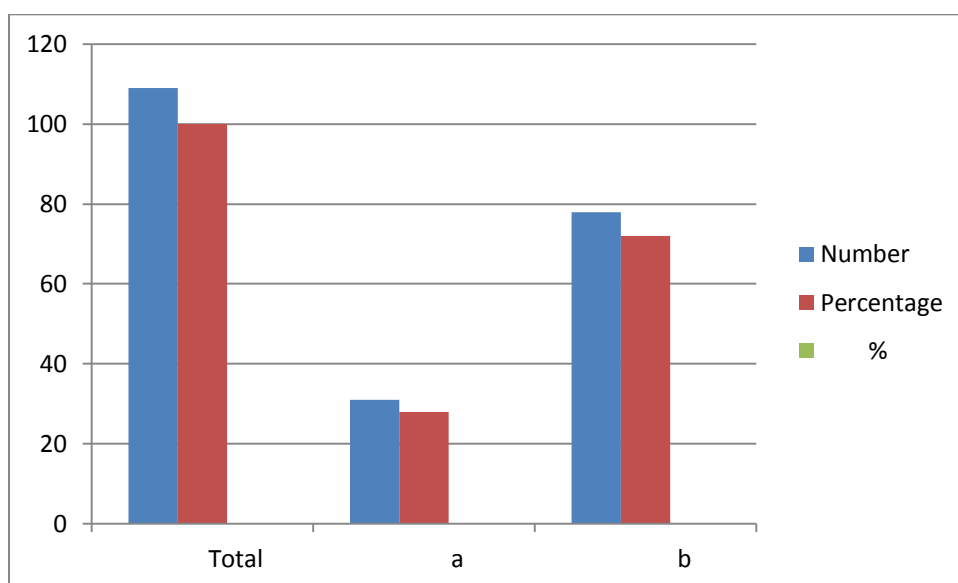
Section One: General background of the students

Q1. What is your sex?

- a) Male
- b) Female

	Total	a	b
Number	109	31	78
Percentage %	100	28.44	71.55

Table 21 Students' Gender.



Graph 20: Student' Gender.

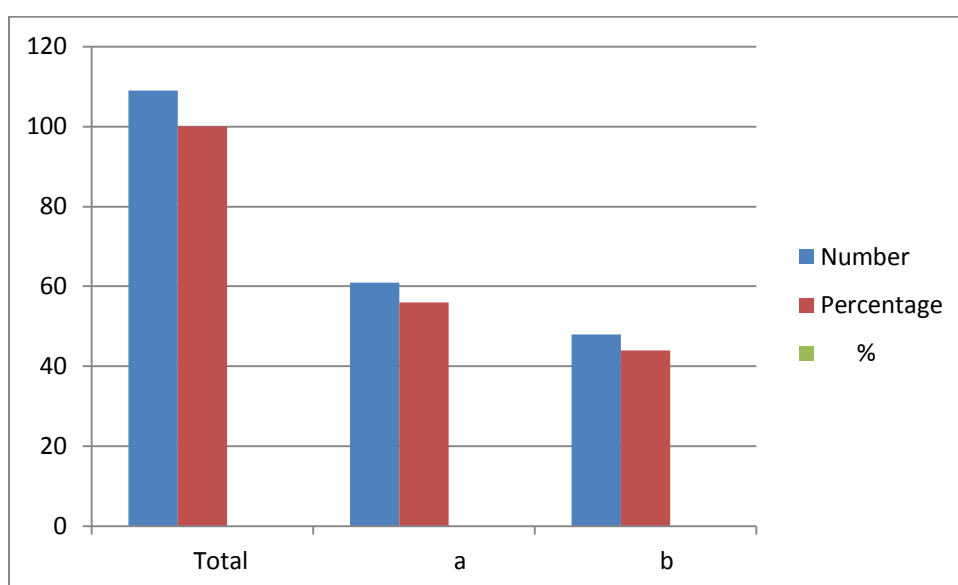
The gender in this work is taken as a kind of general background of students. The latter are randomly chosen. As the results expose, the female students are seventy eight in which they form 71.55%, i.e. twice the number of male students. The rest of the students are only thirty one in which they form 28.44% of the population.

Q2. You are studying in:

- a) Scientific Classes
- b) Literary classes

	Total	a	b
Number	109	61	48
Percentage %	100	55.99	44.03

Table 22: The Students' Specialty.



Graph 21: The Students' Specialty.

As it is shown above, the students who are studying science are sixty one and forty eight are studying literature. The former are composing 55.99% and the latter are composing 44.03%.

The scientific students are randomly more than the literary.

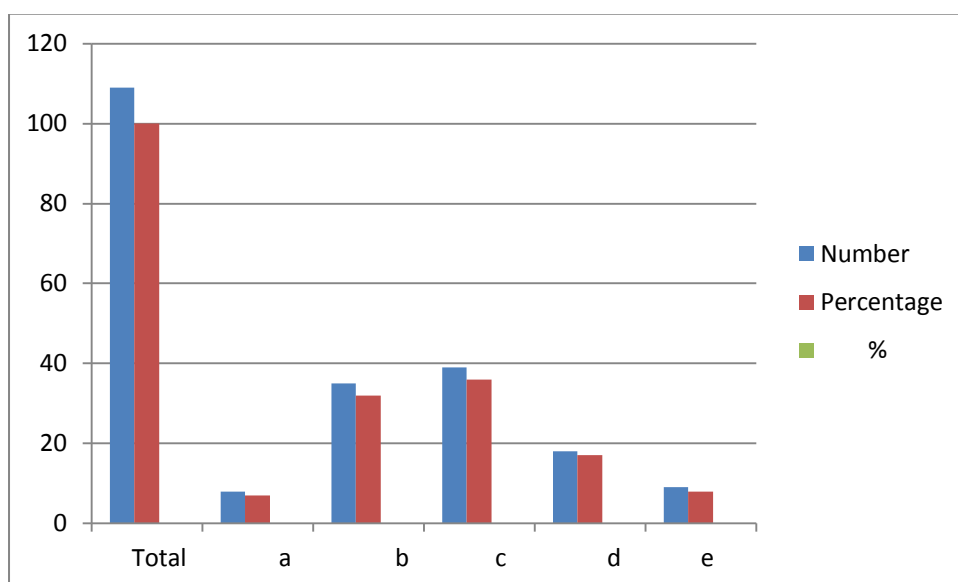
Q3. What is your average in English?

- a) Very good
- b) Good
- c) Average
- d) Bad

e) Very bad

	Total	a	b	c	d	e
Number	109	08	35	39	18	09
Percentage %	100 %	7.33	32.11	35.77	16.51	8.25

Table 23: Students' Level in English.



Graph 22: Students' Level in English.

Concerning the levels of students in English, only eight students (7.33%) claimed that they are very good in English and merely nine others (8.25%) put that they are very bad. The rest of students, however, chose good, bad and average levels. Thirty five students (32.11%) asserted that they are good in English; whereas thirty nine participants (35.77%) say are average. However, eighteen students claim that they are bad in English as a foreign language.

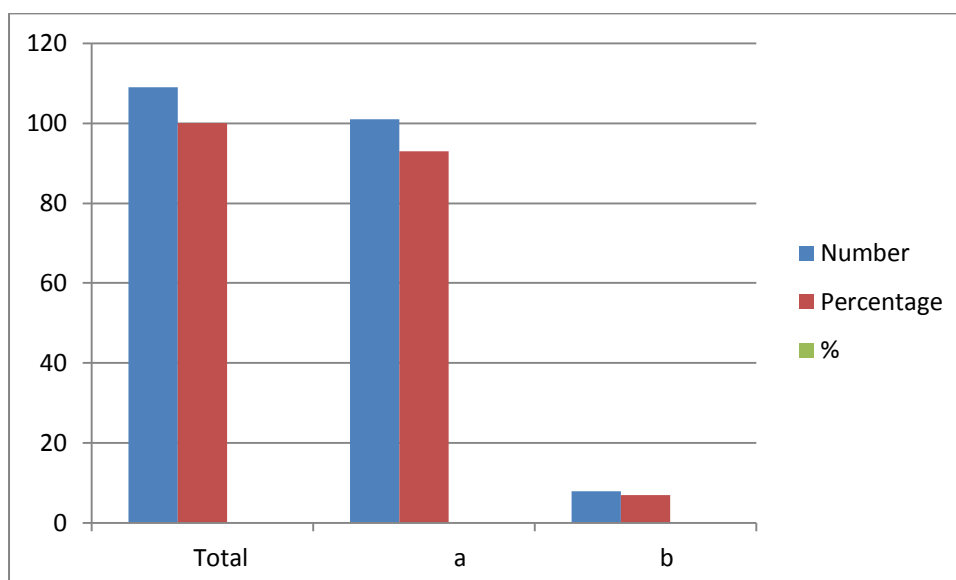
Section Two: Students' Perceptions and Attitudes towards the Use of Arabic/French in EFL Classroom.

Q4. Do you use Arabic/French in your English class?

- a) Yes
- b) No

	Total	a	b
Number	109	101	8
Percentage %	100	92.66	7.33

Table 24: Checking the use of Arabic/French in the EFL classroom.



Graph 23: Checking the use of Arabic/French in the EFL classroom.

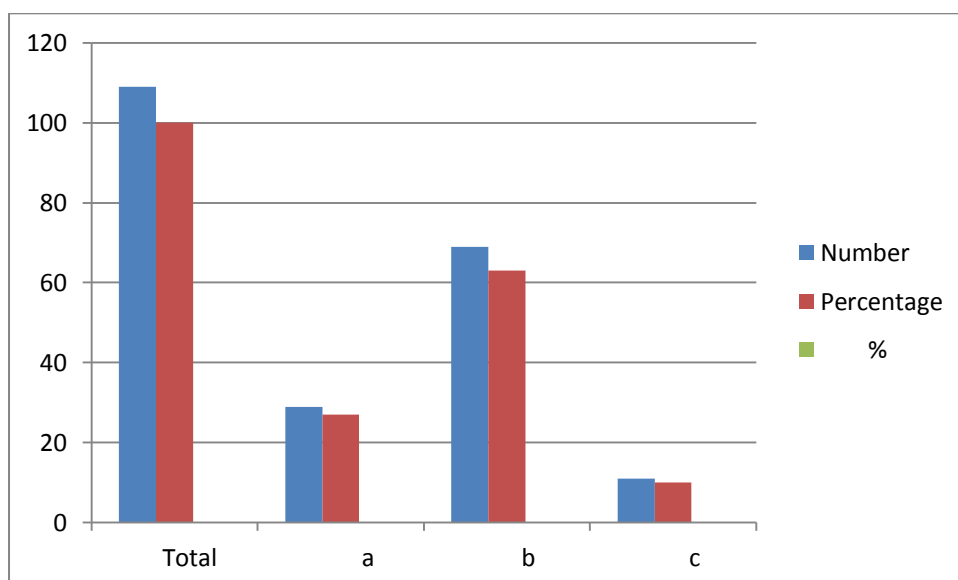
When learners are asked about the fact of using Arabic/French in the English class, the majority of them answered “yes”. Put differently, one hundred and one of the students (92.66%) out of one hundred and nine (109) (100%) say that they use their mother tongue in the foreign language classroom. However, only eight students (7.33) claim that they do not code-switch in their English class. There is a huge difference between the two options.

Q5. If yes, how many times?

- a) Always
- b) Sometimes
- c) Rarely

	Total	a	b	c
Number	109	29	69	11
Percentage %	100	26.60	63.30	10.09

Table 25: The Frequency of Students' Code-switching in Class



Graph 24: The Frequency of Students' Code-switching in Class.

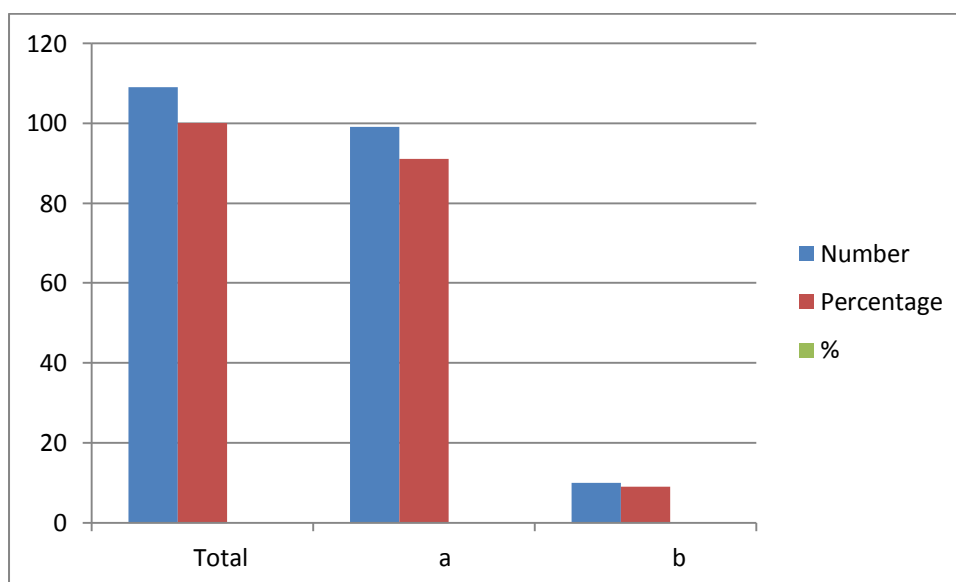
Students who answered by “yes” in the previous question are asked to specify the times they code-switch to Arabic/French in the EFL class. The majority of them (63.30%) declares that they sometimes code-switch. 29 others (26.60%) put that they always use Arabic/French in the learning class. However, only 11 students (10.09) choose the last option “rarely”. This indicates that CS is not used randomly or lazily.

Q6. Who initiates code-switching in the class (who starts speaking in Arabic first)?

- a) Students
- b) Teachers

	Total	a	b
Number	109	99	10
Percentage %	100	90.82	9.17

Table 26: The Initiation of Code-switching in the EFL Class



Graph 25: The Initiation of Code-switching in the EFL Class

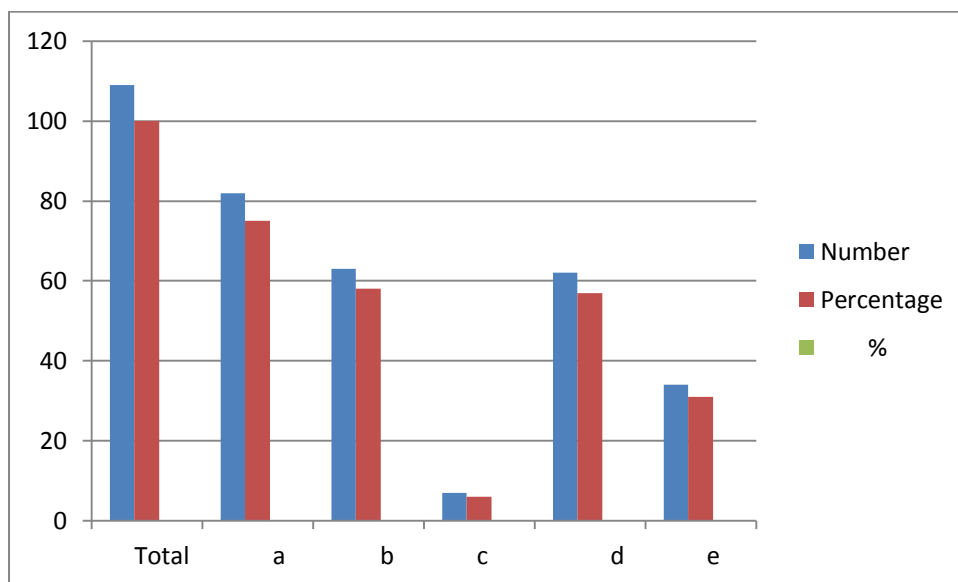
When the following question “who initiates code-switching in the class” is asked, the majority of the students chose the “students” option. In other words, 99 students (90.82%) assert that they who initiate code-switching in the foreign language classroom. Only 10 students (9.17%) claimed that their teachers who start code-switching in the foreign language classroom. This reinforces the answers of the previous questions that the use of CS is imposed by learners first.

Q7. What do you think the major reason is of using Arabic/ French in your EFL class?

- a) Understanding complex concepts
- b) Understanding new vocabulary
- c) Reducing anxiety
- d) Communicating with teacher
- e) Catching up with the class procedure

	Total	a	b	c	d	e
Number	109	82	63	7	62	34
Percentage %	100	75.22	57.79	6.42	56.88	31.19

Table 27: The Reasons for using Code-switching in the EFL Classroom



Graph 26: The Reasons of using Code-switching in the EFL Classroom.

The students were asked about the reasons that could explain their code-switching habits. As shown above, the students indicated that Arabic was desired most to understand

new concepts (75.22%) and explain new vocabulary items (57.79%). Moreover, a big percentage (56.88) was put for better chatting with the teacher. 31.19% of the students believe that the reason for using code-switching in the classroom is to catch up the class procedure. However, only 6.42% % thought that the use of Arabic/French is to reduce anxiety in the class.

Q8. Are there any other comments on the use of Arabic/French in your English class?

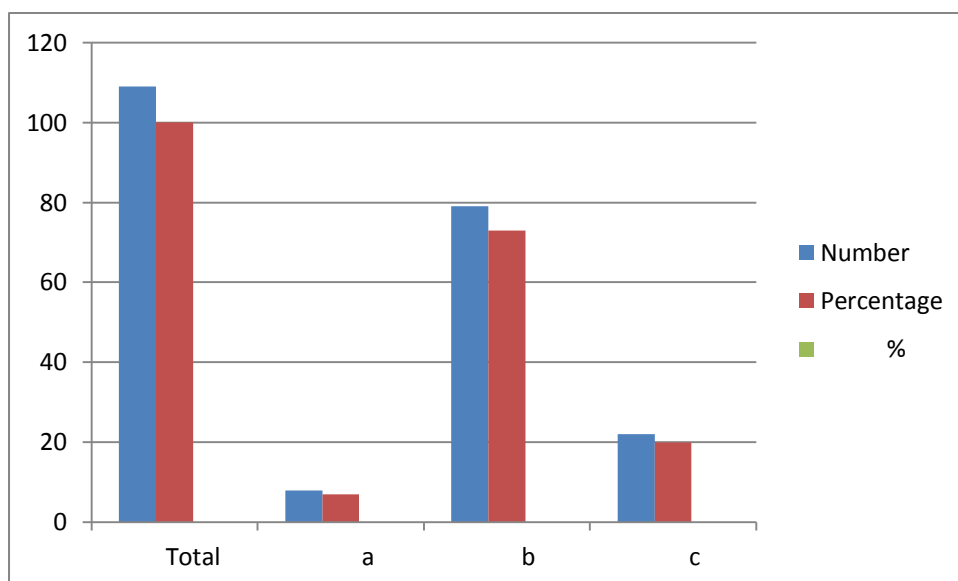
This question is interrelated with the preceding one. The informants are questioned to give more other comments about the use of code-switching in the Algerian EFL classroom, if any. Some students added that Arabic should be used to better understand the lecture and difficult ideas. In other words, as one students explained, Arabic is mainly used in the English class as a solution to understand the foreign language after a lot of attempts. Others, in their view point, put that language alternation is actually an advantage for bilinguals because it gives them more options for communication inside and outside the classroom. Some other participants stated that code-switching takes place when making some jokes in the class.

Q9. Through which of the following do you think you learn more?

- a) If you use Arabic/French all the time
- b) If you switch to Arabic/French sometimes
- c) If you use English all the time

	Total	a	b	c
Number	109	8	79	22
Percentage %	100	7.33	72.47	20.18

Table 28 : The Cases through which Students learn more.



Graph 27: The Cases through which Students learn more.

When the students are asked to give their opinion about the cases in which they use code-switching, most of them (72.47%) chose the second option “if you switch to Arabic/French sometimes”. Twenty two students (20.18%) say that they learn more if they English all the time. Only eight learners (7.33%) claimed that they better learn if they use Arabic/French only. Consequently, it seems as if many of the students believed to learn the English language by making a combination between English and Arabic/French.

Q10. Whatever your answer is, please justify your choice.

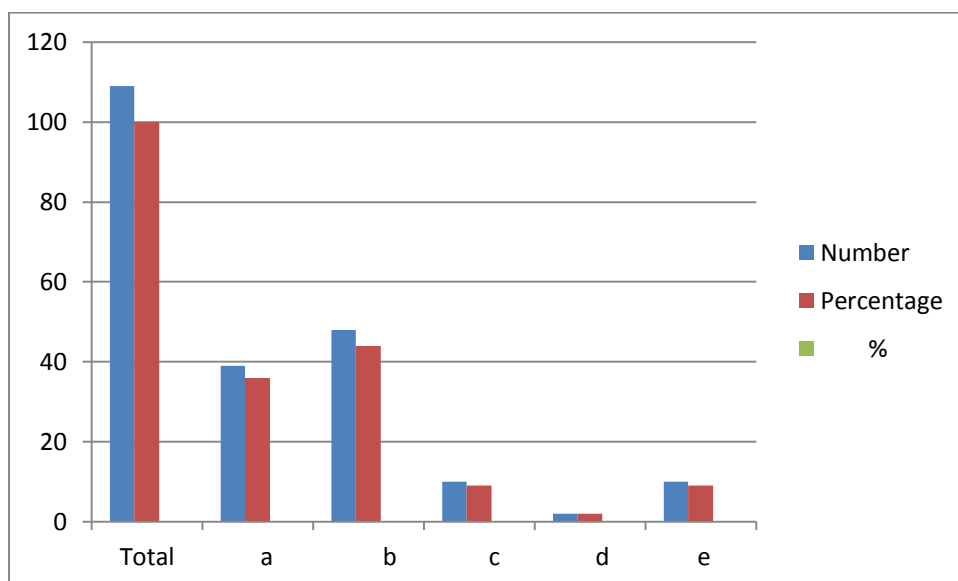
This question is related to the previous one. Some students said that the mixing of languages. i.e., the mother-tongue with the foreign language makes it easier and faster to learn the foreign language ‘English’, in this case. Other claimed that with translating the new difficult words and complicated rules, understanding the lecture will take place. One learner asserted that since Arabic is his mother tongue, it should be in one way or another included in the foreign language lesson. He added that Arabic that is his source and basic language which with he can learn any language in the world.

Q11. What are your attitudes towards the use of Arabic/French in your English class?

- a) Extremely agree
- b) Agree
- c) Do not care
- d) Extremely disagree
- e) Disagree

	Total	a	b	c	d	e
Number	109	39	48	10	2	10
Percentage %	100	35.77	44.03	9.17	1.83	9.17

Table 29 : Students’ Attitudes towards the use of Code-switching in Class.



Graph 28: Students’ Attitudes towards the Use of Code-switching in Class.

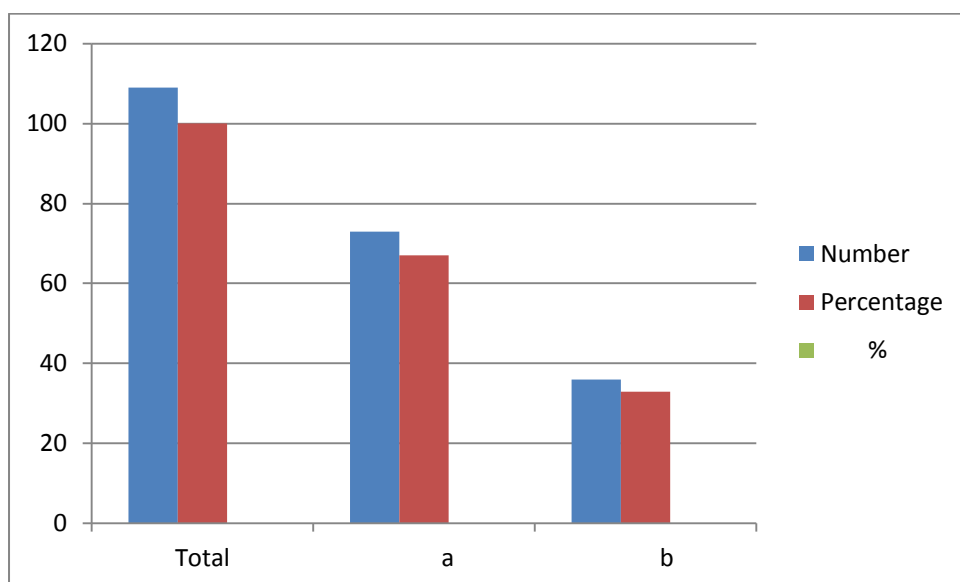
As it is clear in the table and the graph, thirty nine (35.77%) of the respondents say that they extremely agree on the use of code-switching in the EFL classroom. Forty eight learners (44.03%) claim that they agree, whereas ten (9.17%) do not care. An equal number of students say that they disagree (9.17%), however, only two others (1.83%) extremely disagree.

Q12. Do you think that the use of Arabic/French is a useful strategy in learning English?

- a) Yes
- b) No

	Total	a	b
Number	109	73	36
Percentage %	100	66.97	33.02

Table 30: The use of Arabic/French as a Useful strategy in learning English.



Graph 29: The use of Arabic/French as a Useful strategy in learning English.

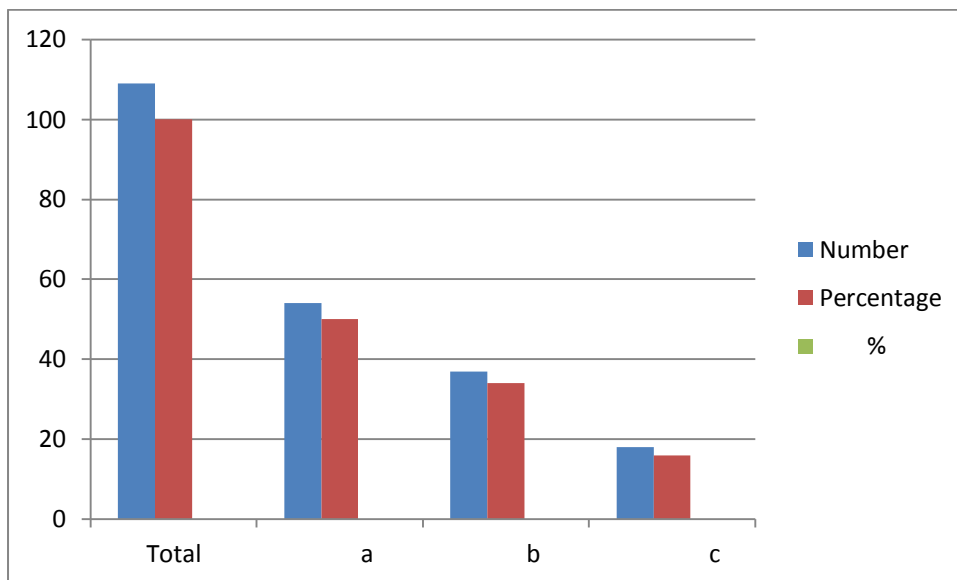
This question is asked to students to check whether they consider the use of code-switching in the foreign an efficient strategy or not. As it is clear above, seventy three students (66.97%) answered by “yes”. In other words, the majority of the students considered code-switching as a good strategy that helped them in learning the foreign language ‘English’. The rest of subjects (33.02%) claimed that this phenomenon was not a good strategy in the learning process.

