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Teachers' and Students' Attitude towards Code Switching in EFL Classroom The Case of Second Year Pupils at Garouf Mohamed Secondary School, Biskra

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the requirement for the degree of Master in sciences of Languages.

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بسم الله الرحمن الرحيم

"ومن آياته خلق السماوات و الأرض

واختلا ف ألسنتكم و ألوانكم إن في ذلك

لآيات للعالمين." {22}

الآية {22} من سورة الروم

IN THE NAME OF ALLAH THE MERCIFUL THE
BENEFICENT

"AND AMONG HIS SIGNS IS THE CREATION
OF THE HEAVENS AND THE EARTH AS
WELL AS DIVERSITY IN YOUR TONGUES
AND COLOURS VERILY, THESE ARE THE
SIGNS FOR THOSE WHO KNOW"

(QURAN, AR-ROUM, 22)

Dedication

In the Name of Allah, Most Gracious, Most Merciful

*I dedicate this modest work **to my beloved mother** for her support. My deepest love and*

thanks for her prayers and sacrifices.

***To my dearest father** for his love and encouragement. My deepest gratitude and thanks*

for his support all the time.

*To my source of inspiration, my dear sister **AMINA** who has always been by my side.*

*To my dear brothers **Belkacem and Abdelkader** without whom my life would be*

worthless,.

*To my brother in law, **Youcef.***

To everyone who helped me to accomplish this work

Thank you all

Acknowledgements

Abstract

This study aims at investigating the attitudes of teachers and students towards the use of code switching in EFL classrooms. Moreover, it seeks to analyse the functions of code switching used by the teachers in EFL classes. In the light of these aims, a mixed method research approach was applied in this study through the use of two data collection methods: a questionnaire for the target students and an interview with teachers of English at Garouf Mohammed secondary school. The analysis of the obtained data revealed that teachers hold positive attitudes towards their use of code switching and they believe it to be a beneficial tool in facilitating the process of learning. However, they hold a negative perception of students' code switching in EFL classroom. The results of the study also revealed that teachers use code switching for various functions.

Keywords: CS, attitudes, functions, EFL.

List of Abbreviations

A: Arabic.

AA: Algerian Arabic.

SA: Standard Arabic.

&: and.

CM: code mixing.

CS: code switching.

e.g.: for example.

EN: English.

EFL: English as a foreign language.

EL: the embedded language.

FR: French.

FL: foreign language.

L1: the mother tongue.

MFL: the matrix language frame model.

ML: the matrix language.

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General Introduction

1. Background to the Study

Code switching (CS) is a worldwide phenomenon (Jacobson, 1999). It has been defined in numerous ways by different researchers according to the different perspectives of their studies. For instance, Hoffmann (1991) viewed CS as "the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation" (p.110). And yet, Bullock& Toribio (2009) described CS as "the ability on the part of bilinguals to alternate effortlessly between their languages" (p.1). Since the 1950s, CS has received a considerable attention from researchers (Ibrahim, Shah& Armia, 2013). The use of CS in foreign language (FL) classrooms has been highly controversial and has thus become a subject of debate throughout three decades (Muysken, 2000). The debate focused primarily on whether to regard CS as a bilinguals' impairment or skill. According to Sridhar (1996), CS in the classroom is "a sign of laziness or mental sloppiness and inadequate command of the language" (p.59). However, Scotton (2001) describes a code Switcher as the person who has a sufficient level of proficiency in the two varieties he/she uses.

2. Statement of the problem

It is a widely observed phenomenon that language teachers and learners often switch to their native language in EFL classrooms. Moreover, the inclusion or the exclusion of CS in EFL classroom discourse have a great impact on the process of teaching and learning FL, and the major problem here is to investigate whether teachers and students hold positive or negative attitudes towards CS. That is to say, whether CS is a deficiency or a strategy. Consequently, the present research seeks to examine the functions of teacher's CS and it also focuses on revealing the teachers' as well as the students' attitudes towards the occurrence of CS inside EFL classroom.

3. Research Questions

This dissertation attempts to answer the following questions:

- How do EFL teachers perceive the use of CS inside the classroom?

- What are EFL students' reactions towards the occurrence of CS in the classroom?

- What functions does the teachers' code-switching have in the classroom?

