

PEOPLES' DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABDELHAMID IBN BADIS –MOSTAGANEM-

FACULTY OF FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH



UNIVERSITE
Abdelhamid Ibn Badis
MOSTAGANEM

MASTER IN

<< Didactics of Foreign Languages >>

**The Use of Code Switching Among Teachers and Learners
in EFL Settings: The Case of Master Students of English
at Abdelhamid Ibn Badis University**

A Dissertation Submitted as a Practical Fulfillment for the Requirement of a Master in Didactic and Foreign Languages

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2018-2019

Dedications

I dedicate this modest work to my precious family. My parents and my brothers, sister, and my niece to whom I express my feeling of gratitude since they are always by my side supporting me.

To all my friends and every special person who helped me and contributed to my success.

I also would like to dedicate this work to all my teachers, as well as, to all my classmates.

Acknowledgements

I would like to take this opportunity to express my sincere gratitude to my teacher and supervisor Dr. Mustapha Boudjelal for his supervision, valuable advice, and precious help, for his encouragement, patience, understanding, and for his presence whenever I needed him all along the preparation of the dissertation. Thank you so much for your kind scientific spirit, simplicity, and generosity.

I owe a gratitude to the members of the jury who devoted much of their time to read this modest work and provide me with comments.

Abstract

The present study investigates the students and teachers' use of code switching to communicate in EFL classroom. Subjects are master students at the department of English at Abdelhami Ibn Badis University (Mostaganem). The main aim of this study is to explore of using spread of code switching in educational system among both teachers and students and to show what extent students are capable to use more than one language in conversation. In addition, the research work aims also at finding out the reasons behind code switching .To reach this aim, the researcher opted for mixed methods encompassing both qualitative and quantitative measurements through questionnaire and interview. First, the students' questionnaire used to get concrete description and statistical results about the students and teachers' use of code switching; the interview is administrated to another group of master students to gather qualitative data getting more in depth about their switching behaviors. Accordingly, the findings revealed that the majority of the participants switch to other languages in EFL classroom for different reasons and in different situations to hide vocabulary gaps and communicate freely. This makes of code switching one of the unavoidable outcomes in student's daily talk inside the classroom. Besides, it is found that code switching plays a prominent role in ensuring continuity in the flow of communication with ease of expression and more confidence and motivation, when they are not able to do so using only English. Moreover, the findings of the study show that code switching helps the learners to understand and to be understood when unfamiliar expressions occur.

Key Words: Bilingualism, borrowing, code mixing, code switching, diglossia, EFL classroom, international language.

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**General
Introduction**

General Introduction

The impacts of the teacher in EFL classroom influence positively and negatively the learners achievements when teaching they use a language that is a complicated communicative system that contains symbols sounds and gestures used by teachers to express themselves and teach. Even students tend to use different languages in their conversations. Language contains many linguistics aspects also a number of codes such as: code switching, code mixing, diglossia, borrowing, and bilingualism. Bilingual speakers have this ability to switch unconsciously from one language to another. This is what we call “code switching” that has been recently given much importance by many scholars and researchers who tried to understand the speaker’ use of various codes during their speech. For instance, Gumperz 1976 considers code switching as a special discourse strategy which bilinguals usually use for different purposes during their communications.

This research reveals the use of code switching in EFL classroom and why teachers and students switch from one language to another or use two different varieties at the same time. This research aims to show how two different languages or codes can co-exist together within the same speech community.

The main reasons that motivate to do this research is after the observation that has been noticed in EFL classroom which is hold both the teacher and students tend to use different languages sometimes the mother tongue (Arabic). Also the reason behind this research is the want of bringing something which has relation with linguistics and didactics and see if there is any kind of relationship between them. Teachers code switch for many reasons, in fact this is what is going to be tackle in this research.

To reach the objectives, the present study attempts to answer the following questions:

- What are the languages that teachers use when code switching?
- Does code switching influence learning negatively?
- How often do teachers code switch and why?

After highlighting the central problem in the above questions, the following investigation will be based on the hypotheses claiming that:

- Teachers use the mother tongue and sometimes French.
- Code switching does not influence learning English negatively.
- Teachers’ code switch many times when teaching new vocabulary because switching from one language to another facilitates to students the comprehension and avoids misunderstanding between the teacher and students.

In the present study, a descriptive research design is adopted to collect the necessary information about the phenomenon. Besides, mixed methods (both qualitative and quantitative methods) are used to cover the divergent angles of the research. After the collection and analysis of the data, the findings are

expected to support or refute the hypotheses and answer the different research questions. As the study follows mixed methods, various procedures of collecting and treating data are employed. First, for both qualitative and quantitative information, a questionnaire is employed to focus more in explanations about the use of code switching in EFL classroom through comparing and analyzing the different results. Secondly, to gain more details about students' language practice in EFL classroom an interview is administered to students as another research instrument to get their perceptions and attitudes.

This research paper falls into three chapters. The first chapter is about the literature review of the research, it contains several titles such as Teaching English as an International Language, The Role of Teacher in EFL classroom, The Evolution of the Use of English in Algeria moving to an over-view of the phenomenon code switching. The second chapter is a practical part that considers two important tools which are an interview with master students in Abdelhamid Ibn Badis University. Then, the questionnaire for another group of master students. The last chapter is divided into three sections the first and second sections focus on analyzing the findings obtained from the instruments, then suggestions and recommendations and conclusion of the chapter. Finally, the general conclusion of the research.

Chapter One

Overview

1.1. Introduction

English is a foreign language where classroom remains the only place novice students take a part in a particular sort of debate and communication using its characters and rules. However, sometimes while speaking, learners undergo some difficulties to keep the communication flow going. In order to overcome this problem, some strategies such as code switching (CS) is considered to be helpful. This chapter examines the theoretical background of the communication process in EFL classroom. Therefore, it is divided into three parts. The first chapter introduces English teaching as an international language. Also highlight the role of the teacher in EFL classroom followed by the Evolution of the use of English in Algeria. The second part illustrates and explains code switching and code mixing from different perspectives while analyzing the difference between both phenomena. Finally, the last part deals with some rules of code switching speaking about its Pros and cons concluding with some practical ideas that can be used by teachers instead of Code switching.

1.2. Teaching English as International Language

English has become an international language not because it is easy to learn. There is no language that is easy to learn, the difficulty of a language differs from learner to another. It also depends on which level the learner want to achieve; the higher level, the more difficult it becomes. The age, aptitude, cognitive style, motivation and personalities are the five main aspects which separate individual learner differences in a different level .Rode Ellis. (1985). English has become an international language also not because it is superior to other language. There are many people claim that a language can become global because its sense beauty, clear expression or religious standing and these are the misleading beliefs Crystal (2003). The real reasons why English has become an international language because the military and the economic power of the countries which speak English “And English was in the right place at the right time.” Crystal, (2003) English set up the base to the world throughout the world by Britain colonies. English is also maintained and expended by the economically power and military power of Britain and USA. According to Crystal (1997), today there are over seventy countries in which English has held or continues to hold special status, with many other countries giving English the special priority referred to by Crystal in which English is required as a foreign language (Mckay ,2002) Smith (1976) was the first one who defined the term “International Language” as one which is used by people of different nations to communicate with one another cited in (Mckay,2002) p 38 Ethnologue sited that a language reference published by Sil International, which is based in the United States, Edition 2019 : English has about 400 million native speakers and about 755 million non native speakers making it almost 1,5 billion from allover the world. English is now Rank 1 ahead from Mandarin Chinese. All these facts explain why teaching it has become essential to keep pace with external development. The Recent economic advances and the huge interest shown by investors towards Africa, enhanced exponentially the demand for English language learning in Algeria, meaning there are lots of opportunities for experienced English teachers and EFL certified bachelor’s degree holders to teach business English to adults as well as children at Algeria’s many English tutoring centers, schools and universities. The quickness it requires force some issues to show up on the surface which emphasize the role of educators in teaching the language in a modern and smooth way in line with the already existing ones.

1.3. The Role of Teacher in EFL Classroom

Teachers have an important role in teaching a foreign language for students in the classroom. They can build a warm environment, monitor and encourage students in order to grow their background. Albert Einstein says “It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” It means that when it comes to the class teacher should make sure that he creates an enjoyable and happy environment; students then, are more likely to be happy and productive. An environment can be either positive or negative .If students feel that their teacher is angry, may react negatively to that and therefore learning can be inefficient. Teachers are responsible for the social behavior that is primarily a reflection of the teachers’ actions and the environment they set. Teacher can play multiple roles in English Language Teaching (ELT) that fits to each situation; He can be a learner, facilitator, manager and evaluator (<http://www.education.gov.gy/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom>).

1.3.2. Teacher as an Evaluator

Evaluation is a subjective process, which is related to academic purposes. Teacher can be an effective evaluator while evaluating the student. True and fair evaluation should be done by a teacher in order to do justice to a student’s career. A student has a wide scope of learning through the mistakes committed. As an evaluator a student should also be focused on the areas of strength rather than on weaknesses and every student should be adhered to positive expectations (ibid).

1.3.3. Teacher as a Manager

Teacher’s role as a manager is a very significant and imperative role in managing a class. A Teacher can plan well in advance handling the classes within the stipulated time, covering academics as well as interpersonal skills and goals with various teaching techniques which is obviously a path to practical approach. An experienced teacher can manage the timings according to their own experience. Perfect classroom management by a teacher using the major mechanisms will lead to success of teaching-learning methods. Teacher will be able to enhance the creativity of his students without deviation from the principle objective (ibid).

1.3.4. Teacher as a Facilitator

It is very significant that students should sense that their teachers is concerned about them, thus, teacher should become the best facilitator to the students in all the aspects. As a facilitator he can direct and support students in learning for themselves as a self-explorer. (<https://www.teachingenglish.org.uk/blogs/tamer-osman/how-can-teacher-be-a-facilitator>).