Q13. What is your feeling when you use Arabic/French in the English class?

- a) More confident
- b) Less confident
- c) Not confident

	Total	a	b	c
Number	109	54	37	18
Percentage %	100	49.54	33.94	16.51

Table 31: Students’ feeling when they use Arabic/French in the English class.



Graph 30: Students’ feeling when they use Arabic/French in the English class.

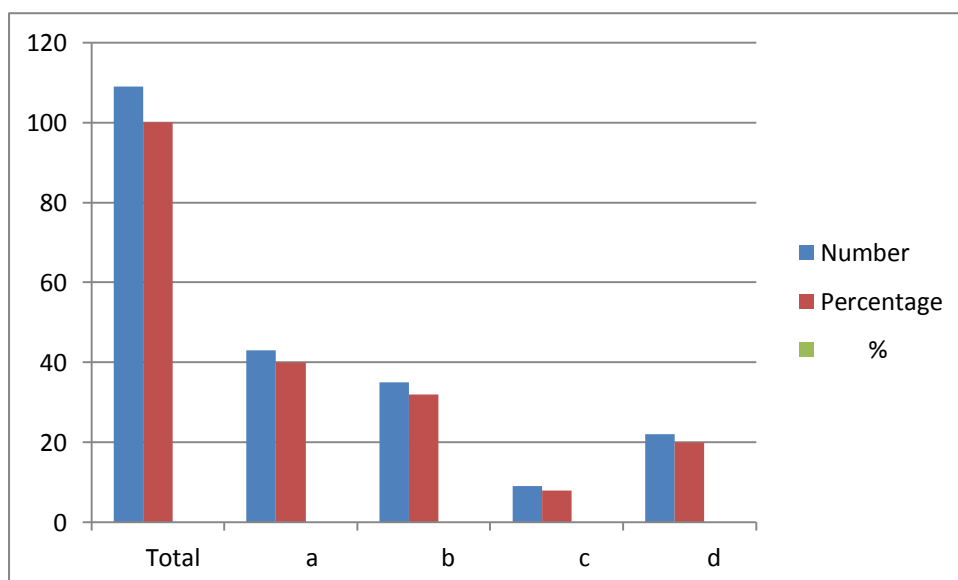
Trying to seek the students’ degree of confidence when they use Arabic/French in the English class, the following question is asked ‘What is your feeling when you use Arabic/French in the English class?’ In this question, forty five students (49.54%) admitted that they felt more confident when they code-switched in the foreign language classroom. Thirty seven learners (33.94%) were less confident, whereas eighteen (16.51%) believed that they were not confident when they used their mother tongue or their second language.

Q14: What is the impact of code-switching to Arabic/ French on learning English as a foreign language?

- a) Extremely beneficial
- b) Beneficial
- c) No impact
- d) Harmful

	Total	a	b	c	d
Number	109	43	35	9	22
Percentage %	100	39.44	32.11	8.25	20.18

Table 32: the Impact of Code-switching to Arabic/ French on Learning English.



Graph 31: the Impact of Code-switching to Arabic/ French on Learning English.

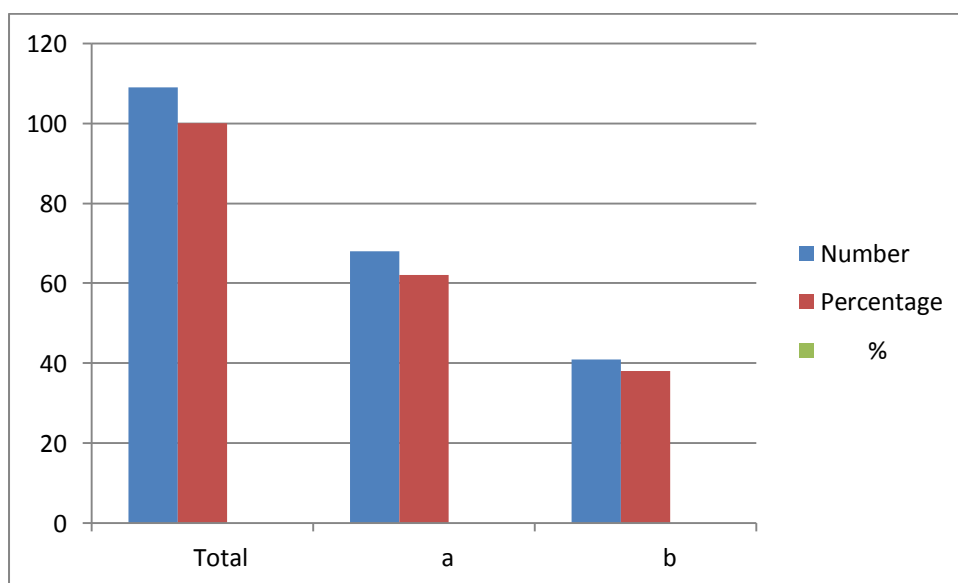
In elucidating what they thought the effect of Arabic/French in the English class is, the above question is posed. Out of the one hundred and nine students who participated, forty three (39.44%) said they the impact of code-switching to Arabic/ French on learning English as a foreign language is greatly beneficial. Thirty five (32.11%) claimed that it was beneficial. Whereas, a smaller percentage .i.e., twenty two students (20.18%) put that code-switching had no impact, and only nine (8.25%) said that it was harmful.

Q15. Do you try to avoid Arabic/French in your English Class?

- a) Yes
- b) No

	Total	a	b
Number	109	68	41
Percentage %	100	62.38	37.61

Table 33: Students’ avoidance of Arabic/French in EFL Classes.



Graph 32: Students' avoidance of Arabic/French in EFL Classes.

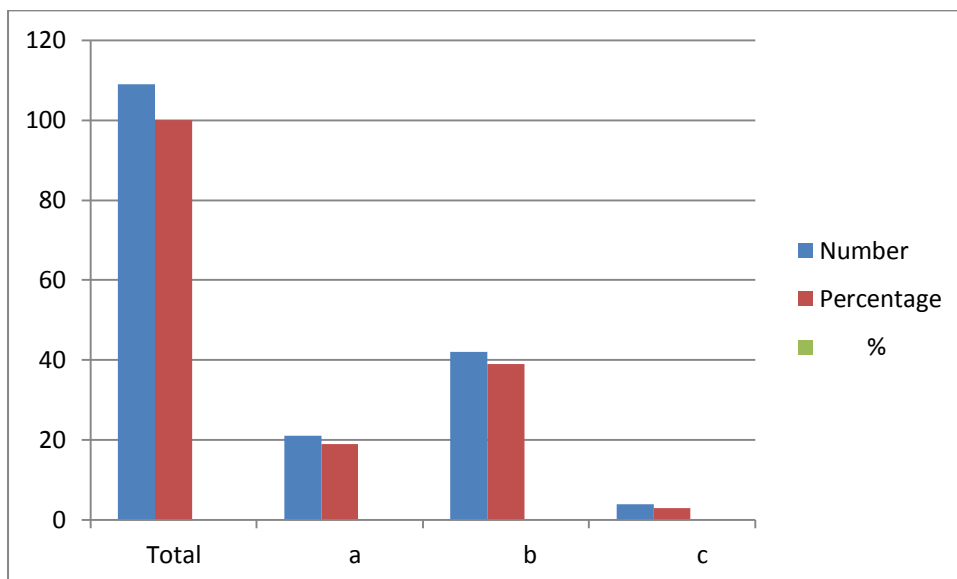
When they were asked whether they made an effort to avoid the use of code-switching in the EFL classroom, a high percentage of students (62.38%) said “yes”. The remaining percentage (37.61%) chose the “no” answer. This diagnoses the fact that students are trying to avoid the use of Arabic/French in the classroom.

Q16. If yes, how many times?

- a) Always
- b) Sometimes
- c) Rarely

	Total	a	b	c
Number	109	21	42	3
Percentage %	100	19.26	38.53	2.75

Table 34: The Frequency of Students' Avoidance of Arabic/French in EFL Classes.



Graph 33: The Frequency of Students' Avoidance of Arabic/French in EFL Classes.

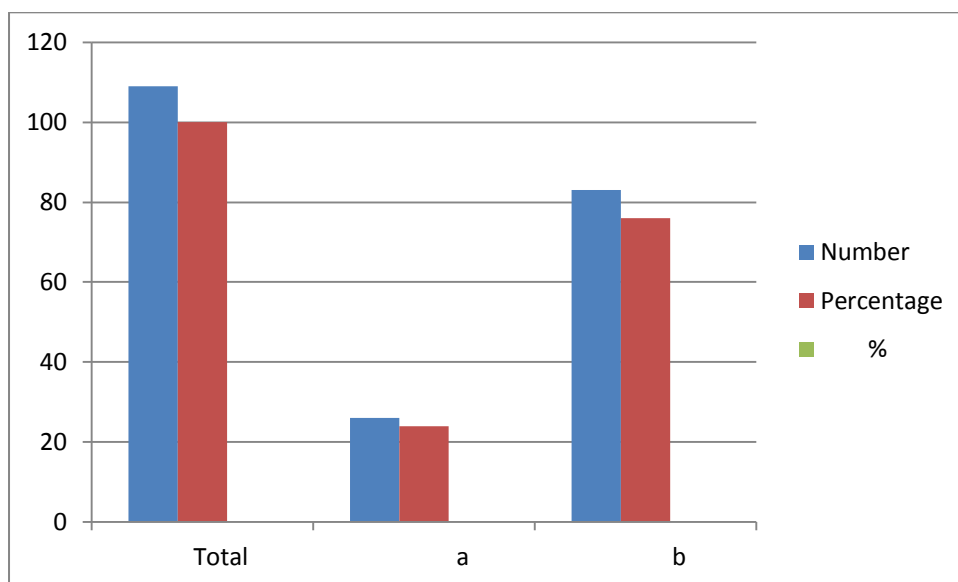
This question is related to the previous one. Students who answered by “yes” are asked to precise how many times they try to avoid code-switching in the foreign language classroom. Twenty one students (19.26%) claimed that they always try to avoid code-switching. Forty two others (38.53%) chose the option “sometimes”, and a very low percentage (2.75%) put “rarely.

Q17. Do you really think that you can learn English without using Arabic/French?

- a) Yes
- b) No

	Total	a	b
Number	109	26	83
Percentage %	100	23.85	76.14

Table 35: Students’ Belief about learning English without using Arabic/French.



Graph 34: Students’ Belief about learning English without using Arabic/French.

When they are requested about whether they can learn English without code-switching, a very high percentage of learners (76.14%) declared “No”. The rest of twenty six students (23.85%) said “yes”.

Q18. If no, please explain.

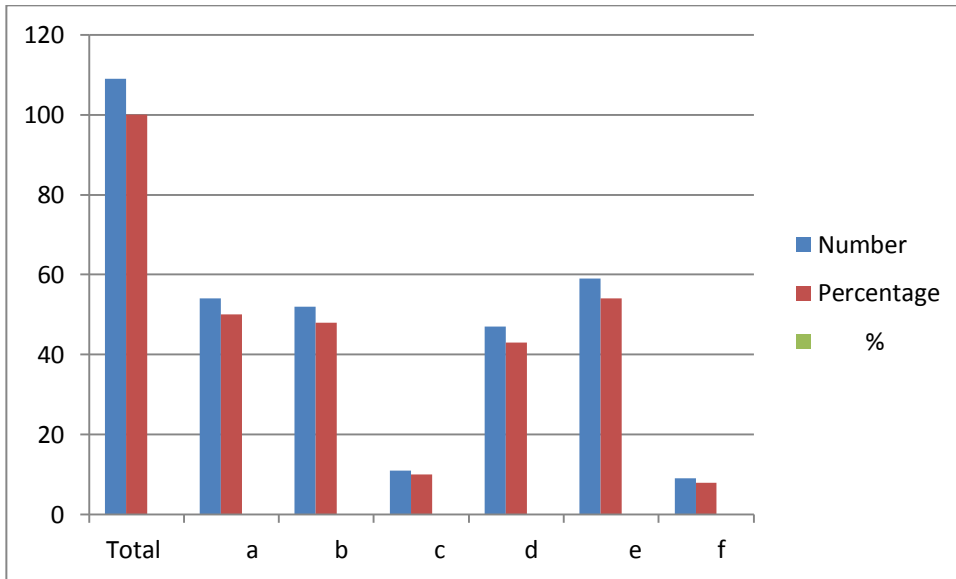
Those learners, who answered by ‘No’ in the previous question, were asked to explain their point of view towards the use of code-switching in the foreign language classroom. The chief goal, as explained by students is ‘understandability’. Put differently, the first year students are code-switching to understand the foreign language and the core meaning of the lecture.

Q19. How does the use of Arabic/French in your EFL class influence your learning process?

- a) It helps you to be more comfortable to learn English
- b) It helps you feel less lost during the class
- c) It helps you feel less stressed in the class
- d) It helps you understand grammar rules
- e) It helps you understand new English words
- f) If others, please specify

	Total	a	b	c	d	e	f
Number	109	54	52	11	47	59	09
Percentage %	100	49.54	47.70	10.09	43.11	54.12	8.25

Table 36: The Influence of Arabic/French on the Learning Process.



Graph 35: The Influence of Arabic/French on the Learning Process.

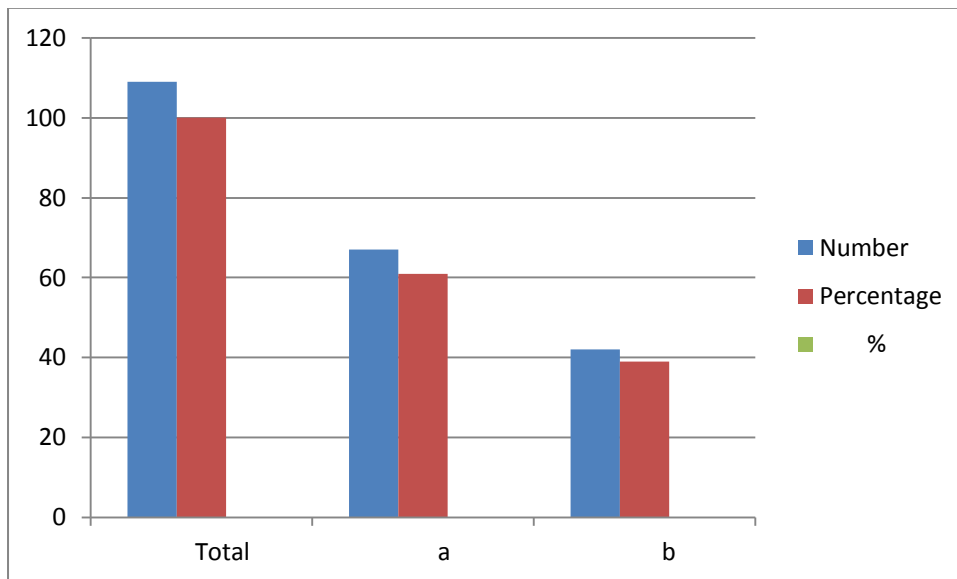
As shown above in this question, students are asked to choose one or more options concerning the impact of the use of code-switching in the learning process. In explaining why they thought the use of Arabic is necessary in English classes, 49.54% and 47.70% of students pointed out that Arabic/French helps them to be more comfortable in learning English and less lost during the class, respectively. A high percentage of student participants (54.12%) agreed that Arabic helps them to identify the meaning of new vocabulary items better. 34.11% indicated that code-switching influences their learning of grammar rules, and finally 10.09% believed that the use of Arabic/French helped them to feel less stressed in the class. When students are asked to give more suggestions, nine learners did.

Q20. Do you code-switch consciously in the English class?

- a) Yes
- b) No

	Total	a	b
Number	109	67	42
Percentage %	100	61.46	38.53

Table 37: Students' Consciousness of Code-switching



Graph 36: Students' Consciousness of Code-switching.

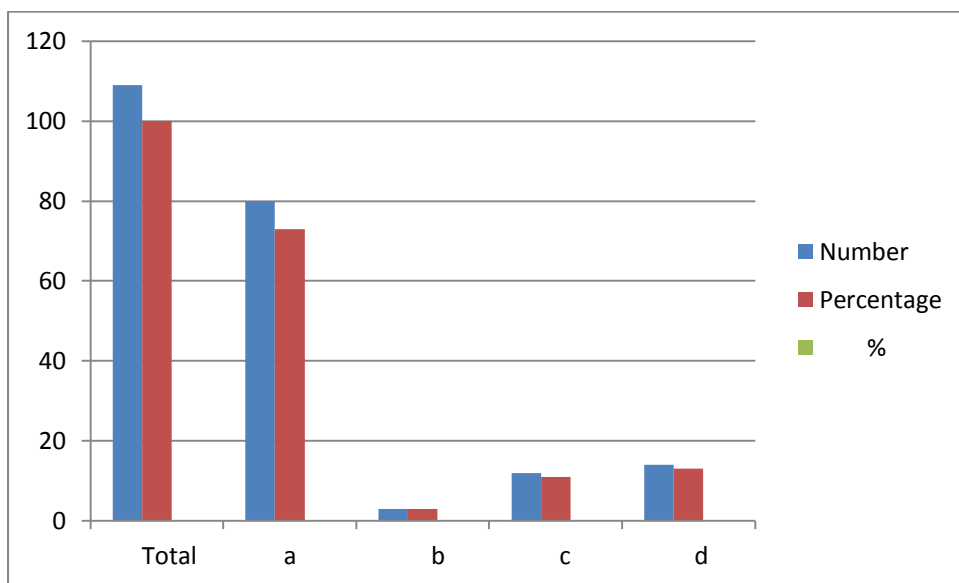
This question tests the students' consciousness while using code-switching in the EFL classroom. Sixty seven students (61.46%) claimed that they are conscious of code-switching. This means that their switch to Arabic goes on consciously. The other forty two participants (38.53%) declared that they code-switch unconsciously in their foreign language class.

Q21. What are the factors which may influence code-switching to Arabic/French in the English class?

- Students' lack of English proficiency
- Teachers' lack of English proficiency
- The distance between the linguistic systems of Arabic and English
- Others (please specify)

	Total	a	b	c	d
Number	109	80	3	12	14
Percentage %	100	73.39	2.75	11.009	12.84

Table 38: The Factors influencing Code-switching to Arabic/French.



Graph 37: The Factors influencing Code-switching to Arabic/French.

In order to seek the different factors which influence code-switching to Arabic, the above question has been asked. As it is exhibited in both the table and the graph, more than the half of students (73.39%) admitted that the students' lack of English proficiency is the core factor which influences code-switching to Arabic/French. Twelve students (11.009%) selected the third option and only three others (2.75%) reported that because of their teachers' incompetency, code-switching takes place. The rest of learners (12.84%) postulated other suggestions.

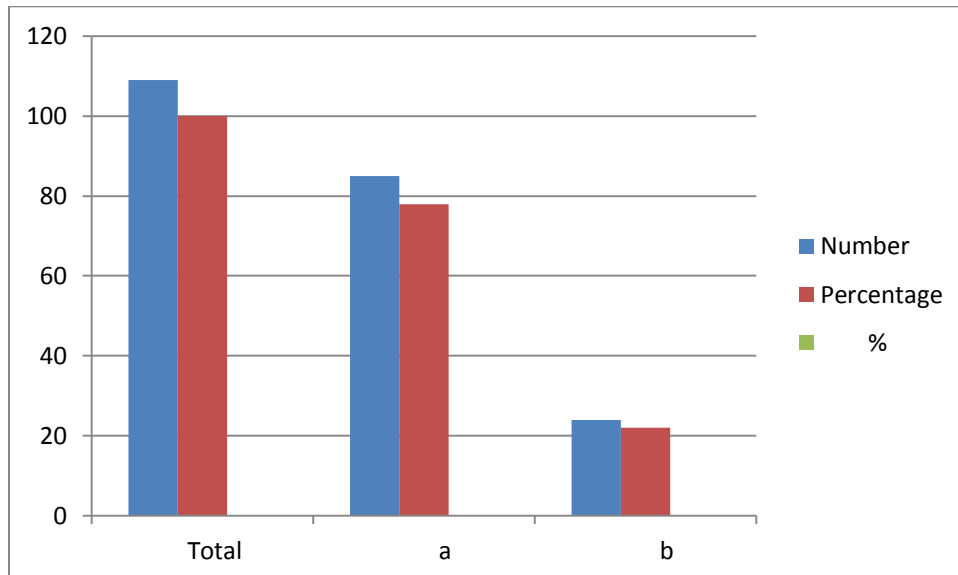
Section Three: The Students' Expectations and Attitudes towards their Teachers' Use of Arabic/French in the EFL Classroom.

Q22. Does your teacher use Arabic/ French in the EFL Classroom?

- a) Yes
- b) No

	Total	a	b
Number	109	85	24
Percentage %	100	77.98	22.01

Table 39: Teachers' Use of Code-switching in the EFL Class



Graph 38: Teachers' Use of Code-switching in the EFL Class.

When students are requested about their teachers' use of code-switching in the EFL classroom, most of them (77.98%) said "Yes". In other words, their teachers are using

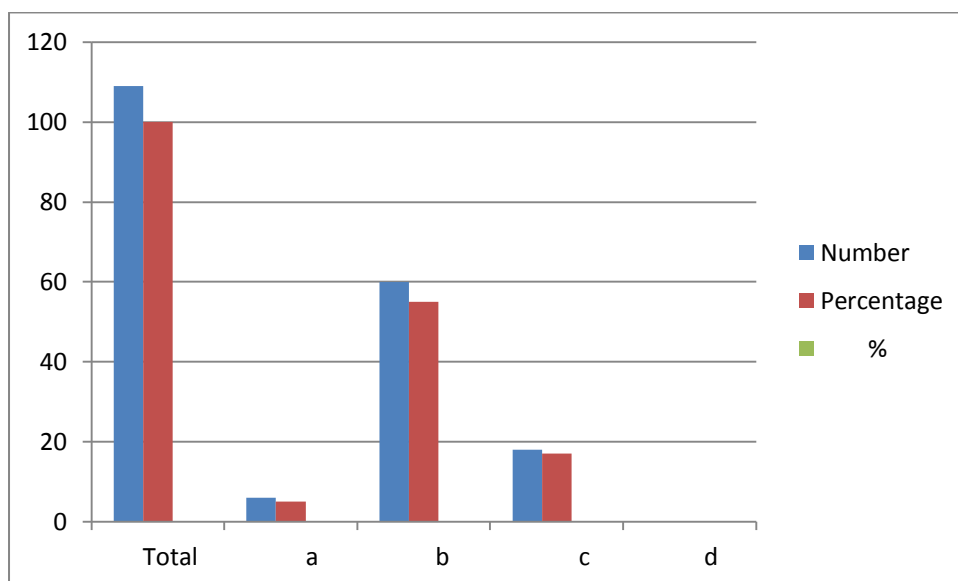
Arabic/French in the EFL class. However, merely twenty five participants went with the option “No” .i.e., their teachers do not coed-switch in the English class.

Q23) If yes, how many times?

- a) Always
- b) Sometimes
- c) Rarely

	Total	a	b	c
Number	109	6	60	18
Percentage %	100	5.50	55.04	16.51

Table 40: Teachers’ Frequency of using Code-switching.



Graph 39: Teachers’ Frequency of using Code-switching.

Students who answered by “Yes” in the previous question are asked to precise the frequency of their teachers’ code-switching in the EFL classroom. More than half of the students (55.04%) reported that their teachers sometimes code-switch, whereas only six

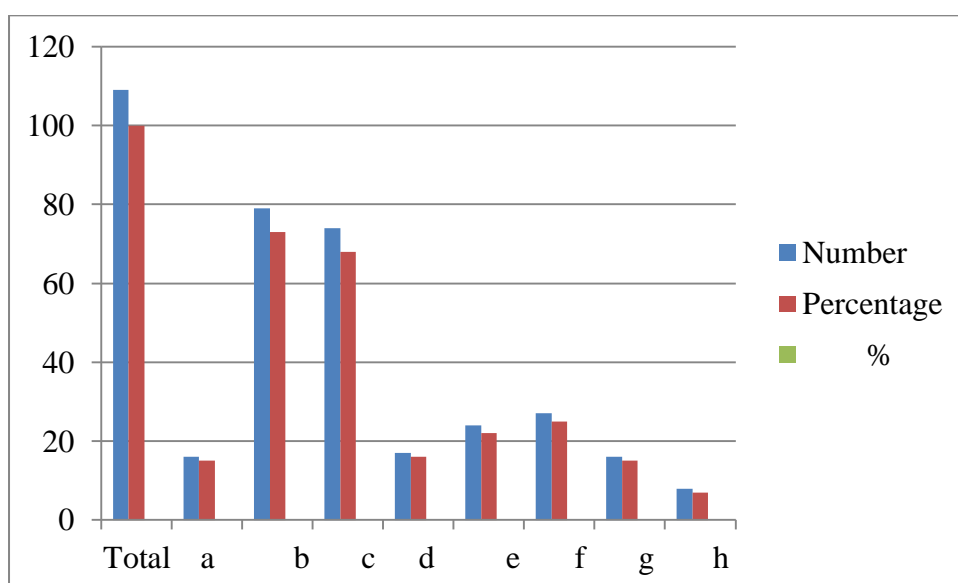
students (5.50%) chose the first option “always”. “Rarely” is picked up by the rest of participants (16.51%).