4. Research Hypothesis

The study is based on three hypotheses that shall be tested and verified thoroughly:

- Teachers oppose the implication of CS inside the classroom whereas students support it.

- Code switching is used in the EFL classroom when there is a lack of comprehension.

- Code switching does not have a negative effect on learning English.

5. Research Aims

This research has three aims. Basically, it attempts to examine the occurrences of CS in EFL classes and what functions these switches serve in a language learning classroom. It also discusses the problem of whether to consider CS as a facilitating or a debilitating tool. The study thereby aims to determine the attitudes and perceptions of teachers and students towards switching to L1 in the discourse in an EFL classroom at Garouf Mohamed secondary school.

6. Significance of the Study

The present research will investigate the functions of CS inside classrooms where English is a medium of instruction. It will explore why teachers and students of the English language tend to switch to L1 in class. Moreover, this study will also highlight both teachers' and students' attitudes towards the use of the mother tongue (Arabic) in EFL classrooms. The results

will help teachers to understand and determine students' beliefs regarding the use of CS in the classroom. By understanding that, teachers will have better insights into whether to use L1 in class or not. Finally, this study can have contribution to literature because there are limited number of research studies which dealt with this topic in Algeria.

7. Research Methodology

In the present study, a descriptive research design will be adopted in order to gather the necessary information about the phenomenon. In addition, this study will combine both quantitative and qualitative approaches (mixed approach) to cover the different angles of the research. Hence, the data collection methods used to investigate the validity of the hypothesis will be based on: students' questionnaire and teachers' interview. In this research, the participants will be both teachers and students. The sample will be selected from a population of second year students and 6 teachers of English at Garouf Mohamed secondary school located in Biskra.

8. Structure of the dissertation

The current research study is divided into two main parts: the theoretical part and the fieldwork. Moreover, it consists of three chapters, two of which are devoted to the literature review, while the last chapter is devoted to the analysis of data.

Chapter One: Code Switching

Introduction

Code switching has been studied from a variety of perspectives and has also been a center of interest for the past few decades. This chapter presents a theoretical overview of CS. The first section deals first with the terminology and the origins of CS. Next, it illustrates the relation of CS with other linguistic phenomena (code mixing, borrowing and diglossia). Then, it introduces the reasons behind CS. Furthermore, the second section highlights the types of CS from a discourse perspective then from a grammatical perspective. Finally, the last part presents four approaches to the study of CS which are: the linguistic approach, the sociolinguistic approach, the psycholinguistic approach and the functional pragmatic approach.

1. Code Switching: Terminology and definition

Over the history of code-switching research, this phenomenon has been defined differently by different researchers; however, they have not fully agreed on a precise and exact terminology. In fact, as with any aspect of the phenomena of language contact, research on CS is "plagued by the thorny issue of terminological confusion" (Boztepe, 2003, p. 4).

1.1.1 The concept of CS

CS is one of the inevitable consequences of communication between different language varieties. It has been differently defined by many linguists and sociolinguists; and it becomes a subject of study from different points of view. Moreover, Gardner-Chloros (1995) and Backus (1996) agree that the term "code switching" is of a great ambiguity and that there is no clear definition for all the cases where it occurs. In this respect, Code-Switching has multiple definitions and there have been several attempts to define it. The earliest definition refers to Weinreich (1953) who defines the ideal bilingual as the one who "switches from one language to the other according to appropriate changes in the speech situation (interlocutors, topics, etc.), but not in an unchanged speech situation, and certainly not within a single sentence" (p.73).

However, Poplack (1980) defines CS as "the alternation of two languages within a single discourse, sentence, or constituent" (p.583). Along with, Gumperz (1982) who states that CS is "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems" (p. 59). In addition, Trask (1995) emphasizes that code-switching is "the changing back and forth between two language varieties, especially in a single conversation" (p.24). Also, Bokamba (1989) refers to CS as "the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event" (p.278). Consequently, it takes place within the same utterance by shifting from one code to another. In the same vein, Halliday (1978) explains CS as " Code-Shift actualized as a process within the individual: the speaker moves from one code to another and back, more or less rapidly in course of single sentence."(p.65) .i.e. CS depends on the bilingual's language mastery and on the flexibility to shift between languages. Furthermore, Hudson (1980) states that CS is "the speaker's use of different varieties of the same language at different times and in different situations". In other words, in multilingual societies, bilingual speakers code switch according to the circumstances or the situation they are involved in.