1.4. The Evolution of the Use of English in Algeria

The use of English is speedily growing in Algeria since it is the chief language of world business enterprise, technology and computing. Consistent with Al-Mutava and kailani (1989) English holds an eminent place in most of the Arabs countries owing the normal relationship maintained with the English-speaking world. English is primary the language of recent Media (e.g. satellite television, and Internet). it is spoken by regarding one, five billion people and is that the language of international communication in business, diplomacy, technology, sports, travel and diversion (Tiersky, 2001) thus unnecessary to mention, the stress on teaching English is turning into a significant part of education all over the world. Within the

specific case of Algeria, the popularity of the Ministry of Education of the growing importance that English, today plays within the world can be detected. In 2001, The Ministry of Education declared the academic Reform and various changes have occurred regarding the case of teaching English. While, English continues to be considered to be the second foreign language in the Algeria educational System when French, it's received substantial attention at intervals the academic Reform. Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of that at the middle school and three at the secondary school, this as a part of an entire method consisting of planning new syllabuses, making new textbooks and related to documents. Therefore, one among the most goals of the Algerian educational system is to realize a good deal of success within the framework of foreign learning and teaching.

1.5. Code-Switching

Code-switching is defined in various ways by numerous researchers. In general, it is “the most common, unremarkable and distinctive feature of bilingual behavior (Wei, Martin 2009). So it is a natural and frequent phenomenon tightly connected to the bilingual environment. According to Poplack (1979), CS is “the alternation of two languages within a single discourse, sentence or constituent”. Gumperz (1973) also refers to the alternate use of two or more languages in the same utterance or conversation. It is a language-contact phenomenon and it is the use of two or more languages within the same discourse. This phenomenon has attracted the attention of researchers in several disciplines. That’s why it has become an interesting area of discussion in relation to bilingual or multilingual speech communities. Milroy and Muysken (1995) stated that sometimes code-switching occurs between the Turns of different speakers in the conversation, or sometimes between utterances within a Single turn. It can even occur within a single utterance. Hymes (1974) defines code-switching as a common term for alternative use of two or more languages, varieties of a language or even speech styles.i.e.code-switching is not restricted to the use of several languages, it can be the use of varieties of one languages and why not speech styles. According to Gumperz (1982), code-switching is “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical system of sub-system” (p. 59).Simply, Gumperz (1973) refers to code-switching as the alternate use of two or more languages in the same utterance on conversation. This means that when the speaker switches from one language to another means he just uses the second language as an alternative to the first language due to some reasons. Today (CS) is clearly established as subject of study from a number of different points of view Gumperz introduces the idea that (CS) is one of “contextualization cues” which addresses use to interpret a conversation; but a moment’s reflection indicates that, while “contextualization cues” is useful label for (CS) it is not an application. In general, we can admit that in situations where contact with other languages is routine and socially pervasive, we would expect this process to appear on a large scale, and eventually to have a dramatic impact on the character of the language, in the form of code-switching, the process in which people rely simultaneously on two or more languages to communicate with each other. The increase in code-switching is evidently one of the most noticeable features of the situations in which New English’s are emerging. Any loan-word (A loanword is a word adopted from one language (the donor language) and incorporated into another language without translation) could be viewed as a minimalist example of code-switching, but the notion is more persuasive when it is found in stretches of utterance which can be given a syntactic definition.

1.6. Code- Switching in Algeria

Code- Switching in Algeria Language is a mirror that shows the personality of individuals. It gives them opportunities to express their feelings and thoughts in spite of their level of education, as well as it shape their identity. Also, it helps them to interact correctly with others in different contexts of the

language used in common. The Algerian context, Code-Switching tends to occur in all situations and in all places within language word groups (sentences, clauses or phrases). Algerian switching is mostly concerned with Arabic- French mixture, since the latter is spoken by the majority of Algerians as a result of French occupation and the fact that is widely used informally in their daily life (Dissertation of Kadem .S 2015) and here are some examples provided from Algerian society:

- Magotlkch affichage ta3 délibération darouh lbarah.
(I did not tell you that they made the display of deliberation yesterday)
- Toute la journée wana 3and tebib.
(All the morning, I'm at the doctor.)
- 3etétini une idée importante.
(You gave me an important idea.)

From the above examples, it is observed that Code-Switching in Algeria is found in all the positions of a sentence: in the beginning, the middle or at the end of sentences. In the first example switching occurred in the middle of the sentence, in the second example, it occurred at the beginning of the sentence, and for the last examples, switching occurred at the end of the sentence. As a result, Algerians speech contains the three types of switching (Inter- sentential, intra-sentential, and tag switching) that were tackled early in the first chapter.

1.7. Forms of Code Switching

Poplack (1980) identified three forms of code switching.

1.7.1. Tag – Switching

It involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of (CS) occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions. Thus, they do not break syntactic rules when inserted into a sentence that is given in the first language .Hames and Blanc (2000). Tags include interjections, fillers and idiomatic expressions. Examples of common English tags are “you know”, “I mean” and “right”.

1.7.2. Inter-Sentential Switching

It involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. Eldin (2014) and Macswan (1999) states that since inter-sentential CS takes places within the same sentence or between speaker turns; it entails fluency in both languages such that a speaker is able to flow the rules of the two languages

1.7.3. Intra – Sentential Switching

According to Poplack(1980), is possibly the most complex form among the three, as it can occur at clausal, sentential or even word level. .In intra -sentential code switching, syntactic risk is much greater as compared to the rest of two. A good example to cite here might be the one given by Poplack as the title of one of her papers: i.e.: sometimes I will start a sentence in English Y termino en Espanol .it means that sometimes I will start a sentence in English and finish it in Spanish (Cakrawarti,2011).

1.8. Types of Code-Switching

1.8.1. Situational Code-Switching

Wardhaugh defines situational code-switching between languages as follows - "Situational code-switching occurs when the languages used change according to the situations in which the conversant find themselves: they speak one language in one situation and another in a different one". From these definitions, it is clear the term 'situational code-switching' is about selecting the most appropriate code that the domain requires. An example in case would be, a bilingual speaking Algerian Arabic and French may use Algerian Arabic at home and French in his work to talk about technical matters. A change in situation might be defined as a change in any component of a sociolinguistic situation such as interlocutor, time setting place setting and others components. This means that languages or language varieties carry and signal social meanings. These social codes as some scholars call them are related to social choices and situations.

1.8.2. Metaphorical Code-Switching

It is the use of different languages or language varieties within the same social situation. In this type of CS the speaker switches languages in the same situation that would normally and conventionally require one language rather than the other. One can say that what distinguishes situational from metaphorical CS is that in the former it is the social situation that determines the code choice while in the latter it is the speaker that controls the code choice to redefine the relationship with his interlocutor or for other intentions such as adding "special social meanings to the conversations" (Blom and Gumperz, 1972).

1.9. Reasons Speakers Use Code Switching

There are a number of possible reasons for switching from one language to another starting with the need of a speaker, who may not be able to express him/herself in one language, to switch to another to compensate the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, embarrassed, or distracted in some manner, or when they are less fluent in one language. Express solidarity; Switching also commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. Finally, to exclude others means Code switching may also be used to exclude others from a conversation who does not speak the second language. For example, if two people in an elevator spoke French in an English-speaking place, then not only would the others on that elevator who do not speak French would be excluded from the conversation, but also a degree of comfort and intimacy would be established between the French-speakers due to the fact that not all those present in the elevator can listen to their conversation (Race and identity; remixed. Five reasons why people code switch).

1.10. Helpful Situations Using Code Switching

The socio-linguistic benefits of code switching include communicating solidarity with or affiliation to a particular social group, so code switching can be viewed as a means of providing a linguistic advantage rather than an obstruction to communication. Furthermore, code switching allows a speaker to convey more refined attitudes and emotions by choosing from a bigger pool of words that is available to a bilingual person, much like how one might use font, bolding, or underlining in a text document to emphasize points. Utilizing the second language, then, allows speakers to increase the impact of their speech and use it in a more effective manner (<https://www.diva-portal.org/smash/get/diva2:691914/fulltext02>.)

1.11. Harmful Situations Using Code Switching

If a dominant culture requires all citizens to conform to the dominant language and manner of speaking, or if subcultures are punished in any way for not conforming completely to the language majority, this is harmful (ibid).

1.12. The Use of Code Switching In the Classroom by Teachers

1.12.1 .Teachers Allow the Use of Code Switching

If a student stops in the mid-sentence trying to remember a word, it will be helpful if the teacher allows her to substitute the word with one from her native language in order to continue. If rules strictly prohibit code switching, classroom report and learning would be blocked and frustrated. If students find the need to resort to code switching, it is the teacher's job to use those moments as opportunities for learning. Teach the vocabulary, offer synonyms, and model other things students might use in order to continue communicating without resorting to code switching (www.fluentu.com)

1.12.2. Teacher Explains the Instructions

It is best to explain instructions in the language taught, and to avoid repeating those instructions in the native language afterward. If students know that the teacher will explain it in their native tongue later, they are less likely to listen to and learn the new language. It is the job of the teacher to simplify things for students but not at the expense of the prescribed language. Students must understand that learning English is not for just communicating, it is also to make them able to read, reading is the real key to knowledge and knowledge can't permit code switching in it (ibid).

1.12.3. Avoid Code Switching in the Classroom

Students try to avoid code switching in classrooms where they speak different native tongues. If all students are native English speakers, occasional code switching may be helpful, but if the classroom includes students from different linguistic backgrounds, it will confuse the class and prevent learning (ibid).

1.13. Code Mixing

The other phenomenon closely related to code switching is code mixing. Many experts of linguistic give definitions of cases code-mixing. It is give clarity needed to understand to us about concept of meaning code-mixing. They are following Wardhaugh (1986) states that code mixing occurs when conversant just change some of the elements in their utterance. Code mixing takes place without a change of topic Kachru, Blatia and Ritchie, Bokanda refer to code-mixing as a common made of code-switching, in which switch occurs within the sentences Sridhar (1996) and that each one is similar to the other in which both of them convey the same linguistic and social functions, however, there are others who where against this view. Ms Culture (1978) defines code mixing as follows: "The individuals use the opposite language elements which cannot be considered to be borrowed by the community. It occurs when a person is momentarily unable to access a term for a concept in the language which he is using but access in it in another code or when he fakes a term in the code he is using which exactly express the concept he wishes

to convey". It means that the individuals' speaker chooses to shift from his language to another, when he has the lack of words in his language but he finds it in the other one. In addition to that, language use differs according to speaker's sex, prestigious or standard variety used by females more than males; they share the same education but they do not use the same language. So, females tend to use standard more than males do because females are very conservatives than males in speech.

