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Arabic_English Code Switching in EFL Classroom :
Case of 2nd Year Pupils at Besseghir Lakhder
Secondary School Tlemcen

Dissertation submitted to the Department of English as a partial Fulfilment
of the requirements for Master degree in Language Studies

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Declaration of Originality

I, **MESSAOUDI Amina**, a graduate student at Abou Bakr Belkaid University of Tlemcen, and author of a Master dissertation entitled: “Arabic_ English Code Switching in EFL classroom : Case of Second Year Pupils at Besseghir Lakhder Secondary School Tlemcen”; hereby declare that this research work is my own original work, and has never been previously presented, published, or submitted for any academic institution or university for any degree.

Certified,

Miss, MESSAOUDI Amina

Dedication

In the Name of ALLAH , Most Gracious, Most Merciful

I dedicate this modest work to my lovely family particularly my dearest parents Habib And Amaria for their prayers and sacrifices

To my dear self..Amina

To my treasured sisters Esma and Merwa

To my wonderful brothers Anes and Amine

To my aunties Dalila , Fatima , Hayet and all their children

To my little girl Ghizlen

To my dear Imene

To my beloved friends Fatima , Abir , Zahra, and Alia

To all those I know and love...

Amina

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Abstract

The present investigation is a sociolinguistic study of code switching (hereafter CS) in Algeria. It investigates code switching in 2nd year EFL pupils at BESSEGHIR Lakhder secondary school Tlemcen. It firstly attempts to discover the different languages used in EFL classes. Then it seeks to find out the main reasons behind both teachers' and pupils' CS. Furthermore, it aims to determine teachers' as well as pupils' attitudes toward Arabic/English CS as a linguistic phenomenon. To reach this end ,a mixed method research approach was applied through the use of two data collection tools : a questionnaire for the target sample (36pupils) and a structured interview with four English teachers at BESSEGHIR lakhder secondary school Tlemcen. The data collection are analyzed both quantitatively and qualitatively. Therefore, the analysis of the final results has revealed that EFL teachers and pupils usually switch from English to Arabic in their EFL Classes . In addition, the pupils' lack of vocabulary and fluency in the target language push them and their teachers to use other languages instead of English in order to reach some pedagogical functions such as, achieving good comprehension, filling vocabulary gaps, expressing their thoughts effectively , and promoting interaction. Furthermore, learners and teachers actually hold both positive and negative attitudes toward using code-switching inside the EFL classroom . Although they believe that code switching is a useful tool to enhance understanding and interacting inside class ,but they are aware of its negatives on obstacling the language learning process.

Table of content

Declaration of Originality	I
Dedication	II
Acknowledgements	III
Abstract	IV
Table of content	V
List of Tables	VIII
List of Figures	IX
List of Abbreviations	X
General Introduction	01
Chapter One : Theoretical (Literature Review)	
1.1 Introduction	05
1.2 An Overview of Code Switching	06
1.2.1 Code Switching	06
1.2.2 Types of Code Switching	07
1.2.2.1 Functional Code Switching	07
1.2.2.1.1 Metaphorical CS	07
1.2.2.1.2 Situational CS	08
1.2.2.1.3 Conversational CS	09
1.2.2.2 Grammatical Code Switching	10
1.2.2.2.1 Inter-sentential CS	10
1.2.2.2.2 Intra-sentential CS	10
1.2.2.2.3 Tag Switching	11
1.2.3 Reasons of Code Switching	12

1.2.4 Sociolinguistic Factors Affecting Code Switching	13
1.2.4.1 Multilingualism	13
1.2.4.2 Bilingualism	14
1.2.4.3 Diglossia	15
1.2.4.3.1 Types of Diglossia	16
1.2.4.3.2 Variables of Diglossia	18
1.2.5 Code Switching and other linguistic phenomena	19
1.2.5.1 Code Switching and Code Mixing	19
1.2.5.2 Code Switching and Borrowing	19
1.3 Code Switching in Algeria	20
1.3.1 The linguistic situation of Algeria	20
1.3.1.1 Arabic	21
1.3.1.2 Berber	22
1.3.1.3 French	22
1.3.1.4 English	23
1.3.2 Algerian Attitudes towards Code Switching	23
1.4 Conclusion	23
 Chapter Two : Practical (Field work and Data Analysis)	
2.1. Introduction	25
2.2. Research design	25
2.3 Sample Population	26
2.4 Research Instruments	26
2.4.1 Pupils' Questionnaire	26
2.4.2 Teachers' Interview	27

2.5 Data Analysis and interpretation	27
2.5.1 Pupils' Questionnaire	27
2.5.2 Teachers' Interview	42
2.6 Discussion of the results	47
2.7 Limitation of the study	49
2.8 Pedagogical Recommendations	50
2.9 Conclusion	51
General conclusion	52
Bibliography	54
Appendices	
Appendix A: Pupils' Questionnaire	59
Appendix B: Teachers' Interview	63
Summary	65
Résumé	65
ملخص	66

List of Tables

Table 1.1 : Illustration of Diglossic Situations (Ferguson, 1959, p. 35	17
Table 2.1 : Number of spoken languages	27
Table 2.2 : Names of spoken languages	28
Table 2.3 : Pupils' Proficiency level	29
Table 2.4 :The frequency of Pupils' code switching	30
Table 2.5 : The codes used by pupils in EFL classroom	31
Table 2.6 :The frequency of pupils' code switching	34
Table 2.7 :The codes used by teachers in EFL classroom	35
Table 2.8 : Pupils' attitudes towards code switchers	38
Table 2.9 : Pupils'opinion about Code switching	41

List of Figures

Figure 2.1: Number of spoken languages	28
Figure 2.2: Names of spoken languages	29
Figure 2.3: Pupils' Proficiency level	30
Figure 2.4: The frequency of pupils' code switching	31
Figure 2.5: The codes used by pupils in EFL classroom	32
Figure 2.6: Reasons of pupils' code switching	32
Figure 2.7: Functions of pupils' code switching	33
Figure 2.8: The frequency of teachers' code switching	35
Figure 2.9: The codes used by teachers in EFL classroom	36
Figure 2.10: Functions of teachers' code switching	36
Figure 2.11: Pupils' attitudes towards code switchers	38
Figure 2.12: Pupils' opinion about code switching	42

List of Abbreviations and Acronyms

- AA** : Algerian Arabic
Ar : Arabic
CA : Classical Arabic
CM : Code Mixing
CS : Code Switching
EFL :English as a Foreign Language
EGP : English for General Purposes
Eng :English
ESP : English for Specific Purposes
FL : Foreign Language
Fr : French
H : High Verity
L : Low verity
L1 : First Language
L2 : Second Language
MT : Mother Tongue
MSA : Modern Standard Arabic
TL : Target Language



**General
Introduction**

General Introduction

Algeria is a very interesting area for sociolinguistic studies since it is a rich and multilingual country where more than one language is used for communication, which are Arabic with its varieties, Berber, French, and English. The contact between these languages leads to the emergence of many different linguistic phenomena such as borrowing, code mixing, and code switching. Code-switching (CS) is a global phenomenon (Jacobson, 1990) which has attracted the interest of many researchers and sociolinguists since the 1950s (Ibrahim, Shah & Armia, 2013). CS is a pervasive language behavior in bilingual and multilingual societies where the speaker moves from one language to another in the same context. It has been defined in many ways by different researchers according to different viewpoints . For instance, Hoffmann viewed code switching as “the alternate use of two languages or linguistic variations within the same speech or during the same conversation” (1991:110). However, Bullock & Toribio described it as “the ability on the part of bilinguals to easily alternate between their languages”(2009:1)

It is noticed at present the Algerian classrooms, especially the English classes are witnessing extensive use of code switching between the teachers as well as the pupils , where they are supposed to use the English language only, but they do not adhere to the target language and often switch from English to another language such as Arabic or French. Therefore , the current investigation attempts to know the different codes used in EFL classroom and the main reasons behind CS behaviour. In addition to the attitudes of both teachers and pupils toward this linguistic phenomenon.

On the light of the research aim stated above , the following questions raised :

1. Which code(s) are used by EFL pupils and teachers in EFL classroom ?
2. Why do EFL teachers and pupils use CS in EFL classroom, and for what ?
3. What are the attitudes of both teachers and pupils toward CS as a linguistic phenomenon ?

General Introduction

On the basis of these questions, we put the following hypotheses :

1. EFL teachers and pupils usually switch between English and Arabic.
2. EFL teachers codeswitch to be understood for all their learners ,so they achieve pedagogical functions. While, EFL pupils codeswitch because they are not fluent in using English and they use CS to express their ideas, ask for clarification, answer questions, and chat with their peers
3. EFL teachers and pupils hold both positive and negative attitudes toward CS.

To reach the aim of the study and answer the research questions, a case study is adopted dealing with 2nd year pupils at BESSEGHIR Lakhder secondary school .Both qualitative and quantitative data are collected relying on the following research instruments : a questionnaire for pupils , and a structured interview for teachers.

The research work includes a general introduction about the topic in which contains the aim of the study, statement of the problem, the research questions, hypotheses and the methods used . It is divided into two chapters ; the first chapter is theoretical. It deals with defining the key concepts related to code switching. In addition to describing the language situation in Algeria. The second chapter is practical. It focuses on describing the research design, the methods, the sample population, and data collection tools and procedures used in this study . It deals also with analysing, interpreting and discussing the different reached findings .Furthermore, a set of pedagogical suggestions and recommendations are proposed for both teachers and learners.



Chapter One

Chapter One : Literature Review

Chapter One : Theoretical (Literature Review)

1.1 Introduction	05
1.2 An Overview of Code Switching	06
1.2.1 Code Switching	06
1.2.2 Types of Code Switching	07
1.2.2.1 Functional Code Switching	07
1.2.2.1.1 Metaphorical CS	07
1.2.2.1.2 Situational CS	08
1.2.2.1.3 Conversational CS	09
1.2.2.2 Grammatical Code Switching	10
1.2.2.2.1 Inter-sentential CS	10
1.2.2.2.2 Intra-sentential CS	10
1.2.2.2.3 Tag Switching	11
1.2.3 Reasons of Code Switching	12
1.2.4 Sociolinguistic Factors Affecting Code Switching	13
1.2.4.1 Multilingualism	13
1.2.4.2 Bilingualism	14
1.2.4.3 Diglossia	15
1.2.4.3.1 Types of Diglossia	16
1.2.4.3.2 Variables of Diglossia	18
1.2.5 Code Switching and other linguistic phenomena	19

Chapter One : Literature Review

1.2.5.1 Code Switching and Code Mixing	19
1.2.5.2 Code Switching and Borrowing	19
1.3 Code Switching in Algeria	20
1.3.1 The linguistic situation of Algeria	20
1.3.1.1 Arabic	21
1.3.1.2 Berber	22
1.3.1.3 French	22
1.3.1.4 English	23
1.3.2 Algerian Attitudes towards Code Switching	23
1.4 Conclusion	23

1.1 Introduction

People, around the world, need to interact with each other to express their feelings or share their opinions. Many scholars tried to define language, but there is no exact definition of this concept. Each one defines it differently depending on the angle from which language is treated. Language is, undoubtedly, a mean of communication that human beings use to express themselves and share their thoughts and emotions. Furthermore, any code involving signs, symbols, or even gestures that are used to achieve successful communication is called “language”.

In the first place, Sapir defined language as “a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols” (Sapir, 1921:08). From this definition, it can be noticed that only humankind possess language and all other living creatures are excluded.

Additionally, Wardhaugh and Fuller (2015) state that “we use the term language to mean a system of linguistic communication particular to a group; this includes spoken, written, and signed modes of communication” (Wardhaugh & Fuller, 2015:02). This means that language is a medium, with all its forms, that is used by a specific community so as to be in touch with each other.

Overall, language is a system of signs through which sound-meaning correlations are established. It pairs meanings with signals in order to enable people to transmit information and communicate in real-life situations.

Since antiquity, people have tried, in many ways, to interact with each other. Such a desire for communication pushed them to create and develop language as the main tool for that purpose. All human beings acquire the used language in the area where they live which provides strong proof about the existing relationship between language and society. This relationship generates a new field of linguistics which is called sociolinguistics. This discipline is concerned with investigating the relationship between language and society, focusing on the structure of language and how it functions in

Chapter One : Literature Review

communication. Hudson defines sociolinguists as “the study of language in relation to its society” (Hudson, 1996 :1).

This chapter aims to present different varieties of language with their types to show their importance, focusing more on code-switching that becomes an interesting topic for many researchers and scholars such as J. Gumperz (1982), L. Milroy and P. Muysken (1995), etc...

1.2 An Overview of Code Switching

This section presents a detailed overview about code switching, including its different definitions, in addition to its types, forms, reasons, and its functions.