Q24. If your teacher uses both Arabic/French and English in the English class, when he/she uses Arabic/French (choose one or more options):

- a) To give you today’s task
- b) To explain something that you do not understand
- c) To explain unknown vocabulary items
- d) To manage the class
- e) To explain grammar rules
- f) To check comprehension
- g) To attract your attention
- h) If others, please specify

	Total	a	b	c	d	e	f	g	h
Number	109	16	79	74	17	24	27	16	8
Percentage %	100	14.67	72.47	67.88	15.59	22.01	24.77	14.67	7.33

Table 41: Cases of Teachers’ Code-switching.



Graph 40: Cases of Teachers’ Code-switching.

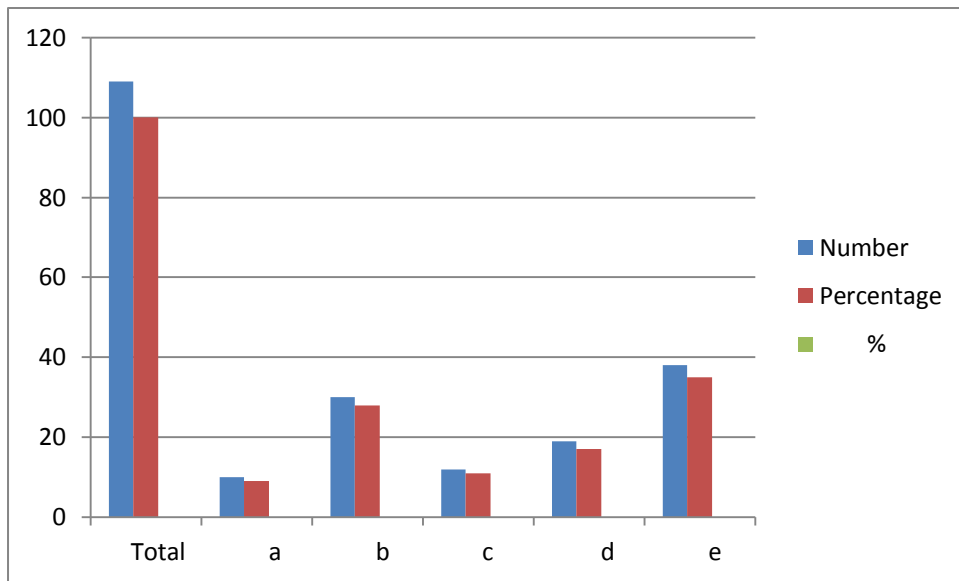
In explaining the cases in which teachers tend to code-switch in the English classes, the above question is put forward and students are given different suggestions. They are permitted to choose one or more options. Sixteen students (14.67%) pointed out that their teachers use Arabic/French to give today's task and other sixteen (14.67%) mentioned that code-switching is used by their teachers to pay students' attention. As well, nearly the same percentage of students selected the second and the third options. Put differently, (72.47%) and (67.88%) of the learners chose the options "to explain something that you do not understand" and "to explain unknown vocabulary items", respectively. "To manage the class" is selected by seventeen students (15.59%). Last but not least, twenty four (22.01%) and twenty seven (24.77%) students picked up the options "to explain grammar rules" and "to manage the class", respectively. Finally, eight students (7.33%) proposed some other suggestions about the use of the mother tongue Algerian Arabic/French.

Q25. What are your teacher's attitudes towards the use of Arabic/French in the English class?

- a) Extremely agree
- b) Agree
- c) Do not care
- d) Extremely disagree
- e) Disagree

	Total	a	b	c	d	e
Number	109	10	30	12	19	38
Percentage %	100	09.17	27.52	11.009	17.43	34.86

Table 42: Teacher's Attitudes towards the Use of Arabic/French in the English Class.



Graph 41: Teacher's Attitudes towards the Use of Arabic/French in the English Class.

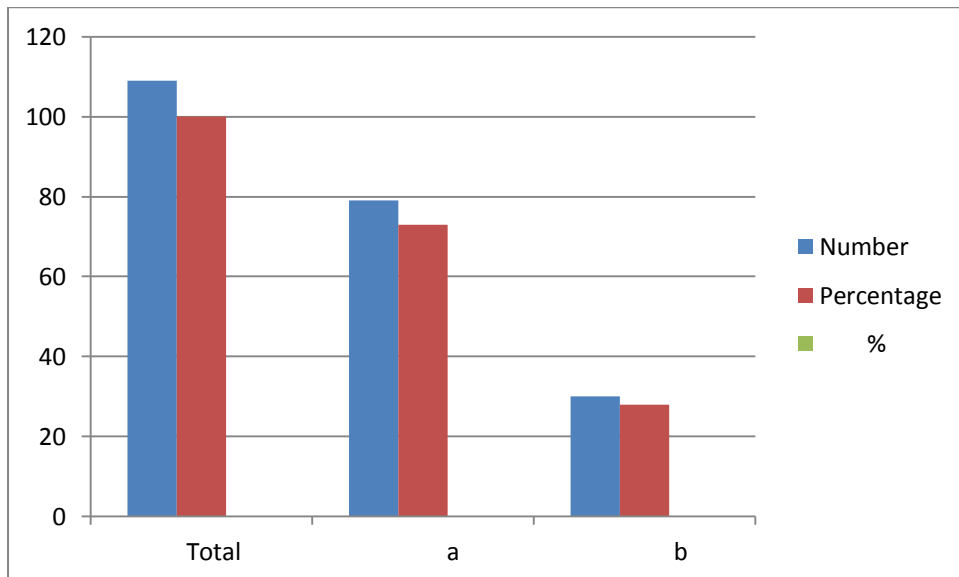
In order to see students' beliefs about their teachers' attitudes towards code-switching in the EFL class, the above inquiry is asked. Only ten students (09.17%) out of one hundred and nine (100%) admitted that their teachers extremely agree on the use of Arabic/French in the EFL class. A total of thirty students (27.52%) said that their teachers agree on the use of code-switching. However, nineteen participants (17.43%) claimed that their teachers extremely disagree and thirty eight (34.86%) others put that they disagree. Whereas, twelve participants (11.009%) declared that their teachers do not care.

Q26. Do you think that your teacher's use of code-switching is a good strategy in the classroom to learn English?

- a) Yes
- b) No

	Total	a	b
Number	109	79	30
Percentage %	100	72.47	27.52

Table 43: Students' Belief of whether their Teachers' Use of Code-switching is a Good Strategy in the EFL Classroom.



Graph 42: Students' Belief of whether their Teachers' Use of code-switching is a Good Strategy in the EFL Classroom.

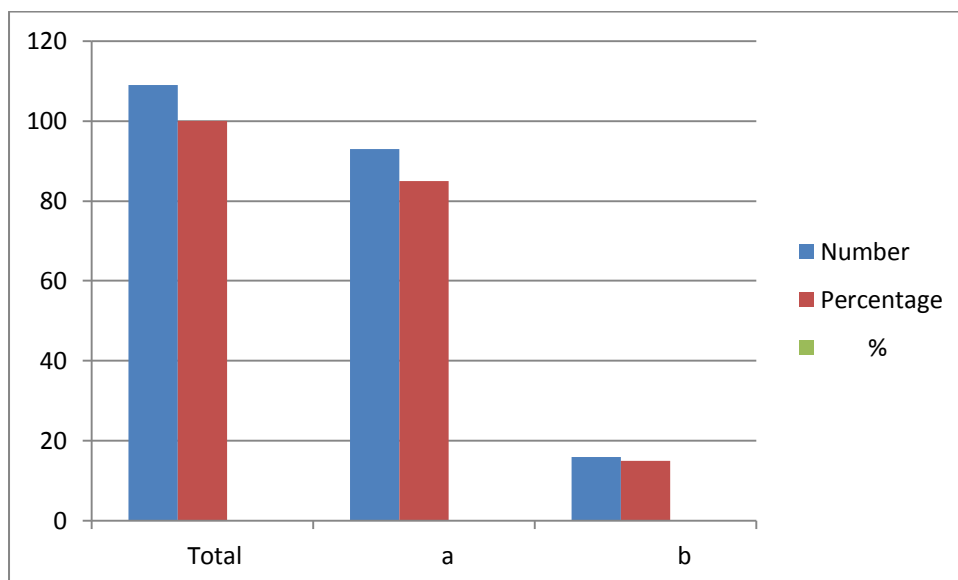
This inquiry is posed to check the students' belief of whether their teachers' use of code-switching is a good strategy in the EFL classroom. As the results are demonstrated above, a total of seventy nine (72.47%) participants out of one hundred and nine (100%) said that they consider their teachers' use of code-switching as a good strategy. However, the rest of the students (27.52%) did not regard it as a good strategy.

Q27. Does your teacher attempt to avoid using Arabic/French in the English class?

- a) Yes
- b) No

	Total	a	b
Number	109	93	16
Percentage %	100	85.32	14.67

Table 44: Teacher’s Avoidance of Arabic/French in the English Class.



Graph 43: Teacher’s Avoidance of Arabic/French in the English Class.

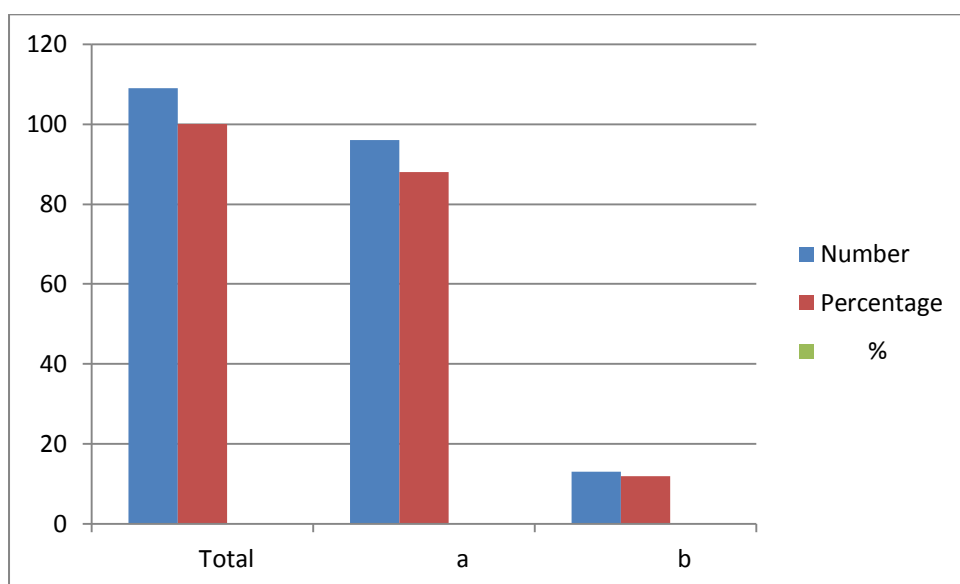
When they are asked whether their teachers try to avoid using code-switching in the foreign language classroom, the greater part of the participants (85.32%) answered “Yes”. The other part (14.67) selected the option “No”. i.e., in their view point, their teachers do not even attempt to avoid the use of Arabic/French in the EFL classroom.

Q28. Does your teacher advise you to avoid using Arabic/French in the English class?

- a) Yes
- b) No

	Total	a	b
Number	109	96	13
Percentage %	100	88.07	11.92

Table 45: Teachers advising Students to avoid using Arabic/French in the English Class.



Graph 44: Teachers advising Students to avoid using Arabic/French in the English Class.

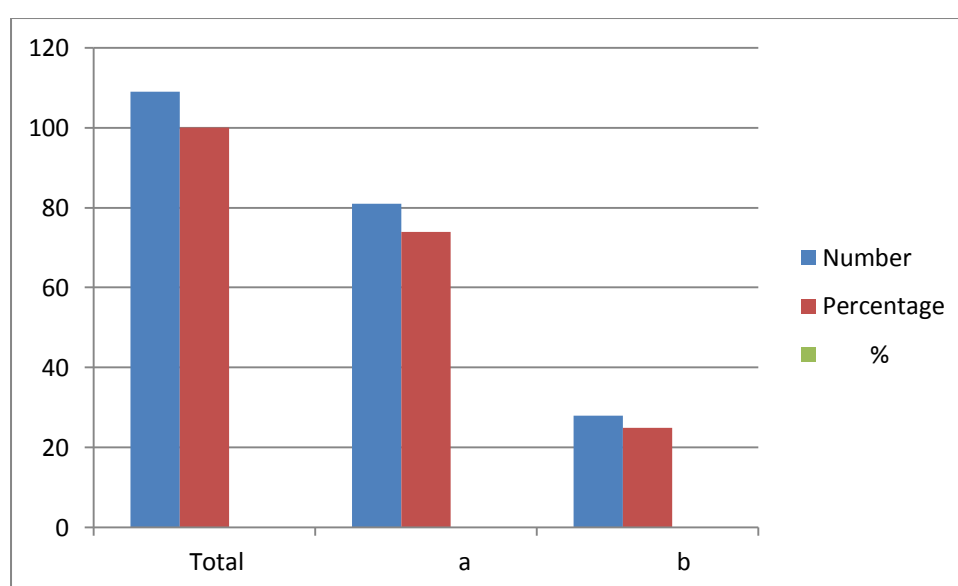
When the participants are asked whether their teachers advise them to avoid code-switching in the EFL classroom, the majority of students (88.07%) confessed that they really do so. However, only thirteen others (11.92%) declared that their teachers do not advise them not to code-switch.

Q29. Do you believe that your teacher of English can teach you better by using Arabic/French in the EFL class?

- a) Yes
- b) No

	Total	a	b
Number	109	81	28
Percentage %	100	74.31	25.68

Table 46: Students' Belief whether their Teachers can teach them better by using Arabic/French in the EFL Class.



Graph 45: Students' Belief whether their Teachers can teach them better by using Arabic/French in the EFL Class.

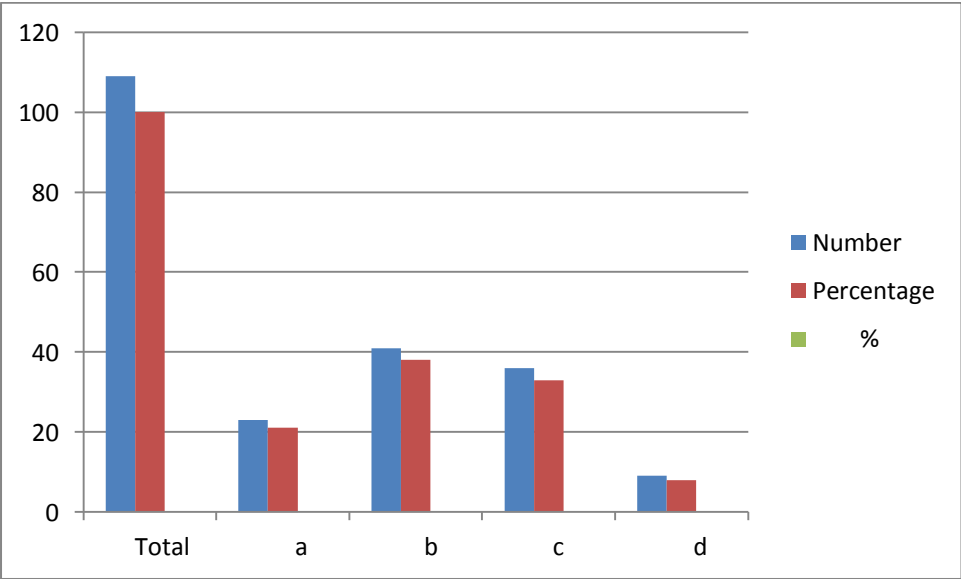
The above question is asked to verify whether students believe that their teachers can teach them the English language better when they use code-switching in the EFL class or not. As the results are apparent above, a total of eighty one students (74.31%) confirmed that learning English would be better and easier if their teachers use Arabic/French in the EFL classroom .i.e., code-switch. The one quarter (25.68%) of the surveyed students, however, responded that they do not have a good teaching when their teachers code-switch.

Q30. Are you conscious of Teacher’s Code-switching to Arabic/French in your English Class?

- a) Yes, always
- b) Yes, sometimes
- c) Yes, occasionally
- d) No, never

	Total	a	b	c	d
Number	109	23	41	36	9
Percentage %	100	21.10	37.61	33.02	8.25

Table 47: Students’ Consciousness of Teacher’s Code-switching to Arabic/French in the English Class.



Graph 46: Students’ Consciousness of Teacher’s Code-switching to Arabic/French in the English Class.

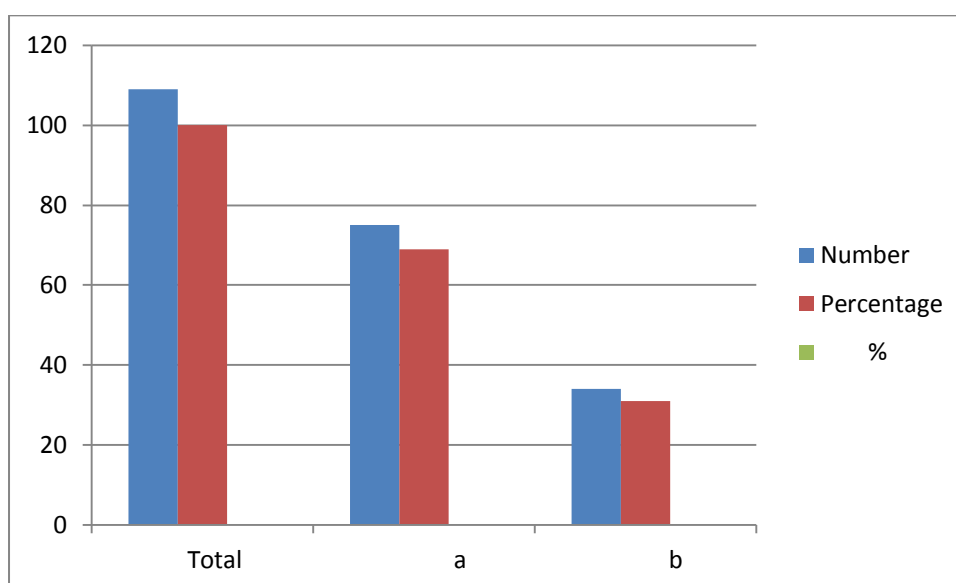
In this question, students were asked whether they were conscious of their teachers code-switching to Arabic. Twenty three students (21.10%) claimed that they are always aware of their teachers- code-switching. Whereas, forty one others (37.61%) said that they are sometimes conscious. As far as consciousness is concerned, the other thirty six participants (33.02%) selected the third option “Yes, occasionally” and the last option “No, never” was chosen by nine subjects (8.25%) only.

Q31. Do you appreciate your Communication with Teachers Code-switch?

- a) Yes
- b) No

	Total	a	b
Number	109	75	34
Percentage %	100	68.80	31.19

Table 48: Students’ Appreciation of Communication with Teachers Code-switching.



Graph 47: Students’ Appreciation of Communication with Teachers Code-switching.

When this question is asked, around 69% of student participants stated that they preferred their teachers to use Arabic in English classes in some degree. The rest of the students (31.19%) did not wish to communicate with teachers code-switching.

Q32. Whatever your answer is, can you please explain why?

The students who maintained that they appreciate communication with teachers who code switch argued that Arabic as their mother tongue (and not French, they precised in this case) keeps them in a total touch with the lecture in general and the teacher in particular. They said that when their teachers started talking in English, the students feel themselves lost. However, if they explain in their mother tongue, things get clear. They added that they, sometimes, know the answer but they could not express themselves in English, and so no motivation takes place in the classroom. The other part of the students claimed that they do not like to communicate with teachers code-switching for they believed that the teacher who code-switches too much is not competent in the target language. They further inserted that their teachers should be a good example for the students. In other words, in order for the learners to master the target language, the teacher should speak it and encourages his/her students to use it all the time.

5.2.4. Discussion of the Results

From the analysis of the questionnaire, students show positive attitudes towards their use and their teachers' use of code-switching in the EFL classroom. In general, students confirmed that the use of code-switching is necessary in EFL teaching. As it is shown in section two, a total of one hundred and one of students (92.62%), out of one hundred and nine (100%), claim that they use Arabic/French in their English learning process. In other words, most first year students in the four secondary schools in Constantine code –switch in the EFL class. On the whole, it seems that the majority of students prefer the use of Arabic mostly to

understand new concepts and explain new vocabulary items. Another reasonable percentage of learners put that code-switching to Arabic/French helps them interact with their teachers and catching up the class procedure. However, few learners mention that the use of Arabic/French is to reduce anxiety in the class. In that, code-switching, according to learners' views, is a helpful tool that may be used in facilitating and enhancing the learning process. Nevertheless, the use of code-switching in the language class has also negative effects. Some learners argue that the overuse of code-switching in the English class weaken their ability to communicate in English and slow down their mastery of this language. Whereas, some other students believe that this phenomenon get them fail in their exams.

Section three, which deals with the students' expectations towards their teachers' use of Arabic/French in the EFL classroom, demonstrates that most teachers of English in Constantine code-switch, too. Most students state that their teachers code-switch in order to enlighten complex concepts and to elucidate unknown vocabulary items. Further students indicate that it is necessary for the teachers to use Arabic/French to explain complex grammar rules. These findings correspond to Ahmad and Jusoff (2009)'s study. Those students perceive that the use of code-switching helps them understand difficult concepts faced in their learning. Besides, the teacher's code-switching helps them understand the grammar being taught. Moreover, students perceive that they are satisfied with the use of Arabic/French during their learning, but to a certain extent. They believe that the use of code-switching in class is related to their learning success. In other words, students can reduce some anxiety and get some psychological support if the teacher can appropriately mix between English and Arabic/French in class. As a result, the learning success requires successful provision of comprehensible input to ensure that students understand the content, the grammar rules, complex concepts and so on.

Concisely, English learning achievement involves students' ability to use English effectively, which means students can understand the teacher's input and try to intake the knowledge the teacher provides in class. This proves that an English-only classroom cannot always guarantee the comprehensible input. Thus, the appropriate and reasonable use of code-switching by the teacher can be seen as a kind of teaching strategy to facilitate the students' learning process.

Conclusion

The obtained results from the teachers' questionnaire indicated that the vast majority of the teachers hold a positive attitude towards code-switching to Arabic/French. Put differently, from the teacher's perception, it is necessary to use the mother tongue or the language that the learner feels at ease with in class, but wisely. The native language is efficient in some courses mainly related to some complex concepts. Nevertheless, if the course is related to the goal of communication, such as oral practice, the teacher should attempt to reduce the use of code-switching and then encourage students to use the target language they are learning in class even if they would make some mistakes. Basically, the prudent use of code-switching is a helpful means teachers can use to help learners in learning and, thus, it is not always a deficiency in language learning, but may be considered as a sort of a useful means used to facilitate learning and teaching the foreign language. Nevertheless, one should be careful of the overuse of CS which causes negative impacts in the EFL classroom.

The analysis of the data obtained through the students' questionnaire also exhibits that most students have positive attitudes to their use in addition to their teacher's use of code-switching in the EFL classroom. By and large, the findings point out that code-switching is a good tool that helps in improving and facilitating the learning process. First, the majority of first year

students appreciate the use of Arabic/French in the English class and appreciate the teacher who code-switches. Second, the students think it is necessary for the teacher to use Arabic/French in explaining complex concepts, defining new vocabulary items and explaining some difficult grammar rules. Finally, the students admit that using code-switching in the English class can help them to reduce anxiety and increase motivation in addition to help their teacher to manage the class .Nevertheless, the students mention some negative effects that can be emerged from the overuse of code-switching in foreign language learning.

Chapter Six

The Qualitative Analysis of Data

Introduction

6.1. Classroom Observation

6.1.1. Analysis of the Observed Data

6.1.1.1. Classroom Description

6.1.1.2. The Analysis of Extracts containing CS in the EFL classroom

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6.1.2.2. Functions of Code-switching in the Algerian EFL Classroom

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6.1.2.2.1.1. Explanation

6.1.2.2.1.2. Checking Comprehension

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Conclusion

Chapter Six

The Qualitative Analysis of Data

Introduction

This chapter elucidates the qualitative analysis of the occurrence of code-switching in the four Algerian secondary schools in Constantine, “Bouhali” and “Kateb Yassin” in “la Nouvelle Ville”, “Ibn Badis” in Filali and “Yougharta” in El Kudia. It seeks at investigating how first year students¹² and their teachers of English deal with this sociolinguistic phenomenon. In other words, it is necessary to investigate the occurrence of CS and its role in a real oral classroom context and what role it plays on the student-teacher interaction and the learning/teaching process. To achieve such goal, both a classroom observation and a teachers’ interview have been taken as qualitative tools of research. This chapter is devoted to the analysis of the observed data and teachers’ interviews in which the types and functions of CS occurring in the Algerian EFL classroom are to be checked and how they influence the teacher-student interaction and the learning/teaching process. In addition, teachers’ interviews are then scrutinized; the aim of the teachers’ interview is to enforce the information the researcher gets from the analysis of the teacher questionnaire.

The reasercher did not include Berber since it is not used in the EFL classes of Constantine.

6.1. Classroom Observation

6.1.1. Analysis of the Observed Data

The analysis of the data in this chapter is limited to the qualitative treatment. It analyses the EFL classroom observation in addition to the teachers' interview. The researcher selected ten extracts from first year classes in the four secondary schools in Constantine. These extracts were ordered chronologically.

6.1.1.1. Classroom Description

The observations of the English classes selected from the four secondary schools in Constantine took place in a period of six months from the beginning of October during the academic year 2014-2015 to the end of April during 2015-2016. In this period, many literary and scientific classes have been observed for many times, but only ten extracts have been chosen. Some extracts are not taken into consideration and some others are selected to be parts of the analysis in order to clarify the existing types and functions used in this research work and whether they foster the teacher-student interaction in the classroom and facilitate the learning process. When observing lessons in these schools, it has been questioned whether some of the code-switching instances that were witnessed in class actually facilitate teaching and learning. The classes were observed while they were simultaneously audio recorded. Notes were also taken whenever it is necessary to collect more information about the role and the influence of CS on the teacher -student interactions and the learning process in the Algerian EFL classes. Video recordings were not taken into consideration for the fear of not making the classroom participants at ease. They may feel anxious and not related when they are video reordered during the lectures. Teachers' interview was conducted within two weeks of class observation (see later in the same chapter).

6.1.1.2. The Analysis of Extracts containing CS in the EFL classroom

In the following discussion, the researcher will analyze 10 instances of actual use of CS in the EFL classroom. Each extract is taken from one lecture and it may contain different examples. In each extract, the analysis has been organized in four steps: delimiting the learning context, highlighting the examples, clarifying the types and the functions, respectively.