1.14. Types of Code-Mixing

1.14.1. Intra-Sentential Code Mixing

It is the shift of some words, phrases or clause within a one sentence or utterance. These are some examples show the mix between Algerian dialectal Arabic and French, where the elements from both languages appears in the same sentence (Muysken, 2004)

Normalement tɣolili bech n9ara3lk.

Man9adch nroh m3ak parce que j'ai pas le temps.

1.14.2. Extra-Lexical Code Mixing

It occurs between sentences; at sentences boundaries it requires fewer complexes in syntactic interaction between two languages involved in code mixing (ibid).

1.14.3. Change the Pronunciation

This code occurs at the phonological level .as example: when Algerian person say a French word but in Algerian phonological structure; the word (l'école) is said to be (likoul) by Algerian person (ibid).

1.15. Difference between Code-Switching and Code-Mixing

There are many points of view about the relationship between code switching and code mixing. Some scholars indicate that it is very difficult to distinguish between them; however, others say that there is a difference. Additionally, the difference between code switching and code mixing as follow; bilingual speaker takes some foreign words and phrases from one language while the other language function as the base. When there is a change in the topic and the speaker uses words or phrases from another language he is mixing not switching. According to that, code switching and code mixing used mostly in the bilingual or multilingual communities, where people find themselves speak at least distinct languages. The Algerian people speak Algerian Arabic in their mother tongue and French as their secondary language and they may speak other languages too; code switching is more formal then code mixing. Singh (1985) suggests that, the term code switching for Intra-sentential switching and use code switching for in other words, when bilingual speaker change a language and do it for a specific purpose it means code switching while; when they insert foreign words in their native language and without purpose it he is code mixing. Among most of the linguists, there are no general consensuses or agreements on maintaining or not the distinction between the language contact phenomena. Other scholars like Hill (1980) reject the distinction between CS and code mixing and use the terms interchangeably without seeing any difference between them.

1.16. Rules of Code Switching

a) Be clear about when code switching is allowed and when it is not. Rather than embracing an admirable but idealistic “Target Language Only” policy. Consider spelling out some exceptions. There are some cases where code switching can be acceptable and even beneficial for student comprehension and moral. On the other hand, there are cases when it is distracting or counter-productive. Setting concrete norms in class, code switching will help the teacher to effectively prevent confusion or sloppiness among students (Esen2014).

b) Allow students to code-switch when they have difficulty continuing a conversation in the taught language. Allowing code switching as a bridge between familiar and unfamiliar vocabulary often helps students get more comfortable conversing spontaneously in the main language. For example; if a student is stuck on remembering one word. It is likely to allow a student to substitute the word in her native language in order to continue the conversation. Otherwise, she may get lost and drops the flow of her overall message. Afterwards, teach or review the missing word and clarifying target language synonyms the student might have used to get to the point across without code switching. Teacher could also allow filler words (such as “well», «like”) because this can help students feel more relaxed when they are struggling to find just the right words (ibid).

c) Use code switching to help students feel encouraged and supported. The comforting familiarity of the native language can give students more confidence. It also helps solidify a congenial and supportive relationship between students and teacher. It is easy (and recommended) to administer lots of simple praise in the target language. But for more meaningful encouragement you will occasionally want to show students with specific detail where they are excelling. Depending on their comprehension level; this may require using the native language; which can in turn make them feel more encouraged or connected to you. If you noticed that a student is upset about something use her native language to find out what is wrong and to see if you can help. It is easier for students to learn when they feel personally cared about (ibid).

d) Avoid repeating instructions in the native language after you have already explained them in the target language. Your intentions are noble: you simply want to make sure that everyone understands. But repeating directions in the native language encourages bad habits. Why should students try to understand target language directions if they know what these directions are simply going to be repeated (ibid).

e) Be wary of code switching in classrooms where students have different native language. If all your students are native English speakers; occasional code switching may be helpful. But for exchange students or immigrants shifting between different target languages will be prohibitively confusing (ibid).

1.17. Ideas Instead of Code Switching

1.17.1. Pre-Teach Vocabulary Thoroughly

Teachers can go over new vocabulary before lessons, readings. Also by writing phrases on the board, incorporate gestures and visual aids to make the meaning clear without lapsing into the native language. When the students have already encountered the vocabulary, they will learn and absorb it more efficiently in the context of a learning task (www.fluentu.com).

1.17.2. Provide Plenty of Comprehensible Input

Teachers use the target language consistently so they find it easy to understand and absorb new words. The more they hear the language. The more students will feel confident about reproducing it. An

easy way to achieve this in the classroom is to surround the students with the target language through posters, signs, books, magazines and audio recordings (ibid).

1.17.3. Make Use of Cognates

These helpful words are a language learners' best friend cognates help make the language more comprehensible and boost student confidence (ibid).

1.17.4. Foster a Supportive Classroom Environment

It is important that students are not afraid to make mistakes in the target language. Teachers must know their students and show them that they care about them this will ensure that they make the effort to communicate in the target language even when they are nervous. When it comes to conversing; teachers do not have to correct every mistake. It is less important that students avoid errors and more important that they speak at all (ibid).

1.18. Conclusion

It is obvious that all these varieties of language became a part of our daily life conversations. It is used nowadays by many people in the world; the process of mixing two languages to create a new form such as code switching and code mixing became normal practices adopted by bilingual people in either inside or outside EFL classrooms. All these varieties have their own characteristics and contribute to facilitate the communication and create the contact between teachers and students to exchange ideas and thoughts. In the first chapter, the research attempted to give a brief explanation to both phenomena. Also, underlined the reason behind adopting such strategies which is not specifically to create new forms but to overcome the lack of language and, for some, make the conversation easier. To enrich this research, it has been given some Algerian realistic examples to show the differences between each phenomenon. Yet, the examples were given in French just to demonstrate the already existing sort of mixtures. The English is not ready yet to have the status of slang however, it is believed to be marginalized with the coming generations.

Chapter Two

Research Methodology

2.1. Introduction

The present study is mainly descriptive; it shows how the use of code switching strategy in EFL classroom can foster oral communication among teachers and students. In other words, this investigation is an attempt to describe teaching English in EFL classroom where the instances of code switching occur. Hence, the nature of this research determines the methodological design. So, in the following chapter, the researcher describes the methods and instruments of data collection. That is collected from Master Students in the department of English at Abdelhamid Ibn Badis University

2.2. Definition of Research

It is a method of critical thinking and a search for information on a specific topic. It is a process of arriving at dependable solutions to problem through the planned and systematic collection, analysis and interpretation of data .Hence, research is a systematic effort to gain new knowledge, a movement from the unknown to the known; it is the data to answer the questions that solve a problem (Sridhar, 2008).

2.3. Research Methodology

It is instruments used in selecting and constructing technique a range of approaches used to gather data such as observation, questionnaire, and interview. These methods are generally used in performing research operation (ibid). The data collection process for any field of study is termed as the research methodology. And, this can be from any credible sources like surveys, reference books, articles, videos, etc. Research methodology strictly suggests following a specific procedure while assessing an area of research or exploring deep into a topic (Rose, 2019). There are two types of research methodology. First type is qualitative research methodology; this technique is used when the researcher needs answers to a cause. It elicits the question “WHY” and follows a pattern of a research in order to dig out the reason. This methodology finds answers through interviews and face-to-face communication (ibid). The second type is quantitative research methodology that is unlike the above one; it solely concerns to figures and stats with a motive to find a specific answer for an event. It triggers the question “WHAT (has happened)” and keeps on analyzing the sources for getting into the point (ibid).

Participation	Number of Participants	Tools of data collection	Number of Involved Participants	percentage
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Students	20	Questionnaire	20	100%
		Interview	11	100%

Table 2.1: Description of the Study.

Table 2.1 summarizes the set of data collection instruments and the number of the participants involved in the study. Thus, all the tools as well as their items are discussed in details below.

2.4. The Participants

The selected participants in the present study are EFL learners at the department of English at Mostaganem University. The whole population consists of Master students, enrolled in the English department of Mostaganem University during the academic year of 2018-2019. They are 20 in number. They are a small group composed of 05 males and 15 females aged between 22 and 31 years old. This group is chosen, because they comprise students coming from different regions in Algeria with different linguistic and cultural backgrounds. The second group of participants includes 10 EFL students at the department of English at Mostaganem University. They were interviewed for a period of time to gather as much data as possible to support the study with more evidence about code switching practices among both students and teachers during the communication process in EFL classes.

2.5. Tools of Data Collection

The tools used to collect data are: the questionnaire designed for university students, English department. The questionnaire contains different questions in order to gather as much type of answers as possible concerning the use of phenomenon of code switching among students and teachers .This research tool is a very common instrument used to collect as much data possible, students are free to express ideas, attitudes and opinions without any obstacles or fear. The second tool is an interview conducted with 10 students; the recording took from five to eight minutes for each student so as to have more explanations and details of nine questions about speaking a foreigner language in general and the use code switching.

2.5.1 Questionnaire

Sir Francis Galton is the first who invented the questionnaire. It is one of the most effective research instruments used, the questionnaire is a set of predetermined standard questions for gathering related information from a group individual respondents that serves as primary research instrument in survey research it can be printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study used to collect factual information consist of a form containing a series of questions to obtain information about a given topic (pandya,S.2010 cited in Sodgir ,2017). It is used in this

study to gain both quantitative and qualitative data since “Asking questions is an obvious method of collecting both quantitative and qualitative information from people” (Walliman, 2011p .97).

2.5.2. Types of Questionnaire

There are two types of questions in the questionnaire; the first one is Open ended questions and it is also called open format questions, this type of questions offer the opportunity to the respondents to freely express their views with their own words. In this manner the researcher is able to collect truthful understanding answers and even unanticipated suggestions to the questions provided. This provides more qualitative information (<http://www.questionnairedesign.net>). And the second type is Close ended questions , in this type respondents are unable to express their own judgment because they are asked to select answers that are specified, one from its advantages is that surveyor can easily perform preliminary analysis, because the answers set are identified. It is ideal for calculation of percentages and statistical data. It is designed to get quantitative data which is quick and easy to analyze (ibid).