1.2.1 Code Switching

Before dealing with the concept of CS, it is necessary to understand the meaning of ‘code’. Wardhaugh refers code to “any kind of system that two or more people employ for communication” (Wardhaugh, 2006:88). In other words, code is a language variation form that is used by members of a society in order to communicate with others. CS is one of the interesting topics that attract the attention of many scholars since it is one of the language phenomena that occur in societies which aim to achieve an effective and meaningful conversation. By the same token, Gumperz defines CS as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of the subsystem”. (Gumperz, 1982:59). Also, Haugen (1956) describes this phenomenon as a process where bilingual produces foreign words into his speech. Equally, Hudson claimed that “the term code-switching is preferred to language-switching in order to accommodate another kind of variety: dialects and registers” (Hudson, 1996:52). Hudson confirmed that language must be understood by the receiver to understand the conveyed message.

By referring to the mentioned definitions, it is clearly observed that the term CS does not have an exact definition and it differs from one scholar to

Chapter One : Literature Review

another. In simple words, CS is the result of language contact; the bilingual and the multilingual speaker moves between the codes according to different situations.

Variations in language are often well observed in bilingual and multilingual societies. Peoples' interactions influence their language usage. They opt to use more than one language during their communicative acts. It is typical behavior that is found among bi-multilingual communities.

1.2.2 Types of Code Switching

Scholars and linguists differed in the division of the CS phenomenon. Each one categorizing it according to certain criteria and from certain angle. For instance, Blom and Gumperz(1972) divided CS according to social function. However, Poplack (1980) focuses on the sentence structure in her division.

1.2.2.1 Functional Code Switching

Blom and Gumperz(1972) classified CS according to functions into three types; metaphorical, situational, and conversational

1.2.2.1.1 Metaphorical CS

conversation in order to fit the selected topic in a single setting. Auer (1998:156) claimed that metaphorical CS refers to the change in the choice of language although the setting rests the same. In a like manner, G. Chrolos claims that metaphorical CS is “when purpose of introducing a particular variety into the conversation is to evoke the connotations, the metaphorical “world” of that variety”. (Chrolos, 2009: 58) .Similarly, Blom and Gumperz say:

“But in some cases, the situation is less clear, either because it is ambiguous or because the speaker decides to ignore the observable external situation and focus instead on less observable characteristics of the people concerned. Such cases, where it is the choice of language that determines the situation, are called Metaphorical Code Switching”(Blom and Gumperz, 1972 cited in Hudson, 1996: 53).

Chapter One : Literature Review

Concerning this type of CS, shifting from one code to another depends on the discussed topic in one single conversation; in this case, the language is the one that determines the situation. For better understanding, Blom and Gumperz provide an example explaining that: “When (R) phrase are inserted metaphorically in (B) conversation, this may, depending on the circumstances, add special social meanings of confidentiality or privateness to the conversation” (Blom & Gumperz, 1972 cited in Hudson, 1996:127). In summary, in this case, the language fits the message and it is the one that determines the situation. As the best example for this, the student, inside the classroom, will use the upper and the very formal form of language with the teacher, whereas, he/she will use the lower, the intimate, form of language with his/her classmates.

1.2.2.1.2 Situational CS

As the name indicates, the change of codes equates to a change of situation. It happened when the interlocutor alternates between codes according to a change in the situation to fulfil the communicative needs.

In this context, Wardhaugh and Fuller (2015, p. 98) mention that speakers switch languages according to the situation they are in. Each one is used in a specific situation that is different from the other.

Moreover, Hudson asserts that typically, one language is reserved exclusively for use at home and another is used in the wider community (for example, when shopping); for example, according to Denison (1971), everyone in the village of Sauris, in northern Italy, spoke German within the family, Saurian (a dialect of Italian) informally within the village, and standard Italian to outsiders and in more formal village settings (school, church, work). (Hudson, 1996:52) Hudson claims that situational CS is synchronized with some external changes. Thus, language diction is totally controlled by rules.

In the same line of thoughts, Auer (1998) claims that the change of either languages or language varieties is appropriate for a given setting and the interlocutors have to change language and to maintain this appropriateness. In

Chapter One : Literature Review

short, situational CS is about selecting the appropriate code that the domain of speaking requires. As an illustration, the Holy Roman Emperor, Charles V, when he said: "I speak Spanish to God, Italian to women and French to men and German to my horse".

1.2.2.1.3 Conversational CS

Gumperz (1982) stated that "Conversational code switching is the juxtaposition of sections of speech from two separate grammar systems or subsystems inside the same speech exchange"(1982;59). In other words, the alternation occurs when the speaker employs a second language to either repeat his message or respond to someone else's comment. Natural conversations in multilingual communities were used to create the following samples. Spanish and English (Sp-E), Hindi and English (H-E), and Slovenian and German (Sl-G) are the language pairs in question; English translations are provided in parentheses where applicable. Both languages are spoken fluently by the speakers, who use them frequently in their daily lives. What explains code-switching if language choice and speech behaviors are not inextricably linked? According to Gumperz (1982), whose groundbreaking work on discourse strategies has influenced sociolinguistic research; code switching is a communicative option available to bilingual speakers in the same way that switching between styles or dialects is a communicative option for monolingual speakers. Code-switching communicates the speaker's current attitudes, communicative objectives, and emotions to other participants in the conversation by creating a contrast in languages.

Gumperz explains the ways bilinguals employ to choose their language under the term "conversational code-switching". He claims that code switching is "one element in a socially accepted matrix of contextualization cues and conventions utilized by speakers to alert addressees to the social and situational context of the discourse in the course of ongoing engagement" (Gumperz, 1982:

132). Contextualization cues are communicative methods such as intonation, gesture, speech tempo, and volume that people use to express metaphoric information about how they want others in the conversation to understand their words (Gumperz, 1982: 61). As a result, an angry speech may be delivered in a louder voice, at a faster pace, and with aggressive gestures.

1.2.2.2 Grammatical Code Switching

In bilingual and multilingual societies, speech is characterized by switching between languages, or even dialects, in conversations. The switch may take place between and within sentences. People or students switch either between words, phrases and even between parts of words. For example, someone says: “oh my God, c’est parfait”.

“oh my God, it is perfect”.

From this respect Poplack (1980) divided CS to three types, are: inter-sentential, intra-sentential, and tag switching.

1.2.2.2.1. Inter-Sentential Switching

Appel and Muysken (1987, p.118) define this type as switch between sentences. This means that the first sentence is produced in L1, whereas the second one in L2. In fact, this type occurs outside the sentence.

Example: “Mahich mrigla”, I will organize it again;

“it’s not organized I will organize it again”

Briefly, this type of code-switching involves switching from one language to another either between sentences, clauses, or phrases.

1.2.2.2.2 Intra-Sentential Switching

Bhatia and Ritchie (2004) mention that this type “Code switching of the sort shown in (1), “This morning mi hermano y yo fuimos a comprar some milk” (This morning my brother and I went to buy some milk), in which an alternation occurs below sentential boundaries, is known as intrasentential code

Chapter One : Literature Review

switching (Bhatia & Ritchie, 2004:283). Equally important, Myers scotton states “intra-sentential switches occur within the same sentence or sentence fragment” (Myers scotton, 1997:04). This type of code-switching takes place within the clause boundary and it combines the grammar of each language. Moreover, intra-sentential CS is about switching from one language to another within the same sentence. It occurs inside a sentence or a close boundary, i.e. the speaker alternates between languages inside the same sentence. In fact, this type is common among students of foreign language during their daily conversations.

Example: an individual says: “fi MBC2 darou announcement 3la wakteh yabda The Conjuring 2”

“In MBC2, they announce about the time when the film The conjuring2 will start .Another example is as follows: nrouho ensemble b tomobile w matzidesh fi le volume ta3 chanson; means: we will go together in the car and do not make the music volume too high.

1.2.2.2.3. Tag Switching

Appel and Muysken state: “Tag-switches involve an exclamation, a tag, or a parenthetical in another language than the rest of the sentence” (Appel and Muysken, 1987:118). Appel and Muysken confirm that this kind happens when the speaker inserts a tag from one language into an utterance of another. In other words, inserting a tag or a word from language “B” to language “A”.

Reinforcing ideas, S. Poplack provides another name to this type which is “Emblematic switching” in which he claims: “tags are freely moveable constituents which may be inserted almost anywhere in the sentence without fear of violating any grammatical rule” (Poplack, 1980:89)

Example: A girl enters to a clothes store and asks the seller: “b guedeh hadi s’il vous plait?”

“How much is this, please?”

1.2.3 Reasons of Code Switching

There must be a reason why a speaker is switching from one language to another. In this context Trudgill says “The same speaker uses different linguistic varieties in different situations and for different purposes” (Trudgill, 2000:81).

Since CS becomes a popular phenomenon in today’s societies, it has been incorporated into many parts of almost all societies around the globe. Similarly, many scholars have listed purposes behind the use of this phenomenon that has overrun the world. Holmes (2013:35-44) presents many purposes behind using CS. These purposes are listed as follows:

- To Exclude or include someone in the conversation
- To show solidarity
- To make a change in the social situation
- To take a positive account of the presence of a new participant
- To Identify a group membership
- To construct ethnic identity
- To indicate the status relations between people
- To show the formality of people interactions
- For referential purposes (to express emotions and feelingthe
- To reflect lexical borrowing (when there is a lack of vocabulary in the language)
- To persuade the audience .

In the same range, Spolsky has summarized some purposes being why the speaker changes from one language to another. For a bilingual, shifting for convenience (choosing the available word or phrase on the basis of easy availability) is commonly related to topics. Showing the effect of domain differences, a speaker’s vocabulary will develop differentially for different topics in the two languages. Thus, speakers of a language who have received advanced education in a professional field in a second language will usually not able to have the terms in their native language. (Spolsky, 1998). As a conclusion from the purposes that have been mentioned by the two scholars, it can be said that

people use CS in their conversations when they want to convey specific meaning in a specific situation and for a specific purpose.

1.2.4 Sociolinguistic Factors of Code Switching

There are some important sociolinguistic factors and phenomena affecting CS and have a tight relation with it, like: multilingualism, bilingualism, and diglossia

1.2.4.1 Multilingualism

Many people grow up with two languages, but the majority of multilinguals acquire their languages across time in their lives. They learn the language to open doors for education, business, to knowing enough, and for other reasons. Multilingualism refers to having the ability to use several languages with the same amount of fluency. Socio-linguistically, K. Sridhar defines it as:

“Multilingualism involving balanced, native-like command of all the languages in the repertoire is rather uncommon. Typically, multilinguals have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles”.(Sridhar, 1996:50 as cited in Beddiaf, p. 04).

Similarly, multilingualism is “a powerful fact of life around the world, a circumstance arising at the simplest level, from the need to communicate across speech communities” (J. Edwards, 1994:1). This definition focuses on the use of more than one language by individuals and societies. For instance, Singapore is a multilingual country where four official languages are used, and these languages are English, Mandarin Chinese, Malay and Tamil. Historical events, as wars and colonization, that happened in the past, influenced multilingual countries.

B. Spolsky (1998, p.51-54) classified these events as follows:

Chapter One : Literature Review

- 1-Migration which picturized the voluntary or involuntary movements when people speak one language in the territory where other people speak another;
 - a- Voluntary migration lead to some changes in the linguistic make-up of some countries around the globe;
 - b- Involuntary migration was common in ancient Middle East and in the Babylonian exile;
- 2- Moving from small towns to the large ones in which people find better living conditions;
- 3- The emergence of people speaking different languages into a single shared political community as a result of territory subjugation. To illustrate, the incorporation of Brittany, Alsace, and Provence into France submerged the languages of these regions
- 4- Colonial policies which lead to multilingualism like when the original languages in some countries with Arabic, pockets of multilingualism remained such Berbers in Algeria and Morocco;
- 5- The division of Africa by the European powers. These powers drew boundaries and left independent states with multiple languages that had many speakers both inside and outside the borders of the state

The mentioned historical factors produced different kinds of multilingual mixes that are sometimes stable where sometimes they are short-lived.

1.2.4.2 Bilingualism

Bilingualism and multilingualism are among the vast majority of the topics dealing with language and society. These two sociolinguistic concepts swept in many communities where millions of people routinely used more than one language unconsciously in their daily life. Bilingualism is when an individual uses two languages, especially in spoken domains. It is defined as “the practice of alternately using two languages” (Weinreich, 1953:1). In addition, L. Bloomfield states that “bilingualism is a native-like control of two languages” (Bloomfield, 1933:56). Moreover, “bilingualism is present at the

Chapter One : Literature Review

point where the speaker of one language can produce complete, meaningful utterances in the other language” (Haugen, 1953:7).