1.1.2 The origins of CS

The beginning of the study of CS goes back to the 1940s and the early 1950s. Gumperz (1977) argues that CS can be noticed throughout the world, including "literary histories of seventeenth century Germany, nineteenth century Russia and Edwardian England'', which "describe the speech habits of upper class speakers whose German, Russian or English is interspersed with French phrases''. (p.5). Furthermore, Gardner-Chloros (2009) states that "CS can be found in written texts from different historical periods including examples such as Latin–Greek CS in Cicero's letters to his friend Atticus, French–Italian CS in a 13th century Coptic phrasebook,…." (p.20).

In recent years, CS has become an interesting topic of debates and studies. Moreover, Auer (as cited in Lengyelová, 2019) argues that "CS used to be a matter for a few specialists in the 1940s and 1950s, of peripheral importance for linguistics as a whole'', while now it is a worthy subject of study which is "able to shed light on fundamental linguistic issues, from Universal Grammar to the formation of group identities and ethnic boundaries through verbal behaviour'' (p.36). In the same vein, Poplack (2001) claims that, "though CS is apparently a hallmark of bilingual communities world-wide, it has only begun to attract serious scholarly attention in the last few decades'' (p.2062).

1.1.3   Code Switching and Other Linguistic Phenomena

In the domain of language contact, several scholars tried to make a clear distinction between CS and other outcomes of linguistic contact phenomena such as code mixing (henceforth CM), borrowing and diglossia.

1.1.3.1 CS vs. code mixing

Many scholars hold different points of view about CS and CM in which there are controversies over the distinction between them. Some scholars, such as Kachru (1983), Sridhar (1980), Poplack (1980), Bokamba (1988), Bhatia (1992), Halmari (1997), and Muysken (2000), treat CS and CM as distinct processes. Some other scholars like Eastman (1992) and Scotton (1992), however, consider that there is no distinction between these phenomena.

On the one hand, Kachru (1986) states that CS and CM can be distinguished by the degree of code sharing between the participants:

> Code-switching refers to the alternation in which the speech event does
> not necessarily require that the speaker and hearer share identical code
> repertoires. The user may be bilingual and the receiver a monolingual. On
> the other hand, in code-mixing, the codes used and the attitudinal reactions
> to the codes are shared both by the speaker and hearer (p.65).

In addition, Bokamba (1989) stated that CS and CM must be distinguished from each other because the two phenomena serve different linguistic and psycholinguistic claims. For instance, CS does not necessitate the interaction of the grammatical rules of the language pair involved in the speech event, whereas CM does.

On the other hand, the differentiation between CS and CM does not seem to be accepted by all researchers. According to Muysken (1997), these terms can be used interchangeably. Moreover, Bhatia (1992) uses CM as cover term for CM and CS.

1.1.3.2 CS vs. Borrowing

Distinguishing CS from borrowing was and still is an important, but also a problematic issue. Several linguists have proved that both CS and borrowing are distinct, although the two phenomena are often debated by some linguists as having similarities. On the one hand, Sankoff and Maineville (1986) state that borrowing from one language requires following the morphological and syntactic rules of the other language, while code switches entail sentence fragments which belong morphologically, syntactically and lexically to one language and are also related to fragments of the other language.

Moreover, Gumperz (1982) states "Whereas borrowing is a word and clause level phenomenon, code switching is ultimately a matter of conversational interpretation, so that the relevant inferential processes are strongly affected by contextual and social presuppositions'' (p.68). That is to say, borrowing occurs at the level of syntax while CS occurs at the level of phonology and morphology.

In a similar vein, Paolillo (2011) explains that "borrowing occurs when a language adopts words or other elements from another language and incorporates them into its existing grammar, whereas CS takes place when the grammatical systems of both languages (as well as the words) are used in the same exchange" (p.2).

However, some scholars are against maintaining a distinction; they consider that there is no difference between CS and borrowing. Eastman (1992) stated that "efforts to distinguish CS, CM and borrowing are doomed" (p1). Moreover, she claims that it is crucial that we free ourselves of the need to categorize any instance of seemingly non-native material in language as a borrowing or a switch. Additionally, Myers-Scotton (1993) rejects the distinction between the two phenomena since she sees them as related processes. Furthermore, she states that "borrowed forms may be the result of words introduced into a host language through code-switching after an indefinite period of time and frequency of use." (p.182).