The questionnaire of this study have various questions, including both of open-ended and closed questions; each type of questions is selected purposefully to suit best the aim behind the questions that include multiple choices and spaces to leave teachers justify, comment and expand some of the issues. This questionnaire starts with collecting personal information from age, gender to the level of the student’s .Then moving to the academic profile asking about how many years they study English and which skills she/he focuses on more from speaking, listening, reading, and writing, as well as if the student thinks that everyone can use a foreign language. Finishing the academic profile by asking them which language(s) they speak fluently if it is Algerian Arabic, classical Arabic or French ,This tool is divided into four sections, each one of them has several questions mixed between quantitative and qualitative ones .The content of the questionnaire of this study is explained bellow:

Section 01: The Language Spoken Outside the Classroom

Q01: Which language do you speak outside the classroom?

The aim of this question is to know if the students use a foreign language outside the classroom or just in the classroom and which languages they are using.

Q02: Do you know any other languages except your mother tongue?

Yes () No () Specify ().....

The purpose behind this quantitative question is to find how many students speak other languages apart from their mother tongue and specify these languages if their answer is yes.

Q03: Which one of the following languages do your parents use?

Algerian Arabic ()

Classical Arabic ()

French ()

The aim of this question is to have an idea about the student's parent language in order to see if it has an effect on their children language

Q04: How often do you use these languages?

Always () often () rarely () never ()

This question is designed to point out how often students speak those languages with their parents.

Q05: Do you prefer to speak French with your friends?

Yes ()

No ()

The purpose of this question is to collect the percentage of students who speak French with their friends since French is more used in Algerian society.

Q06: Are you aware of code switching some dialect and even phrases in your mother tongue when you are talking?

Yes ()

No ()

This last question of the first section is a presentation of the term code switching and to give an opportunity for students to get curious to ask about it more and, to observe if they give they give much attention to the awareness of using code switching.

Section02: The Language Spoken in Classroom

Q01: Which languages do you speak inside the classroom?

Since they are students of English this question is for knowing the languages they use except English in classroom.

Q02: What is the impact of using Arabic and French on learning English as a foreign in class?

Extremely beneficial () beneficial () no impact () harmful ()

This question aims to know what the students think about the use of Arabic or French in learning English.

Q03: How often do your teachers use Arabic and French in EFL classroom?

Always () Sometimes () Rarely () Never ()

This question aims at having an idea about their teachers, how many times they use Arabic and French in EFL classroom.

Q04: How often do you use Arabic and French in EFL class?

Always () Sometimes () Rarely () Never ()

This question is about the students' use of Arabic and French in class.

Q05: In what cases do your teachers switch to Arabic and French in EFL class?

Managing class ()

Explaining grammar rules ()

Explaining new vocabulary items ()

Checking comprehension ()

The purpose of this question is to know when teachers code switch , in which situations.

Q06: Do you prefer your teacher to use Arabic and French in the classroom?

The last question in section two aims to have information about the languages that students prefer to be speaking in the classroom.

Section03: Code Switching

Q01: Do you code switch using other languages when convincing using the mother tongue?

Yes ()

No ()

The aim of this question is to be informed if the students code switch in their mother tongue in conversations.

Q02: Do you code switch between languages when you speak? Why?

Yes () No () Why

This question is to know if students code switch or not and the reason for each answer.

Q03: When do you code switch?

This question is to recognize the causes that lead the students to code switch.

Q04: Why do you think that you need to code switch?

The aim of this question is to have idea about the situation that makes them code switch.

Q05: How often do you think that you need to code switch?

Always () Often () Rarely () Never ()

The purpose of this question is to expose how many time learners code switch.

Section04: The Advantages and Disadvantages of Code Switching.

Q01: What are the negative aspects of code switching in classroom in your opinion?

The aim of this question is to collect information about the negative aspects of code switching in the opinion of the students.

Q02: What are the positive aspects of code switching in your opinion?

This question aims at collecting the advantages of code switching in the opinion of the students.

Q03: From 1 to 5 What are your attitudes about code switching in classroom?

1	2	3	4	5
Like	Dislike	Need it	Agree	Strongly disagree

This table aims at knowing the attitudes of the students about code switching in the classroom.

2.5.3 Interview

Dörnyei (2007) argues that interviewing is a natural and socially acceptable way of collecting data as it can be used in various situations covering a variety of topics. In line with this, as recommended by various researchers (e.g. Bell, 1987; Kvale, 1996; Berg, 2007), interviewing ought to be adopted as a tool for social analysis because it facilitates getting direct explanations for human actions through a comprehensive speech interaction.. Interview may be a normally used methodology to get the specified information. It is one of the most flexible and reliable ways used for grouping qualitative knowledge regarding an individual's views, feelings or experiences. Interview may be a guided oral communication between an interviewer and responder, and might be used to get helpful knowledge from a large group of individuals still. Interviewing needs great attention to detail once selecting informants who have data / expertise necessary for the analysis. The interviewer should have a clear plan relating to the areas they require investigating; only then will the specified information be drawn out from the responder. In-depth interviewing may be a sort of interview that researchers use to elicit information from the responder. The process involves open-ended questions and searching where necessary to get knowledge deemed helpful by the investigator (<http://fr.slidershare.net>).

There are three genres of the interview: the structured, the semi-structured and the unstructured one. In this case, the unstructured interview is used with the participant. The purpose of this interview is to unravel their opinions about the use of code switching in educational system. However, for the unstructured interview, there is a group of both master one and two students composed of 10 recorded to collect data needed in this investigation, divided in nine questions each one differs from the other. The answers of the interview are mentioned bellow:

Q01: Do you know any other languages except your mother tongue?

The reason for asking this question is to seek out the percentage of students who speak different languages except their maternal language and to specify them.

Q02: Do you prefer to speak a foreign language with your friends?

The aim of this question is to know who use foreign languages in conversation with their friends.

Q03: Which language do you choose to speak inside the classroom?

This question aims at asking these English students about the languages they use inside the classroom.

Q04: How often does your teacher use Arabic and French in EFL classroom?

This question aims at seeing if the teacher uses Arabic and French in classroom .

Q05: Do you code switch any other languages in your mother tongue in conversation?

This question aims at noticing the languages that the students code switch while speaking.

Q06: In which situation do you think that you need to code switch? And how often?

This question is to identify the situation that makes the teams code switch as well as how many times they code switch.

Q07: What is your opinion about using code switching?

The objective of this question is to collect the ideas and points of view of the students about code switching.

Q08: What do you suggest to avoid code switching?

The purpose of this question is to gather as much as possible about different ways to stop oneself from code switching.

Q09: Do you think that code switching affects learners negatively or positively?

This last question is to conclude student's opinion if it affects on them in negative or positive way.

2.6. Conclusion

This chapter exposed the main objectives of this investigation as well as elucidated the methodology and the framework which are carefully designed and followed. The chapter gives a deep insight on the research methods, the context, the participants, the data collection instruments, the description of students' questionnaires and interview. All these parameters give structured methodological framework based on coherence as well as it could pave the way to the very last chapter which will tackle the analyses, the interpretation and the discussion of our informants' responses based on quantitative and qualitative methods.

Chapter Three

Data Analyses and Recommendations

3.1. Introduction

After the description of the methods, participants, the different research instruments used to reach the aim of the study and find out whether the use of code switching by EFL students can be a strategy toward a good communication in the classroom. The purpose of this chapter, that is the most important part of the research work, is to present the main findings with detailed analysis of the collected data using both qualitative and quantitative methods. It attempts to answer the research questions and accepts or refutes the hypotheses through transforming the responses of the participants in to descriptive and statistical findings. This chapter is divided into sections; data analyses, the questionnaire and interview analyses then the combination between each one of them, ending by some suggestions and recommendations.

3.2. Data Analyses

After collecting several responses from students via the questionnaire and the unstructured interview, moving to the analyses, According to Creswell analyzing qualitative data “requires understanding how to make sense of the text and images so that you can form answers to your research questions”. The data gathered from the instruments used in this study are questionnaire and interview for students. The data gathered from the instruments have been analyzed in a logical, coherent, and statistically way. Graphic and table representations will be displayed below with explanation of the data gathered.

3.3. Analysis of Questionnaire

This part provides a quantitative and qualitative analysis and interpretation of the findings of the questionnaire. The content of the questionnaire is divided into three parts. The first one includes some personal information such as gender, age and level of education. The second one deals with the academic profile of the student, ending by the last part that comprises a group of closed, open and multiple choice questions where the respondents have been asked to tick more than one answer where necessary. This second part is divided into four sections starting with the languages spoken outside classroom then the languages spoken inside the classroom moving to code switching and finally its advantages and disadvantage.

Part01: Personal Information

Item 01: Gender Considerations

Item 02: Age Considerations

Gender	Number of students	Percentage
Male	05	25%
Female	15	75%
Total	20	100%

Table 3.1: Learners' Gender

Age	Number of students	Percentage
From 22-25	15	75%
From 26-30	03	15%
From 31- 36	02	10%
Total	20	100%

Table3.2: Learners' Age

Table 3.1 shows that the majority of the participants are females constituting the total of (75%). Therefore, males constitute a small minority in Master Classes with a number of 5 students which represents (25%) of the whole sample. Gender distinctions are a crucial element in any research investigation as it helps to find out the learners' learning styles, individual differences and the different ways of processing and using the language in EFL classes. However, due to the limited number of males in the sample, this does not allow to reveal the role and effects of gender on the students' use of code switching as strategy of communication in EFL classes in this study.

Table 3.2 shows that the students' age ranges between 22 to 36 years old. Nearly, all of them are between 22 and 25 years old making up (75%) of the totals. Then, equal to (15%) are aged between 26 and 30 years old. After that, in the last position, only (10%) are between 31 and 36 years old.

Part 02: Academic Profile

Item01: The majority of master students have studied English for more than 12 years starting from middle school.