From the above quotes, it is concluded that bilingual refers to the person who has the ability to master a second language besides the native one. Hence, the two language systems interact with each other in the production of the sentence; for example, Canada is a bilingual community where there is a co-existence of two official languages which are French as well as English. By and large, there are two kinds of bilingualism; societal bilingualism and individual bilingualism. On the one hand, societal bilingualism refers to the use of two languages within a speech community; for example, in Algeria, French is the foreign language used in formal and in informal situations besides Modern Standard Arabic (MSA). On the other hand, individual bilingualism expresses the individual’s capacity of using two languages in his/her own social interaction.

1.2.4.3 Diglossia

In the field of Sociolinguistics, the term ‘diglossia’ signifies the situation where two related or even unrelated linguistic systems are used within one speech community. The term was first introduced by the French linguist Marçais, in 1930, under the name “diglossie” to characterize the use of two types of Arabic in different settings. (cited in Djennane, 2014:52). Later on, the North American linguist Charles. A. Ferguson introduced the term into English by the late 1950s. He tried to make the term broader and popularize it. In this respect, Ferguson defines diglossia as:

“A relatively stable language situation in which, in addition to the primary dialects of the language (which may include A standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation”(Ferguson, 1959:336).

Chapter One : Literature Review

Ferguson studied this concept in four societies (Haiti, Greece, the Middle East, and Switzerland) where there are two genetically related varieties separated by their function. Furthermore, 'diglossia' refers to a society that has made a division of its domains into two distinct arrays using linguistic differences to determine boundaries and proffering two different identities to members of the community. (Spolsky, 1998).

1.2.4.3.1 Types of Diglossia

Diglossia is the existence of two language varieties of a speech community. Each has its own function. The first is called the 'high variety' which is used in formal purposes. The second one is 'the low variety' which is used in informal situations and settings. They differ in grammar, phonology, function, prestige, etc. (Romaine, 1994, as cited in Fezzioui, 2013:52)

- **High Variety**

First, the high variety, referred to as "H", is used in formal situations as in educational institutions, administration, literature, political speeches, and so on. Its vocabulary contains formal and technical terms (Hudson, 1996; Holmes, 2001; Sridhar, 1996). To illustrate, this variety is used in Academic writings, Scholarly programs, education curriculum, etc.

- **Low Variety**

Unlike the H variety, the low variety is referred to as "L", is used in informal situations such as jokes, daily conversations, etc. It is acquired at home and used as the mother tongue (Romaine, 1989). The L form would generally seem odd in writing (Holmes, 2013)

- **Distinction Between H and L Varieties**

In Ferguson's definition, the focus was on H/L dichotomy composition. He stated that the H variety, on one hand, is used in formal situations and it is very prestigious. On the other hand, the L variety is used in informal contexts with no official status, often individuals use non-formal words i.e. slangs. Table 01:

Chapter One : Literature Review

Table 1.1 : Illustration of Diglossic Situations (Ferguson, 1959, p. 35)

Situation	H	L
Sermon in a church or mosque	*	
Instructions to servants, workers		*
Speech in parliament/ political speech	*	
University lectures	*	
Conversation with family, friends, colleagues		*
Radio		*
Newspaper	*	
Caption on political cartoon		*
Poetry	*	
Folk literature		*

From table 1, it can be said that both H and L varieties are divided according to their function. First, the H variety is used in solemn status and formal occasions such as when delivering a political speech, in school, etc. where people should use formal vocabulary and style. In general, H variety is used in daily life conversations. This variety must be learned in school to cover language rules, uses, and so on. For instance, materials that are presented in scientific and literary books are written using the H variety. Second, people tend to use the L variety in their everyday talking such as talking with friends. This variety is used in private life and it is acquired as a mother tongue. To demonstrate, a baby starts acquiring language which is used by his parents (they use colloquial language rather than the standard one). However, in some situations, there is a mixture of both varieties depending on the status and the occasion. For example, the teacher can explain materials that are presented in books using H variety in L one to achieve a better understanding.

1.2.4.3.2 Variables of Diglossia

There is a common fact which is commonly observed in most speaking communities which is the existence of two varieties of the same language. In fact, many variables make each one differs from the other. Ferguson (1959:328-336) noted that some elements distinguish between the H and L varieties. These elements are:

- **Function:** both varieties work differently, each one is used in a special domain.
- **Literary heritage:** in diglossic language, prose, and poetry are written in H variety while the ones in L variety are not written, they are just spoken.
- **Prestige:** H variety is more prestigious than L variety. The first is used in literature, education, where the second is used with friends, in daily speeches, in street.
- **Acquisition:** the first acquired is L variety as it is the mother tongue at home, where the H variety comes in the second position as it is learned at school.
- **Standardization:** dictionaries and books are written in H variety and it is standardized by the government where the L variety is not.
- **Stability:** diglossia does not change through history and it is fixed for years.
- **Grammar:** some grammatical categories are present in H variety that are clearly absent in L variety as it lacks grammar.
- **Lexicon:** one variety lacks some vocabulary items that is used in the other one.
- **Phonology:** H and L varieties share the same phonological elements but H variety is more complex than L variety.

1.2.5 Code Switching and other Linguistic Phenomena

In the field of language contact, many scholars have stated that not all cases of language alternation are cases of CS. Accordingly, they have tried to distinguish CS from other linguistic phenomena, such as code mixing and Borrowing, to show exactly what CS is and which chunks of words should be considered as CS.

1.2.5.1 Code Switching and Code Mixing

To study language contact, code-switching (CS) and code-mixing (CM) are two well known phenomena. Some scholars like Myers-Scotton, Clymes, etc. argued that both CS and CM are the same phenomenon. Whereas others like E. Bokamba hold another point of view which is that both features are different, and they tried to remove the obscurity between them and make a clear distinction between the two in order to be clear enough.

1.2.5.2 Code Switching and Borrowing

In Bilingual and multilingual societies, speakers use different languages while speaking. Sometimes, they use a particular language in a situation and another in different situations when needed. In some other contexts, they did not find an equivalent word for what they need to say and this obliges them to take words that serve the intended meaning from another language, i.e. to borrow. In fact, CS and borrowing resemble each other, but they differ. Gumperz states:

“Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety (i.e., language) into the other. The borrowed items are fully integrated into the grammatical system of the borrowing language, and they are treated as if they are part of the lexicon of that language and share morphological and phonological systems of that language. Code-switching, by contrast, relies on the meaningful juxtaposition of what speakers must process as strings formed according to the internal syntactic rules of two distinct systems”. (Gumperz, 1982:66)

Chapter One : Literature Review

Besides, Poplack (1988:28) claims that borrowing served to fill a lexical gap that exists in the language where there is no equivalent word, whereas it is not the case with CS because here there is an equivalent word but the individual takes the other from other languages for the sake of prestige for example.

CS is the use of two, or even more, languages in one sentence, but borrowing is a loan in which the speaker places a single word or phrase within a sentence. In addition, CS is used only by bilinguals and multi-linguals, where borrowing is used by even monolinguals. For instance, The Algerians borrow multiple words from French and other languages, these words become a part of their language, and it is almost used in everyday conversations. For example: The word Algebra in English comes from the Arabic language “Al-jaber” · The word “Spaghetti” which is Italian one used in Arabic as it is without any changes Technological words such as the Internet, Wireless, etc.

1.3 Code Switching in Algeria

This section provides an overview of code switching in Algeria involving its linguistic situation, and the Algerian attitudes toward CS.

1.3.1 The linguistic Situation in Algeria

The linguistic situation in Algeria is extremely complicated, owing to the coexistence of various languages and language variants, as well as the interaction between them. The usage of Arabic in its various variants, often blended with French, the colonial language, adds to the complexity of the language environment. Despite its prevalence, however, bilingualism is not included in our study. We're particularly interested in Arabic diglossia in the context of Algeria. One of the most striking features of the linguistic situation in all Arabic-speaking countries in general, and Algeria in particular, is the coexistence of two distinct varieties of the same language, each employed for distinct purposes with clearly defined differences. Roles that are clearly defined Diglossia is seen in many Arab countries, but it is particularly prevalent in Algeria. Because the low variant

Chapter One : Literature Review

is not near to the conventional form of Arabic, this example is unique. The key elements that hold the gap between the two are illiteracy and colonialism varieties. A local version of Arabic (AA) is used in informal conditions for low functions, such as at home, work, the market, and among friends, whereas Modern Standard Arabic (MSA) is used openly in formal situations for high roles, such as public meetings, scientific conferences, and educational reasons. The Qur'an's Classical Arabic provides the normative standards for this type.

1.3.1.1 Arabic

Algeria has been subjected to a series of invasions that have impacted the country linguistically, historically, politically, and culturally for a long time. As a result, their vestiges can still be found in Algerian Arabic vernaculars today. The Vandals, the Byzantines, the Romans, the Turks, the Arabs, and the French were the most important conquerors of Algeria. As a result, determining the indigenous peoples of Algeria as a whole is extremely challenging. According to some historians, the Berbers were the first residents of Algeria, who settled all along Africa's northern coast. As a result, Algeria is one of several countries where language variation can be found, including bilingualism, diglossia, and multilingualism, linguistic phenomena that have resulted in code-switching, code-mixing, and borrowing. Hassaine (2011:49) cites this source. Furthermore, in the 7th century, the Arab conquerors brought Islam and the Arabic language with them to North Africa in general and Algeria in particular, i.e., Arabic has been defined as a marker of Islamic identity. Classical Arabic (CA), which was codified by Al Khalil, Sibawayhi, and other Arab grammarians (Owens 2001), is the pure language of the Qur'an and the language of pre-Islamic poetry spoken by Quraish (Ennaji, 2005). CA is thought to be the source of Modern Standard Arabic (MSA). In terms of vocabulary, the two varieties diverge to some extent, as MSA has incorporated a large number of borrowings and Arabized versions of foreign words, stylistic forms that are less complex nowadays. The phonology and morphology of the language have remained largely intact.

Chapter One : Literature Review

1.3.1.2 Berber

The adoption of a new language and religion resulted in significant changes in all aspects of economic and social connections, as well as the growth of cultural and political integration. As a result, when the Arab invasions of the 7th and 8th century arrived, the Berbers of the towns gradually began to acquire Arabic, whilst the Berbers of the mountains opted to keep to their ancestral tongue, which had the biggest cultural impact. Berber did not arrive in Algeria until the 11th century, when the Banu Hilal tribes arrived, when Berber began to dwindle and Arabic became thoroughly ingrained in the country. (Benrabah \s1999). As a result, the Berber language is only spoken by roughly 15% of the Algerian people, making it a minority language in the country. Furthermore, with the arrival of Arab poets, philosophers, and scientists from the Maghreb, Arabic became the official language of the region, with Berber dialects distributed throughout.

1.3.1.3 French

French colonization in Algeria lasted nearly a century, or 132 years. As a result, the French role was to rule Algeria through cultural imperialism and the erasure of its Arabo-Islamic identity. To put it another way, the new conquerors attempted to impose their culture, religion, and even language. However, their mission was initially challenging due to Algeria's complex linguistic situation, which included several languages: Arabic (the original language, which was taught in Kuranic schools), Berber, and French. In addition, in 1832, the Duke of Rovigo stated, "The most effective way to conquer this country is to propagate our language throughout it." This suggests that exterminating the Algerian language, as well as establishing and spreading the colonial language, was the most significant and efficient way of gaining control of the country. Following that, they worked to eradicate Arabic from all educational practices and official uses, replacing it with French as the main language in all settings, such as administration, schools, and everyday life.

1.3.1.4 English

English is regarded as a second foreign language in Algeria after French. It is taught in Algerian schools from the first year of the middle school and also in universities for general purposes (EGP) and for specific purposes (ESP) .

The presence of English in Algeria is due to its universal status as a lingua franca, yet, only a small number of Algerians speak English, mostly the young generations.

1.3.2 Algerian Attitudes towards Code Switching

The Algerian society used to switch their way of speaking because of the mixed ethnographical occupation in the nation, as for the EFL students in the Algerian universities, they often had their own way of communicating. Especially in cases of speech community where they rely on CS, as a way of developed utterances to be understood in a specific circle of friendship, or whatever it's since the code is well known by the interlocutors.

1.4 Conclusion

As a conclusion, the information that has been presented previously are the major prominent outcomes of language contact phenomenon as bilingualism, multilingualism, diglossia, CM, CS, etc. the focus is on CS dealing with the different definitions presented by different scholars from a linguistic perspective. Also, dealing with how people can switch languages in many ways, as well as for multiple reasons. This chapter concludes with the relationship of CS with other phenomena. All these varieties become a part of our daily conversations, used by almost all people in the globe. Of course, these phenomena contribute to facilitate communications and create contact between people in exchanging thoughts, feelings, actions or any other intention.