- Analysis of the First Extract

a. The Learning Context of Extract One

These instances occurred in:

Name of the Secondary School: Bouhali Mohamed Said

Stream: Literary.

Date: Monday, 27th, October, 2014.

Time: 13:30-14:30.

Sequence: Reading and Writing.

b. Instances in Extract One

Extract 01:

T: Good afternoon.

S: Good afternoon Mme.

T: take your books.

S: Mme, *tmidilna* (you give us) *les notes* (our marks) *ta'na el yum* (today)?

T: *la mashi el yum makamaltesh etashah* (no, not today, I have not finished correction yet).

Well, we are going to make a distinction between the city and the country side. You know what a country side is?

S: *adduwar* (the country side).

T: Well, do you prefer to live in the city or in the countryside?

S: The countryside.

T: Why?

S: Calm madam. *Makanesh eddadjij li kayn fi el madina* (there is no much noise as in the city).

T: You mean there is no noise.

T: Good, well, the countryside is a source of what?

S: (silence in the class).

T: Yes, what, any answer. *Allez, vous essayez* (come on, try).

S: eem, how to say....*etakhayul* (imagination) in English?

T: Imagination, people live in imagination and harmony. *Zidou a'tiwni amtila okhrine* (give me other suggestions).

S: There is no pollution.

T: Good, in the country side *talkaw elhawa nadif, naki, makanesh la masani' la sayarat* (the air is clean, there are neither factories nor cars).

S: Yes, Mme.

T: In the city, however, there is noise, pollution, violence. *Il y' a beaucoup de crime et d'agression dans la ville* (there is a lot of crime and aggression in the city).

S: *al amrad bezaf* (a lot of illnesses) in the city.

T: You mean diseases. In the city, there are physical diseases and (the teacher starts making gestures).

S: *Mentale* (In French) (mental).

T: Yes, very good, *C'est la même chose en Anglais* (it is the same as English) 'mental', you know.

S: Ok.

T: You are not listening to me. *Rani gue'da nahdar wahdi* (I'm talking to myself).

S: No, madam, *rana gue'din nasma'u* (we are listening to you).

c. Types of Code-switching in Extract One

In extract one, there are six instances of intra-sentential CS. The first instance occurred in the fourth utterance of the extract when the students used, (madam) '*tmidilna*' (you give us), '*les notes* (our marks), '*ta'na el yum*' (today) which is a mixture of English, Arabic and French. The second instance of intra-sentential code-switching occurred in the fifteenth utterance when another learner used '*etakhayul*' (imagination) and in the utterance twenty one '*al amrad bazaf* (a lot of illnesses)', and also in the last utterance '*rana gue'din nasma'u*' (we are listening to you), while in the eighteenth utterance, there is an intra-sentential code-switching used by the teacher in '*talkaw elhawa nadif, naki, makanesh la masani' la sayarat*' (the air is clean, there are neither factories nor cars) which are mixture of Arabic and English. Another intra-sentential switching occurred in the utterance twenty four when the teacher used '*C'est la même chose en Anglais*' (it is the same as English) which is a mixture between English and French.

In the same extract, there are seven instances of inter-sentential CS. Some occurred in the fifth, sixteenth, and twenty six utterances when the teacher used, '*la, mashi el yum makamaltesh etashah*' (no, not today, I have not finished correction yet), '*Zidou a'tiwni*

amtila okhrine ‘ (give me other suggestions) and ‘*Rani gue'da nahdar wahd'i*’ (I’m talking to myself), respectively, while one is used by a student in the tenth utterance ‘*Makanesh eddadjij li kayn fi el madina*’(there is no much noise as in the city). Each of these instances is a mixture of English and Arabic. Other examples of inter-sentential code-switching are used when the teacher mixed between English and French in ‘*Allez, vous essayez*’ (come on, try) (utterance fourteen) and ‘*Il y a beaucoup de crime et d'agression dans la ville*’ (there is a lot of crime and aggression in the city) (utterance twenty). Two inter-sentential instances occurred when the student used the independent Arabic word, ‘*adduwar*’ (countryside) (utterance six) and the French word ‘*Mentale*’ (mental) (utterance twenty three) within a dialogue which normally should have been in English.

In the utterance twenty four, one example of tag switching was used by the teacher, ‘you know’.

d. Functions of CS in Extract One

In extract one, there are four functions of CS. The first function of CS in this extract occurred in the fourth and the last utterances of the extract when the students said (madam) ‘*tmidilna*’ (you give us), ‘*les notes*’ (our marks), ‘*ta'na el yum*’ and in ‘*rana gue'din nasma'u*’(we are listening to you), which are used to reduce formality in the Classroom. In the next two intra-sentential instances, CS occurred in the fifteenth and twentieth utterances when another learner used ‘*etakhayul*’(imagination) and ‘*al amrad bazaf*’ (a lot of illnesses)’, respectively in order to interact with the teacher by looking for the equivalent in English because they lack vocabulary. The last two intra-sentential CS instances were used by the teacher in ‘*talkaw elhawa nadif, naki, makanesh la masani' la sayarat*’ (the air is clean, there are neither factories nor cars) (utterance eighteen) and ‘*C'est la même chose en Anglais*’(it is

the same as English) (utterance twenty four) for the sake of explaining in . Therefore, by and large, these intra-sentential instances are used to maintain teacher-learner interaction by keeping the flow of communication and to help in learning the foreign language.

As far as the inter-sentential CS is concerned, some functions occurred at this level, too. One function occurred in the fifth and twenty six utterances when the teacher said '*la, mashi el yum makamaltesh etashah*' (no, not today, I have not finished correction yet) 'and '*Rani gue'da nahdar wahd'i*' (I'm talking to myself) in order to reduce formality, and to manage the classroom, respectively. In utterances fourteen and sixteen, the teacher shifted to French and Arabic in '*Allez, vous essayez*' (come on, try) and '*zidou a'tiwni amtila okhrine*' (give me other suggestions), respectively in order to attract the students' attention. Moreover, in order to explain some parts of the lecture, the teacher shifted to French in '*Il y' a beaucoup de crime et d'agression dans la ville*' (there is a lot of crime and aggression in the city) (utterance twenty). The last inter-sentential instances were used by the students in '*Makanesh eddadjij li kayn fi el madina*'(there is no much noise as in the city) (utterance ten), '*adduwar*' (countryside) (utterance six) and the French word '*Mentale*' (mental) (utterance twenty three) because of the lack of vocabulary. So, generally, these inter-sentential instances are used too to maintain teacher-learner interaction and to facilitate the learning process.

-Analysis of the Second Extract

a. The Learning Context of Extract Two

These instances occurred in:

Name of the school: Bouhali Mohamed Said

Stream: Literary.

Date: Monday, 10th, November, 2014

Time: 09:00-10:00

Sequence: Reading and Writing.

b. Instances in Extract Two

Extract 02:

T: Good morning

S: Good morning, *walah twhashnek* madam (we missed you madam), *weshbic majitish* (why were you absent?)

T: *kount shwia mrida* (I was sick)

S: *rabi yjiblek ashfa* (May God heals you).

T: Thank you, *hashamtuni* (you made me shy). Ok, open your books on page 83 and start reading, please.

S: Can I read?

T: Wait... *rahmoun, loukan tabka tahdar rani nkharjek* (if you keep talking, I'll put you out).
(Managing the class). Yes, read please.

S: (starts reading the paragraph).

T: Can you tell me what a survey is?

S: A Questionnaire.

T: Do you agree with your classmate?

S: (Silence)

T: The questionnaire is a part of a survey. The latter, contains questions, and the way of collecting and analyzing the responses from the questions, while the former includes a set of questions. Is it clear?

S: No, madam.

T: The questionnaire *rahu juz' mina* (it is a part of) Survey and not the opposite. In the questionnaire, *talkaw ghir les questions, mais* (you find the questions only, but) in the survey, *talkaw les questions, la méthode et l'analyse ta' had les questions* (you find the questions, the method and the analysis of the questions). *Fhamtu dork* (Is it clear now?)

S: Yes, madam.

T: How do we call a person who writes reports?

S: A reporter.

T: Excellent, so, someone reads the first paragraph.

S: (starts reading)

T: Why did the reporter decide to make a survey?

S: He explains the paragraph.

T: Do you think that the survey is used to explain a paragraph?

S: No, the reporter decided to make a survey to find out if teenagers today know about computers and are familiar with them.

T: Very good, thank you.

c. Types of Code-switching in Extract Two

In extract two, there are four instances of intra-sentential CS. The first instance occurred in the second utterance when the student used '*walah twhashnek*' (we missed you madam). '*Weshbic majitish?*' (why were you absent?), while the second instance occurred in the fifth utterance when the teacher used '*hashamtuni*' (you made me shy) and in seventh when she

used ‘rahmoun, *loukan tabka tahdar rani nkharjek*’(if you keep talking, I’ll put you out). Each of these instances is a mixture of English and Arabic. The fourth intra-sentential CS occurred in the fifteenth utterance when the teacher used ‘*rahu juz’ mina*’(it is a part of), *talkaw ghir les questions*, ‘*mais*’ (you find the questions only, but), ‘*talkaw*,’ ‘*les questions, la méthode et l’analyse*,’ ‘*ta’ had*’, ‘*les questions*’ (you find the questions, the method and the analysis of the questions), *fhamtu dork* (Is it clear now?) which is mixture of English, Arabic and French.

In the same extract, there are two instances of inter-sentential CS. The first occurred in the third utterance when the teacher used ‘*kount shwia mrida*’ (I was sick) and the second occurred in the fourth utterance when the student used ‘*rabi yjiblek ashfa*’ (may God heals you) which are independent Arabic sentences within a dialogue which normally should have been in English.

d. Functions of CS in Extract Two

In extract two, there are five functions of CS. The first intra-sentential instance of CS was used by the students in the second utterance when the students used ‘*walah twhashnek*’ (we missed you madam), ‘*weshbic majitish?*’ (why were you absent?) to express their feeling of love to their teacher. In this extract, students were expressing their feelings to their teacher who was absent because she was ill. They were using their mother tongue for it really reflects their real feeling. The teacher, by turn, shifted to Arabic in the fifth utterance when the teacher used ‘*hashamtuni*’(you made me shy) to express her feeling of shyness. In order to manage the class, the teacher again shifted to Arabic in the seventh utterance when she used ‘*rahmoun, loukan tabka tahdar rani nkharjek*’ (if you keep talking, I’ll put you out). The fourth intra-sentential CS occurred in the fifteenth utterance when the teacher used ‘*rahu juz’ mina*’(it is a part of), *talkaw ghir les questions*, ‘*mais*’ (you find the questions only, but),

'talkaw', 'les questions, la méthode et l'analyse', 'ta' had', 'les question', (you find the questions, the method and the analysis of the questions), in order to explain the difference between the questionnaire and the survey. 'Fhamtu dork (Is it clear now?)' is used by the teacher in the same utterance to check comprehension. Thus, generally, these intra-sentential instances are used to maintain teacher-learner interaction and to facilitate the learning process.

The inter-sentential instances, however, were used by both the teacher and the students in utterances three and four when they said 'kount shwia mrida' (I was sick) and, 'rabi yjiblek ashfa' (may God heals you) in order to reduce formality in the class and so to interact with each other.

-Analysis of the Third Extract

a. The Learning Context of Extract Three

These instances occurred in:

Name of the school: Bouhali Mohamed Said

Stream: Scientific.

Date: Thursday, 20th, November, 2014

Time: 13:30-14:30

Sequence: Reading and Writing.

b. Instances in Extract Three

Extract 03:

T: Good afternoon everybody.

Ss: Good afternoon madam.

T: Oh, You seem very tired.

S: Yes, Madam. *walah ghir 'ayanin* (we are very tired).

T: I know, *parce que c'est jeudi* (it is Thursday) *wzid essa 'a alakhra*, (and the last hour),
no ?

S: Yes, madam.

T: Any way, you have to concentrate with me, ok.

S: Yes, Madam.

T: Open your copybooks and write with me, please.

S: (They are writing the sentences on their copybooks).

T: Someone reads the sentences, please.

T: Yes Zaki, please read clearly and slowly.

S: Read these sentences and answer the questions below. (The student reads the four sentences).

.....

T: Thank you Zaki, which sentences are about a habit in the past and which ones are about a habit in the present? We start with the past.

S: Today, he works in a tomato paste factory

T: Today! What do you think, is 'today' in the past?

S: No, madam. Today refers to the present.

T: Today means the present time *,elwakt elhali, elyum* (today), ok.

S: Sentence number four, he did not use to go shopping alone very often.

T: Yes, very good, this is a habit in the past, next.

S: He used to be a farmer.

T: Good, whenever you find ‘used to’ or ‘did not use to’, there is a past form. Someone used to do something *ma’natha* (it means) *kan mat’awad ydir hadik elhadja fi elmadi* (he used to do something in the past), and ‘did not use to’ is the negative form, *makanesh mat’awad ydir hadik elhadja fi elmadi* (he did not use to do something in the past), *fhamtu* (is it clear)?

S: Yes.

T: Are there any further sentences refer to the past?

S: No, madam. *hadohom kamel* (these are all).

T: Ok, what are the sentences which refer to the present? Yes, khawla.

S: Sentence number three: He usually wakes up at 6 o’clock in the morning.

T: Good, next.

S: Today, he works in a bank.

T: Thank you.

Ok, listen please. All the previous sentences are put in the past, but here we have the present, ‘wakes up’ and ‘works’, it means we put the present simple whenever we find ‘today’ and ‘usually’ which are called....

S: Adverbs

T: Excellent, **you know**, *walah a’jabtouni lyoum* (you are doing well today). Although you are tired, you are doing well. (The teacher expresses her feeling to her students; she looks satisfied with their achievement)

c. Types of Code-switching in Extract Three

In extract three, there are four instances of intra-sentential CS. The first instance occurred in the fifth sentence when the teacher used ‘*parce que c’est jeudi*’ (it is Thursday) *wzid essa ‘a alakhra*, (and the last hour), no ? which is a mixture of English, French and

Arabic while the other instance occurred in the eighteenth and twenty second utterances when the teacher used *,’elwakt elhali, elyum’* (today) and *‘ ma’natha kan mat’awad ydir hadik elhadja fi elmadi’*) (It means he used to do something in the past), *makanesh mat’awad ydir hadik elhadja fi elmadi*, (he did not use to do something in the past), *Fhamtu* (is it clear) , respectively, which are mixture of English and Arabic. Even in the last example, *‘walah a’jabtouni lyoum’* (you are doing well today), the teacher mixed between English and Arabic.

In the same extract, there are two instances of inter-sentential CS. The first instance occurred when the student used *‘walah ghir ‘ayanin’* (we are very tired) in utterance four and the second occurred when the student used *‘hadohom kamel’*(these are all) in utterance twenty five. Each of these inter-sentential instances is a mixture between English and Arabic.

In this extract, the teacher used one instance of tag switching, ‘you know’ in English.

d. Functions of CS in extract Three

In extract three, there are functions. The first intra-sentential instance of CS occurred in the fifth sentence when the teacher used *‘parce que c’est jeudi’* (it is Thursday) *‘wzid essa ‘a alakhra’*, (and the last hour), no ? in order to reduce formality between the teacher and the students. The teacher shifted to Arabic in the eighteenth and twenty second utterances when she used *,’elwakt elhali, elyum’* (today) and *‘ ma’natha kan mat’awad ydir hadik elhadja fi elmadi’*) (It means he used to do something in the past), *makanesh mat’awad ydir hadik elhadja fi elmadi*, (he did not use to do something in the past), *‘fhamtu’* (is it clear) , respectively to give equivalence in Arabic for the purpose of explaining in the second example; to explain an ambiguous point in the second instance and to check comprehension in the last part of this instance. In the last example, the teacher said *‘walah a’jabtouni lyoum’* (you are doing well today) to express a feeling of appreciation and satisfaction towards her

students. So, accordingly, these intra-sentential instances are used to maintain teacher-learner interaction in the first and the last examples, and to facilitate the learning process in the rest.

The inter-sentential instances, however, were used by the students to interact with the teacher by expressing their feeling of tiredness when they said '*walah ghir 'ayanin*' (we are very tired) in utterance four. In the second example, the shift to Arabic was useless; it showed no particular objective when the student said '*hadohom kamel*' (these are all) in utterance twenty five. It is a deviation from the purposeful use of CS in the EFL classroom.

-Analysis of the Fourth Extract

a. The Learning Context of Extract Four

These instances occurred in:

Name of the school: Yugharta

Stream: Scientific.

Date: Monday, 5th, January 2015

Time: 13:30-14:30

Sequence: Passive Voice.

b. Instances in Extract Four

Extract 04:

T: Good Afternoon.

S: Good Afternoon, madam.

T: Our lecture for today is the passive voice, it is composed of the auxiliary 'to be' and the 'past participle', but we need to explain the past participle first.

S: Madam, *weshia* (what is) past participle.

T: I'm going to explain to you what a past participle is. Take your copybooks and write, the past participle of a verb is used to form the perfect tenses and the passive voice and it has generally the same form as the past and so ends in 'ed' in regular verbs.

S: *Mafhamtesh*. (I have not understood).

T: past participle '*andu la même forme kima le passé mais nesta 'mlouh m'a* (it has the same past form, but we use it with) perfect form and passive voice. *Elyum rah nrakzu 'la* (we'll concentrate on) passive voice. We will see some examples, Ok.

S: Ok.

T: When we talk about the passive voice, we mean *almabni lilmajhul* in Arabic. *Nhazu aljoumla* (we take the sentence) "the boy writes a letter", *nrado* (we put) 'a letter' *fi lawal* (in the beginning) *wanhato* (we put) auxiliary 'is', and then the past participle of 'to write' *li howa* (which is) 'written' (it is an irregular verb). After, *nhato* (we put) 'the boy' at the end *wa manansawesh* (we do not forget) by, *min taraf* before the word 'boy'. It becomes what?

S: The letter is written by the boy.

T: Very good, have you understood?

S: Yes, madam.

T: Another example, 'my father watches TV', the verb 'watches' is in the present simple. Who puts this sentence in the passive voice, please?

S: TV is watched by my father.

T: Excellent, is it clear?

S: Yes, madam.

T: Now, listen to me, the basis of the passive voice is the auxiliary to be.

If you have a person, you write ‘he/she’ plus ‘is’, and if you have animals, you put ‘it’ plus ‘is’.

S: madam *wekteh nhato* (when do we put) ‘he’ or ‘she’ with animals?

T: *Nhatohum fi halat ki y’ud andna hayawan alif mrabyinou wanhabout bazaf*, (We put them when we have an animal that we like and which lives in the house).

S: Ah, oK.

T: *wesh fhamtu* (have you understood)?

S: Yes, madam.

T: Any question?

S: No.

c. Types of Code-switching in Extract Four

In extract four, there are four instances of intra-sentential CS. The first two instances occurred in sentences four and eighteen when the students used, ‘*weshia*’ (what is) and ‘*wekteh nhato*’ (when do we put), respectively, while the other instance occurred in the utterance nine when the teacher used ‘*almabni lilmajhul*’ (the passive voice), ‘*Nhazu aljouml’a*’ (we take the sentence), *nrado*’ (we put), ‘*fi lawal wanhato*’ (in the beginning and we put), ‘*li howa*’ (which is), ‘*nhato*’ (we put), *wa manansawesh* (we do not forget) ‘*min taraf*’ (by). Each of these instances is a mixture of Arabic and English. Another intra-sentential instance occurred in the utterance seven when the teacher used ‘*andu la même forme kima le passé mais nesta’mlouh m’a*’, (it has the same past form, but we use it with) ‘*Elyum rah nrakzu ‘la*’ (we’ll concentrate on) which is mixture of Arabic, French and English.

In the same extract, there are three instances of inter-sentential CS. The first occurred in utterance six when the student used ‘*Mafhamtesh*’ (I have not understood) (utterance), while the second and the third occurred when the teacher used *Nhatohum ‘fi halat ki y’ud andna*

hayawan alif mrabyinou wanhabouh bazaf ',(we put them when we have an animal that we like and which lives in the house) (utterance nineteen) and '*wesh fhamtu*' (have you understood) (utterance twenty one), respectively. These are independent Arabic sentences within a dialogue which normally should have been in English.

d. Functions of CS in extract Four

In extract four, there are three functions of CS. The first two intra-sentential instances occurred in utterances four and eighteen when the students used, '*weshia*' (what is) and '*wekteh nhato*'(when do we put), respectively, were used by the students for no particular objective; because of laziness and carelessness. The use of the above mentioned instances indicates a deviation from the purposeful use of CS in the EFL classroom. In the second and third instances, the teacher used intra-sentential CS for the sake of explaining some grammar rules which have not been understood by the students. These instances were used to facilitate the learning process.

The first inter-sentential instance was used for no particular purpose. The student shifted to Arabic for no clear objective. This helps in the learning process. The next two inter-sentential utterances, however, were used by the teacher to explain some ambiguous parts of the lecture to students. They are occurred in the utterance seven and nine when the teacher used '*andu la même forme kima le passé mais nesta'mlouh m'a*', (it has the same past form, but we use it with), '*elyum rah nrakzu 'la*' (we'll concentrate on) and '*almabni lilmajhul*' (the passive voice) , '*Nhazu aljouml'a*'(we take the sentence), '*nrado*'(we put) , '*fi lawal wanhato*' (in the beginning and we put),'*li howa*'(which is), '*nhato*'(we put), *wa manansawesh* (we do not forget) '*min taraf*.

Some functions occurred too, at the inter-sentential level. The first instance occurred in utterance six when the student used '*Mafhamtesh*' (I have not understood) which is used for no particular purpose, while the second and the third utterances occurred when the teacher used *Nhatohum 'fi halat ki y'ud andna hayawan alif mrabyinou wanhaboutuh bazaf'*, (we put them when we have an animal that we like and which lives in the house) (utterance nineteen) and '*wesh fhamtu*' (have you understood) (utterance twenty one), to explain and to check comprehension, respectively. CS thus is used as means which facilitates learning and teaching.

-Analysis of the Fifth Extract

a. The Learning Context of Extract Five

These instances occurred in:

Name of the school: Yugharta

Stream: Scientific.

Date: Wednesday, 21st, January, 2015

Time: 13:30-14:30

Sequence: Reading and Writing.

b. Instances in Extract Five

Extract 05:

T: Good afternoon, how are you?

S: Fine.

T: Well, let's start. Take your copybooks and follow with me please. You know what is the meaning of natural disaster?

S: No, madam.

T: This phrase means a natural event that causes a great damage or loss of people. It is called in Arabic '*alkawarith atabi'iya*'(natural disasters).

S: Oh, yes.

T: could you give me the synonym of disaster.

S: (Silence in the class)

T: A catastrophe is *karitha*.

S: (start speaking together).

T: *On lève le doigt si on veut parler, d'accord* (raise your hand when you want to speak, ok). You know what a storm is?.

S: *al'asifa* (storm).

T: Good, but try to describe this in English.

S: (Silence).

T: You know what 'snow storm' is?

S: *asifa thaljdia* (snow storm).

T: Blizzard is a violent and heavy snow storm which means in our language '*asifa thaldjia*'.

T: What about drought?

S: (Silence).

T: It is a long period of dry weather.

S: What does it mean, madam?

T: In our language, *Aldjafaf* (drought).

.....

You can write the name of drought and snowstorm in Arabic in your copybooks.

T: What is the meaning of 'earthquake'?

S: *azilzal*(earthquake).

T: Good, but try to explain it in English.

S: (No answer).

T: It is a sudden movement of the earth. You know what is ‘sudden’.

S1: Yes, madam, ‘*soudain*’ (*sudden*).

S: *mofajii*. (Unexpected)

T: What is the meaning of flood?

S: (Silence).

T: It is an overflowing of water. How do we call it in Arabic?

S: *Elfayadan* (Flood). They could not express themselves in English

T: ‘Hurricane’ is a violent wind storm. Do you know the meaning in Arabic?

S: we don’t know.

T: *I’sar* (Hurricane).

T: Then, we move to another natural disaster, it is a ‘sand storm’. It is violent wind carrying sand. It is in Arabic *Zawba’a ramliya*.

This long extract is a content of a lecture presented by one of the observed teachers. Each time, the teacher presents one of the natural disasters, she explains it in English and then she presents the equivalent in Arabic because their students did not understand even when she explained the word in English. In fact, the teacher was sure that her learners will comprehend easily with no complications if these bizarre expressions are translated into the students’ mother-tongue (Arabic), and hence they do not forget their meaning.

c. Types of Code-switching in Extract Five

In extract five, there are six instances of intra-sentential CS. They occurred when the teacher used ‘*alkawarith atabi’iya*’ (natural disasters) (utterance five), ‘*karitha*’ (catastrophe) (utterance nine), ‘*asifa thaldjia*’ (snow storm) (utterance seventeen), *Aldjafaf*,

(drought)(utterance twenty two) and '*Zawba'a ramliya*'(sand storm) (utterance thirty six). Each of these intra-sentential CS is a mixture of English and Arabic. In another extract, intra-sentential instance occurred when the student used '*soudain*' (sudden) (utterance twenty eight) which is a mixture of English and French.

In the same extract, there are seven instances of inter-sentential CS. The first occurred in the eleventh utterance when the teacher used '*On lève le doigt si on veut parler, d'accord*', (raise your hand when you want to speak, ok) which is a mixture of French and English. Five inter-sentential instances occurred when the student used '*al'asifa*'(storm) (utterance twelve), '*asifa thaljdia*'(snow storm) (utterance sixteen), '*azilzal*, (earthquake) (utterance twenty four), '*mofajii* (unexpected) (utterance twenty nine), '*Elfayadan*' (flood) (utterance thirty three) and the sixth occurred when the teacher used '*I'sar*'(hurricane) (utterance thirty five). These are independent Arabic sentences within a dialogue which normally should have been in English.

d. Functions of CS in extract Five

In extract five, there are two functions of CS in this extract. Some intra-sentential instances were used by the teacher in '*alkawarith atabi'iya*' (natural disasters) (utterance five), '*karitha*' (catastrophe) (utterance nine), '*asifa thaldjia*' (snow storm) (utterance seventeen)', '*Aldjafaf*, (drought)(utterance twenty two) and '*Zawba'a ramliya*'(sand storm) (utterance thirty six) in order to present new vocabulary to learners in Arabic. The teacher tried to explain the words in English but the students have not understood, so she shifted to Arabic. Another instance was used by the learner in '*soudain*' (sudden) (utterance twenty eight) to give equivalence to an English word. In this extract, CS is used to facilitate learning and teaching.