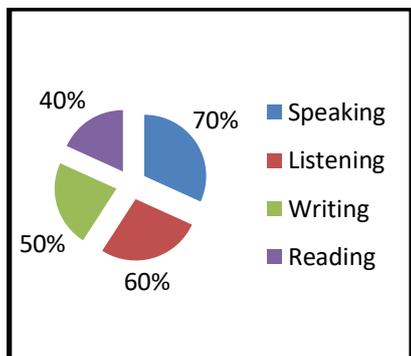


Figure3.1: The Focus Skills In
Previous English Courses

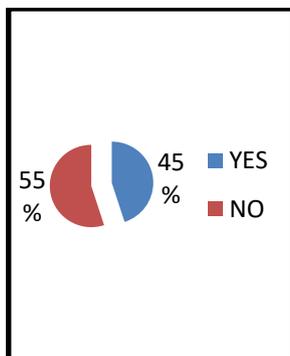


Figure3.2: The Use Of
Foreign Languages

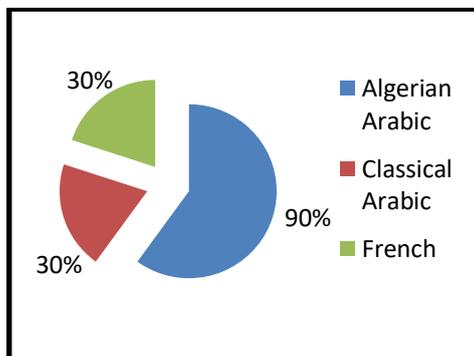


Figure3.3: The Language Speaking
Fluency

The first figure shows that (70%) of students have focused on speaking and (60%) on listening which means that students give more attention to speaking and listening during the English course in order to develop their ways of speaking .however, (50%) of them have chosen the writing skill while (40%) focused on the reading which is a very important skill.

The second figure shows that (55%) of students who disagree that not anyone is able to use a foreign language, because not all the people are educated. So, they use only the mother tongue. While (45%) of students agree that anyone can use a foreign language either via speaking or writing form. Because there are many languages in modern day conceded as languages of globalization such as English, Spanish and French. In addition, the need for interaction with others from different backgrounds leads to learn these languages and use them.

The result in the third figure reveals that (90%) of students speak Algerian Arabic since they are Algerian and this is their mother tongue. While (30%) of students speak French fluently and use it in their daily life, because they see that French is more prestigious. In addition, it is included in Algerian educational system, so they do not speak it only, but they write with too. For them French facilitates the contact with teachers .While (30%) is the equal percentage of the students who speak classical Arabic fluently and they are capable to write with it.

Part03:

Section01: The Languages Spoken Outside Classroom

Answers	Number of students	Percentage
Algerian	10	50%
Arabic	15	75%
French	10	50%
English	14	70%
Spanish	03	15%
Turkish	01	05%

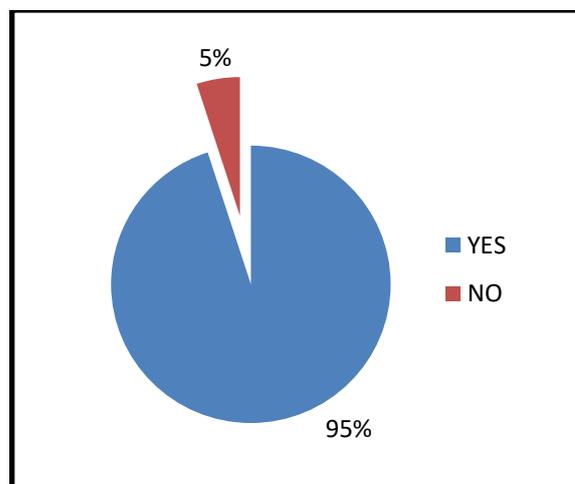


Table3.3: The Languages Spoken Outside Classroom

Figure3.4: The Languages Known Except The Mother Tongue

Figure 3.4 shows that (95%) of the participants know other languages except their mother tongue. By contrast, (5%) of students who do not know other languages except their mother tongue.

Analyzing the languages spoken outside the classroom the above table shows that (75%) of the participants prefer to use Arabic outside the classroom. Whereas, (70%) have said that they speak English to express ideas and for faster communication with one another, moreover (50%) of them indicate French, also (50%) indicate Algerian language as a language spoken outside classroom. And just (15%) mention Spanish. Finally, in the last position only (05%) add Turkish in their conversations. The conclusion after these results is that English students are more likely and prefer to use different languages outside the classroom in their daily life.

Answers	Number of students	Percentage
French	10	50%
Dutch	01	05%
Turkish	03	15%
Spanish	05	25%
English	11	55%

Table3 .4: The Specified Used Languages

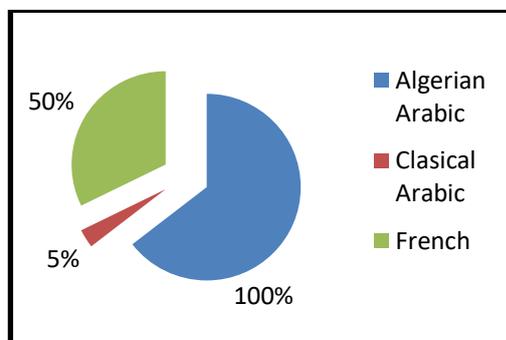


Figure 3.5: Parents' Languages

In the second question students have the opportunity to specify the language that they know except their mother tongue. The table 3.4 shows that the answers vary. (55%) of students specify English, while (50%) of learners have indicated French language which helps them to communicate easily and improve their motivation to interact with their friends, family and even their teachers. Also (25%) of them have included Spanish, hence, (15%) of the participants know Turkish language .Finally, only (05%) of them know Dutch.

Figure 3.5 shows that (100%) of students have said that their parents speak Algerian Arabic in their daily life conversation. Then (50%) who have said that their parents speak French in everyday conversation fluently even at home, while (05%) suggest that their parents speak classical Arabic.

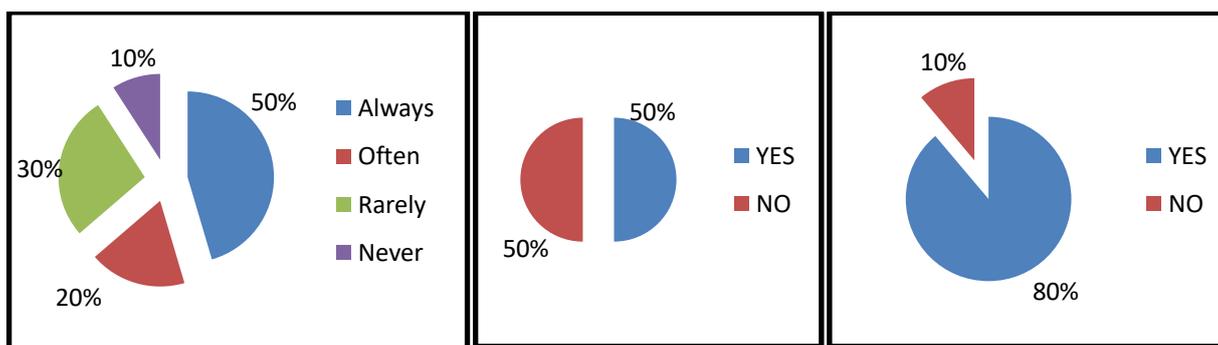


Figure3.6:

The Use Of English with Parents **Figure3.7:** The Use of French Language with Friends **Figure3.8:** The Awareness of Code Switching Dialect with the Mother Tongue

The result of figure 3.6 shows that (50%) of students speak Algerian Arabic and they always prefer to use it with their parents most of time inside and outside because they consider Algerian Arabic part of their identity. Also (30%) of them confirm that they rarely use French with their parents in order to ameliorate their French abilities. While (20%) of these students often use these languages with their parents. Finally, (10%) of them never speak it.

The results of figure 3.7 shows that (50%) of the students prefer to speak French with their friends because it is in their opinion the language of prestige and shows the level of education, most of them said that they feel shy if they speak Arabic in time their friends speak French fluently. while (50%) of them are against using French because they consider it as the difficult language that is why they have chosen English language to study.

The results of figure 3.8 shows that (80%) of students are aware of code switching languages as when they interact with some friends and even teachers. While (10%) of them are aware of code switching in their mother tongue, unconsciously because they habitually use other languages in everyday interaction, also the use of two languages is a part from their identity.

Section02: The Languages Spoken in Classroom

Answers	Number of students	Percentage
English	20	100%
French	06	30%
Arabic	01	05%

Table3.5: The languages Spoken inside Classroom

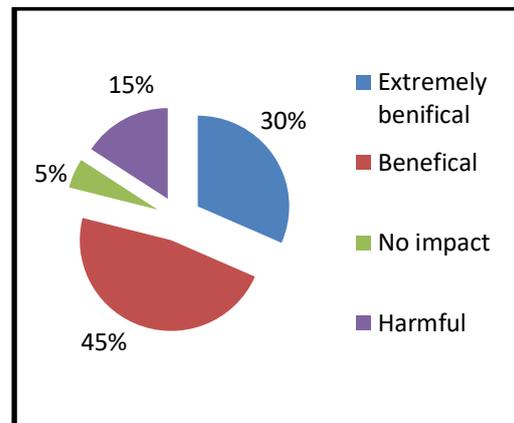


Figure 3.9: The Impact of Using Arabic and French in Learning English

Table 3.5 shows that (100%) of the students have said speak English as language of contact in classroom, since students of English language have to read, write, and speak English since the course is done in English .However, (30%) try to use French in classroom when they find difficulties to express their ideas in English .Only one person which means (05%) uses Arabic.

Figure 3.9 presents that (45%) believe that the use of both Arabic and French is beneficial for them because its help them to understand more the difficult vocabulary and express their selves without facing problems in speaking. The same thing for (30%) of the students who see that use is beneficial for the same reasons. While (15%) of the think that it is harmful to use those languages in English course because they make them lazy to understand or check for unknown words. whereas (05%) think that there is no impact when using Arabic and French since their purpose is to learn English so it can be used when necessary.