Chapter Two

Chapter two : Field work and Data Analysis

Chapter Two : Practical (Field work and Data Analysis)

2.1. Introduction	25
2.2. Research design	25
2.3 Sample Population	26
2.4 Research Instruments	26
2.4.1 Students' Questionnaire	26
2.4.2 Teachers' Interview	27
2.5 Data Analysis and interpretation	27
2.5.1 Students' Questionnaire	27
2.5.2 Teachers' Interview	42
2.6 Discussion of the results	47
2.7 Limitation of the study	49
2.8 Pedagogical Recommendations	50
2.9 Conclusion	51

Chapter two : Field work and Data Analysis

2.1 Introduction

The second chapter deals with the practical side of the present research work. It is devoted to data collection and data analysis . Firstly, it attempts to describe the research design , the sample population, and the research instruments used for collecting data. It then deals with the analysis, interpretation, and discussion of the findings gathered from various sources through the use of questionnaire and interview in an attempt to afford as much as possible answers to the research questions and verify the research hypotheses.

2.2 Research Design

According to Kothari (2004): “Research design must, at least, contain : a clear statement of the research problem, procedures and techniques to be used for gathering information.[...] As well as, the population and methods to be used in processing and analyzing data” (2004:23). Therefore, the type of this research is a single exploratory case study since it focuses on the case of second year pupils at Besseghir Lakhder Secondary School and explores the sociolinguistic phenomenon of code switching in EFL classroom.

In order to achieve the aforementioned objectives , the researcher adopted a mixed method research combining both quantitative and qualitative methods in order to have both descriptive and statistical results ,and because using more than one research tool provides more reliability and validity to the work. According to Creswell (2014) these two mixed methods provide more flexibility than either method would alone, as well as, ensure that study findings are grounded in participants experiences.

This work was conducted at the level of an Algerian secondary school in Tlemcen. The name of this secondary school is BESSEGHIR Lakhder. In this study, a questionnaire was designed and distributed to 36 second year pupils. In addition to a structured interview that addressed with 4 English teachers at the same secondary

Chapter two : Field work and Data Analysis

2.3 Sample Population

According to Herdiansyah (2010), the population is the whole object or element examined. The participants who took part in this study were a sample of second year pupils at BESSEGHIR Lakhder secondary school during the academic year 2021/2022. The participants were 36 pupils. In addition to 4 teachers who teach English at the three levels of secondary school.

2.4 Research Instruments

In order to give a clear definition of what a research instrument is, Birmingham and Wilkinson (2003) express that research instruments can be described as devices used in order to gain information that related to a research project.

In this research ,the data collection and analysis was gathered through using two data collection tools which are : a questionnaire for learners and a structured interview for teachers.

2.4.1 Students' Questionnaire

The questionnaire is one of the most effective research instruments used. It is composed of a Number of questions aiming to collect informations from respondents both quantitatively and qualitatively . According to Walliman (2011:97), "Asking questions is an obvious method of collecting both quantitative and qualitative information from people".

In this study, the 36 pupils were given a version of a questionnaire consists of 3 parts ; the first part about their use of code switching , the second part about their teachers' use of code switching and the third part about their attitudes towards the phenomenon of code switching especially in an EFL classroom. The total of questions was 14 questions varied between closed , multiple choice ,and open ended questions.

The pupils did not understand some questions , and also their answers were in Dialectal Arabic ;so the researcher was obliged to explain and translate

Chapter two : Field work and Data Analysis

the questions for them and also translate their answers in order to get valuable data about the topic .

2.4.2 Teachers' Interview

The interview is a helpful data collection tool that is used in order to get valuable information about people's opinions, attitudes and facts about a given topic. It is considered as a form of conversation where the interviewer collects information from the interviewee. Sajjid (2016:211) mentioned that "interviewing involves asking questions and getting answers from participants in a study". In the current study, an interview that consists of 11 structured questions go on face to face with 4 teachers. The interview were prepared in advance with the aim of comparing the answers of pupils with the answers of their teachers.

2.5 Data analysis and Interpretation

At this stage, the data obtained from the students' questionnaire are analyzed and summarized in the form of quantitative and qualitative descriptions using frequencies and percentages in tables. While teachers' interviews were transcribed and interpreted taking into consideration all the teachers' points of view.

2.5.1 Students' Questionnaire

Part I

Question 01: how many languages do you speak ? Mention them ...

Table2.1 : Number of spoken languages.

Option	Frequency	Percentage
One language	04	11%
Two languages	12	33%
Three or more languages	20	56%

Chapter two : Field work and Data Analysis

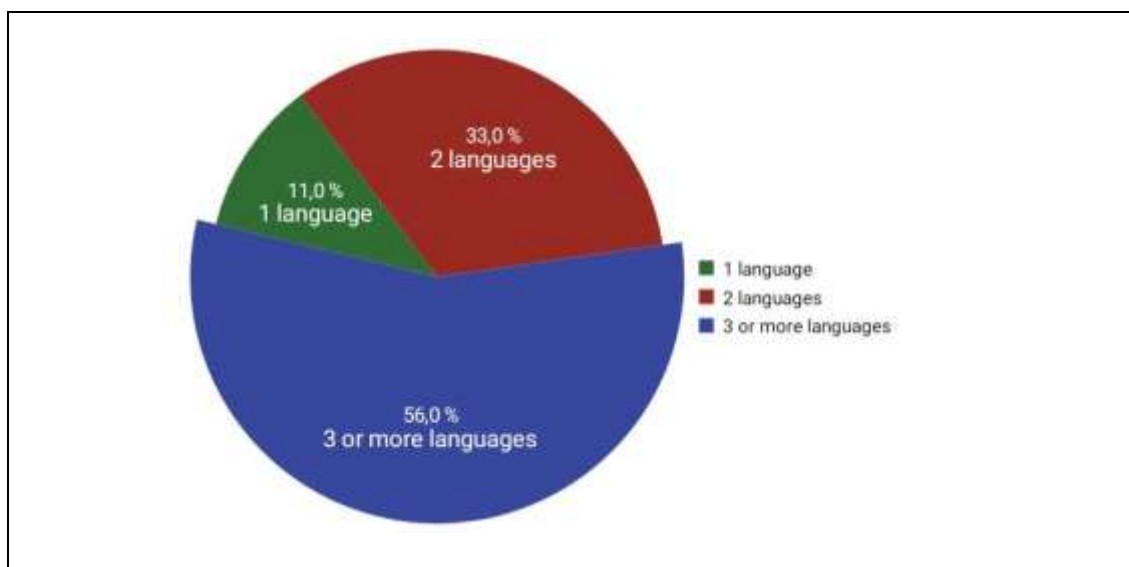


Figure2.1 : Number of spoken languages

From the table and figure2.1 we noticed most pupils (56%) speak more than three languages, (33%) speak two languages, and about (11%) speak only one language.

Table2.2 Names of spoken languages

Option	Frequency	Percentage
Ar	04	11%
Ar+Fr	05	14%
Ar+Eng	07	19%
Ar+Fr+Eng+other lges	20	56%

Chapter two : Field work and Data Analysis

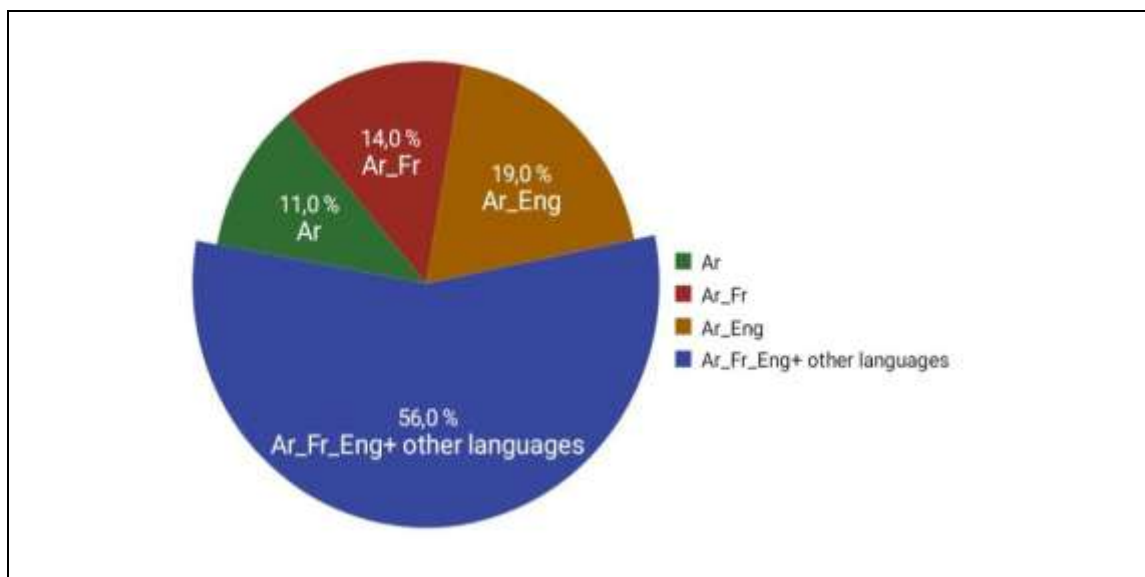


Figure2.2 : Names of spoken languages

The results shows that most pupils (56%) speak three languages (Ar/fr/Eng) .12 pupils (33%) stated that they speak two languages which are (Ar/Fr) or (Ar/Eng) . Meanwhile, Only four pupils (11%) stated that they speak only their mother tongue Arabic.

It appears that the majority of EFL second year pupils are either bilingual or multilingual in a sense that they can communicate and mix the languages when interacting or participating in the classroom.

Question 02 :How do you evaluate your level in English Language ?

Table2.3 : Learners' Proficiency level

Option	Frequency	Percentage
Bad	10	28%
Average	20	55%
Good	06	17%
Advanced	00	0%

Chapter two : Field work and Data Analysis

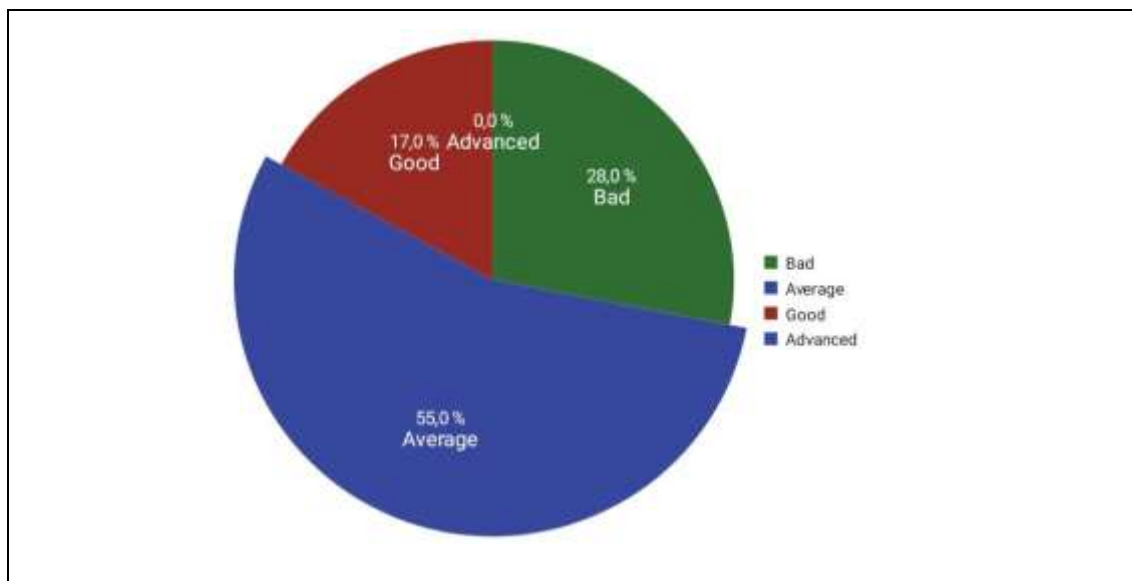


Figure2.3 : Learners' Proficiency level

This question attempts to measure the level of pupils' performance in English. From the table 2.3 and the figure 2.3 we can notice that the highest percentage of pupils 55% claimed that their level in English is average. However, 28% of participants have evaluated their level as bad and 17% as good. Finally, there is no advanced category 0% which means that there are no pupils with a very good background in English.

We conclude from the results that second-year pupils have an average level in the target language since they are considered new language learners (EFL)

Question 03 : How often do you switch between languages in EFL class ?