The first inter-sentential instance was used by the teacher in the eleventh utterance when she said '*On lève le doigt si on veut parler, d'accord*', (raise your hand when you want to speak, ok) for the sake of managing the class. The students in the following examples

'*al'asifa*'(storm) (utterance twelve), '*asifa thaljdia*'(snow storm) (utterance sixteen), '*azilzal*', (earthquake) (utterance twenty four), '*mofajii*' (unexpected) (utterance twenty nine), '*Elfayadan*' (flood) (utterance thirty three) shifted to Arabic by using the equivalent because they failed in expressing themselves in English. The last instance presented by the teacher when she said '*I'sar*'(hurricane) (utterance thirty five) was to explain the meaning of this word. Hence, by and large, CS helps in maintain student –teacher interaction and the learning process.

- **Analysis of the sixth Extract**

a. The Learning Context of Extract Six

These instances occurred in:

Name of the school: Yugharta

Stream: Literary.

Date: Wednesday, 18th, February, 2015

Time: 09:00-10:00

Sequence: Reading and Writing.

b. Instances in Extract Six

Extract 06:

T: Good morning

S: Good morning, Mme

T: So, listen. I write the names of students who are absent and then we carry on. *Dif, la table est libre là derrière la fille* (the table behind the girl is free, Dif).

S: Yes, madam.

T: *Je vais faire l'appelle* (I will make the call). Listen to your names carefully because if you don't listen, I will put you absent.

S: Yes, Madam

T: Tounsi, *win rah tounsi* (where is Tounsi)?

S: He is absent madam.

T: Saidi, *il est parti!*(he left).

S: Yes Madam.

T: *Je sais, je sais* (I know, I know).I start, Zerwag, come and take the chair, please. *kbal ma nansa, andkoum hisa ma'aya la'shiya min alwahda lasa'teen* (before I forget, you have a lecture with me in the afternoon from one to two).

One of the students left his seat.

T: *Dif wesh gue'd dir tem, arja' lablastek* (Dif, what are you doing there go back to your place).

S: *ani jibt stylo bark* (I've just brought the pen)

T: Well, let's start. What do we mean by pollution?

S: *etalawuth* (pollution).

T: Good, but try to explain this word in English, please?

S: It is when the environment becomes dirty by adding *mawad mulawitha* (contaminated substances).

T: You mean contaminated substances, yes, good. Listen, please, there are many types of pollution, do you know them?

S: air pollution.

T: Good, what else?

S: soil pollution.

T: Excellent, there is another kind. When people listen too much to music, there will be another kind of pollution, what is it, *vous essayez*, (try).

S: Silence.

T: It is when there is too much noise that the one cannot bear like the noise caused by industrial machinery. We can call it *Etalawuth essam'i* (noise pollution). What is the effect of noise pollution?

S: *yuathir 'ala essiha eljasadia wal'aklia ta'na*. (It influences our physical and mental health).

T: Yes, very good, try to translate this in English, please.

S: (He could not answer).

T: It influences our physical and mental health.

S: Now, listen please, when the water is polluted, what do we have?

S: Water pollution.

T: Thank you very much, when there is water pollution what happens?

S: There is no fish.

T: Good, in this case what happens to fishermen?

S: what does it mean fishermen?

T: Yes, who tells your classmate who is a fisherman?

S: *Essayad* (fisherman).

T: yes, good, what happens to him?

S: He loses his job.

T: Very good.

c. Types of Code-switching in Extract Six

In extract six, there are three instances of intra-sentential CS. One instance occurred when the student used '*mawad mulawitha*' (contaminated substances) in utterance seventeen', while

the other instance occurred in utterance twenty four when the teacher used '*Etalawuth essam'i*' (noise pollution). Each of these instances is a mixture of English and Arabic. The third instance occurred in the utterance twenty two when the teacher used '*vous essayez*' (try) which is mixture of English and French.

In the same extract, there are ten instances of inter-sentential CS. The first occurred in the third utterance when the teacher used '*Dif, la table est libre là derrière la fille*' (the table behind the girl is free, Dif), while the second occurred in the fifth utterance when the teacher used '*Je vais faire l'appelle*' (I will make the call). Each of these instances is a mixture from English to French and vice-versa. Another instance occurred the ninth utterance when the teacher used '*Saidi, il est parti*' (he left) which is an independent French sentence within a dialogue which normally should have been in English. There is another instance of inter-sentential CS occurred by the teacher in utterance eleven when she used '*Je sais, je sais*' (I know, I know) and '*kbal ma nansa, andkoum hisa ma'aya la'shiya min alwahda lasa'teen*' (before I forget, you have a lecture with me in the afternoon from one to two) which is a mixture of French, English and Arabic. However, the following instances used by both the teacher and the students, '*Tounsi, win rah Tounsi?*' (Tounsi where is Tounsi) (utterance seven), '*Dif wesh gue'd dir tem, arja' lablastek*' (Dif, what are you doing there go back to your place) (utterance twelve), '*ani jibt stylo bark*' (I've just brought the pen) (utterance thirteen), '*etalawuth*' (pollution) (utterance fifteen), '*yuathir 'ala essiha eljasadia wal'aklia*' (It influences our physical and mental health) (utterance twenty five), '*Essayad*' (fisherman) (utterance thirty six) are independent Arabic sentences within a dialogue which normally should have been in English.

d. Functions of CS in Extract Six

In extract six, there are three functions of CS. The first intra-sentential CS occurred by the student in utterance seventeen when he said '*mawad mulawitha*' (contaminated substances) because of the lack of vocabulary, while the other instance occurred in utterance twenty four when the teacher used '*Etalawuth essam 'i*' (noise pollution) in order to explain an ambiguous phrase by giving the equivalent in Arabic. In the utterance twenty, the teacher used '*vous essayez*' (try) in order to attract learners' attention and to make them motivate in the EFL class. Thus, generally, these intra-sentential instances are used to maintain teacher-learner interaction and to facilitate the learning process.

Some inter-sentential instances used by the teacher in this extract were to manage the class. They occurred in the third utterance when the teacher used '*Dif, la table est libre là derrière la fille*' (the table behind the girl is free, Dif), in the seventh utterance '*Tounsi, win rah Tounsi?*' (Tounsi where is Tounsi) and in the twelfth utterance '*Dif wesh gue'd dir tem, arja' lablastek*' (Dif, what are you doing there, go back to your place). Again, the teacher shifted to French and Arabic in the ninth utterance when the teacher used '*Saidi, il est parti*' (he left) and in the eleventh utterance when she used '*Je sais, je sais*' (I know, I know) and '*kbal ma nansa, andkoum hisa ma'aya la'shiya min alwahda lasa'teen*' (before I forget, you have a lecture with me in the afternoon from one to two) in order to interact with the students and to reduce formality. However, the inter-sentential instances used by the students in '*etalawuth*' (pollution) (utterance fifteen), '*yuathir 'ala essiha eljasadia wal'aklia*' (It influences our physical and mental health) (utterance twenty five), '*Essayad*' (fisherman) (utterance thirty six) were to explain something because the learners know the answer but they could not express themselves in English, or to present a vocabulary term. This helps in

the learning process. While only one inter-sentential instance which is '*ani jibt stylo bark*' (I've just brought the pen) (utterance thirteen), is used by one of the students for no purpose; it is useless.

- **Analysis of the Seventh Extract**

a. The Learning Context of Extract Seven

These instances occurred in:

Name of the school: Kateb Yassin

Stream: Literary.

Date: January, Tuesday, 6th, 2015

Time: 09:00-10:00

Sequence: Reading and Writing.

a. Instances in Extract Seven

Extract 07:

S: Good morning madam.

T: Good morning ladies and gentlemen, how are you?

S: *El hamdu lilah* (Thank God).

T: Ok, how was your holiday, *kifah 'adituha* (how was it)?

S: *Bien* (Good).

T: Ok, Open your copybooks please and write the date. I think that you have already studied the adverb in the intermediate school.

S: Yes, madam, *normalement* (normally), *basah nsit alih* (but I forget it).

T: Fine. Well, take your copybooks and follow with me. Give me an example which includes an adverb.

S: My teacher walks gracefully.

T: Good, but where is the adverb here?

S: Gracefully.

T: Yes. What should we do to find the adverb?

S: (Silence in the classroom).

T: We ask a question starting with ‘how’, *kaifa*, to look for an adverb *li howa el hal* (which is an adverb) in Arabic .Give me an example; please.

S: The boy came rapidly.

T: yes, the adverb here is “rapidly”, we say, how did the boy come? The boy came rapidly, ok.

S: Yes, madam.

b. Types of Code-switching in Extract Seven

In extract seven, there are three instances of intra-sentential CS. The first instance occurred in the fourth utterance when the teacher used ‘*kifah ‘adituha*’ (how was it), while the second occurred in the fourteenth utterance when she used, ‘*kaifa*’ (how), ‘*li howa el hal*’ (which is an adverb). Each of these instances is a mixture of English and Arabic. Another intra-sentential CS occurred in the seventh utterance when the student used ‘*normalement*’(normally), , ‘*basah nsit alih*’ (but I forget it) which is mixture of English, French and Arabic.

In the same extract, there are two instances of inter-sentential CS. The first instance occurred in the third utterance when the student used ‘*El hamdu lilah*’ (Thank God), while the

second occurred in the fifth utterance when the student used '*Bien*' (Good). These are independent Arabic and French sentences, respectively within a dialogue which normally should have been in English.

d. Functions of CS in Extract Seven

In extract seven, there are two functions. The intra-sentential instances of CS were used by the teacher in the fourth utterance when the teacher used '*kifah 'adituha*' (how was it) to reduce formality in the class, while the second occurred in the fourteenth utterance when she used, '*kaifa*' (how), '*li howa el hal*' (which is an adverb) to explain a grammatical rule of the adverb. These two instances are used to maintain a student-teacher interaction and to facilitate learning, respectively. Nevertheless, in the third intra-sentential instance, the student used CS in the seventh utterance when the student used '*normalement*'(normally), , '*basah nsit alih*' (but I forget it) because of laziness. In this case, CS has no clear objective in this case.

The two inter-sentential instances were used by the students. They shifted to Arabic in both instances in the third and the fifth utterances when they said '*El hamdu lilah*' (Thank God) and '*Bien*' (Good), respectively in order to reduce formality. Thus, the use of the above mentioned instances indicates that there is a correlation between the teacher and the students.

- Analysis of the Eighth Extract

a. The Learning Context of Extract Eight

These instances occurred in:

Name of the school: Kateb Yassin

Stream: Scientific.

Date: Thursday, 26th, February, 2015

Time: 10:00-11:00

Sequence: Reading and Writing.

b. Instances in Extract Eight

Extract 08:

The teacher in this extract has already started a lecture about ‘a letter’ in the previous lecture and he carried it on the day the researcher was present.

T: Good morning.

Ss: (the whole class), good morning Sir, how are you?

T: Fine, thanks...well, take your copybooks; we carry on with the letter that we talked about yesterday. (The teacher starts writing on the board).

S: (they take their copybooks out).

T: *hadou* (these are) notes and then I'll give you the letter, *azrbou shwia* (hurry up) that we should finish the letter right now.

T: So, follow with me, please. She never scores well. Do you know the meaning of ‘scores well’?

S: (Silence).

T: *haya, wesh ma'natha* (what does it mean) this sentence? Who knows? Try even if the answer is wrong, I want to hear your voices.

S: *Matrakazsh* (she does not concentrate).

T: How do we say this in English?

S: She does not concentrate.

T: Why *matrakazsh* (does not she concentrate)?

S: Because *sujet s'3ib* (the test is difficult).

T: *antoum teni, vous avez le problem hada* (you too have this problem), no. *tgoulo nriviziw wamba'ad manadiwash mlih* (you say that you revise than you do not get good marks), why?

S: Because of *matière* (the subject), sir.

T: May be.

S: *balak* (maybe) she is *malade* (ill).

T: you mean ill.

The teacher then asked the student:

Sami, *ajbad* (take) *le cahier ta'k* (your copybook), please

S: *nsitou a shikh* (I forget it, Sir)

T: *tsama walina nal'abou.* (we are joking).

S : *walah walo a shikh* (I don't mean it, Sir)

The learner started writing the letter on their copybooks...

T: Have you finished, I clean.

S: Yes.

c. Types of Code-switching in Extract Eight

In extract eight, there are eight instances of intra-sentential CS. The first instance occurred in the fifth utterance when the teacher used '*hadou*'(these are) and '*azarbou shwiya*' (hurry up), while the second and the third utterances occurred in the utterances eight and twelve when the teacher used '*haya, wesh ma'natha*' (what does it mean) and '*matrakazsh*'(does not concentrate), respectively. Each of these instances is a mixture of Arabic and English. The other instances occurred in utterances thirteen and seventeen when the learner used '*sujet s'3ib*' (the test is difficult) and '*balak*' (may be), '*malade*' (ill), respectively, while the teacher

used another intra-sentential CS in utterance fourteen, '*antoum teni, vous avez le problem hada*' (you too have this problem), '*tgoulo nriviziw wamba'ad manadiwash mlih*' (you say that you revise than you do not get good marks) and in utterance eighteen when he used '*ajbad*'(take) '*le cahier ta'k*' (your copybook). Each of these instances is a mixture of Arabic, French and English. One more intra-sentential CS occurred in utterance fifteen when the student used a mixture of French and English, '*matière*' (the subject).

In the same extract, there are four instances of inter-sentential CS. The first three instances occurred in utterances nineteen and twenty one when the student used '*nsitou a shikh*'(I forget it, Sir) and '*walah walo a shikh*' (I don't mean it, Sir). The fourth occurred when the teacher used '*tsama walina nal'abou*'(we are joking) in utterance twenty. These are independent Arabic sentences within a dialogue which normally should have been in English.

d. Functions of CS in Extract Eight

In extract eight, there are four functions. Some intra-sentential instances of CS were used by the teacher in the fifth, the eighth and the twelfth utterances when the teacher used '*hadou*'(these are), '*azarbou shwiya*' (hurry up) and '*haya, wesh ma'natha*' and '*why matrakazsh*'(does not concentrate in order to exercise time pressure on the students in the first utterance and to attract their attention in the last two instances. By saying '*haya*', all the class looked at him trying to find the right answer. In such a case, code-switching is used as a means which prompts enthusiasm and motivation in the EFL classroom. The teacher asks the students to give other suggestions, yet there seems no response. To encourage them to raise their hands and motivate in the class, the teacher asks the students to give him an answer even if it was wrong. Again, the teacher shifted to Arabic and French in the utterance fourteen, when he said '*antoum teni, vous avez le problem hada*' (you too have this problem), '*tgoulo nriviziw wamba'ad manadiwash mlih*' (you say that you revise than you do not get good marks) to attract his learners' attention and to keep following with him. The teacher, in

another instance, used CS in utterance eighteen when he used *'ajbad'*(take) *'le cahier ta'k'* (your copybook) for the sake of managing the class activity. Thus, generally, these intra-sentential instances are used to maintain teacher-learner interaction. The intra-sentential instances used by the learners in utterances thirteen and seventeen when one of them said *'sujet s'3ib'* (the test is difficult) and *'balak'* (may be), *'malade'* (ill), respectively in order to interact with the teacher. They answered the teacher's question in Arabic because they lack vocabulary. They shifted to Arabic because they were enthusiastic to answer the question no matter what language they used. Thus, in this case, CS maintains student-teacher interaction which by turn prompts the learning process.

The last inter-sentential instances, however, occurred in utterances nineteen and twenty one when one of the students said *'nsitou a shikh'*(I forget it, Sir) and *'walah walo a shikh'* (I don't mean it, Sir) and when the teacher said *'tsama walina nal'abou'*(we are joking) in utterance twenty were used for no particular purpose. The student shifted to Arabic for no clear objective, and the teacher did likewise. Thus, the use of the above mentioned instances indicates a deviation from the purposeful use of CS in the EFL classroom. This deviation is incompatible with the formality of the class setting. and the last instance is used to show carelessness and laziness of using the foreign language.

- **Analysis of the Ninth Extract**

a. The Learning Context of Extract Nine

These instances occurred in:

Name of the school: Ibn Badis

Stream: Scientific.

Date: Sunday, 1st, March, 2015

Time: 10:00-11:00

Sequence: Reading and Writing.

b. Instances in Extract Nine

Extract 09:

T: Good morning

S: Good morning, Miss.

T: Where is the rest of the class?

S: *am dork yjiw* (they are coming)

T: Have you done your homework?

S: Yes.

T: Well, listen to me, what do you learn at school? Do you think that you just receive? *fi*

raikum tastakblu alma 'lumet fakat

S: No, Miss.

T: Yes, what do think you learn too?

S: *durus fi el hayat* (lessons in real life)

T: Good. The aim is to know how to behave in your real life.

S: It's right, Miss.

T: Well, do you think that noise is something positive in life?

S: Miss, Noise is *Eddajij*, no.

T Yes, good

S: No, it is negative.

T: So, noise shortens the lifespan.

S: Lifespan, what does it mean?

T: it makes peoples' life shorter.

S: Ok.

T: How many syllables are in noise?

S: Only one

T: What about shorten?

S: (Silence)

T: two, 'short' and 'en'. What about lifespan?

S: Two syllables Madam, life and span.

T: Yes, good.

S: Lifespan is a compound word, *kalima murakaba*. We can divide it in two parts: life and span, unlike the word 'noise' which cannot be divided because it includes only one syllable. One syllable word is not stressed.

S: Madam, what about two syllable words?

T: When we have two syllable words, stress falls on the first one because suffixes like 'en' are not stressed. Suffixes are put at the end of the word. The same thing with compound words, stress falls on the first word. So, in the word 'lifespan', stress falls on

S: life.

T: Good. Listen please, why do we need stress?

S: *Besh nuakidu ala hadja* (to make emphasis about something).

T: Yes, very good, to make emphasis about something, to draw others' attention or to convey a meaning, is it clear?

S: Yes Madam.

c. Types of Code-switching in Extract Nine

In extract nine, there are two instances of intra-sentential CS. The first instance occurred in the utterance fourteen when the student used 'Eddajij' (noise), and in twenty eight when

the teacher used '*kalima murakaba*' (compound word). Each of these instances is a mixture of English and Arabic.

In the same extract, there are four instances of inter-sentential CS. The first three utterances occurred in utterance four when the student used '*am dork yjiw*' (they are coming), '*durus fi el hayat*' (lessons in real life) (utterance ten) and '*Besh nuakidu ala hadja*' (to make emphasis about something) (utterance thirty three). These are independent Arabic sentences within a dialogue which normally should have been in English. The fourth inter-sentential instance occurred when the teacher used '*fi raikum tastakblu alma'lumet fakat*' (Do you think that you just receive) (utterance seven); she translated this utterance from English into Arabic. It is a mixture of English and Arabic.

d. Functions of CS in Extract Nine

In extract nine, there are three functions. The two intra-sentential instances of CS were used by both the student and the teacher the utterances fourteen and twenty eight when the student used '*Eddajij*' (noise), and when the teacher used '*kalima murakaba*' (compound word), respectively to explain vocabulary terms by presenting the equivalence. So, generally, the use of intra-sentential CS was used to facilitate the learning process.

In the inter-sentential instances, the student shifted to Arabic when one of the students used '*am dork yjiw*' (they are coming), to interact with the teacher in the fourth utterance. In order to motivate in the EFL class, the learners shifted to Arabic again in '*durus fi el hayat*' (lessons in real life) (utterance ten) and '*Besh nuakidu ala hadja*' (to make emphasis about

something) (utterance thirty three) by presenting the right answer using their mother tongue because they lack vocabulary and could not express themselves well in English. In the last instance uttered by the teacher when she said '*fi raikum tastakblu alma'lumet fakat*' (Do you think that you just receive) (utterance seven), the aim was to explain and to attract learners' attention simultaneously. Consequently, inter-sentential CS in this case was used to facilitate the learning process and to maintain student-teacher interaction.

- **Analysis of the Tenth Extract**

a. The Learning Context of Extract Ten

These instances occurred in:

Name of the school: Ibn Badis

Stream: Scientific.

Date: Monday, 20th, April, 2015

Time: 13:30-14:30

Topic: Reporting commands and requests.

b. Instances in Extract Ten:

Extract 10:

T: Good afternoon.

S: Good afternoon, madam.

T: Well, normally, we are going to correct the test

S: Madam, *dina des notes mlah wela la* (did we get good marks or not).

T: You will see.

(The teacher corrected the test and then gave the marks to her students).

S: *S'ib* (difficult).

T: No, it was easy.

S: Yes, madam

(Some students claimed that the test was difficult and others thought the opposite).

T: Now, follow with me, please. We have homework, no.

S: Yes, madam.

T: yes, task number.....

S: One

T: Ok, hurry up, take your copybooks. Read the first sentence.

S: Karen: “don’t play football in the garden”.

T: Karim or Karen.

S: Karen. Karen told me.....he doesn’t play...

T: No, no, *shetu ki* (you see, when) the sentence *tabda bi* (starts with) imperative, *nahiw* (we omit) do *wanhatu* (and we put) not. So, “don’t play football in the garden”, which is *matal’absh football fe le jardin*, becomes: Karen told me not to play football in the garden.

We don’t use ‘that’ in the imperative, *c’est claire* (is it clear)? This is number one, the second sentence, please.

S: Teacher: “Don’t forget your homework”.

T: Yes.

S: The teacher reminded me not to forget your homework.

T: Great, number three.

S: Mike: “Don’t shout at Peter”.

T: Yes, we say, Mike.....*vous essayez, les autres* (try, the others)

S: Mike told me not to shout at Peter.

T: Very good.

c. Types of Code-switching in Extract Ten

In extract ten, there are three instances of intra-sentential CS. The first instance occurred in the utterance four when the student used ‘*dina des notes mlah wela la*’ (did we get good marks or not), while the second occurred in utterance seventeen when the teacher used ‘*shetu ki*’ (you see, when), ‘*tabda bi*’ (starts with), ‘*nahiw*’ (we omit), *wanhatu* (and we put) ‘*matal’absh football fe le jardin*’ (don’t play football in the garden), ‘*c’est claire*’ (is it clear). Each of these instances is a mixture of English, Arabic and French. The third instance occurred in utterance twenty three when the teacher used ‘*vous essayez, les autres*’ (try, the others) which is a mixture of English and French.

In the same extract, there is only one instance of inter-sentential CS. It occurred in utterance six when the student used ‘*S’ib*’ (difficult). This is an independent Arabic sentence within a dialogue which normally should have been in English.

d. Functions of CS in Extract Ten

In extract ten, there are three functions. The first intra-sentential instance was used by the students’ in ‘*dina des notes mlah wela la*’ (did we get good marks or not), to reduce formality and to interact with the teacher, while in the second instance, the teacher used ‘*shetu ki*’ (you see, when), ‘*tabda bi*’ (starts with), ‘*nahiw*’ (we omit), *wanhatu* (and we put) ‘*matal’absh football fe le jardin*’ (don’t play football in the garden), *c’est claire*’ (is it clear). (utterance seventeen) to explain a grammatical rule to her students and to check comprehension in the last part of the instance. In the last instance, intra-sentential CS was used by the teacher in utterance twenty three when she said ‘*vous essayez, les autres*’ (try, the others) in order to attract students’ attention and to motivate in the class. Thus, generally,

these intra-sentential instances are used to maintain teacher-student interaction and to facilitate learning and teaching.

The inter-sentential instance, however, was used for no particular purpose. The student shifted to Arabic in utterance six when she used '*S'ib*' (difficult) for no clear objective; therefore, the use of this inter-sentential instance in this extract indicates a deviation from the purposeful use of CS in the EFL classroom. This deviation is mismatched the formality of the class setting.

6.1.2. Discussion of the Results

6.1.2.1. Types of Code-switching in the Algerian EFL Classroom

Scrutinizing and reviewing the notes taken during the observation and transcribing the audio-recordings revealed that the three known sorts of CS, intra-sentential, inter-sentential and tag switching, took place. In each extract taken from the real classroom setting, the types of CS occurring in the Algerian EFL classrooms have been analyzed. The following table shows the occurrence of each type:

Extracts	Types of CS in the Algerian EFL Classroom		
	Intra-sentential CS	Inter-sentential CS	Tag Switching
Extract 01	08	04	00
Extract 02	06	07	01
Extract 03	04	02	01
Extract 04	04	03	00
Extract 05	06	07	00
Extract 06	03	10	00
Extract 07	03	02	00
Extract 08	04	02	00
Extract 09	02	04	00
Extract 10	03	01	00
	43	42	02

Table 49: Types of CS in the Four Algerian First Year Secondary School EFL

Classrooms

From the above table, it was clear that intra-sentential CS and inter-sentential CS seemed to be convergent, unlike tag switching which occurred only twice in English. Intra-sentential CS occurred in the observed EFL classrooms. In every extract, each speaker made use of intra-sentential CS within the same sentence to complete a sentence initiated in English and then switching to either Arabic or French to complete it and moved again to English, or vice-versa. Inter-sentential switching, which is also known by some analysts as code-mixing, took place between a sentence or a clause boundary. This kind of switching is commonly used in the observed EFL classrooms.

In the first extract, six instances of intra-sentential CS occurred by which the classroom participants used a mixture of Arabic and English, English and French and even a mixture of the three languages at once, English, Arabic and French. In the same extract, seven instances of inter-sentential CS occurred by which the participants used a mixture of English and Arabic and English and French. Only one instance of tag switching occurred in this extract.

In the second extract, four instances of intra-sentential CS were used by both the teacher and the students when they mixed between English and Arabic and English, Arabic and French. Only two instances of inter-sentential CS occurred when the participants used independent Arabic sentences within a dialogue which normally should have been in English.

In the third extract, four instances of intra-sentential CS occurred by which each of the classroom participants mixed between English and Arabic and English, French and Arabic. Inter-sentential CS occurred twice by the students when they used a mixture between English and Arabic. In the same extract, the teacher used one instance of English tag switching.

As the second and the third extracts, the fourth one also included four instances of intra-sentential CS by which the participants of the EFL classroom used a mixture of Arabic and English and Arabic, French and English. However, three instances of inter-sentential CS occurred when the teacher and the students used independent Arabic sentences within a dialogue which normally should have been in English.