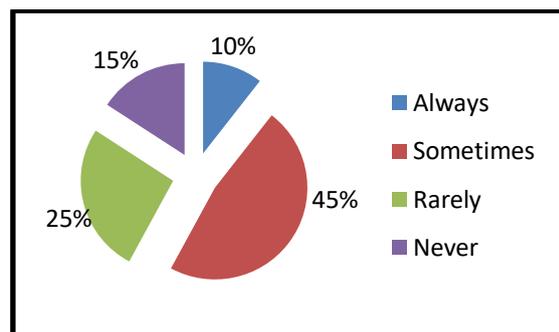
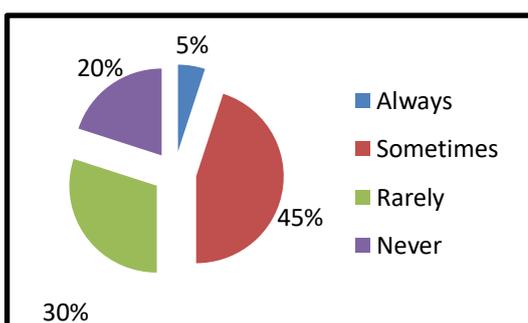


Figure 3.10: The Use of Arabic and French

by Teachers

According to figure 3.10 above, the results show that (45%) of participants suggest that teachers sometimes use either Arabic or French in classroom to punish students or explain a difficult idea. Approximately (30%) have said that their teachers rarely use these languages. However (20%) said that their teachers use neither Arabic nor French in the English course respecting the content. By contrast one of them (05%) argues that his teacher prefers using those languages.

Figure 3.11 reveals that the majority (about 45%) uses either Arabic or French during class. (25%) rarely use Arabic and French in order to be quick in speaking or answering teachers' questions. But (15%) of them never speak those languages so as to develop their English language. The last two students (10%) prefer to speak Arabic and French in EFL classroom.

Figure 3.11: The Use of Arabic and French

by Students

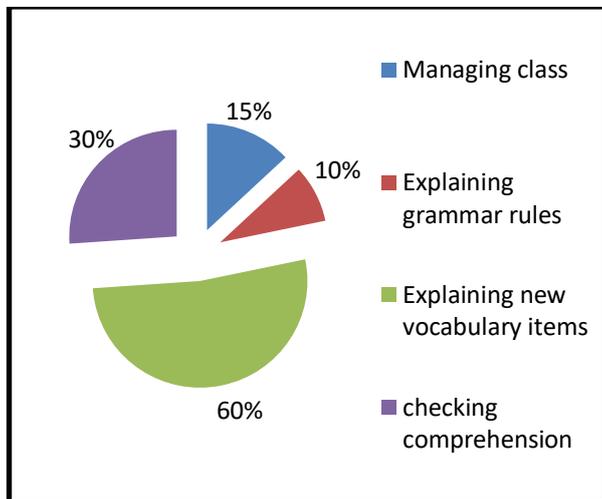


Figure 3.12: Different Cases to Code Switching

by Teachers

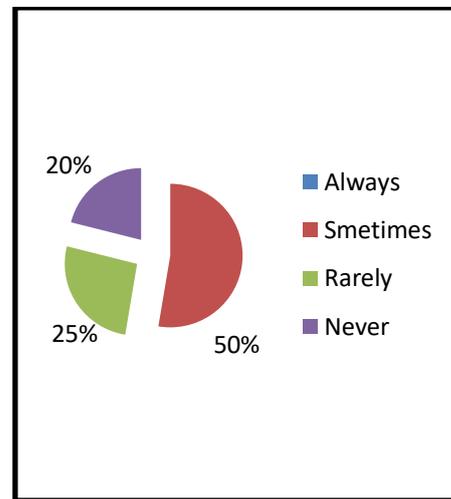


Figure 3.13: Student's Preferable

Used Language by Teachers

It is obvious from figure 3.12 that the majority of the respondents (60%) assume that their teachers code switch in explaining new vocabulary items. Others (30%) have answered that when their teachers want to check comprehension they code switch. However (15%) of have said that their teachers code switch just in managing classroom. At the end (10%) their answer is when explaining grammar rules.

In figure 3.13 the results show that (50%) which means half of learners prefer their teacher to use both Arabic and French sometimes in order to make the lesson understandable. While (25%) of them rarely need the use of those languages by their teachers. Finally, (20%) do not prefer the use of Arabic and French in EFL classroom.

Section03: Code Switching

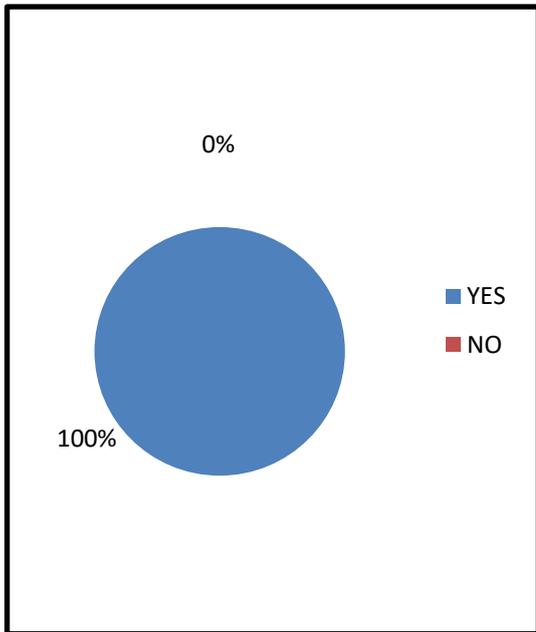


Figure3.14: Code Switching with the Mother
Tongue

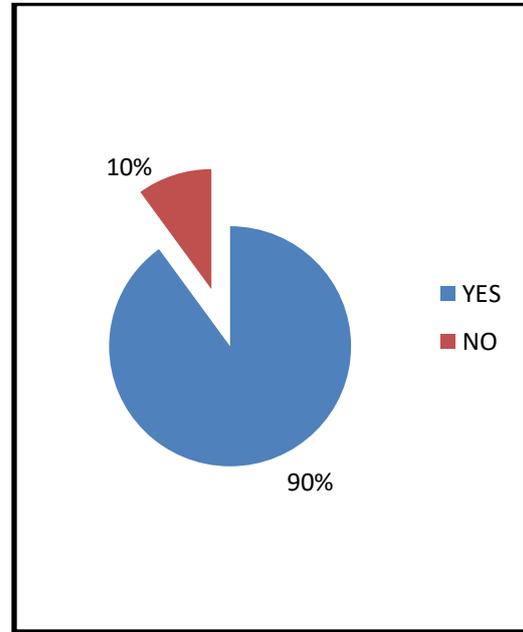


Figure3.15: Code Switching Between
Languages

Figure 3.14 shows that all the students (100%) code switch other languages when it is hard to find some technical terms in their mother tongue in conversation. So they refer to a word of another language.

In figure 3.15 the result shows that the largest part of the students (90%) code switch between languages when they speak. However, (10%) disagree about code switching between languages.

Categories	Number of students	Percentage
To practice the language and to explain better.	03	15%
Social impact.	01	05%
For prestige	01	05%
When losing words.	07	35%
When is needed.	01	05%
For motivation.	01	05%

A habit	04	20%
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Table 3.6: Reasons of Students' Code Switching

Table 3.6 above indicates that the most common reason of code switching behavior among the students is when losing words, when having a vocabulary limitation with a percentage of (35%). Besides, (20%) find that they code switch as a habit as stated by some students who said: "yes I code switch between languages when I'm speaking because I know many languages and actually I do it spontaneously. So I do not really have a clear reason I just do it sometimes for joking Also it depends on whom I am talking to". While (15%) argue that they code switch in order to explain better, another student said "I think that alternating the code might help the students understand better the message being transmitted in a way that it makes the message more clear and at the disponibility of the students". What can be noticed from this comment is that students code switching appeared not only at the level of speaking but also when writing through inserting a French word (disponibilité instead of availability) when giving her opinion. In addition, (05%) of students said that she codes switch for prestige to show herself. Sadly two students have not justified their answers. As results, most of the respondents asserted that alternating codes might help them to be understood. That is, for them, what cannot be explained in one language can be explained by another; so, they all agree on the importance of code switching to avoid misunderstanding and breakdowns in communication.

Categories	Number of students	Percentage
When missing explaining.	01	10%
When losing words.	09	45%
When do not know how to say a word in the other language using mother tongue.	01	05%
When describing or narrating.	01	05%
In some comprehension.	01	05%
When practicing the language.	01	05%
Daily life conversation.	03	15%
When it needs.	01	05%

Table 3.7: Times of Students Code Switching

Reading the results presented in table 3.7 above shows that 45% of students have answered by saying that each time they lose words they code switch. It is clear in the following statement: "I code switch when I do not find the suitable word in the mother tongue so I code switch to a foreigner language". By contrast, another one said: "when I cannot transfer the meaning with my mother tongue I switch to the foreigner language". (15%) of the participants code switch in their daily life, however, other code switch when describing or narrating. A student said: "whenever I want to describe something or narrate a story I cannot speak all in one language so I code switch between languages".

Categories	Number of students	Percentage
To explain and check comprehension.	03	15%
In order to use more than one language when speaking.	02	10%
To facilitate the communication.	09	45%

To make things clear.	02	10%
The idea is not completed or understood.	01	05%

Table3.8: The Needs for Code Switching

It is obvious from table 3.8 that the majority (45%) thinks that they need to code switch to facilitate the communication with others. One student said “*I think that I need to code switch in order to communicate successfully*”. However, (15%) said that they code switch to explain and check comprehension, while (10%) believe that they code switch in order to make a mixer of languages in their speech. As Poplack theory, according to other students’ opinion (10%) the use of code switching is to make things clear and understood. And there are others (03 students) who left the gaps empty.

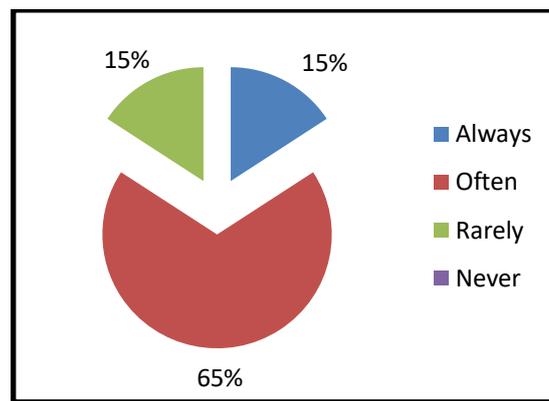


Figure3.16: The Need for Code Switching

The answers in figure 3.16 vary between (65%) who think that they often need to code switch to express some notions that they feel are better expressed in the other languages. While (15%) expands that they always need it, however, (15%) think that they rarely need to code switch because they have to practice the language.