Table 2.4 : The frequency of learners' CS in EFL classroom

Option	Frequency	Percentage
Yes always	25	70%
Yes sometimes	08	22%
No rarely	03	8%
No never	00	0%

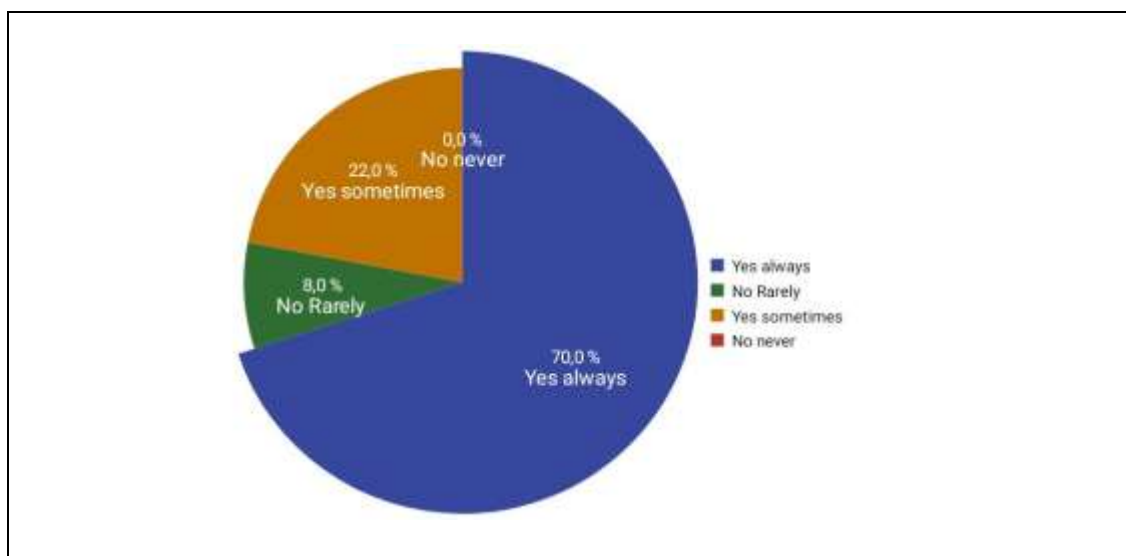


Figure 2.4 :The frequency of learners'CS in EFL classroom

This question aims to determine the frequency of pupils' CS in EFL classroom. A total of twenty five pupils (70%) claimed that they always use CS in EFL classes. Whereas eight pupils (22%) stated that they sometimes use CS. Further, only three pupils (8%) affirmed that they rarely code switch and no one put "never".

As a conclusion, it can be inferred that the majority of pupils use code switching in EFL classroom.

Question 04 :To which code(s) do you switch ?

Table2.5: The codes used by pupils in EFL classroom

Option	Frequency	Percentage
Ar	28	78%
Fr	04	11%
Both	04	11%

Chapter two : Field work and Data Analysis

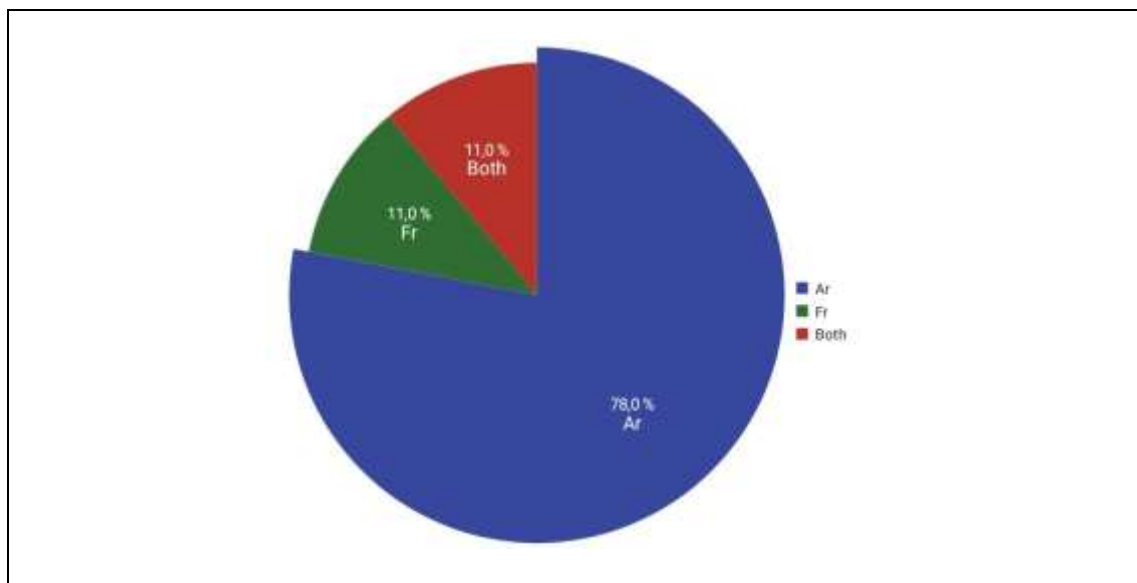


Figure 2.5 :The codes used by pupils in EFL classroom

From the obtained results we notice that the majority of pupils (78%) switch from English to their mother tongue Arabic .

Question 05 : why do you use Code switching in EFL class ?



Figure2.6 : Reasons of pupils'CS

Chapter two : Field work and Data Analysis

This question was asked in order to find out the reasons that lead pupils to codeswitch in EFL classroom. From the figure2.6 , it is observed that the majority of pupils use code switching because they can not express themselves in English (lack of fluency 86%) due to their lack of vocabulary (90%) .And because of lack of register competence (81%) , lack of facility (78%) .About (65%) of pupils reported that they shift between languages due to their lack of self confidence . While not more than (5%) alternate codes because they have good competence in both languages. Finally, no one voted for the reason « mood » and no one added other reasons.

As a result, the main reasons of pupils' code switching are lack of vocabulary, lack of fluency ,lack of register competence, lack of facility, and lack of self confidence

Question 06 : When do you switch ?

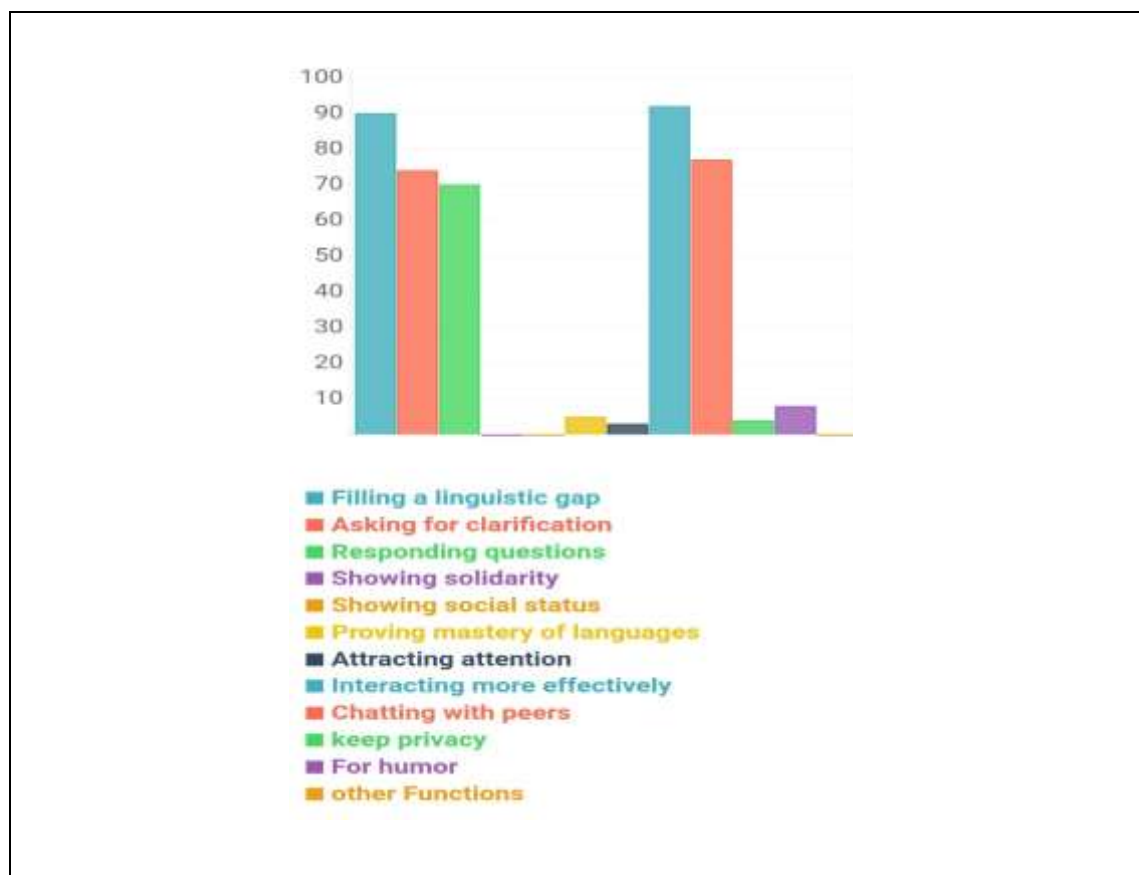


Figure2.7 : Functions of pupils'CS

Chapter two : Field work and Data Analysis

The sixth question aims to determine the functions of pupils' CS . It is obvious from the figure 2.7 that the most functions of pupils' CS are :interacting more effectively(92%), filling a gap(90%), and chatting with their peers (77%). In addition to asking questions for clarification (74%), and responding teachers' questions (70%).While (7%) of the pupils codeswitch for humour, (5%) for proving mastery of languages,and (4%) for keeping privacy "so that others would not understand". Only (3%) switch in order to attract attention . Finally , none of the participants choose (showing social status, showing solidarity, or other functions).

We conclude that the majority of pupils codeswitch to achieve pedagogical functions such as interacting more effectively, filling a gap, responding the teacher' questions and asking for clarification .

Part II

Question 7 :Does your English teacher code switch in class ?How often ?

Table 2.6: The frequency of Teachers' CS in EFL Class

Option	Frequency	Percentage
Yes always	26	72%
Yes Sometimes	08	22%
No rarely	02	6%
No never	00	0%

Chapter two : Field work and Data Analysis

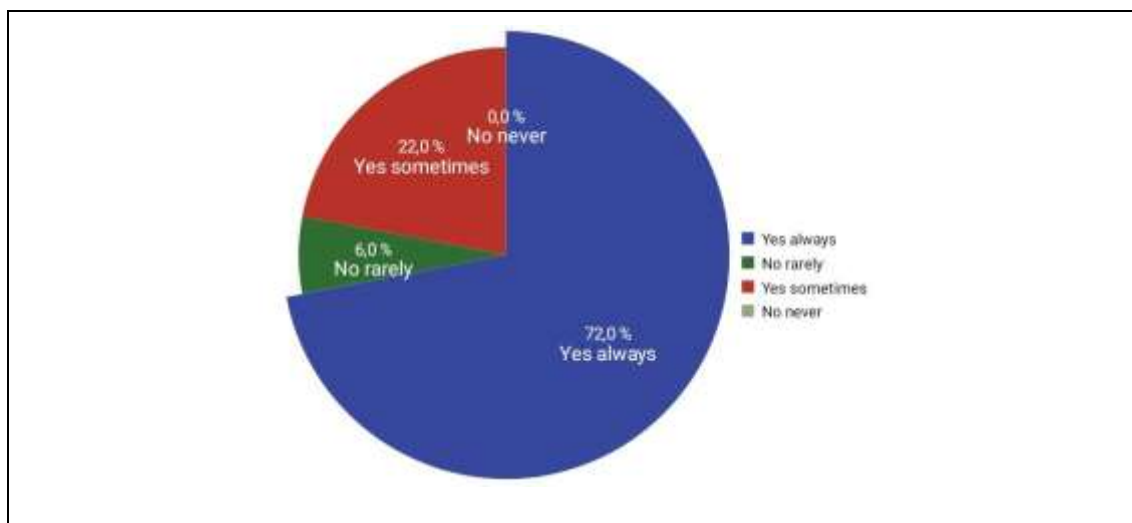


Figure 2.8 : The frequency of Teachers' CS in EFL class

This question aims to determine the frequency of teachers' CS in EFL classroom. A total of twenty six pupils (72%) claimed that their teachers always use CS during lecture. Whereas, eight pupils (22%) answered by sometimes , and only two pupils (6%) answered by rarely and no one put “never”.

As a conclusion, it can be inferred that most teachers use Code switching in EFL class.

Question 8 : To which code(s) does your teacher switch ?