In the fifth extract, six instances of intra-sentential CS occurred when the teacher and the students used a mixture of English and Arabic and a mixture of English and French. In the same extract, there are also seven instances but of inter-sentential CS by which the participants used a mixture of French and English in the same utterances and independent Arabic utterances within a dialogue which normally should have been in English.

In the sixth extract, there are three instances of intra-sentential CS because both the classroom participants used a mixture of English and Arabic in some utterances and a mixture

of English and French in others. While in the same extract, there appeared ten instances of inter-sentential CS on the whole by both the teachers and their students when they mixed between English and French and vice-versa, as they mixed between French, English and Arabic. Some independent French and Arabic utterances occurred too within a dialogue which normally should have been in English.

In the seventh extract, there are three instances of intra-sentential CS when each of the participants used a mixture of English and Arabic and a mixture of English, French and Arabic. Two instances of inter-sentential CS, however, occurred when the students used independent Arabic and French sentences, respectively within a dialogue which normally should have been in English.

In the eighth extract, there are eight instances of intra-sentential CS and four instances of inter-sentential CS. In the former, each of the classroom participants used a mixture of Arabic and English, French and English and Arabic, French and English together in the same utterance. In the latter, however, some independent Arabic sentences occurred within a dialogue which normally should have been in English.

Unlike the previous extract, only two instances of intra-sentential CS occurred in the ninth one by which the teacher and one of the students mixed between English and Arabic. Likewise, the four instances of inter-sentential CS of the same extract were a mixture of English and Arabic.

In the last extract, three instances of intra-sentential CS occurred by which the participants used a mixture of English, Arabic and French and a mixture of English and French. In this extract, only one instance of inter-sentential CS occurred when one of the students used an independent Arabic sentence within a dialogue which normally should have been in English.

Tag switching or the so called emblematic switching is the third syntactic type of code-switching. It is also found during the analysis of the observed data, but in English. Emblematic tags usually appear finally in a discourse, depending on what message the speaker wants to transmit. Tag switching involves the insertion of a tag or a short fixed phrase in one language into an utterance which is otherwise entirely in the other language.

Actually, by analyzing the previously mentioned ten extracts, it was evident that Arabic and French were used alternately in the English class by which the EFL classroom participants (both teachers and students) used a mixture of two languages; they shifted from English to Arabic, from English to French or from Arabic to French and vice-versa. As they sometimes used the three languages simultaneously, English, Arabic and French, in a class where should have been only English. In fact, Arabic was mostly used by students. The latter used a combination of the two or three languages when talking to the teacher, and Arabic/French when talking to each other. The teachers, however, used English in the EFL class, yet Arabic and French were also indulged from time to time and for one purpose to another. These sorts of CS were used to make interactions between the teachers and learners as they are used to achieve some educational tasks. Nevertheless, CS is sometimes useless and has no particular objective.

6.1.2.2. Functions of Code-switching in the Algerian EFL Classroom

As far as the functions performed by the analyzed CS instances, it is noticed that there is a variety of functions occurred in the Algerian EFL secondary school classes. Some helped in student-teacher interaction and some seemed to facilitate the learning process and others are used randomly for no clear objective.

The following table illustrates the different functions found in the above extracts:

Functions of CS in the Algerian EFL Classroom										
Extracts	Educational Functions				Social Functions			Others		
	Explanation/ Repetitive Function	Checking Comprehension	Presenting/ Lacking vocabulary items	Classroom Management/ Attract Attention	Explaining Grammar Rules	Reducing Formality in the Classroom	Expressing Feelings	To express time pressure	No particular Purpose	
Extract01	02		02	02		02				
Extract02	01		01	01		01	01			
Extract03	01	01	01			01	02		01	
Extract04	01	01			01				01	
Extract05			02	01						
Extract06			03	01		01			01	
Extract07					01	01	01			
Extract08			01	02				01	01	
Extract09	01		02							
Extract10		01			01	01			01	
	06	03	11	07	03	07	04	01	05	
	29					11			06	

Table 50: Functions of CS in the Four Algerian First Year Secondary School EFL

Classrooms

It is clear from the above table that CS in the Algerian EFL classroom is used either for educational or social purposes as it may be used sometimes for no particular objectives. From the analysis of the observed data, it was noticed that there are useful or positive functions of CS and sometimes negative functions. Since the door of CS is opened, the one cannot be hundred percent attentive to the use of each word. In other words, neither the teachers nor the learners can all the time control the use of CS. They may use it for particular purposeful functions and sometimes it is useless.

Overall, in most cases, the ends of the speech event are geared towards getting the learners to participate.

In the first extract, CS was used by the teacher to reduce formality in the EFL Classroom, to attract the students' attention, to manage the classroom and to explain some vague points of the lecture; while it is used by the students to interact with the teacher, to look for the equivalence in English because of the lack of vocabulary, Therefore, by and large, CS is used to maintain teacher-learner interaction and to help in learning the foreign language and keep the flow of communication.

In the second extract, CS was used by the teacher in order to reduce formality, to express her feeling of shyness and to manage the class and to explain some unclear parts of the lecture to the students. The students, by turn, code-switched in the EFL class to express their feeling of love to their teacher. Thus, generally, CS in this extract is used to maintain teacher-learner interaction and to facilitate the learning process.

In the third extract, CS was used by the teacher in order to reduce formality, to present new vocabulary item, to explain an ambiguous point, to check comprehension and to express feeling which are used to maintain teacher-learner interaction and to facilitate the learning process. CS, however, was used by the students in this extract to interact with the teacher, and for no particular objective in another instance by which the learner deviated from the purposeful use of CS in the EFL classroom.

In the fourth extract, CS was used by the teacher in order to explain unclear points and some grammatical rules, and to check comprehension. Nonetheless, CS in this extract is used by the students for no particular purpose; there is deviation from the purposeful use of CS in the EFL classroom.

In the fifth extract, CS was used in the EFL class by the teacher in order to present new vocabulary items to learners, to manage the class, while it was used by the learner for he lacks the equivalent in English.

In the sixth extract, CS was used by the teacher in order to attract learners' attention, to present vocabulary items, to manage the class and to reduce formality. The students used CS for the lack of vocabulary, to present new vocabulary and in one example it was useless.

CS was used in the seventh extract by the teacher in order to explain grammatical rules and to reduce formality in the class, while CS was used by the students to express their feelings.

CS was used in the eighth extract by the teacher in order to exercise time pressure on the students, to attract their attention and to manage the class activity. CS was used by first year students by virtue of the lack of vocabulary.

CS was used in the ninth extract by the teacher in order to explain unclear points and to present new vocabulary terms. As such, one of the students used CS to give an Equivalent.

CS was used in the tenth extract by the teacher in order to explain a grammatical rule to students, to check comprehension and to attract their attention, while it was used by the students to reduce formality and for no particular purpose in another instance.

As code-switching in regular social context has some functions, it also has others in the EFL class. These functions occurred through the analysis of the above extracts used by both students and teachers, and they can be used academically or socially in language teaching.

6.1.2.2.1. Educational Functions

6.1.2.2.1.1. Explanation

The sample of first year students under study who made the transition from the intermediate schools to the secondary schools is prone to be surprised about the new

methodology they come across. Therefore, teachers need to acclimatize the students to the demands of their new learning environment. The most basic manner of doing so is to provide simple explanations of the philosophy of foreign language learning underlying the classroom activities they will be asked to perform. Explanation typically arises when the teacher wants or sees a need to repeat what has been previously said in another language in order to help students understand. In a first year EFL classroom, the explanation occurs in Arabic (the students' mother tongue) or often in French¹³ (their first foreign language) rather than English, since they are less competent in the foreign language and may need more explanation to help them understand the lesson better. When students understand why they are doing as an unfamiliar type of activity, they are more likely to view it as beneficial, and if they accept that it is beneficial they are more likely to make a genuine effort to do it. When a teacher adopts any of the strategies, she/he may consciously or subconsciously switches codes from English to Arabic. Code switching is also effective in clarifying any kind of confusion or misunderstanding regarding any subject. In the present data, explanation is a common function of C.S. It frequently takes place at different stages during the lesson such as when doing or checking an exercise and when working through a new unit in the book. Sometimes, even the students explain something the teacher asked for in Arabic since they could not express themselves well in English.

6.1.2.2.1.2. Checking Comprehension

We are all familiar with the experience of telling a group of Algerian students something, asking if they have understood, watching them all nod their heads, then noticing sometimes afterwards that, in the case of some of them at least, the message has not got through at all. The mother tongue (MT) can be used to check that students have actually understood

¹³ Although French is a national language in Algeria and considered as students' First foreign language, and although they (first year students in this case-study) have been studying it for at least eight years, they still do not master such language. Nevertheless, many teachers of English used it besides to Arabic as a means for explanation.

something the teacher has said to them in English. Checking comprehension is one of the most commonly used functions of CS. It is also frequently observed in all the classrooms.

6.1.2.2.1.3. Presenting/Lacking New Vocabulary Items

When a new unit is presented during the EFL lectures, there are usually new words and expressions that need to be understood by the students. Sometimes, even when the teachers use gestures or other paralinguistic features or even other means, their efforts to define a word in the target language may not lead to optimal results and so the message could not be reached by students. (Teacher switches codes in order to check that all the students understand the vocabulary they will use during the different activities of the unit. In this manner, CS is also frequently used to save time and effort and to ensure the optimal efficiency of communication. Previous research has indicated that teachers may prudently switch to their students' L1 when they are pressed for time, or when their efforts to define a word in the target language may not lead to best possible results. That is to say, the teacher sometimes refers to the term in English and followed it with a simultaneous Arabic equivalent. The following excerpts display the meaning of the new words in various kinds of CS. In the excerpts, teachers start straightforwardly with English words to explain the meaning of the new vocabulary, where most of them follow the sequence: FL-MT.

In the same way, English vocabulary is taught to students by giving the Arabic translation of English words. Equivalence is a strategy used by bilinguals to find the equivalent of the unknown lexicon of the target language in the speakers' first language to overcome the deficiency in language competence in second language.

6.1.2.2.1 .4. Classroom Management/ Attract Attention

CS was as well used as a chief means to manage the classroom when teachers are not pleased with their students' behavior or performance. For example, when the teacher wants to make the call or ask one of her students to go back to his place. In that time, the teacher used three languages. She shifted from English into French and then Arabic. Even students were using these mixed varieties. Establishing specific classroom routines and predictable tasks assist with classroom management while at the same time reducing anxiety and providing students with a feeling of comfort and confidence. Moreover, the teachers shift to Arabic/French to keep the learners follow with them whenever they feel a deviation from the lecture.

6.1.2.2.1.5. Explaining Grammar Rules

The grammatical structures of English sentences are different from that of Arabic. In the grammar classes, the teacher may often take help of the native language to make students understand complicated and confusing grammar topics like subject-verb agreement, clause structure, use of articles, pronoun reference, adverbs, etc. In this way, grammar is taught through comparing and contrasting the grammatical rules and elements of the two languages which, in practice, turns out to be fruitful. Sometimes, however, there are similarities in both languages. In such case, the teacher is able to return to the mother tongue so that the learner can understand the rules better.

6.1.2.2.2. Social Functions

In addition to the educational functions noticed in the Algerian EFL classroom, even social functions exist.

6.1.2.2.1. . Reducing Formality in the Classroom

Sometimes, the teachers shift to the mother tongue in order to reduce the level of formality and to establish himself/herself as a member of the local community as opposed to a teacher in a higher position of power. In this, case , the learners feel at ease and no more do not be anxious. Besides, this function helps the teacher to attract the learners' attention and follow with him/her. Switches into Arabic and French in the EFL classroom typically co-occur with discussions of matters which have relations with the class but not with the lecture. concepts.

6.1.2.2 .2. Expressing Feelings

The observed data showed that code-switching in the EFL classroom is used by teachers or even learners to express their emotional status. As occurred in the above analysis, both teachers and learners expressed their feeling of love, shyness and tiredness. In order to achieve this, they prefer to use their mother-tongue rather the foreign language since the latter, unlike, the mother-tongue is used for the sake of expressing ideas and not feelings

As it is explained above, two sorts of functions of code-switching occurred in the Algerian EFL classrooms which are educational and social functions. Educational functions are used by the teacher either to fulfill teacher-student interaction or to facilitate the learning process. The teacher shifts to Arabic/French for the sake of Explanation, checking comprehension, presenting/lacking new vocabulary and explaining grammar rules which facilitate the learning process. Whereas, classroom management and attracting attention are used to achieve a successful communicative contact between the classroom participants.

Likewise, the social functions, reducing formality in the classroom and expressing feelings are used to make thriving teacher-student interactions.

6.2. The Teachers' Interview

After finishing the classroom observations and the questionnaires, the teachers' interview has been adopted. This qualitative method was the last means of gathering information about CS. For more supportive information, a series of questions was prepared to detect the teachers' views and attitudes about the occurrence and the role of this sociolinguistic phenomenon in the Algerian EFL classroom. Trying to create a conversational situation in which the interviewees would feel comfortable and elaborate their answers even more, the interview has been conducted by using both English and Arabic-French.

Since it was impossible to interview all the twenty four teachers, and since some refused not to be interviewed claiming that they have not enough time, only four teachers have been selected and they have been referred to as T1, T2, T3 and T4. One teacher has been chosen from each school and all of them have more than twenty years of experience and they teach students from different levels and specialties. The teacher's interview was designed based on the questionnaire data. After they completed the questionnaires, further interviews were carried out to be able to analyze their perceptions and practices deeper. The interviews were audio tape recorded besides to note taking, and the medium of the language was a mixture between Arabic-French and English. All the interview sessions lasted about twenty minutes. The interview includes five open questions.

The Questions

Five suggested questions are asked to four teachers of English directly as a form of a semi-interview about their views and perceptions towards existence of CS in the EFL classroom and whether it affects the student-teacher interaction and facilitates or handicaps the learning and teaching.

- **Teachers' Views towards the Use of CS in the EFL Classroom.**

Question One: What is your opinion about the use of code-switching in the Algerian EFL Classroom?

The first question asked to each of the interviewed teachers was about their views towards CS, 'what is your opinion about code-switching?' Each teacher responded according to his/her belief. All the interviewees admitted that they, for one reason or another, code-switch in the EFL classroom. When they are asked to give their opinions about such phenomenon, each of them pin point:

T1: "My opinion about code-switching is that it is a technique used with weak pupils. They say that they do not understand English, so they ask for what to do and so in Arabic. Code-switching is used too for specific learning like tourism or industrialization. As I previously said, it is a good technique depending on the objective and the learners' level". The teacher followed up his explanation by saying that: "It is a good technique in the sense that learners try to express, say or use English first, then if not possible shifting to another language". He presented an example of the difference between American and British pronunciation: "why does American English differ from British English if not the impact of code-switching. The

French who went to America at that time, in base of need they used the French language. As a result, American people say ‘Vase’ /vaz/ like French, whereas British /veiz/, original”.

T2: This teacher claimed that “Learners possess a set of previously experienced learning experiences in other languages like Arabic as their mother-tongue and French as their first foreign language, so CS helps them make a link between what was learnt and what is being learnt”. He then added “most of our learners think in Arabic and write in English. Helping them to use Arabic for comprehension is going very beneficial to develop their language competency, i.e. knowledge about the language”.

T3: Another teacher stated that CS is related to the social and cultural phenomena. She said:

“The different cultures that we have and live as Mediterranean people influence our ways of thinking and reacting. No one can deny that Algerian people are bilingual. They shift from Arabic to French and vice-versa while communicating with each other. The same process takes place in ELT classrooms. Learners code switch while they interact. They feel proud of making this shift from one language to another. For them, CS is a sign of ‘cultural interaction’ and adaptation with this variety of cultures that exists in the world. Language is a task oriented from ‘know’ (savoir) to ‘know how’ (savoir faire). Learners place comprehension and communication at the expense of the mastery of language.

T4: This teacher argues that “the chief aim of CS is to be used when the teachers explain something in English for students several times using simple words, but the students still do not grasp the meaning. In such a case, the teachers find themselves obliged to use the language students understand which is their mother-tongue, Arabic or sometimes French not to spend more time”.

As it can be noticed from the four teachers’ answers, some thought that CS is positive and others thought that it is negative.

- **The Areas the Teachers Permit the Use of CS in the EFL Class.**

Question Two: In what areas do you let your students say what they want in Arabic/French?

The second question ‘what areas do you let your students say what they want in Arabic/French?’ was about the situations in which the teacher allows their students to insert some CS in the EFL class. The aim of this question is to elicit information about the different areas where the teachers permit the use of CS in the EFL classroom. When the teachers were asked such a question, they answered by saying:

T1: “We let our students to say what they want in Arabic when they want to express their opinions. It is very important to give them a chance for helping them to participate and not to block or rather handicap them. Language is a social aspect for a communicative purpose”.

T2: Another teacher replied “students are given a chance to speak in Arabic in the English class when they are given warming up questions. Sometimes, they want to express their ideas, but they are afraid to say what they want in Arabic, and at the same time they could not express themselves in English. So, I encourage them to give the right answer of the question even by inserting Arabic-French, and then I help them to reformulate what has been said in the English language”.

T3: Another teacher agreed that “learners are allowed to use their mother tongue when they are working in groups to better grasp the task which they are working on. In writing tasks, teachers also aid students to translate uncommon words from Arabic into English in order to write their essays. Moreover, when explaining or cooperating with weak classmates in groups, dealing with situations of expressing opinions, students can code-switch. The use of Arabic is permitted, too, for discussing subjects which are out of the lesson, or making some jokes to break the routine of the lecture. Moreover, when learners have the answer but they could not

express themselves in English, I, in such a situation, let them to indulge the mother-tongue in order not to handicap the learner and to keep the flow of communication”.

T4: Another teacher believes that “CS can be regarded as a linguistic phenomenon in teaching English as a foreign language. In English teaching learning classroom, learners code switch from English to Arabic or to French to convey and explain what is understood to their classmates and doing that in spontaneous natural way. Despite the fact that they seem able to word their thinking in English, they prefer to code switch in a hurry to play the role of a facilitator; they do it happily. As a teacher, I have drawn some conclusions that our learners don’t care about the English language as a system and a register, yet for them, whatever the language used, communication has to be established”.

- **The Influence of CS on the Teacher- Student Interaction?**

Question Three: Do you think that the use of Arabic /French is valuable in the English class for improving teacher- student interaction?

The aim of this question is to elicit information about the influence of Arabic /French in improving teacher- student interaction.

T1: The first teacher said: “Like other class subjects, there is an oral confrontation between the teacher and the learner in the EFL class. When the teacher asks question in the EFL class, some learners find the answer, but they feel shy or they could not confront the teacher and express themselves in English. In this case, they feel anxious. However, anxiety will be decreased if they are allowed to express themselves the way they feel at ease with, i.e. code-switch. As it is known, low anxiety leads to better learning”.

T2: One teacher declared: “the use of Arabic in the English class is valuable for improving teacher-student relationship because”, in that she said: “it’s an occasion for knowing them in

terms of their aptitudes and attitudes”. She continued to say: “We have to bridge the gap between the teacher and his learner in order to grow a space for communication and understanding”.

T3: This teacher declared: “The teacher should be friendly, cooperative and accessible with learners in the classroom to make the fluidity of the lectures easier. Besides, the potential advantages of positive student-teacher relationships, when faced with unmotivated or lower level students who are not open to or capable of any meaningful exchanges in English, the teacher would make an effort and try to work towards some sort of mini ‘breakthrough’ via the students’ mother tongue”. Moreover, according to her, “developing and maintaining good relationships between the teacher and students always influences language learning positively”.

T4: On the other hand, a distinct view is presented by another teacher who expressed her disagreement as follows: “No, not necessarily. Improving teacher-students rapport does not need neither Arabic nor English language. This rapport needs understanding, love and affection”. One teacher also asserted that the use of Arabic is valuable in the English class just with learners who come across difficulties in learning. They feel more confident and not isolated from the rest of the class. They as well feel their teacher’s interest and eagerness to help them.

- **The Influence of CS on teaching English as a Foreign Language?**

Question Four: What Impact Code-switching has in teaching English as a Foreign Language?

This question aimed at investigating the influence of CS on teaching; whether it facilitates teaching or not.

T1: One teacher said that “code-switching may be very helpful in teaching English if its use is with moderation. It does not mean that pupils could say anything they like in Arabic, no. It’s for the teacher to decide when and why. CS helps teachers gain time, for example in explaining vocabulary; such a word like ‘planet’ will take you too much time to be explained”. In explaining some grammatical rule, the teacher admitted that the learners may comprehend better the lesson and even do not forget the explained grammatical rules when they are translated into their mother tongue. In her words, she said: “We sometimes use Arabic in the English classes to explain grammar rules, by making some comparisons, when the structures of these languages are similar. In this manner, the student does not forget the rule”.

T2: Another teacher claims: “we try to use methods like gestures, pictures (sometimes), paralinguistic features and sometimes the context is even indulged. Nevertheless, the learners could not get the point. In such a case, we move to code-switching”. The teacher adds, “Besides, the session is only one hour and teachers are obliged to finish the program on time, and so we could not spend too much time in explaining one word. CS is a means used to save time and effort in the Algerian EFL classroom”.

T3: Moreover, another teacher thinks that “in certain scientific or literary subjects which learners know but can say nothing about in English. In these situations, we try to make them aware of the subject first, and then we introduce the English language. It is also declared that code-switching has a positive effect in the EFL class, in the sense that it might help students assimilate, understand and memorize very quickly the things which help them gain time”

T4: The last teacher claims that “CS, in one way or another, may help the teacher to teach and the learner to learn; however, too much CS switching will handicap the foreign language learning, since there should be a maximum exposure to English. This means that this

sociolinguistic phenomenon should be used only when necessary by either the teacher in teaching or the learner in learning”.

- **The impact of CS on the learning/Teaching process.**

Question5: Is code-switching a good tool in facilitating the learning /teaching process?

The teachers are also asked about whether CS is a useful tool in the learning process. The aim of such a question is to elicit information about the influence of CS on the learning process.

T1: One teacher claims that “this phenomenon is a helpful tool, yet it should be used as an ultimate solution. Put differently, this teacher explained that “the teacher of English has a particular program that s/he should follow and end up before the end of the year. So, the one cannot spend the whole hour explaining one word, or one rule. The teacher should try first to explain ambiguous points by giving definitions, using gestures, paralinguistic features, and then if there is no response or a lack of comprehension, the teacher would use CS. The latter seems to be fruitful in this way. It is also used to understand certain specific terms and expressions (touristic, industrial, social, etc)”.

T2: Another teacher presents a dissimilar point of view. She said: “As we noticed during these long years of teaching, learners do a lot of mistakes especially in forming correct sentences. Sometimes, they order their words in a sentence the same way as it is in Arabic sentences. So, how can we use it as a strategy? As I said, they must be taught to think and write in English”.

It is alleged that the class is one of the main sources of language acquisition, thus when dealing with speaking skill and learners use another language rather than English, the activity

will be useless. However, she declares that CS may be used as a facilitator which is used to help learner to get the point easily and quickly.

T3: One of the interviewed teachers said that

“When using CS, the learner could keep the idea explained in mind and memorize it. A beautiful expression is uttered by her when she declared that “Code-switching is used as an instrument to solve students’ problems and handicaps, yet if utilized reasonably”.

T4: Other teachers agreed on the fact that English language must not be an obstacle in the students’ learning process. At the same time, learners should be encouraged to like and learn this language from different sources like, social media, books and travel. Smartness, flexibility and sense of readiness are also essential factors to know how to use Arabic/French with harming neither learning nor teaching.

Actually, teachers of languages in general and of English in particular agreed on the fact that two or three hours per week are not enough to teach a foreign language. Teachers may give instructions, some basic notes, some new words or some grammatical rules which enable the learner to produce a correct English sentence, but they are unable to teach them the whole language in very short period of time. In this, case the teacher finds himself in front of using the students’ mother-tongue which facilitates the learning/teaching process. Since English is not practiced in the Algerian real life, most if not all learners may forget everything about this language. If the learner really wants to learn English, this takes place outside the classroom by reading books, watching English movies or listening to English music or even goes abroad where s/he can listen to English all the time.

6.3. General discussion

In the present work, the class observations displayed that the foreign language teachers and learners used CS to achieve many functions either educational like presenting/lacking new vocabulary, classroom management, explaining grammar rules and checking comprehension, or social in order to reduce formality and express feelings. There were other cases in which the students preferred the use of Arabic when explaining difficult activities, expressing opinions, asking questions and explaining grammar.

As far as teachers' interview is concerned, there are some who agree with the use of CS, in which they consider it as a helpful in keeping the flow of communication and a successful student-teacher interaction. It may also, according to them, facilitate the learning process but under conditions. In other words, it should be used in a wise manner; in that the teachers should use it reasonably when the learner is not good in English for example and s/he cannot understand what the teacher says, as it can be a means to save time. The overuse of CS handicaps the learning of the foreign language.

From observing first year students in the four secondary schools in Constantine, it was obvious that Arabic/French are indulged in the Algerian EFL class. All the transcribed lessons served as imperative points in the analysis of the qualitative data. Nonetheless, reference was also made to the other lessons not transcribed and some examples were drawn from them where necessary. Some extracts are dropped and some others are chosen to be parts of the analysis in order to clarify the discrepant types and functions used in this research work.

When the observations are made in the EFL classroom, the occurrence of CS was clear and available in the first year English classes by both students and teachers. However, what was more noticeable is that this phenomenon was used mostly by learners. Many of the students unfortunately could not form a whole correct English sentence. Their utterances were

interrupted and incomplete, and they were a mixture between English and Arabic. The teacher, however, speaks English in the EFL class, yet Arabic and French were also used from time to time and for one purpose or another.

From observing the first year classes, too, it was noticed that some students seem to be astonished by some expressions uttered by their teachers of English. This is for they do not grasp any word from what has been said, and even if they catch the meaning of some words, the whole idea seems not to be understood. This is one of the reasons which permit the insertion of CS in the Algerian EFL classroom.

Sometimes, students seek help from each other and from their teacher excessively through Arabic to reduce anxiety and not to feel hesitant or confused and in order to keep the flow of communication in the EFL class. Nevertheless, the excessive use of Arabic /French in English classes is a widespread trouble and may turn out to be a barrier for learners to learn the foreign language. This fact is confirmed during the observations of the foreign language classes under study.