Section04: The Advantages and Disadvantages of Code Switching

Advantages	Number of students	Percentage
Understanding better the language.	03	15%
To be more knowledgeable.	03	15%
Learning new vocabulary.	06	30%
master many languages,	02	10%
To participate more.	01	05%
Explaining difficult words	03	15%
Translate word.	01	05%
Helps to communicate.	01	05%

Table3.9: The Advantages of Code Switching

Based on the students' responses in the table 3.9, students believe that code switching in EFL classes has both positive and negative impacts on the languages learning as well as the communicative processes. Therefore, most of the students (30%) suggest that CS is a useful strategy in EFL classroom, even though they are aware about its drawbacks. Accordingly, they generally assert that including other languages in English classroom facilitate and make English as a foreign language easier to understand. So, as advantages, the majority of the students agree that code switching let them participate and understand, since it permits them to be more willing to speak and take part in the different classroom discussion, While (15%) of them consider code switching as a tool of explaining difficult vocabulary, also (15%) of them argue that the advantages of code switching is to be more knowledgeable and to speak more than one language.

Disadvantages	Number of students	Percentage
Less vocabulary in the English language.	05	25%
Informal.	04	20%
Forget the purity the language and do not learn it.	06	30%
Using translation.	02	10%
Language influence.	01	05%
It is not negative.	01	05%
Destruction and confusion.	01	05%

Table 3.10: The Disadvantages of Code Switching

The results in table 3.10 shows that (30%) of students see that code switching as effect negatively in learning a language because it leads them to forget the purity of the language that they are learning. Also in the opinion of (25%) code switching is negative when losing vocabulary in the English language. Others (20%) think that code switching is informal to use especially with teachers or in administrations because they have to respect the language they are supposed to use. More than that for (10%) it is negative since it leads the learner to translate the word without making efforts in learning it. By contrast, others do not see code switching as negative.

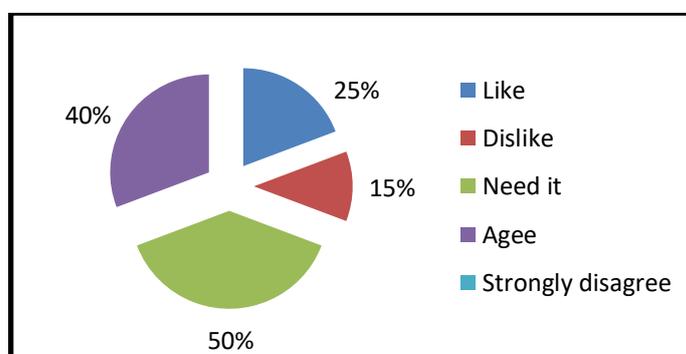


Figure 3.17: The Attitudes about Code Switching

Figure 3.17 shows that half of the participants (50%) need to code switch in classroom so as to understand more, and (40%) agree about code switching because it facilitates the communication between them and develop their speaking. While (25%) like code switching as a prestige and believe that it is one of the strategic resources that could help in learning process. However, (15%) of students dislike code switching and do not see it effective or helpful in learning.

3.4. Analysis of the Interview

Can these results be achieved in the second experiment which tackles an interview as a tool to collect data or other results can be found?

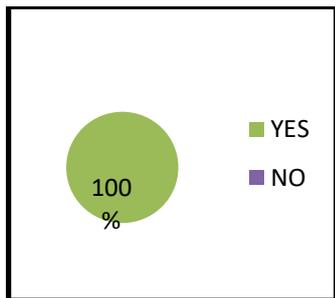


Figure 3.18: The Languages Known except the Mother Tongue

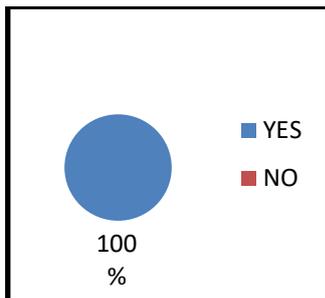


Figure 3.19: The Use of a Foreign Language with Friends

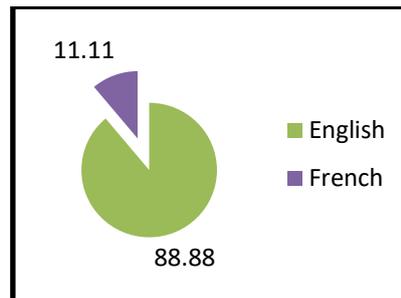


Figure 3.20: Languages Spoken Inside classroom

Figure 3.18 proves that all the interviewed students (100%) know other languages in addition to their mother tongue because they have learnt more than one language as English and French. There are students who have mentioned Spanish, German, Russian, Turkish, and even Hindi that means they are capable to speak more than one language.

Figure 3.19 confirms that all the interviewed students speak foreign languages most of the time with friends this has been noticed in one answer of a student when he said: “*Yes, most of the time using English basically, French with medicine students*”. Another one said:” *Yes, I prefer to speak a foreign language with my friends especially English*”.

Figure 3.20 shows that (88, 88%) of the students argue that they speak English inside classroom because of their specialty they have to speak English only inside classroom. Just (11, 11%) from them prefer to speak French inside classroom as stated by one of the students:” *Well, I prefer to use French because it is more understandable to my classmates*”.

Categories	Number of students	Percentage
Never	04	40%
Often	02	20%
Rarely	03	30%

Most of the time	01	10%
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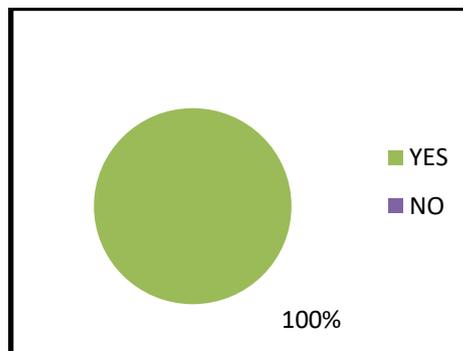


Table 3.11: Teachers ‘Code Switch

Figure 3.21: Students’ Code Switch

The results in table 3.11 vary from one student to another. There are who have said approximately (40%), that their teacher never use neither French no Arabic as expressed by one student: *“I have never heard one of my teacher speaks Arabic or French in the classroom, but sometimes it depends whenever a teacher is explaining something difficult in order to facilitate the meaning”*. Another category about (30%) who said that their teacher rarely use Arabic and French just in obligatory cases. Also (20%) of students who said that their teacher often use Arabic or French when it is needed. However, (10%) which is the minority of them who said that their teacher uses Arabic and French most of the time when one student said: *“French not a lot, but Arabic yes a lot it depends on the teacher, some teachers use Arabic more than English”*.

According to figure 3.21 all the interviewed students (100%) code switch to other languages and they do not use only their mother tongue because of many reasons and in different cases such as social media they prefer to speak French or English with their mother tongue and they take it as a habit as one student pointed: *“yes of course, this is our dialect. we code switch everyday like: kirak cava?”*. Another one who said: *“yes, I code switch in different languages it is a habit and helpful way in communication”*.

Categories	Number of students	Percentage
Informal conversation (friends).	02	20%
Losing words.	03	30%
Explaining a point.	04	40%
When it is necessary.	01	10%

Table3.12: Situations of Code Switching

Categories	Number of students	Percentage
Often	05	50%
Rarely	02	20%
Always	02	20%
when it needs	01	10%

Table 3.13: Times of Code Switching

The results from table 3.12 shows that (40%) of participants code switch in order to explain more one point to the person who are talking to this is according to students’ reply: *“well, in situation where I want to get that person to understand my point of view”*. Another one said: *“we can express ourselves in Algerian language; we do not have a lot of words, so we use another language to fill the gap”*. While, (30%) of the interviewed pointed that they code switch whenever they lose words as one said: *“I code switch when I do not find a suitable word, I use other word in another language”*. Additionally, (20%) of interviewed said that they code switch in informal code switching when speaking with their friends. A student said: *“usually*

in informal conversation with my friends or when you are with someone does not understand my language so I have to combine the two languages to get the idea of what I'm saying". Finally, (10%) of students code switch when it is necessary.

Table 3.13 shows that (50%) of participants often code switch. (20%) of them rarely code switch. While (20%) of interviewed always code switch and use many languages in their conversations. And (10%) of students said that they code switch when it is necessary and when they need it.

Categories	Number of students	Percentage
Like it.	01	10%
Helpful.	05	50%
Harmful.	02	20%
Frustrating.	01	10%
Good and bad.	01	10%

Table 3.14: Point of View about Code Switching

Category	Number of students	Percentage
Avoid it.	03	30%
Do not suggest	01	10%
Learn new vocabulary.	03	30%
Use it.	03	30%

Table 3.15: Suggestions Instead Code Switching

The results in table 3.14 show that half (50%) of interviewed think that code switching is helpful for them as one stated: "I think it is very useful, it helps you to be more fluent in both languages or in the language you are code switching for". Another one said: "I think it helps us a lot to express ourselves by being fluent, smooth in our conversation". Also (20%) of them think that code switching is harmful not good for them as one student says: "it can be harmful if you use it a lot specially when learning a new language and you always code switch so you do not really learn that language very well because you are so dependent on it, but it can be helpful when trying to get that person to understand you". And (10%) of them like code switching because it is something attractive for them as in this point of view: "for me I like to code switch either in classroom or outside, and I use it outside as prestige". In addition to that (10%) of them said that it is frustrating as one student says: "it is a bit frustrating, because whenever you are in front a foreigner, it would be like a lack of respect". More than that (10%) of them believed that code switching is good and bad at the same time like an interviewed who said: "it is both good and bad in the same time, it is a language that we cannot ignore it".