Table2.7 :The codes used by English teachers in classroom

Option	Frequency	Percentage
Ar	25	70%
Fr	03	8%
Both	08	22%

Chapter two : Field work and Data Analysis

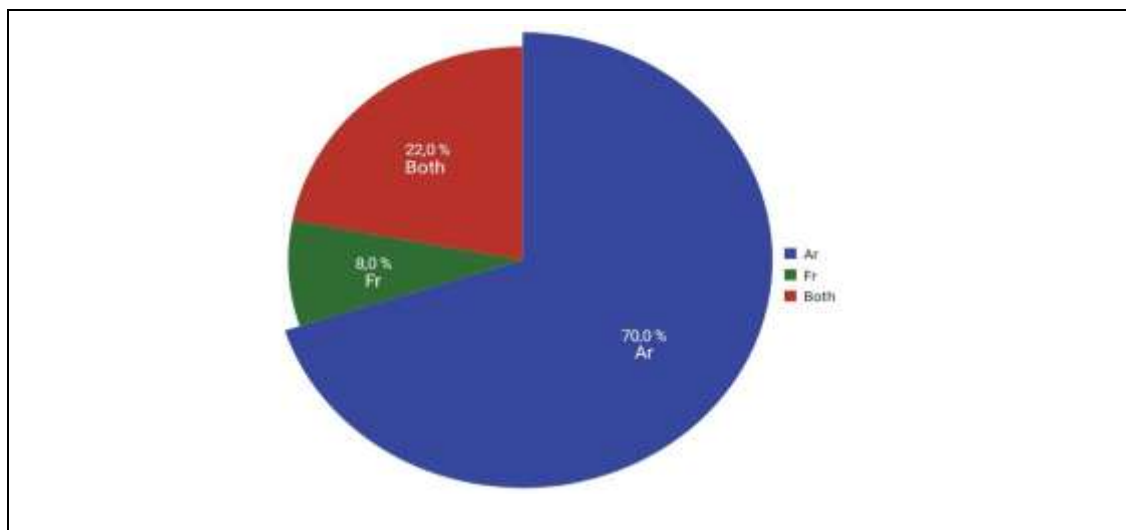


Figure2.9 :The codes used by English teachers in classroom

From the answers we conclude that the majority of teachers (70%) switch from English to Arabic while only (8%) to French and (22%) to both Arabic and French.

Question 9: Why does your English teacher use code switching in class ?

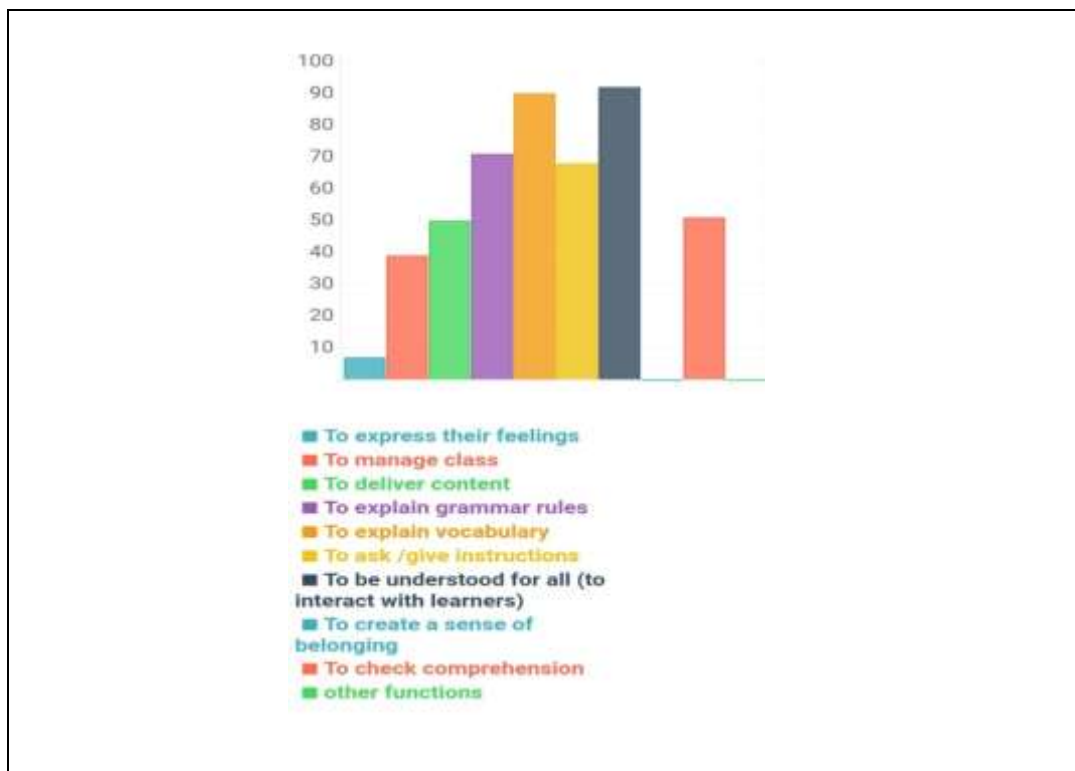


Figure2.10 : Functions of teachers' CS

Chapter two : Field work and Data Analysis

In this figure 2.10 where the pupils indicate the reasons why their teachers code switch in class. Most of the participants reported that their teachers code-switch in order to be understood for all so they can interact with their pupils more effectively (92%), and also to explain new terminology and difficult vocabulary (90%). Besides, (70%) claimed the reason behind their teacher code-switching is to explain Grammar rules , to ask or give instructions (67%) , to check comprehension(51%), and to deliver content (50%). In addition, (38%) said that their teacher shifts to another language to manage class .(6%) to express their feelings. Whereas no one choose the option « To create a sense of belonging » and no one added other reasons .

Therefore, the sample gave different answers about the reasons that make teachers code-switch in class. These varied between promoting interaction, clarifying meaning, explaining rules, giving instructions, checking comprehension and managing class .

Part III

Question 10: Do you like your English teacher use of Code Switching in class ? Why ?

The majority of pupils answered that they always like their teachers to use Code-switching in EFL classroom ; because they think that enable them to understand more , facilitates the communication between them, and develop their speaking and learning process ; as someone said : "نفسهم خير كي نهدرو بلغة وحدو خرا : نعرفوها فحصة الانجليزية"

« we understand better if other known languages are used in our foreign class »

Another one stated " كي لبروف تولى تهدر بلغه تا عانا نتجاوبو معاها ونفهمو خير "

" when the teacher switch back to our mother tongue we respond quickly and understand better the target language ». However, some of the pupils preferred their teachers to sometimes code-switch in the class with degrees and just in the situations that need to, such as clarifying misunderstanding issues during a lecture , explaining new terminology or overcoming obstacles during classroom

Chapter two : Field work and Data Analysis

speaking . Only two learners dislike and feel disappointed when their teachers switch in their mother tongue during speaking, because as they said they fear of mixing the use of both their mother tongue and the target language. "كي نهـدرو بالعربية نخافو نخلطو بيناتهم"

To sum up , The results confirm that the majority of EFL pupils are satisfied when teachers switch codes especially to their mother tongue because they see code switching as one of the helpful strategies in overcoming learning difficulties.

Question 11 : How do you consider your classmates who codeswitch in EFL class ?

Table2.8: pupils' attitudes towards code switchers

Option	Frequency	Percentage
Modern	02	6%
Intellectual	04	11%
Pretened to be intellectual	05	14%
Intelligent	03	8%
Incompetent	22	61%

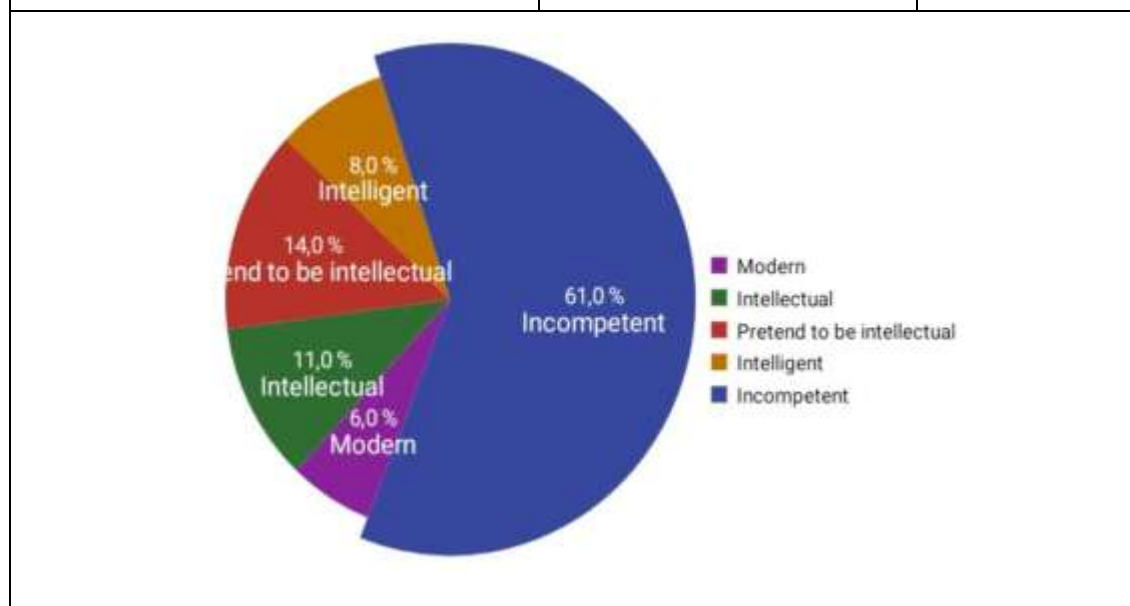


Figure2.11 : pupils' attitudes towards code switchers

Chapter two : Field work and Data Analysis

The figure 2.11 displays pupils' attitudes and opinions towards code switchers themselves. So, it is observed that the majority of the informants (61%) claimed that those who switch codes are incompetent (they use CS because they are not fluent in using the target language (Eng)). On the other hand, (11%) consider them as intellectuals , (8%) as intelligent and (6%) as modern . whereas (14%) of the informants think that they pretend to be intellectual.

From these results it is noticed that the majority of the pupils have negative attitude more than positive one towards persons who codeswitch.

Question 12 : Do you think that Code switching enhances your learning of English Language ? Justify

On this question, the pupils' opinions differed and were divided into three groups :

The first group and the largest percentage agreed that using this strategy will allow them to enhance learning English when it is used carefully.

One of the pupils mentioned: " نعم فعندما لا استطيع التعبير بالانجليزية أتكلم بلغة أخرى " « yes because when I can not express my self in English i use another language and that is helping me to deliver my ideas' . Another one added: " نعم لانه يساعدني علي تذكر الكلمات الصعبة " " yes, because it helps me to remember and memorize hard words' which means that when they translate the difficult words in their mother tongue it will help them to remember it in the target language.

The second group said that the use of code switching will not enhance the learning of English. As Mentioned by one of the pupils : "no , i think that it 's better to use only English because that way we can improve our speaking skill" . Another one said " استعماله بكثرة يجعلنا نعتاد على الترجمة وعدم البحث عن المفردات الإنجليزية " " no, the overuse of code-switching will just make us get used of translating and don't looking for English words And that will not help in enhancing our English'. Besides, one of them stated that it is not much useful as it does not

Chapter two : Field work and Data Analysis

encourage pupils to use and look for the foreign language which is the main target”.

The third group viewed that code switching does not improve their learning of the English language itself but it instead enhances their interaction in class as it allows continuing the flow of communication and solves problems when speaking especially for those who have lack of vocabulary . They said that when they use their first language, it is easy for them to take part in the class interaction, and make ideas be exchanged more effectively. In addition, using another language can be helpful for learners understand better the topic as one learner stated : " أحيانا بعض المواضيع تحتاج للغة أخرى ولهذا استعمال العربية لا يصلح الأفكار :

« يمكن ان يفيد " in some situations, the content matters more than the language itself, so using Arabic to convey certain ideas can be beneficial ». Besides some pupils who just confirmed that the idea of using code-switching will help to enhance the English language without giving any explanation or justification for their choice.

As conclusion, most pupils hold a positive attitude and like the strategy of switching between languages in classroom since it helps them to communicate, express themselves, and understand better, but at the same time they believe that it's not a good tool to enhance the learning of the target language.

Question 13 : According to you, is it appropriate to mix languages in EFL class ? Justify

Some pupils answered that it is not appropriate to use another language in learning English because they believe that the learner must be exposed to a good amount of TL if he want to develop better TL proficiency. In addition to that the use of another language in learning the target language can lead to the acquisition of incomplete or false backgrounds, because the basics of the language differ from one language to another, and sometimes it is not possible to compare an

Chapter two : Field work and Data Analysis

element of one language with another element of the other language. Furthermore, since the main target of EFL classes is teaching the English language, so the appropriateness is to stick and use only that language and don't switch to any other language because the excessive use of another language especially L1 will violate the main goal of EFL class ; as one learner claimed :”
"كي تهدر بالعربيه فبلاصة الإنجليزية كلي راك تقرا العربية"
« Using Arabic language instead of the English one in EFL classroom makes you feel that you are studying Arabic Language »

In the other hand , the rest of the participants view that there is nothing wrong with mixing languages and using another language to learn English, and they justified this by noting that they are not native speakers of the English language, and as long as this method helps them understand and interact better, so there is no problem with that.