Conclusion

Indeed, as elaborated by Kim (2002), by switching to the more familiar code, teachers can pass messages more efficiently and enhance their students' comprehension. Shortly, and according to the aforementioned analysis of the observation, the teachers of English in the secondary schools of interest engaged in all the three types of CS in focus. The elevated rate of intra-sentential and inter-sentential CS can be attributed to teachers' objective of giving comprehensible instruction and eliciting more responses. CS can also be used for sustaining students' interest and encouraging their participation (Richards, 1998). This chapter also presented a case study that analyzed the two sorts of functions (educational and social) of teacher CS practiced in Algerian EFL secondary school classrooms through classroom

observation, and then teacher interview with an aim of investigating the use of CS as a teaching tool in EFL classrooms.

Concisely, on the basis of the present study results, it can be concluded that the phenomenon of CS is perceived positively by the students and the teachers, due to some merits, who admitted that the prudent use of CS is used as helpful communicative means between the teachers and their learners as it facilitates the learning/teaching process. However, they believed that it has also some disadvantages that should be taken into consideration.

General Conclusion, Recommendations and Limitations

In the past, the issue of code-switching was neglected by linguists and sociolinguists. Recently, however, it attracted a lot of researchers' interest in societal environments in general and in educational settings in particular. Nevertheless, inserting code-switching in foreign language classrooms confronts opponents who disagree with the occurrence of code-switching in the foreign language classroom and proponents who find that code-switching is a natural occurring phenomenon.

To lend more support to these advocates, the present study was presented to investigate the occurrence of code-switching and the role it plays in the Algerian first year secondary school learners, exactly in EFL classroom oral discourse in Constantine. It sought to examine both teachers' and learners' view point towards the occurrence of CS in the Algerian EFL classroom. Besides, it sought to investigate the effectiveness of CS on the student-teacher interaction and on the learning/teaching process. In order to check how the phenomenon of code-switching operates in the Algerian EFL first year secondary school classrooms, and the reasons behind its occurrence, it was hypothesized that although code-switching is generally stigmatized in the educational setting, it may not always be a sign of deficiency in teaching and learning a foreign language in the Algerian secondary school context. The second hypothesis is that code-switching in the Algerian EFL classroom may be considered as a useful communicative tool which has positive effect on the student-teacher interaction if used reasonably. The third hypothesis is that the prudent use of code-switching in the Algerian EFL secondary school may facilitate the learning/ teaching process.

This study encompasses six chapters. The first chapter dealt with the teaching of English in the Algerian secondary school context. It presented the influence of English on the World in general and on Algeria in Particular. Moreover, after introducing the language situation in

Algeria, the light was shed on the existence of English in the secondary school, specifying first year learners and the new approach applied in the Algerian curriculum was indulged. This chapter revealed that teaching and learning English as a foreign language in Algeria turns to be increasingly more important. However, regardless of its importance, secondary school learners still come across many obstacles and exhibit low accomplishment mainly in oral skills.

The second chapter presented an extensive review of the literature of code-switching, mainly, by casting some light on its historical background and on its critical diverse definitions. It also, highlighted the major concepts that are part of code-switching, besides to its syntactic and social types. This chapter revealed that code-switching is a critical sociolinguistic aspect that researchers conflicted about unifying its definition, as it should be treated both grammatically and sociolinguistically.

The third chapter was actually devoted to the existence of code-switching in the foreign language classroom. It initially focused on the reasons and functions of code-switching in natural discourse and then in foreign language classrooms. Then, it reviewed the negative and positive attitudes towards this phenomenon, in addition to the different teaching methods supporting and banning the inclusion of code-switching in the foreign language classes. This chapter revealed that although code-switching was strictly banned by some researchers and some teaching methods, it was supported by many other linguists and other teaching methods and approaches.

The fourth chapter was a restatement of the research methodology used in this research. The latter followed a mixed-method approach by which proper tools were used to assemble the required information for this research, namely two selected research methods: quantitative and qualitative methods. The former contains two sets of questionnaires, one for

teachers and another for the students. The qualitative method was based on classroom observation and the teachers' interview.

The fifth chapter was devoted to the analysis of teachers and students questionnaires to check their perceptions and attitudes towards the use of code-switching in the foreign language classroom. The questionnaire seemed to be the best tool for gathering information. The analysis of the results exhibited that the greater part of teachers and students hold positive views towards code-switching but if used in a reasonable and prudent way. It mainly helped in explaining complex concepts and overcoming vocabulary gaps. Nevertheless, according to the respondents, the overuse of this phenomenon in the EFL classroom handicaps learning.

The sixth chapter, presenting the qualitative analysis, was deemed to the analysis of the results obtained from classroom observation by analyzing the different types and functions of code-switching occurring in the four secondary EFL classrooms. Then, the teachers' interviews were analyzed too to reinforce the information of the teacher questionnaire. The results obtained from this chapter revealed that the reasonable use of code-switching in the EFL classroom helped in the keeping the flow of communication between the teachers and students as it helped in the learning process.

From the analysis of the results obtained from both teachers and students questionnaires, classroom observation and teachers' interview, the researcher reached the conclusion that code switching in the Algerian EFL classroom is effective on the student-teacher interaction and on facilitating the learning/teaching process if used reasonably. Thus, it can be said that the hypotheses proposed have been confirmed.

The following results were obtained:

- The majority of teachers and students hold positive attitudes towards the use of code-switching but it should be reasonably and wisely used.

- Students and teachers of English alike use code-switching reasonably and not randomly in some cases. This means that there is a reasonable use of CS in the Algerian EFL secondary school classes.
- Code-switching has positive effects on the student-teacher interaction and the learning/teaching process; however, it has negative effects too.
- Code switching is a helpful communicative tool which cannot be avoided either by the teacher or the learner in some cases.
- Code-switching in the Algerian EFL classroom is used to achieve some educational and social goals, but it is mainly used to overcome vocabulary gaps.

From data analysis of English as foreign language classes under investigation, it has become palpable that the use of Arabic-French is unavoidable. Indeed, it is evident that the sole use of English in an English as a foreign language classroom may lead the learners, mainly weak ones to frustration and anxiety for they are incapable of getting adequate and proper comprehensible input. Nevertheless, the overuse of code-switching may handicap the teaching and learning process. In such a situation, the student would totally depend on the mother-tongue and neglect the use of the English language.

Dealing with CS from the theoretical perspective is very different from dealing with it from a realistic perspective. This means that CS is a sort of an “imposed” situation and not chosen neither by the teachers nor by their learners. Thus, the new teaching methods need to take this aspect into consideration.

The hypotheses proposed were about the positive effect of CS on the teacher-student interaction and the learning process in general. However, the analysis of data under investigation, helped in the precision and delimitation of distinct aspects:

- Educational aspects: This is concerned with explanation and understanding. It is used when the teacher explains a lesson in a way learners can understand.
 - Psychological aspects: such as motivation, confidence and memorization.
- When the first year secondary school learners are allowed to use CS moderately in the EFL classroom, they find themselves more confident and less anxious, thus they can express themselves in a good manner. Moreover, when the teacher explains something difficult by inserting the learners' mother-tongue from time to time, they can keep what has been explained in mind.
- Interpersonal relations: Code-switching is used in the EFL classroom to enforce the relation between the teacher and the learners like expressing feelings or telling some jokes in the class not to make the session boring. This fact keeps the student less stressed.

A new research may be called for to investigate these aspects in detail.

As has been proved that the reasonable use of code-switching positively affected the student-teacher interaction and facilitates the teaching and the learning of English as a foreign language, the one should bear in mind that the overuse use of CS in the EFL class has by contrast negative influence on learning this language. Learners may turn to be lazy and spare no effort in using their dictionaries. They may rely on the teacher to explain in their mother-tongue, and thus, they fail in learning the foreign language.

Concisely, what has been concluded from this thesis is that the teachers of first year students might use code-switching whenever necessary because teachers who are adamant to the English only class end up talking to themselves, and with terribly diminutive learners' input. In other words, teachers of the foreign language should be conscious and aware about

the use of code-switching whenever necessary to keep the flow of communication and a successful interaction between them and the students.

Recommendations

On the basis of the obtained results, some recommendations have been suggested:

Although the results of this research revealed to some extent positive attitude towards the use of code-switching in the Algerian EFL secondary school classes, teachers and students should keep the use of this sociolinguistic phenomenon to the minimum. Put it differently, the teachers of English as a foreign language should keep the insertion of code-switching as an ultimate solution after utilizing other means such as pictures, explanations and gestures.

This research was based on three tools: classroom observation, interviews and questionnaires. Nevertheless, in order to investigate the learning process in terms of product, it is necessary to use a test which is composed of an experimental group, for which code-switching is allowed, and a control group for which code-switching is banned.

Due to the specificity of the results obtained in the investigation about the significance of CS in the secondary school, more research is called for other investigations at advanced level, such as university. Nevertheless, from the researcher's experience as a teacher in both the secondary school and at the university, it is noticed that the two settings are utterly distinct. Put differently, the majority of learners and teachers at the university level seem not to insert much CS in the EFL classroom. By contrast, the insertion of code-switching in the secondary school cannot be completely avoided by EFL language learners and teachers. Thus, if the same research is conducted at the university level, the results would be utterly different both quantitatively and qualitatively and thus more insights can be gained about this issue.

The research was conducted in a context where the females were the majority (teachers and learners) by chance. Further research, thus, is called for to focus on the relation between gender and CS for further studies.

Limitations

One of the limitations of this research is the lack of the test. Although this research was based on three main tools of research, the test might have been a concrete product which proves or disproves the usefulness of CS in the Algerian EFL classroom.

Another limitation of this study concerns the attendance of the researcher in the EFL class, even as a passive one may change the natural behavior of the classroom participants. The observed teachers and students were informed beforehand about the subject matter although this may influence their behaviors and usual teaching and learning practices.

Moreover, another limitation for the study is that the research is restricted to four schools in Constantine and not all the whole parts of Algeria. Thus, the results may not be generalized. If it is applied in another part of the country, the results may be distinct from the findings in this research work.

Unfortunately, through the path to achieve this work, many barriers encounter the researcher. One main impediment is the limited number of teachers. Since this research was conducted in only four Algerian public secondary schools in Constantine, there was not sufficient number of teachers. In each secondary school, there are maximum six teachers. Thus, we could get only a number of twenty four teachers as a whole. If more sample of teachers were available, the results may be a bit different, for each teacher has his/her personal and dissimilar estimation.

Another limitation of this study is the obstacles the researcher came across via conducting the practical part. In fact, there was a long trip to be allowed to enter the secondary schools and make observations in the classrooms (the qualitative study), in addition to the submission of the questionnaire to both teachers and students (the quantitative study). Some are mentioned below.

Firstly, some secondary schools reject to lend the researcher a hand. They asked first for the license from the directory of education. The latter, in turn, demanded an agreement of at least two secondary schools. We did our best to make two secondary schools sign for us to assist some lectures with teachers.

Secondly, when the researcher got the agreement from the two schools and the acceptance of the directory of education many administrators refused to conduct the work in their schools even with the license. Each one has given his/her unconvincing arguments.

Finally, some teachers excused for being interviewed and others refused to attend some sessions with them.

One further limitation for this research is concerned with interviewing the teachers. For more information, the researcher wanted to make interviews with the teachers of English, however many of them excused for the interview arguing that they have no time. It as well takes too much time. As a matter of fact, the interviews, for such a reason, were restricted to small number of teachers. Again, many teachers did not answer the open ended questions.

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Appendices

Appendix I: Teacher Questionnaire

Dear Sir/ Madam,

This questionnaire is designed and distributed to collect information about the use of code-switching in Algerian EFL classroom. By code-switching, we mean the use of two languages in the same speech situation. Here, in our situation, we seek to investigate the use of Arabic/French in your EFL classroom (EFL means English as a Foreign Language) and what impact this has on the learning process. We really aim of to find out your feelings and impressions about this subject matter.

I need your valuable information in the subject matter which I hope this attached questionnaire would fulfill it. Please, be honest and objective since all answers and information you present will be kept confidential and will be merely used for statistical purposes. Your name is not needed, but your time and effort are what I really require, which are greatly appreciated.

Thank you, in advance, for your cooperation.

Please, read the following questions and choose the most appropriate choice (s) which reflect (s) your opinion about the use of Arabic/French in the English classroom. Kindly, fill in the gaps with information as well.

Section one: General Background of the Teacher.

- 1) How many years of teaching English (teaching experience)?
 - a) Below 5 years
 - b) 5-10 years
 - c) 10-15 years
 - d) 15-20 years
 - e) More

- 2) What is your qualification in TEFL?
 - e) BA
 - f) MA
 - g) Post-graduate diploma
 - h) Other qualifications (please specify)

.....

- 3) What is your gender?
 - c) Male
 - d) Female

Section Two: Teacher's Perceptions and Attitudes towards the Use of Code-switching in the EFL Classroom.

- 4) Do you code-switch in the classroom?
 1. Yes
 2. No

- 5) Do you think that you can avoid using Arabic/French in the English class?
 1. Yes
 - 2.No

- 6) Whatever your answer is, please explain why.

.....

.....

7) Are you conscious of switching to Arabic /French in the EFL classroom?

1. Yes, always 2. Yes, sometimes 3. Yes, occasionally 4. No, never

8) When do you use Arabic/French in the EFL class?

I use Arabic/French in the EFL classroom when it is:

- e) Necessary
- f) Inevitable
- g) Helpful
- h) Quicker

9) How often do you use Arabic/French in the EFL classroom?

1. Always 2. Sometimes 3. Occasionally 4. Never

10) What are the factors which may influence code-switching to Arabic in the English class?

- d) Students' lack of English proficiency
- e) Teachers' lack of English proficiency
- f) The distance between the linguistic systems of Arabic and English
- g) Others (please specify)

.....

11) What are the functions of code-switching to Arabic in the EFL class (you may give more than one choice)?

- h) To explain grammar

- i) To translate unknown vocabulary items
- j) To manage the class
- k) To check comprehension
- l) To pay student' attention
- m) To index a stance of empathy or solidarity towards students
- n) Others (please specify)

.....

12) What do you think about using code-switching in the EFL classroom?

- 1. Extremely agree 2. Agree 3. Do not care 4. Extremely disagree 5. Disagree

13) What impact code-switching has on student/teacher interaction?

- 1. Extremely helpful 2. Helpful 3. No impact 4. Helpless 5. extremely helpless

14) Do you think that the use of Arabic in the English class helps in learning and teaching English?

- 1. Yes 2. No

15) Whatever your answer is, can you please explain?

.....

16) Do you think that code-switching may be used as a good communicative strategy in EFL classrooms?

- 1. Yes 2. No

Part three: Teachers perceptions and attitudes about their students' use of code-switching in the EFL class.

17) Do your students code-switch in the EFL class?

- 1. Yes
- 2. No

18) How much do your students use Arabic/French in the EFL class?

- 1. Always
- 2. Sometimes
- 3. Rarely
- 4. Never

19) What is your attitude towards your students' use of Arabic/French in the EFL classroom?

- 1. Extremely agree
- 2. Agree
- 3. Do not care
- 4. Extremely disagree
- 5. disagree

20) Do you prevent your students from using Arabic/French in the English class?

- 1. Yes
- 2. No

21) Whatever your answer is, can you please explain why?

.....
.....

22) Do you think that your students motivate better in the English classroom when you use Arabic/French?

- 1. Yes
- 2. No

.....

Thank you for your cooperation.

Appendix II: Student Questionnaire

Dear Students,

This questionnaire is designed and distributed to collect information about the use of code-switching in Algerian EFL classroom. By code-switching, we mean the use of two languages in the same speech situation. Here, in our situation, we seek to investigate the use of Arabic/French in your EFL classroom (EFL means English as a Foreign Language) and what impact this has on the learning process.

I need your valuable information in the subject matter which I hope this attached questionnaire would fulfill it. Please, be honest and objective since all answers and information you present will be kept confidential and will be merely used for statistical purposes. Your name is not needed, but your time and effort are what I really require, which are greatly appreciated.

Thank you, in advance, for your cooperation.

Please, read the following questions and choose the most appropriate choice (s) which reflect (s) your opinion about the use of Arabic/French in the English classroom. Kindly, fill in the gaps with information as well.

Part one: General background of the student

Q1. What is your gender?

- a) Male
- b) Female

Q2. You are studying in

- a) Scientific Classes
- b) Literary Classes

Q3. What is your average in English?

- a) Very good
- b) Good
- c) Average
- d) Bad
- e) Very bad

Part Two: Students' perceptions and attitudes towards the use of Arabic/French in EFL classroom.

Q4. Do you use Arabic/French in your English class?

- 1. Yes
- 2. No

Q5. If yes, how many times?

- 1. Always
- 2. Sometimes
- 3. Rarely
- 4. Never

Q6. Who initiates code-switching in the class (who starts speaking in Arabic first)?

- 1. Students
- 2. Teacher

Q7.What do you think the major reason is to use Arabic/ French in your EFL class?

1. Understanding complex concepts
2. Understanding new vocabulary
3. Reducing anxiety
4. Communicating with teacher
5. Catching up with the class procedure

Q8.Other comments on the use of Arabic/French in your English class.

.....
.....

Q9.Through which of the following do you think you learn more?

1. If you use English all the time
2. If you switch to Arabic/French sometimes
3. If you use Arabic/French all the time

Q10. Whatever your answer is, please explain your choice.

.....

Q11.What are your attitudes towards the use of Arabic/French in your English class?

1. Extremely agree
2. Agree
3. Do not care
4. Extremely disagree
5. Disagree

Q12.Do you think that the use of Arabic/French in your English class is a useful strategy in learning English?

1. Yes
2. No

Q13. What is your feeling when you use Arabic/French in the English class?

1. More confident
2. Less confident
3. Not confident

Q14.What is the impact of code-switching to Arabic/ French on learning English as a foreign language?

1. Extremely beneficial
2. Beneficial
3. No impact
4. Harmful

Q15. Do you try to avoid Arabic/French in your English?

1. Yes
2. No

Q16.If yes, how many times?

1. Always
2. Sometimes
3. Rarely
4. Never

Q17.Do you really think that you can avoid using Arabic/French in the English classroom ?

1. Yes
2. No

Q18.If no, please specify.

.....

Q19. Do you think that code-switching is a good strategy in the classroom to learn English?

1. Yes
2. No

Q20.How does the use of Arabic/French in your EFL class influence your learning process?

1. It helps you to be more comfortable to learn English
2. It helps you feeling less lost during the class
3. It helps you feeling less stressed in the class
4. It helps you understanding grammar rules
5. It helps you understanding new English words
6. If others, please specify

Q21.Do you code-switch consciously in the English class?

1. Yes 2. No

Q22.What are the factors which may influence code-switching to Arabic in the English class?

- h) Students' lack of English proficiency
 - i) Teachers' lack of English proficiency
 - j) The distance between the linguistic systems of Arabic and English
 - k) Others (please specify)
-

Part three: The students' expectations and attitudes towards their teachers' use of Arabic/French in the EFL classroom.

Q23.Does your teacher use Arabic/ French in the EFL classroom

1. Yes 2. No

Q24. If yes, how many times?

1. Always 2. Sometimes 3. Rarely 4. Never

Q25.During your English lessons, your teacher uses:

- 1. Only Arabic/French
- 2. Most Arabic/French, sometimes English
- 3. Most English
- 4. Only English
- 5. Approximately, as much English as Arabic/French

Q26.If your teacher uses both Arabic/French and English in the English class, when he/she uses Arabic/French (choose one or more options):

1. To give you today's task
2. To explain something that you do not understand
3. To explain unknown vocabulary items
4. To manage the class
5. To explain grammar rules
6. To check comprehension
7. To pay your attention
8. If others, please specify

.....

Q27.What are your teacher's attitudes towards the use of Arabic/French in the English class?

1. Extremely agree
2. Agree
3. Do not care
4. Extremely disagree
5. Disagree

Q28.Does your teacher attempt to avoid using Arabic/French in the English class?

1. Yes
2. No

Q29.Does your teacher advise you to avoid using Arabic/French in the English class?

1. Yes
2. No

Q30. Are you conscious of teacher's code-switching to Arabic/French in your English class?

1. Yes, always
2. Yes, sometimes
3. Yes, occasionally
4. No, never

Q31. Do you appreciate your communication with teachers code-switch?

1. Yes
2. No

Q32. Whatever your answer is, can you please explain why?

.....

Thank you very much

استبيان للطلبة

اعزائي الطلبة

ارجو منكم قراءة هذا الاستبيان بكل تمعن و الاجابة على الاسئلة بكل جدية لان اجوبتكم القيمة ستساعدني في موضوع بحثي و المتمثل في 'دور اللغة العربية/الفرنسية في تعلم اللغة الإنجليزية' أن جميع الإجابات والمعلومات التي تقدم ستبقى سرية ولن تستخدم إلا لأغراض إحصائية لذا ارجوان

تكون صادقة.و ليست هناك حاجة لذكر اسمائكم، ولكن الوقت والجهد هما حقا ما يتطلبه هذا الاستبيان

و شكرا

يرجى قراءة الأسئلة التالية وانتقاء الخيار الأنسب الذي يعكس رأيك في استخدام اللغة العربية / الفرنسية في حصص اللغة الانجليزية و يرى كذلك ملء الفجوات بالمعلومات

الجزء الأول: خلفية عامة عن الطالب)

1:) أنت تدرس في

1 شعبة العلوم

2. شعبة الأدب والفلسفة؟

2) ما هو مستواك في اللغة الإنجليزية؟

1 . جيد جدا

2. جيد

3. متوسط

4. سيئ

5. سيئ جدا

الجزء الثاني: مفهوم الطلاب وموقفهم تجاه استخدام اللغة العربية / الفرنسية في حصص اللغة الإنجليزية كلغة أجنبية.

(1 هل تستخدم اللغة العربية / الفرنسية في حصة اللغة الإنجليزية؟

1. نعم 2. لا

(2 إذا كان الجواب 'نعم'، كم مرة؟

1. دائما 2. أحيانا 3. نادرا 4. أبدا

(3 من الذي يبدأ باستعمال اللغة العربية / الفرنسية في حصة اللغة الإنجليزية

1. الطلاب

2. المعلم

(4 ما رأيك السبب الرئيسي في استخدام اللغة العربية / الفرنسية في حصص اللغة الإنجليزية؟ (يمكن

اختيار أكثر من اقتراح)

1. استيعاب المفاهيم المعقدة

2. فهم المفردات الجديدة

3. الحد من التوتر

4. التواصل سهل مع المعلم

5. التواصل الدائم مع الحصة

(5 هل هناك أي تعليقات أخرى على استخدام اللغة العربية / الفرنسية في الصف اللغة الإنجليزية (يرجى التحديد).

.....
.....

(6 هل تعتقد أنك تستوعب اللغة الإنجليزية احسن في القسم؟

1. إذا كنت تستخدم اللغة الإنجليزية فقط

2. إذا كنت تستخدم اللغة الإنجليزية و العربية / الفرنسية أحيانا

3. إذا كنت تستخدم العربية / الفرنسية فقط

7) وأيا كان الجواب، يرجى توضيح اختيارك.

.....
.....

8) ما هو موقفك تجاه استخدام اللغة العربية / الفرنسية في حصة اللغة الإنجليزية ؟

1. توافق وبشدة 2. توافق فقط 3. لا يهكم 4. ترفض وبشدة 5. ترفض فقط

9) هل تعتقد أن استخدام اللغة العربية / الفرنسية في حصة اللغة الانكليزية استراتيجية مفيدة في تعلم اللغة الإنجليزية؟

1. نعم 2. لا

10) ما هو شعورك عند استخدام اللغة العربية / الفرنسية في حصة اللغة الانكليزية؟

1. اكثر ثقة 2. أقل ثقة 3. عدم الثقة

11) ما هو تأثير العربية / الفرنسية على تعلم اللغة الإنجليزية كلغة أجنبية؟

1. مفيد للغاية 2. مفيد فقط 3. لا تأثير له 4. ضار

12) هل تحاول تجنب اللغة العربية / الفرنسية في حصة اللغة الإنجليزية؟

1. نعم 2. لا

13) إذا كان الجواب نعم، كم مرة؟

1. دائما 2. أحيانا 3. نادرا 4. ولا مرة

14) هل تعتقد حقا أنه يمكنك تجنب استخدام اللغة العربية / الفرنسية في الفصول الدراسية الإنجليزية؟

1. نعم 2. لا

15) إذا كان الجواب 'لا' علل اجابتك

.....

16) هل تعتقد أن استعمال اللغة العربية / الفرنسية استراتيجية جيدة لتعلم اللغة الإنجليزية؟

1. نعم 2. لا

17) كيف يؤثر استعمال اللغة العربية / الفرنسية فيحصة اللغة الإنجليزية على عملية التعلم ؟

1. انها تساعدك على أن تكون أكثر راحة لتعلم اللغة الإنجليزية

2. انها تساعدك على ان تكون على اتصال دائم بالاستاذ و الحصة

3. انها تساعدك على عدم الشعور بالتوتر

4. انها تساعدك على فهم القواعد النحوية

5. انها تساعدك على فهم الكلمات الإنجليزية الجديدة

6. إذا كان هناك اقتراح اخر من فضلك قم بالتحديد

.....

17) هل تنتقل الي اللغة العربية بوعي في حصة اللغة الانكليزية؟

1. نعم 2. لا

18) ما هي العوامل التي قد تؤدي إلى استخدام اللغة العربية فيحصة اللغة الانكليزية؟

1. عدم تمكن الطلاب من إتقان اللغة الإنجليزية

2. عدم تمكن المعلمين من إتقان اللغة الإنجليزية

3. المسافة بين القواعد اللغوية للغة العربية والإنجليزية

4. اخرى (يرجى التحديد)

.....

الجزء الثالث: "توقعات ومواقف الطلاب تجاه معلمهم عند استخدام اللغة العربية / الفرنسية في الفصول حصة

اللغة الإنجليزية كلغة أجنبية.