Table 3.15 shows that (30%) of them suggest that they avoid code switching because of its effects. A student suggests: "you should avoid it. when learning a new language but it okay to use it in a conversation

with someone who does not understand a certain word you said in a language so you have to use your mother tongue or any language he understands for him to get you”. Other (30%) of students suggest that learners have to learn new vocabulary and practice it instead using the mother tongue as one student said: “I think people need to learn new vocabulary so that they do not need to code switch”. Also (30%) of students suggest using the foreign by training, as a student said: “well, use a common language between both parts». Finally, only (10%) of them do not want to suggest solutions instead code switching to other languages, as one student says: “I do not suggest anything it is something good”.

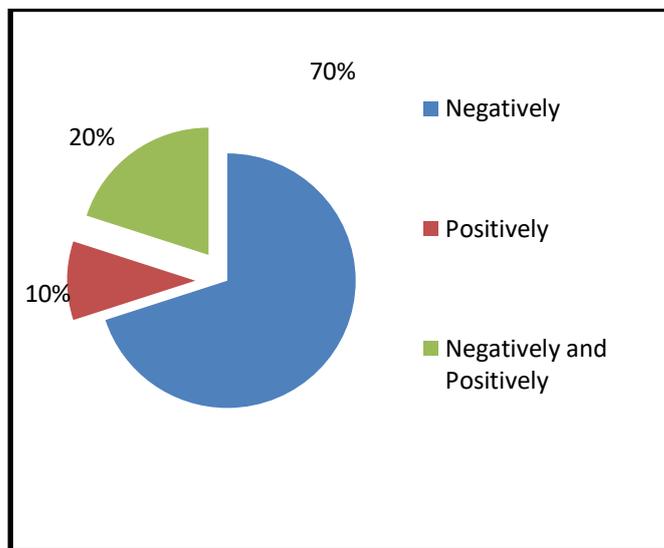


Figure 3.22: Effect of Code Switching

Figure 3.22 shows that (70%) of interviewed disagree about code switching in their opinion it effect learners negatively as claimed in this sentence: “if we are talking about learners, yes specially language learners because they will get used to dependent on it so they will not be as fluent in that new language that they learn it”. Another one said: “negatively, because people get used it and shifting from a language to another can be confusing and it might throw off the conversation”. However, (20%) of students argue that it is both negative and positive for learners as one student said “code switching effects learners in both ways; negatively and positively it helps students to understand some kind of phrases and sentences, and in another way it is negative, as I already mentioned it is a lack of respect to use our dialect in front of a foreigner”. Finally , (10%) of them agree that it effects learners positively in many cases it has noticed in one answer: “in some situations code switching effect learners positively as in the classroom when I do not understand a word I ask for it in my mother tongue”.

3.5. Combination between the Questionnaire and Interview

The two experiments share some similarities and variations concerning languages use and therefore the use of code switch regarding the similarities are: first, within the question that aims to know if the scholars know different languages except their first language .so in each instruments (questionnaire and interview) students have answered “Yes” it implies that they know different languages except their first language, second similarity between the questionnaire and interview is within the reply of scholars

concerning the question of preferring speaking a foreigner language with friends thus each teams value more highly to speak a foreigner language, another similarity is once they have replayed that they code switch in spoken language and this is often the solution of on analysis question that is “ do students code switch in conversation?”. However, the two experiments share bound variations that are: beginning with the primary one from the form the minority concerning (25%) disagree the utilization of code switch as a result of its effects in learning. whereas the interviewers students once recording them the bulk (70%) disagree and assume that code switch impact learners negatively. additionally another distinction seems within the use of code switch by teachers in EFL classroom a vary of answers those that have teachers use both Arabic and French in classroom it suggests that they code switch most of the time and others do not code switch and use solely the educational English.

3.6. Suggestions and Recommendations

Code switch has taken an important part in Algerian student’s conversations, and there are reasons, causes, and consequences behind it. And there are several areas and questions still have to be compelled to be answered and investigated .The suggestions that may be addressed to those interested to conduct future studies within the same topic are: For this idea needs more studies so as to uncover the ambiguity toward this subject and future analysis are often conducted on implementing code switching as an effective tool to reduce foreign language speaking anxiety. additionally a future analysis are often administered on the role of code switching in rising EFL students confidence and motivation in EFL categories .another suggestion is to conduct longitudinal studies work the result of the social atmosphere on students“ code switch practices in English as a foreign language. As recommendation, education makers should consider the possibility of the inclusion of code switching as practical and feasible teaching and learning strategy instead of considering it as a problematic in EFL classes through taking into consideration its huge educational merits rather than its negative impact

3.7. Conclusion

The third chapter concludes the practical work which is divided into two tools the questionnaire for the students. The last chapter shows a different result of the two main tools which helps to clarifying the research question after a combination between tools finally summarizing some suggestions and recommendations that can be taken as advices given to further researchers.

General Conclusion

General Conclusion

Teaching and learning English as a foreign language in EFL classroom refers to the result of the interaction between the teacher and students, teacher as an educator has various roles. The way teacher performs those functions can impact the learners in positive or negative way. The languages of teacher and students sometimes are change for several reasons; this change is called “code switching». The present study has investigated the use of code switching as a strategy to communicate in English as a foreign language among master teachers and students at the department of English at Mostaganem University.

The main aim behind conducting this study is to shed light on the possibility of integrating code switching as a strategy of communication in EFL classes. This investigation also aims at showing the capacity of students in using more than one language in conversation. In addition to that, the purpose of this research is to find the main reasons behind this phenomenon.

This research paper encompasses three chapters. The first chapter is the theoretical background in which an explanation of the importance of the English language as a crucial and the first international language is debated. Therefore, in recent years teaching English as a foreign language has received considerable attention. Of course this is based on teachers’ role in classroom, while, when teaching sometimes teachers tend to use another language for many reasons. The first chapter also focuses on the definition of code switching. In addition to types, forms of code switching and code mixing as well as their differences. Finally, it also explains more the helpful and harmful situations of code switching.

The practical study was guided through a questionnaire and an interview; aiming at revealing the main reasons that lead students to code switch as well as in which situations they choose to code switch. In addition to noticing the students’ attitudes about this phenomenon and what the negative or positive aspects of it in their opinion are.

The third and last chapter is devoted to the interpretation and discussion of the different reached findings, in addition to some suggestions and recommendations. Finally, this research work is concluded with a general conclusion summarizing the whole process of the investigation.

Therefore, the findings obtained from the research instruments answer the study questions and confirm two hypotheses upon which the investigation is based. That is identifying the languages used by teachers which are mother tongue and sometimes French in their conversations in EFL classroom. As well as the several reasons behind the use of code switching by teachers, claiming that when teaching new vocabulary, code switching facilitates the interactions for students and avoids misunderstanding between the teacher and students. Finally, the rejected hypothesis is about the negative effect of code switching on learning since the majority of the students think that code switching effect learning negatively.

From the research findings, the research has provided both students and teachers with some implications concerning the phenomenon code switching as well as, the research findings of the study has showed that some teachers do code-switch in the conversation in the classroom. The English teachers made code switching for several reasons such as to ask questions, to give advice, to repeat the explanation of non understandable, to create humor. And the students' used code switching to made they are easy to speak and easy to understand what they want to say.

The English teachers employ code switching to minimize either student's miscomprehension on the lesson or students' difficulties in understanding the English lesson given by the English teachers in the classroom.

And data from the interview for the students the research findings that when the students got the difficult to say something or to speaking English the students choose to use other language. The students often code switch when they are learning English in the classroom especially in conversation. They code switch when they want to show their selves and give their opinion. Also students feel happy when they code switch, because when they code switch it helps them to understand their study and understand what their teacher and their friends mean.

It is noticeable that code switching has spread immensely in our society till it reached the educational system. Students vary in their opinion concerning code switching and its effect on learning, which can be positive when helping in understanding and interaction, while it impacts negatively when using it excessively and unconsciously in many situations without the permission of the teachers and thus gaining the habit of using it.

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Appendices

Appendix one

Questionnaire

French ()

Section 01: The languages spoken outside classroom.

- Which languages do you speak outside classroom?

.....
.....

- Do you know any other languages except your mother tongue?

Yes () No ()

Specify.....
.....

- Which one of the following languages do your parents use?

Algerian Arabic ()

Classical Arabic ()

French ()

- How often do you use these languages?

Always b) often c) rarely d) never

- Do you prefer to speak French with your friends?

Yes () No ()

- Are you aware of code switching some dialect and even phrases in your mother tongue when you are talking?

Yes () No ()

Section02: The languages spoken in classroom.

- Which languages do you speak inside the classroom?

.....

-
- What is the impact of using Arabic/ French on learning English as a foreign in class?

Extremely beneficial Beneficial No impact Harmful

- How often does your teacher use Arabic/ French in EFL classroom?

Always Sometimes Rarely Never

- How often do you use Arabic/ French in EFL class?

Always Sometimes Rarely Never

- In what cases does you teacher switch to Arabic/ French in EFL class?

Manage class

Explaining grammar rules

Explaining new vocabulary items

Check comprehension

- Do you prefer your teacher using Arabic/ French in the EFL classroom?

Always Sometimes Rarely Never

Section03: code switching.

- Do you code switch using other language when convincing using the mother tongue?

Yes () No ()

- Do you code switch between languages when you speak? And why?

Yes () No ()

Why?

-
- When do you code switch?

.....

- Why do you think that you need to code switch?

.....

- How often do you think that you need to code switch?

Always

Often

Rarely

Never

Section4: The advantages and disadvantages of code switching

- What are the negatives of code switching in classroom in your opinion?

.....

- What are the positives of code switching in classroom in your opinion?

.....

- From 1 to 5 what are your feelings about code switching in classroom?

1	2	3	4	5
Like	Dislike	Need it	Agree	Strongly disagree

THANK YOU

Appendix Two

Interview

Interview

- 1.** Do you know any other languages except your mother tongue?
- 2.** Do you prefer to speak a foreign language with your friends?
- 3.** Which language you choose to speak inside classroom?
- 4.** How often does your teacher use Arabic and French in EFL classroom?
- 5.** Do you code switch any other languages in your mother tongue in conversation?
- 6.** In which situations do you think that you need to code switch?
- 7.** What is your opinion about code switching?
- 8.** What do you suggest to avoid code switching?
- 9.** Do you think that code switching affects learners negatively or positively?

Thank you