Question 14 : How do you see code switching as a linguistic phenomenon ?

Table2.9: pupils' opinion about CS

Option	Frequency	Percentage
Extremely beneficial	17	47%
Beneficial	13	36%
Unbeneficial	04	11%
Harmful	02	6%

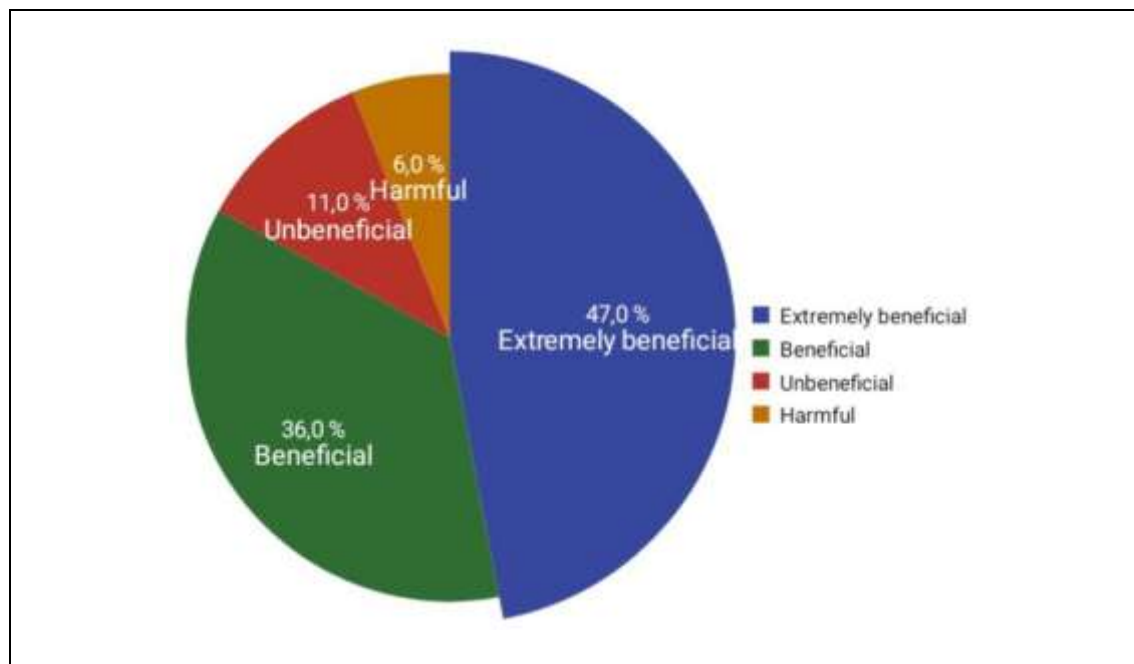


Figure2.12 : pupils' opinion about CS

As it is shown in the table2.9 and the figure2.12, seventeen pupils (47%) asserted that code-switching in EFL classroom is extremely beneficial. Thirteen pupils (36%) agreed that CS is beneficial. However, only four (11%) claimed that it is unbeneficial, whereas two (6%) stated that it is Harmful.

To sum up, most pupils have a positive attitudes towards the phenomenon of Code switching , this might be due to the fact that CS facilitates their understanding learning and help them to express themselves without facing problems in speaking.

2.5.2 Teachers' Interview

This structured interview was conducted with four teachers at BESSEGHIR Lakhder Secondary School Tlemcen . The aim of this interview is to gather more explanations and valuable informations about the issue of using code-switching in EFL classroom . Additionally, the interview was made on the aim to compare its answers to those provided by pupils in the questionnaire

Chapter two : Field work and Data Analysis

Question1 :How do you evaluate your learners' performance in English ?

The 1st question aims to measure the level of pupils' performance in English . Most teachers said that their pupils have an average level since they are new language learners.

Question 2 :Do your pupils codeswitch between languages ?how often ?

Most of the interviewed teachers confirmed that they always face this phenomenon in their Classes among their learners in all the times and all the situations.

Question 3 : To which code(s) do your pupils switch in classroom ?

Two out of four interviewed teachers said that their pupils code switch most into their mother tongue (Arabic) when they are interacting in class. While, the two others said that their pupils sometimes use both Arabic and French as a substitution to English

Question4 : Are there any specific situations or subject areas in which pupils switch between languages ?

All of the interviewees think that the use of code-switching by EFL pupils has no specific situation or subject area. It is used in all subjects when the pupils feel that they need to express themselves better . However, they all agreed that this phenomenon happened mostly in oral activities where pupils are exposed to talk and interact more in the classroom. Another teacher claims that language alternation appears when the topic is somehow close to everyday life, or when the field requires a specific terminology .The 3rd teacher said that pupils mainly code switch when raising/responding questions or asking for clarification . while the last teacher has a different opinion, he think that their pupils switch to another language more when chatting with their peers.

Chapter two : Field work and Data Analysis

Question 5 : In your opinion , why do your pupils use code switching in class ?

This question is asked on the aim of find out the main reasons that push EFL pupils to codeswitch inside class. The teachers' answers was as follows :

- Teacher 1 : « I have noticed that my pupils use code switching because it makes them talk freely, feel more comfortable and interact better with me during the lesson »
- Teacher2 : « Pupils mainly codeswitch because of lack of vocabulary and their poor background ; when they don't find the appropriate term in the English language they shift directly to their mother tongue in order to fill that gap »
- Teacher 3 : « They sometimes shift to another language especially their mother tongue to convey a particular meaning where they can express perfectly their ideas and be more understandable »
- Teacher 4 : « since they are not fluent enough in using English ,they are obliged to shift to their mother tongue to be able to continue in a conversation »

As an overall view of the interviewees' responses to this question, there are different reasons that lead pupils to use code switching in EFL class , but it is mainly because of the lack of vocabulary and knowledge. In addition, it is used as self-expression ; when pupils want to express their thoughts or feelings they mostly prefer to use their mother tongue instead of English .

Question 6 + Question 7 : Do you alternate between languages during lectures ?how often and to what code(s) ?

Most teachers said that they always alternate between English and Arabic and sometimes between English and both Arabic and french during their lectures

Question 8 : When do you feel the need to switch from English to another language (Ar/Fr) and why you do that ?

Chapter two : Field work and Data Analysis

The 8th question is asked to determine the cases that make the EFL teachers feel the need to codeswitch and why they do that , their answers was as follows :

- Teacher1 :”Actually most times and most situations make me feel the necessity to switch to another language especially Arabic because it is the only way that enable my pupils understand me ,and this is my aim »
- Teacher2 :” I usually codeswitch when visual aids , body language fail to transmit the message and when my pupils seem lost and do not have a clue », « ... the main aim of my code switching behaviour is to make sure that my pupils have understood my explanations and instructions”.
- Teacher 3 :” Most of the time I codeswitch according to the context of the lesson when I feel that my pupils need such a clarification or comparaisn in their own language to get the idea “.
- Teacher 4 :”Actually the shift to Arabic is crucial for me when introducing new terms or ideas and when explaining unfamiliar words ; it is the only way to clarify obscure things »,« ...and sometimes when I give instructions to install discipline or try to attract pupils’ attention»

According to the interviewees, they mainly codeswitch in the cases they feel that their pupils need such explanations to fill the understanding gap ; to clarify when pupils can not understand the meaning of words or can not grasp the idea. In addition, they codeswitch to attract pupils interaction in class.

Question 9 :How do you react when your pupils codeswitch in class ? Justify ?

This question is asked to discover the attitudes of teachers towards their pupils’ code switching. Most teachers stated that they usually accept because their pupils show that they are interested, engaged in the learning process and try to express themselves but they can not do that in English ,so they have to allow code switching use inside classroom . however, they sometimes do not accept and do not encourage using it especially when the case is easy and do not deserve or when the pupil have a good competence

Chapter two : Field work and Data Analysis

Question 10 : Do you think that Code Switching affects pupils negatively or positively ? Justify ?

- Teacher 1 :” I think it affects them positively as long as they are still beginners , acquiring the language »... «I see code switching as a facilitation because it makes the pupils discover the meaning of words they ignore and makes them more confident about their own learning »
- Teacher2 :” Code switching affects pupils positively because when they codeswitch, they interact and get involved .Although I believe that in learning any language we need to stick to that language , but in this case English is only a syllabus, so code switching is beneficial”.
- Teacher 3 : « In my opinion code switching affects pupils both positively and negatively. Fact, it facilitates the learning process but in the other hand , pupils may rely on it and they will become lasy ; instead of learning more vocabulary they stick to translation”.
- Teacher 4 :” I see that this linguistic phenomenon can have both positive and negative impact on pupils; from one hand it helps them in learning, interacting, and participating, but from the other hand it may decreases their ability to master the target language”.

According to the teachers’ responses, code switching in EFL classrooms affects pupils both negatively and positively. However, they find it useful strategy despite it’s negatives. According to them, as advantages, code switching facilitates the teaching/learning process and increases pupils’ participation and comprehension, since it enables them to express themselves and interact effectively in the classroom . But although its benefits, the use of such a strategy should be limited to some cases and it will be better to avoid it in order to serve the purpose of the class, which is learning a foreign language.

Chapter two : Field work and Data Analysis

Question 11 : what is your opinion about code switching as a linguistic phenomenon ?

All the interviewed teachers has agreed that code switching is extremely beneficial and considered as a necessary and needed strategy in learning process

2.6 Discussion of the results

After the data have been gathered and analysed through the use of a questionnaire for pupils and an interview for teachers. The three research questions have been answered and the three hypotheses have been verified.

Concerning the first Research question, which codes are used by EFL pupils and teachers, the results demonstrate that most EFL pupils and teachers tend to switch between English and Arabic language in classroom .The participants stated that they usually use Ar to fill in linguistic gaps, and ease the burden of comprehension, especially it is their mother tongue and it is more familiar to them than another language . Therefore, the first hypothesis, which suggests that EFL pupils and teachers switch between English and Arabic language, is confirmed.

Regarding the second research question, why and for what EFL pupils and teachers codeswitch in EFL classroom. On one hand, the results obtained from both pupils' questionnaire and teachers' interview demonstrate that the major reasons of almost all pupils code switching are due to the lack of fluency, knowledge and skill to express their thoughts in the target language effectively ; they use code switching to overcome communicative difficulties, which may arise as a result of insufficient competence in the target language (Ellis and Shintani, 2013). Furthermore, the findings show that pupils also codeswitch when they do not find the right concept or term ,so they shift to the code where the missing concept or term is present (lack of facility). The analysis of the results also reveals that pupils switch to ask for clarification about certain important topic at the end of lectures, or to chatt with their peers.

Chapter two : Field work and Data Analysis

On the other hand, the results show that teachers' use of code switching is often done purposively to fulfil pedagogical functions which are :

- Easing the burden of comprehension where they make ideas clear or easier to understand by giving more details or simpler explanation of unfamiliar terms, words or expressions.
- Promoting interaction in which they provide opportunities for interaction that support active learning.
- Giving instructions where they use the imperative form to give orders or direction in order to install discipline, or manage class .
- checking comprehension,

Thus, the second hypothesis has been validated.

Finally, for the third research question. From the gained results ,on one hand, it is evident that most teachers and pupils hold positive attitudes and support the use of CS inside EFL classroom. They view CS as a useful tool in the teaching/ learning process, because they think that their use of another language instead English facilitates the comprehension and interaction inside classroom, besides that it overcomes the obstacles they faced, and makes both of them feel at ease and gives them the will to reach their pedagogical targets . On the other hand, although most of teachers and pupils indicated that code switching enhances the teaching/ learning process ,there are some inconsistencies in thier opinions about code switching and target language use in the EFL classroom where they hold a negative attitude ;because they believe that in order to get fluent in the target language they have to stick only to that language itself. And the strategy of CS enhances their understanding and interacting in the classroom, but not their learning of English language as a language. Teachers said that they accept their pupils code switching only in the cases that is need to, but they react negatively to those with a good level or in the easiest cases because they think that the existence of other languages may help sometimes in explaining lectures and clarifying ambiguous, yet its overuse would harm most of the time the

Chapter two : Field work and Data Analysis

progress of pupils and handicap the process of learning a foreign language. It can not helps them to learn the vocabulary appropriately and can not develop their communication, so that it would hinders the process of the target language and it does not encourage pupils to use the foreign language which is the main target. Furthermore, pupils view their use of code switching in the EFL classroom as undesirable because it is believed that it will result in unacceptable language use among them, which subsequently, leads to a decline in the standards of English. Hence, these results also validate the third hypothesis.