(1) هل يستخدم المدرس العربية / الفرنسية في حصة اللغة الإنجليزية كلغة أجنبية

1. نعم 2. لا

(2) إذا كان الجواب نعم، كم مرة؟

1. دائما 2. أحيانا 3. نادرا 4. أبدا

(3) خلال دروس اللغة الإنجليزية، يستخدم المعلم:

1. العربية / الفرنسية فقط

2. معظم الحصة بالعربية / الفرنسية، وأحيانا الإنجليزية

3. معظما الحصة بالإنجليزية وأحيانا بالعربية / الفرنسية

4. الإنجليزية فقط

5. الإنجليزية و العربية / الفرنسية بصفة متقاربة

(4) إذا كان المعلم يستخدم العربية / الفرنسية والإنجليزية على حد سواء في القسم، متى يستخدم اللغة لعربية / الفرنسية

(اختيار واحد أو أكثر)

1. لإعطائك مضمون الحصة

2. لشرح شيء لم تفهمه

3. لشرح المفردات الصعبة

4. للتحكم في الصف

5. لشرح القواعد النحوية

6. للتحقق من فهم الدرس

7. لاثارة انتباهك

8. إذا كان هناك اقتراح اخر من فضلك قم بالتحديد

.....

5) ما هو موقف معلم اللغة الإنجليزية نحو ادماج اللغة العربية / الفرنسية مع اللغة الانكليزية؟

1. يوافق و بشدة 2. يوافق فقط 3. لا يهमे 4. يرفض و بشدة 5. . يرفض فقط

6) هل يحاول المعلم تجنب استخدام اللغة العربية / الفرنسية في الانكليزية؟

1. نعم 2. لا

7) هل ينصحك معلمك بتجنب استخدام اللغة العربية / الفرنسية في حصة اللغة الانكليزية؟

1. نعم 2. لا

8) هل تعتقد أن معلمك يمكنه تجنب استخدام اللغة العربية / الفرنسية في حصة اللغة الإنجليزية كلغة أجنبية؟

1. نعم 2. لا

9) هل أنت واعي باستخدام المعلم للغة العربية / الفرنسية في حصة اللغة الانكليزية ؟

1. نعم، دائما 2. نعم، أحيانا 3. نعم، في بعض الأحيان 4. لا، أبدا

10) هل تحبذ المعلم الذي يستخدم اللغة العربية في شرح درس الإنجليزية؟

1 . نعم 2. لا

11) أيا كان الجواب، هل يمكنك شرح لماذا؟

.....

.....

شكرا جزيلاً

Appendix III: Classroom Observation

Extracts

The Learning Context of Extract One

These instances occurred in:

Name of the Secondary School: Bouhali Mohamed Said

Stream: Literary.

Date: Monday, 27th, October, 2014.

Time: 13:30-14:30.

Sequence: Reading and Writing.

Extract 01:

T: Good afternoon.

S: Good afternoon Mme.

T: take your books.

S: Mme, *tmidilna* (you give us) *les notes* (our marks) *ta'na el yum* (today)?

T: *la mashi el yum makamaltesh etashah* (no, not today, I have not finished correction yet).

Well, we are going to make a distinction between the city and the country side. You know what a country side is?

S: *adduwar* (the country side).

T: Well, do you prefer to live in the city or in the countryside?

S: The countryside.

T: Why?

S: Calm madam. *Makanesh eddadjij li kayn fi el madina* (there is no much noise as in the city).

T: You mean there is no noise.

T: Good, well, the countryside is a source of what?

S: (silence in the class).

T: Yes, what, any answer. *Allez, vous essayez* (come on, try).

S: eem, how to say...*etakhayul* (imagination) in English?

T: Imagination, people live in imagination and harmony. *Zidou a'tiwni amtila okhrine* (give me other suggestions).

S: There is no pollution.

T: Good, in the country side *talkaw elhawa nadif, naki, makanesh la masani' la sayarat* (the air is clean, there are neither factories nor cars).

S: Yes, Mme.

T: In the city, however, there is noise, pollution, violence. *Il y' a beaucoup de crime et d'agression dans la ville* (there is a lot of crime and aggression in the city).

S: *al amrad bezaf* (a lot of illnesses) in the city.

T: You mean diseases. In the city, there are physical diseases and (the teacher starts making gestures).

S: *Mentale* (In French) (mental).

T: Yes, very good, *C'est la même chose en Anglais* (it is the same as English) 'mental', you know.

S: Ok.

T: You are not listening to me. *Rani gue'da nahdar wahdi* (I'm talking to myself).

S: No, madam, *rana gue'din nasma'u* (we are listening to you).

The Learning Context of Extract Two

These instances occurred in:

Name of the school: Bouhali Mohamed Said

Stream: Literary.

Date: Monday, 10th, November, 2014

Time: 09:00-10:00

Sequence: Reading and Writing.

Extract 02:

T: Good morning

S: Good morning, *walah twhashnek* madam (we missed you madam), *weshbic majitish* (why were you absent?)

T: *kount shwia mrida* (I was sick)

S: *rabi yjiblek ashfa* (May God heals you).

T: Thank you, *hashamtuni* (you made me shy). Ok, open your books on page 83 and start reading, please.

S: Can I read?

T: Wait... *rahmoun, loukan tabka tahdar rani nkharjek* (if you keep talking, I'll put you out). (Managing the class). Yes, read please.

S: (starts reading the paragraph).

T: Can you tell me what a survey is?

S: A Questionnaire.

T: Do you agree with your classmate?

S: (Silence)

T: The questionnaire is a part of a survey. The latter, contains questions, and the way of collecting and analyzing the responses from the questions, while the former includes a set of questions. Is it clear?

S: No, madam.

T: The questionnaire *rahu juz' mina* (it is a part of) Survey and not the opposite. In the questionnaire, *talkaw ghir les questions, mais* (you find the questions only, but) in the survey, *talkaw les questions, la méthode et l'analyse ta' had les questions* (you find the questions, the method and the analysis of the questions). *Fhamtu dork* (Is it clear now?)

S: Yes, madam.

T: How do we call a person who writes reports?

S: A reporter.

T: Excellent, so, someone reads the first paragraph.

S: (starts reading)

T: Why did the reporter decide to make a survey?

S: He explains the paragraph.

T: Do you think that the survey is used to explain a paragraph?

S: No, the reporter decided to make a survey to find out if teenagers today know about computers and are familiar with them.

T: Very good, thank you.

The Learning Context of Extract Three

These instances occurred in:

Name of the school: Bouhali Mohamed Said

Stream: Scientific.

Date: Thursday, 20th, November, 2014

Time: 13:30-14:30

Sequence: Reading and Writing.

Extract 03:

T: Good afternoon everybody.

Ss: Good afternoon madam.

T: Oh, You seem very tired.

S: Yes, Madam. *walah ghir 'ayanin* (we are very tired).

T: I know, *parce que c'est jeudi* (it is Thursday) *wzid essa 'a alakhra*, (and the last hour), no ?

S: Yes, madam.

T: Any way, you have to concentrate with me, ok.

S: Yes, Madam.

T: Open your copybooks and write with me, please.

S: (They are writing the sentences on their copybooks).

T: Someone reads the sentences, please.

T: Yes Zaki, please read clearly and slowly.

S: Read these sentences and answer the questions below. (The student reads the four sentences).

.....

T: Thank you Zaki, which sentences are about a habit in the past and which ones are about a habit in the present? We start with the past.

S: Today, he works in a tomato paste factory

T: Today! What do you think, is 'today' in the past?

S: No, madam. Today refers to the present.

T: Today means the present time ,*elwakt elhali*, *elyum* (today), ok.

S: Sentence number four, he did not use to go shopping alone very often.

T: Yes, very good, this is a habit in the past, next.

S: He used to be a farmer.

T: Good, whenever you find 'used to' or 'did not use to', there is a past form. Someone used to do something *ma'natha* (it means) *kan mat'awad ydir elhadja fi elmadi* (he used to do something in the past), and 'did not use to' is the negative form, *makanesh mat'awad ydir hadik elhadja fi elmadi* (he did not use to do something in the past), *fhamtu* (is it clear)?

S: Yes.

T: Are there any further sentences refer to the past?

S: No, madam. *hadohom kamel* (these are all).

T: Ok, what are the sentences which refer to the present? Yes, khawla.

S: Sentence number three: He usually wakes up at 6 o'clock in the morning.

T: Good, next.

S: Today, he works in a bank.

T: Thank you.

Ok, listen please. All the previous sentences are put in the past, but here we have the present, 'wakes up' and 'works', it means we put the present simple whenever we find 'today' and 'usually' which are called....

S: Adverbs

T: Excellent, **you know**, *walah a'jabtouni lyoum* (you are doing well today). Although you are tired, you are doing well. (The teacher expresses her feeling to her students; she looks satisfied with their achievement)

The Learning Context of Extract Four

These instances occurred in:

Name of the school: Yugharta

Stream: Scientific.

Date: Monday, 5th, January 2015

Time: 13:30-14:30

Sequence: Passive Voice.

Extract 04:

T: Good Afternoon.

S: Good Afternoon, madam.

T: Our lecture for today is the passive voice, it is composed of the auxiliary 'to be' and the 'past participle', but we need to explain the past participle first.

S: Madam, *weshia* (what is) past participle.

T: I'm going to explain to you what a past participle is. Take your copybooks and write, the past participle of a verb is used to form the perfect tenses and the passive voice and it has generally the same form as the past and so ends in 'ed' in regular verbs.

S: *Mafhamtesh*. (I have not understood).

T: past participle '*andu la même forme kima le passé mais nesta'mlouh m'a* (it has the same past form, but we use it with) perfect form and passive voice. *Elyum rah nrakzu 'la* (we'll concentrate on) passive voice. We will see some examples, Ok.

S: Ok.

T: When we talk about the passive voice, we mean *almabni lilmajhul* in Arabic. *Nhazu aljoumla* (we take the sentence) “the boy writes a letter”, *nrado* (we put) ‘a letter’ *fi lawal* (in the beginning) *wanhato* (we put) auxiliary ‘is’, and then the past participle of ‘to write’ *li howa* (which is) ‘written’ (it is an irregular verb). After, *nhato* (we put) ‘the boy’ at the end *wa manansawesh* (we do not forget) by, *min taraf* before the word ‘boy’. It becomes what?

S: The letter is written by the boy.

T: Very good, have you understood?

S: Yes, madam.

T: Another example, ‘my father watches TV’, the verb ‘watches’ is in the present simple. Who puts this sentence in the passive voice, please?

S: TV is watched by my father.

T: Excellent, is it clear?

S: Yes, madam.

T: Now, listen to me, the basis of the passive voice is the auxiliary to be.

If you have a person, you write ‘he/she’ plus ‘is’, and if you have animals, you put ‘it’ plus ‘is’.

S: madam *wekteh nhato* (when do we put) ‘he’ or ‘she’ with animals?

T: *Nhatohum fi halat ki y’ud andna hayawan alif mrabyinou wanhabout bazaf*, (We put them when we have an animal that we like and which lives in the house).

S: Ah, oK.

T: *wesh fhamtu* (have you understood)?

S: Yes, madam.

T: Any question?

S: No.

The Learning Context of Extract Five

These instances occurred in:

Name of the school: Yugharta

Stream: Scientific.

Date: Wednesday, 21st, January, 2015

Time: 13:30-14:30

Sequence: Reading and Writing.

Extract 05:

T: Good afternoon, how are you?

S: Fine.

T: Well, let's start. Take your copybooks and follow with me please. You know what is the meaning of natural disaster?

S: No, madam.

T: This phrase means a natural event that causes a great damage or loss of people. It is called in Arabic '*alkawarith atabi'iyah*' (natural disasters).

S: Oh, yes.

T: could you give me the synonym of disaster.

S: (Silence in the class)

T: A catastrophe is *karitha*.

S: (start speaking together).

T: *On lève le doigt si on veut parler, d'accord* (raise your hand when you want to speak, ok). You know what a storm is?.

S: *al'asifa* (storm).

T: Good, but try to describe this in English.

S: (Silence).

T: You know what 'snow storm' is?

S: *asifa thaljdia* (snow storm).

T: Blizzard is a violent and heavy snow storm which means in our language '*asifa thaldjia*'.

T: What about drought?

S: (Silence).

T: It is a long period of dry weather.

S: What does it mean, madam?

T: In our language, *Aldjafaf* (drought).

.....

You can write the name of drought and snowstorm in Arabic in your copybooks.

T: What is the meaning of 'earthquake'?

S: *azilzal* (earthquake).

T: Good, but try to explain it in English.

S: (No answer).

T: It is a sudden movement of the earth. You know what is 'sudden'.

S1: Yes, madam, '*soudain*' (*sudden*).

S: *mofajii*. (Unexpected)

T: What is the meaning of flood?

S: (Silence).

T: It is an overflowing of water. How do we call it in Arabic?

S: *Elfayadan* (Flood). They could not express themselves in English

T: 'Hurricane' is a violent wind storm. Do you know the meaning in Arabic?

S: we don't know.

T: *I'sar* (Hurricane).

T: Then, we move to another natural disaster, it is a 'sand storm'. It is violent wind carrying sand. It is in Arabic *Zawba'a ramlia*.

This long extract is a content of a lecture presented by one of the observed teachers. Each time, the teacher presents one of the natural disasters, she explains it in English and then she presents the equivalent in Arabic because their students did not understand even when she explained the word in English. In fact, the teacher was sure that her learners will comprehend easily with no complications if these bizarre expressions are translated into the students' mother-tongue (Arabic), and hence they do not forget their meaning

The Learning Context of Extract Six

These instances occurred in:

Name of the school: Yugharta

Stream: Literary.

Date: Wednesday, 18th, February, 2015

Time: 09:00-10:00

Sequence: Reading and Writing.

Extract 06:

T: Good morning

S: Good morning, Mme

T: So, listen. I write the names of students who are absent and then we carry on. *Dif, la table est libre là derrière la fille* (the table behind the girl is free, Dif).

S: Yes, madam.

T: *Je vais faire l'appelle* (I will make the call). Listen to your names carefully because if you don't listen, I will put you absent.

S: Yes, Madam

T: Tounsi, *win rah tounsi* (where is Tounsi)?

S: He is absent madam.

T: Saidi, *il est parti!*(he left).

S: Yes Madam.

T: *Je sais, je sais* (I know, I know). I start, Zerwag, come and take the chair, please. *kbal ma nansa, andkoum hisa ma'aya la'shiya min alwahda lasa'teen* (before I forget, you have a lecture with me in the afternoon from one to two).

One of the students left his seat.

T: *Dif wesh gue'd dir tem, arja' lablastek* (Dif, what are you doing there go back to your place).

S: *ani jibt stylo bark* (I've just brought the pen)

T: Well, let's start. What do we mean by pollution?

S: *etalawuth* (pollution).

T: Good, but try to explain this word in English, please?

S: It is when the environment becomes dirty by adding *mawad mulawitha* (contaminated substances).

T: You mean contaminated substances, yes, good. Listen, please, there are many types of pollution, do you know them?

S: air pollution.

T: Good, what else?

S: soil pollution.

T: Excellent, there is another kind. When people listen too much to music, there will be another kind of pollution, what is it, *vous essayez*, (try).

S: Silence.

T: It is when there is too much noise that the one cannot bear like the noise caused by industrial machinery. We can call it *Etalawuth essam'i* (noise pollution). What is the effect of noise pollution?

S: *yuathir 'ala essiha eljasadia wal'aklia ta'na*. (It influences our physical and mental health).

T: Yes, very good, try to translate this in English, please.

S: (He could not answer).

T: It influences our physical and mental health.

S: Now, listen please, when the water is polluted, what do we have?

S: Water pollution.

T: Thank you very much, when there is water pollution what happens?

S: There is no fish.

T: Good, in this case what happens to fishermen?

S: what does it mean fishermen?

T: Yes, who tells your classmate who is a fisherman?

S: *Essayad* (fisherman).

T: yes, good, what happens to him?

S: He loses his job.

T: Very good.

The Learning Context of Extract Seven

These instances occurred in:

Name of the school: Kateb Yassin

Stream: Literary.

Date: January, Tuesday, 6th, 2015

Time: 09:00-10:00

Sequence: Reading and Writing.

Extract 07:

S: Good morning madam.

T: Good morning ladies and gentlemen, how are you?

S: *El hamdu lillah* (Thank God).

T: Ok, how was your holiday, *kifah 'adituha* (how was it)?

S: *Bien* (Good).

T: Ok, Open your copybooks please and write the date. I think that you have already studied the adverb in the intermediate school.

S: Yes, madam, *normalement* (normally), *basah nsit alih* (but I forget it).

T: Fine. Well, take your copybooks and follow with me. Give me an example which includes an adverb.

S: My teacher walks gracefully.

T: Good, but where is the adverb here?

S: Gracefully.

T: Yes. What should we do to find the adverb?

S: (Silence in the classroom).

T: We ask a question starting with 'how', *kaifa*, to look for an adverb *li howa el hal* (which is an adverb) in Arabic .Give me an example; please.

S: The boy came rapidly.

T: yes, the adverb here is "rapidly", we say, how did the boy come? The boy came rapidly, ok.

S: Yes, madam.

The Learning Context of Extract Eight

These instances occurred in:

Name of the school: Kateb Yassin

Stream: Scientific.

Date: Thursday, 26th, February,2015

Time: 10:00-11:00

Sequence: Reading and Writing.

Extract 08:

The teacher in this extract has already started a lecture about ‘a letter’ in the previous lecture and he carried it on the day the researcher was present.

T: Good morning.

Ss: (the whole class), good morning Sir, how are you?

T: Fine, thanks...well, take your copybooks; we carry on with the letter that we talked about yesterday. (The teacher starts writing on the board).

S: (they take their copybooks out).

T: *hadou* (these are) notes and then I’ll give you the letter, *azrbou shwia* (hurry up) that we should finish the letter right now.

T: So, follow with me, please. She never scores well. Do you know the meaning of ‘scores well’?

S: (Silence).

T: *haya, wesh ma’natha* (what does it mean) this sentence? Who knows? Try even if the answer is wrong, I want to hear your voices.

S: *Matrakazsh* (she does not concentrate).

T: How do we say this in English?

S: She does not concentrate.

T: Why *matrakazsh* (does not she concentrate)?

S: Because *sujet s’3ib* (the test is difficult).

T: *antoum teni, vous avez le problem hada* (you too have this problem), no. *tgoulo nriviziw wamba’ad manadiwash mlih* (you say that you revise than you do not get good marks), why?

S: Because of *matière* (the subject), sir.

T: May be.

S: *balak* (maybe) she is *malade* (ill).

T: you mean ill.

The teacher then asked the student:

Sami, *ajbad* (take) *le cahier ta'k* (your copybook), please

S: *nsitou a shikh* (I forget it, Sir)

T: *tsama walina nal'abou*. (we are joking).

S : *walah walo a shikh* (I don't mean it, Sir)

The learner started writing the letter on their copybooks...

T: Have you finished, I clean.

S: Yes.

The Learning Context of Extract Nine

These instances occurred in:

Name of the school: Ibn Badis

Stream: Scientific.

Date: Sunday, 1st, March, 2015

Time: 10:00-11:00

Sequence: Reading and Writing.

Extract 09:

T: Good morning

S: Good morning, Miss.

T: Where is the rest of the class?

S: *am dork yjiw* (they are coming)

T: Have you done your homework?

S: Yes.

T: Well, listen to me, what do you learn at school? Do you think that you just receive? *fi raikum tastakblu alma'lumet fakat*

S: No, Miss.

T: Yes, what do think you learn too?

S: *durus fi el hayat* (lessons in real life)

T: Good. The aim is to know how to behave in your real life.

S: It's right, Miss.

T: Well, do you think that noise is something positive in life?

S: Miss, Noise is *Eddajij*, no.

T Yes, good

S: No, it is negative.

T: So, noise shortens the lifespan.

S: Lifespan, what does it mean?

T: it makes peoples' life shorter.

S: Ok.

T: How many syllables are in noise?

S: Only one

T: What about shorten?

S: (Silence)

T: two, 'short' and 'en'. What about lifespan?

S: Two syllables Madam, life and span.

T: Yes, good.

S: Lifespan is a compound word, *kalima murakaba*. We can divide it in two parts: life and span, unlike the word 'noise' which cannot be divided because it includes only one syllable. One syllable word is not stressed.

S: Madam, what about two syllable words?

T: When we have two syllable words, stress falls on the first one because suffixes like 'en' are not stressed. Suffixes are put at the end of the word. The same thing with compound words, stress falls on the first word. So, in the word 'lifespan', stress falls on

S: life.

T: Good. Listen please, why do we need stress?

S: *Besh nuakidu ala hadja* (to make emphasis about something).

T: Yes, very good, to make emphasis about something, to draw others' attention or to convey a meaning, is it clear?

S: Yes Madam.

The Learning Context of Extract Ten

These instances occurred in:

Name of the school: Ibn Badis

Stream: Scientific.

Date: Monday, 20th, April, 2015

Time: 13:30-14:30

Topic: Reporting commands and requests.

Extract 10:

T: Good afternoon.

S: Good afternoon, madam.

T: Well, normally, we are going to correct the test

S: Madam, *dina des notes mlah wela la* (did we get good marks or not).

T: You will see.

(The teacher corrected the test and then gave the marks to her students).

S: *S'ib* (difficult).

T: No, it was easy.

S: Yes, madam

(Some students claimed that the test was difficult and others thought the opposite).

T: Now, follow with me, please. We have homework, no.

S: Yes, madam.

T: yes, task number.....

S: One

T: Ok, hurry up, take your copybooks. Read the first sentence.

S: Karen: "don't play football in the garden".

T: Karim or Karen.

S: Karen. Karen told me.....he doesn't play...

T: No, no, *shetu ki* (you see, when) the sentence *tabda bi* (starts with) imperative, *nahiw* (we omit) do *wanhatu* (and we put) not. So, "don't play football in the garden", which is *matal'absh football fe le jardin*, becomes: Karen told me not to play football in the garden.

We don't use 'that' in the imperative, *c'est claire* (is it clear)? This is number one, the second sentence, please.

S: Teacher: "Don't forget your homework".

T: Yes.

S: The teacher reminded me not to forget your homework.

T: Great, number three.

S: Mike: "Don't shout at Peter".

T: Yes, we say, Mike.....*vous essayez, les autres* (try, the others)

S: Mike told me not to shout at Peter.

T: Very good.

Appendix IV: The Teacher Semi Interview

Question One

What is your opinion about code-switching?

Question Two

What impact code-switching has on the learning process?

Question Three

Is code-switching a good strategy in the learning process?

Question Four

In what areas do you let your students say what they want in Arabic/French?

Question Five

Do you think that the use of Arabic is valuable in the English class for improving teacher student relationship?

Résumé

Ce travail de recherche examine le rôle de l'alternance codique dans les classes de l'EFL au niveau secondaire à Constantine, dans le contexte Algérien. Il cherche à exposer les perceptions des enseignants et des apprenants sur la présence de l'arabe et /ou du français dans la classe de EFL de l'expression orale. En outre, il examine l'effet de l'alternance codique sur l'interaction élève-enseignant et sur le processus d'apprentissage/d'enseignement. Les participants à cette recherche sont 24 professeurs d'Anglais et 109 élèves de première année secondaire. On suppose que, bien que l'alternance codique soit considéré comme un stigmaté dans le milieu éducatif, il ne peut pas nécessairement toujours être un signe de carence dans l'enseignement de l'apprentissage de la langue étrangère dans le contexte secondaire Algérien. On ne suppose également que l'alternance codique dans les classes algériennes en Anglais peut être considéré comme un outil de communication utile qui a un effets positif sur l'interaction élève-enseignant s'il est utilisé raisonnablement. La troisième hypothèse suggère que l'utilisation prudente de l'alternance codique dans les classes algériennes en Anglais peut faciliter le processus d'apprentissage/d'enseignement. Pour vérifier les hypothèses proposées, des méthodes quantitatives et qualitatives ont été adoptées. Il s'agit de deux questionnaires soumis aux enseignants d'Anglais et à leurs apprenants, d'une observation en classe et d'une entrevue avec les enseignants. L'examen des données à démontré que l'alternance codique vers l'Arabe et/ou Français est utilisé à des fins académiques pour maintenir le flux de communication. De plus, les résultats ont montré que l'utilisation prudente du l'alternance codique a eu des effets positifs à la fois sur l'interaction élève-enseignants et qu'elle facilite le processus d'apprentissage. Néanmoins, si l'alternance codique est surutilisée, cela handicaperait l'apprentissage des langues étrangères. À la fin, certaines recommandations ont été suggérées.

ملخص

يعني هذا البحث دور التناوب اللغوي في اقسام تدريس اللغة الإنجليزية كلغة أجنبية في مستوى السنة الاولى ثانوي بقسنطينة الجزائر. ويسعى البحث إلى عرض تصورات المعلمين والمتعلمين حول ورود اللغتين العربية و/أو الفرنسية في قسم اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك، فإن البحث يفحص تأثير التناوب اللغوي على التفاعل بين الاستاذ والطالب على عملية التعلم والتعليم و قد شارك في هذه الدراسة 24 استاذ لغة انجليزية و 109 طالب سنة اولي ثانوي فرضيات و قد افترضنا أن التناوب في المحيط التعليمي طالما اتصف بشحنة سلبية الا انه قد يكون مفيدا في التعليم و التعلم في اقسام الانجليزية كلغة اجنبية في الجزائر. كما افترضنا ايضا ان التناوب اللغوي يمكن ان يكون اداة تواصل مفيدة بين الطالب والاساذ. ايضا ان الاستعمال الحذر للتناوب اللغوي في اقسام اللغة الانجليزية كلغة اجنبية يمكن ان يسهل عملية التعلم إذا استخدم بشكل معقول. و للتحقق من الفرضيات المقترحة، تم اعتماد طرق بحث تعتمد على التحليل الكمي و أخرى تعتمد على التحليل الكيفي او النوعي، منها: واستبيانان للاساتذة والطلبة والملاحظة الصفية ومقابلة مع الاساتذة. يوضح فحص البيانات أن تبديل اللغة الى اللغة العربية و/أو الفرنسية يستخدم لأغراض أكاديمية. بغية تسهيل عملية التواصل بين المعلم والمتعلم. علاوة على ذلك، أظهرت النتائج أن للتناوب اللغوي آثار إيجابية على التفاعل بين الطالب والمعلم وكذا علي تسهيل عملية التعلم والتعليم، عندما يستخدم بشكل معقول. ومع ذلك فإن الاستخدام المفرط للتناوب اللغوي من شأنه أن يعوق تعلم اللغة الأجنبية. و قد تم في النهاية اقتراح بعض التوصيات.