As conclusion, it is clear that code switching is an unavoidable sociolinguistic phenomenon, which is frequently practiced by both EFL teachers and pupils in EFL classroom to acheive pedagogical functions . Approximately, all the informants share the same opinions and agree about the codes used in EFL classes and the reasons behind this linguistic behavior, as well as their attitudes towards it as a linguistic phenomenon.

2.8 Limitations of the study

During the preparation of this research work, the researcher was hindered by some obstacles, are :

- Time constraints that prevented the researcher from addressing some important points about code switching
- Time constraints which averted the researcher to use some other research instrument .
- The participants did not give answers to some questions of the questionnaire particularly when they asked to comment or justify.
- It took a long time to get in touch with the informants
- The small number of informants was not sufficient to make general conclusion about the studied issue .
- The researcher was obliged to translate the questions for the pupils,And even their answers because they were in Arabic.
- These Limitations prevented the researcher to generalize the results

Chapter two : Field work and Data Analysis

2.9 Pedagogical Recommendations

Based on the analysis of this study, the following recommendations have been drawn and Directed for teachers and pupils :

For teachers :

- The teachers should minimise the use of CS in EFL classrooms and should also be aware of the cases where CS could be beneficial for pupils and where not.
- The teachers have to help their pupils by organizing them to work in groups ; this will help them to practice their language and exchange knowledge.
- The teachers have to look for other effective teaching methods that enable them to explain new meanings, and grammatical rules in the foreign language, by acting or negotiating the meaning .
- The teachers should play the role of facilitators rather than translators

For pupils :

- The pupils should be aware of this strategy and reduce the amount of using it in classrooms
- The pupils have to make more efforts in order to improve their English language
- The pupils need to interact orally in class even if they make mistakes in order to practice their english language
- The pupils have to look for the English words rather than going to translation.

Chapter two : Field work and Data Analysis

2.7 Conclusion

The present chapter is an attempt to discuss the fieldwork of this present research study. Ultimately, an overview of the research methodology, the chosen sample, and the research instruments used are presented here. In order to gather enough data about the topic, the researcher adopted the case study and the mixed methodology where two data collection tools were employed, namely teachers' interview and pupils' questionnaire. Further, the teachers' interview data were interpreted and analysed qualitatively through descriptions. Whilest, the pupils' questionnaire was analyzed and interpreted quantitatively through using tables and graphs of the obtained data. Finally, an in-depth discussion of the results was provided at the end of this chapter, to answer the research questions and verify the hypotheses. In addition to the limitations of the study and some pedagogical suggestions.



General Conclusion

General Conclusion

The major concern of the current research work is to explain the phenomenon of code switching in English as foreign language classroom. The research work aimed at finding out answers to three main research questions . The first one was to know the codes used in EFL classroom . The second one was to find out the main reasons behind EFL pupils' and teachers' code switching. The third and last one was to determine the attitudes of both teachers and pupils towards code switching as a linguistic phenomenon. Therefore , three hypotheses have been formed .

This research work was composed of two chapters. The first chapter was theoretical dealt with defining the key concepts related to code switching. In addition to describing the language situation in Algeria. The second one which is the most important is devoted to the practical part and it is concerned with interpreting and discussing the different reached findings in the first section. It aims to describe the participants, methods, research design, and data collection tools and procedures used in this study to reach the final results, adding some pedagogical suggestions and recommendations.

This investigation has based on case study .It has relied on a mixed method in order to have both qualitative and quantitative data .Thus, two research tools were used for collecting valuable data, are : pupils' questionnaire and teachers' interview. The questionnaire has been administrated to second year pupils at BESSEGHIR Lakhder Secondary school Tlemcen ,it provides qualitative and quantitative data about both pupils and teachers practice of code switching behaviour and their opinions about it. The interview was conducted with four teachers from the same secondary in order to gather information about their use of code switching and their perception towards their pupils' code-switching practice .

Finally, this research work is concluded with a general conclusion summarising the whole investigation.

General Conclusion

After the analysis and interpretation of the data collected from both teachers' interview and the pupils' questionnaire, the researcher came up with the following: EFL teachers and pupils usually use other languages instead of English especially their mother tongue Arabic because they think that it is more familiar for them rather than another language. In addition, the pupils' lack of vocabulary and fluency in the target language push them and their teachers to use other languages instead of English in order to reach some pedagogical functions such as, achieving good comprehension, filling vocabulary gaps, expressing their thoughts effectively, and promoting interaction. Furthermore, pupils and teachers actually hold both positive and negative attitudes toward using code-switching inside the EFL classroom. Although they believe that code switching is a useful tool to enhance understanding and interacting inside class, but they are aware of its negatives on obstructing the language learning process.

Accordingly, the analysis of the obtained data revealed that code switching is an unavoidable phenomenon in English classes. It is a useful strategy when it comes to increase the understanding and the interaction inside the classroom but its overuse may harm the learners language learning and not help them to improve their language, so they must be aware when they have to use it when not.

Thus, the findings obtained from the research instrument answer the study questions and confirm the hypotheses upon which the investigation is based.

As any researcher, we encountered some obstacles in conducting this research such as, time constraints, the difficulty of getting in touch with the informants, the small number of participants, and students not answering some questions.

This study did not cover all aspects of CS in education. It will be interesting if further studies dig into the topic and tackle another issues related to that linguistic phenomenon

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Appendices

Appendix A : Students' Questionnaire

This questionnaire is part of a research work in sociolinguistics in order to investigate the phenomenon of Code switching in EFL Classroom . I would be very grateful if you could help me accomplishing my research in answering this questionnaire and comment when necessary. _____

Part I

1/ How many language(s) do you speak ?

1 language 2 languages 3 or more languages

Mention them

2/ How do you evaluate your level in English language ?

Bad average good advanced

3/ Do you codeswitch languages in EFL classroom ? How often ?

Yes always yes sometimes No rarely No never

4/ To which code(s) do you switch ?

AR FR both

5/ When do you switch, is it for ? (You can pick more than one)

- Filling a gap
- Asking for clarification
- Responding teacher' questions
- Showing social Status
- Showing solidarity

Appendices

- Proving mastery of languages
- Attracting attention
- Interacting more effectively
- Chatting with your peers
- Keeping Privacy
- For humour

Others.....

6/ why do you use code switching during classroom conversations ? (You can pick more than one)

- Lack of fluency
- Lack of vocabulary
- Lack of self-confidence
- You have good competence in both languages
- Depending on your mood
- Lack of facility
- Lack of register competence

Others.....

Part II

7/Does your teacher codeswitch in EFL class ? How often ?

Yes always yes sometimes No rarely No never

8/To what code(s) does your teacher switch ?

Ar Fr Both

Appendices

9/Why does your teacher use code switching in EFL class ?(you can pick more than one)

- To express his/her feelings
- To manage class
- To Deliver content
- To explain grammar rules
- To be understood for all
- To check comprehension
- To create a sense of belonging
- To interact with learners
- To explain vocabulary
- Keeping Privacy
- To ask questions /give tasks and instructions

Others.....

Part III

10/Do you like your teachers using code switching in EFL class ? Why ?

.....

11/ How do you consider your classmates who code switch in EFL class ?

Modern intellectual Pretend to be intellectual

Intelligent Incompetent

Appendices

12/ Do you think that code switching enhances your learning of English Language ? justify ?

.....

13/ According to you is it appropriate to mix languages in EFL class ? Justify ?

.....

14/ How do you regard code switching as a social phenomenon ?

Extremely beneficial beneficial Unbeneficial Harmful

Thank you

Appendices

Appendix B : Teachers' Interview

The present research aims to investigate the use of Code Switching in EFL classroom. In light of your own experience, we would be grateful if you could respond to the following questions as objectively as possible. Your co-operation is greatly appreciated.

1_ How do you evaluate your pupils' performance in English ?

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2_ Do your pupils codeswitch in your classes ? How often ?

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3_ To which code(s) do your pupils switch ?

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4_ Are there any specific situations or subject areas in which pupils switch between languages ?

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5_ In your opinion, Why do your pupils use code switching in class ?

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6_ Do you alternate between languages during lecture ? How often ?

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7_ To which code(s) do you switch in your lectures ?

.....

Appendices

8_ When do you feel the need to switch from English to another language (Ar/Fr) and why you do that ?

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9_ How do you react when your pupils codeswitch in class ? Justify ?

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10_ Do you think that code switching affects learners negatively or positively ? Justify ?

.....

11_ What is your opinion about code switching as a linguistic phenomenon ?

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Thank you !

Summary

This work is a sociolinguistic study of code switching in Algeria, and more specifically in EFL classrooms, taking the 2nd year pupils of BESSEGHIR Lakhder secondary school in Tlemcen as a case in point. The objective of this study is to discover the different codes used in EFL class, and the main reasons that lead both teachers and pupils to codeswitch. In addition to determine their attitudes toward CS. In order to achieve this aim, a case study was adopted relying on mixed method by using two different research tools to collect data: a questionnaire for pupils, and an interview for teachers. The results revealed that the majority of participants switch between Arabic and English in classroom for different reasons in different situations. They use CS just to cover the gaps they have in communication since they think that it enables them to interact effectively and helps them understand and be understood by each other. Moreover, both teachers and pupils are aware of its negative effects on language learning and acquisition, but although that, they support it and they agree on that CS helps on promoting classroom interaction.

Key words: sociolinguistic study, code switching, Algeria, EFL classroom, codes, reasons, attitudes, classroom interaction.

Résumé

Ce travail est une étude sociolinguistique du changement de code en Algérie et plus particulièrement dans les classes EFL, en prenant comme exemple, les élèves de 2^{ème} année du lycée BESSEGHIR Lakhder_Tlemcen. L'objectif de cette étude est de découvrir les différents codes utilisés en classe EFL et les principales raisons qui poussent les enseignants et les élèves à changer de code. En plus de déterminer leurs attitudes envers l'alternative codique. Afin d'atteindre ces objectifs, une étude de cas a été adoptée basée sur une méthode mixte en utilisant deux outils de recherche différents pour la collecte de données: un questionnaire pour les élèves et un entretien pour les enseignants. Les résultats ont révélé que la majorité des participants basculent entre l'Arabe et l'Anglais en classe pour différentes raisons dans différentes situations. Ils utilisent l'alternative codique juste pour couvrir les lacunes qu'ils ont dans la communication car ils pensent que cela leur permet d'interagir efficacement et les aide à se comprendre et à être compris les uns des autres. De plus, les enseignants et les élèves sont conscients de ses effets négatifs sur l'apprentissage et l'acquisition du langage, mais malgré cela, ils l'approuvent et ils se mettent d'accord qu'il contribue à améliorer l'interaction en classe.

Mots clés : étude sociolinguistique, changement de code, Algérie, classe EFL, codes, raisons, attitudes, interaction en classe.

الملخص

هذا العمل عبارة عن دراسة اجتماعية لغوية حول تبديل الشفرة في الجزائر وبشكل أكثر تحديداً في فصول تعليم اللغة الإنجليزية كلغة أجنبية، مع أخذ تلاميذ السنة الثانية من ثانوية بصغير لخضر-تلمسان كمثال على ذلك. الهدف من هذه الدراسة هو اكتشاف الرموز المختلفة المستخدمة في فصول تعليم اللغة الإنجليزية كلغة أجنبية والأسباب الرئيسية التي تقود المعلمين والتلاميذ إلى تبديل الرموز. بالإضافة إلى تحديد مواقفهم اتجاه ظاهرة التناوب اللغوي. ولتحقيق هذه الأهداف، تم تبني دراسة حالة اعتماداً على الطريقة المختلطة باستخدام أداتين بحث مختلفتين لجمع البيانات: استبيان للتلاميذ ومقابلة للمعلمين. وكشفت النتائج أن غالبية المشاركين يتقنون بين اللغتين العربية والإنجليزية داخل الفصل لأسباب مختلفة وفي مواقف مختلفة. إنهم يستخدمون التناوب اللغوي فقط لتغطية الفجوات الموجودة لديهم في التواصل لأنهم يعتقدون أنها تمكنهم من التفاعل بفعالية وتساعدهم على فهم بعضهم

البعض. علاوة على ذلك ، كلا المعلمين و المتعلمين يدركون آثارها السلبية على تعلم واكتساب اللغة ، ولكن على الرغم من ذلك هم يؤيدون استعمالها و يتفقون على أنها تساعد في تعزيز التفاعل في الفصل.

الكلمات المفتاحية: الدراسة اللغوية الاجتماعية ، تبديل الكود ، الجزائر ، فصل اللغة الإنجليزية كلغة أجنبية ، الرموز ، الأسباب ، المواقف ، التفاعل الصفي.