1.1.3.3 CS vs. Diglossia

CS has been also distinguished, by several linguists, from another type of language contact phenomena which is diglossia. Diglossia is the use of two languages or two varieties of the same language: the "high variety", which occurs only in formal situations, and the "low variety", which is used in informal situations, whereas CS is the alternate use of two languages within the same sentence or discourse. One of the differences between the two phenomena according to Sridhar (1996) is the consciousness of the participants while switching. He states that "In diglossic situations, people can be quite aware that they have switched from H to L or vice versa, whereas code switching appears to be quite unconscious". (p.57)

In the same vein, Bullock and Toribio (2000) indicate: "In diglossic settings, the selection of which language to use is not free, but determined by community norms; that is, diglossia is socially imposed. In contrast, CS is understood as an individual phenomenon wherein a speaker chooses when, why, and how to alternate between languages" (p.6). In other words, diglossia is governed by social rules; whereas, CS depends on the speaker's choice.

1.1.4   Reasons of CS

Bilinguals switch back and forth between two languages because of various social, psychological or linguistic factors, especially when having the desire to convey the exact meaning. Gumperz (1982) lists examples of situations created to convey meaning as:

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

In addition, Grosjean (1982) suggests some reasons for CS, for instance, some bilinguals shift between two languages when there is a lack of vocabulary in the language they are switching from i.e. their base language. Moreover, Kow (2003) puts forth a few possible conditions for CS which are "lack of one word in either language, some activities being only experienced in one of the languages, some concepts being easier to express in one of the languages, a misunderstanding to be clarified, one wishing to create a certain communication effect, one continuing to speak the language latest used in the conversation because of the trigger effect, one wanting to make a point, one wishing to express group solidarity, or one wishing to exclude another person from the dialogue" (p.62). Kow (2003) also suggests that from the list above, it may be possible to predict the situations that provide a particular sociolinguistic context for code-switching.

Spolsky (1998) also summarizes some reasons that lead bilinguals to code switch:

> 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 be able have the terms in their native language (p.49).

That is to say**,** switching codes depends generally on the topic of the discourse that is taking place.

2. Code Switching: Types and Approaches

Several attempts have been made in pursuit of examining the types and the approaches to the study of CS.

1.2.1 Types of CS

There have been many efforts to give a typological framework to the phenomenon of CS in which scholars name different types and degrees of it, each from a certain perspective and angle. From a discourse perspective, Blom and Gumperz (1972) classified CS into two main types which are: situational CS and metaphorical CS. However, from a grammatical perspective, three major types of CS were identified by Poplack (1980) as inter-sentential CS, intra-sentential CS and tag switching.

1.2.1.1 Discourse perspective [Blom and Gumperz]

Blom and Gumperz (1972) identified two types of CS: situational and metaphorical CS.

• **Situational CS***:* this type of switches happens as a reaction towards the change of situation in a conversation or discourse such as the change of participants, topic or setting. According to Wardhaugh (as cited in Rebbah & Dahmani, 2018) bilinguals shift from one language to another whenever they want, according to change of setting, when dealing with the same topic (p.8).

• **Metaphorical CS:** it is also known as conversational CS**.** In this type it is not the situation that determines the choice of language; however, it is the language that defines the

situation. It is influenced by the topics of the conversation and it occurs within the same setting and participants. For Myers-Scotton and Ury (1977) "metaphorical switching also depends on societal agreements "(p.5) .i.e. it depends on societal consensus.

Gumperz and Hymes (1972) make a clear distinction between situational and metaphorical CS when they state that "situational switching involves change in participants and/or strategies, metaphorical switching involves only a change in topical emphasis" (p.409).

1.2.1.2 Grammatical perspective [Poplack]

Poplack (1980) classifies the types of CS into tag-switching, inter-sentential switching and intra-sentential switching.

• **Tag-switching:** It is also called Extra-sentential switching. It refers to the insertion of a tag in one language into an utterance which is otherwise entirely in the other language .e.g. "you know", "I mean", "well", "okay"**.** According to Poplack (1980) this type of switching involves the interjections, fillers, tags, and idiomatic expressions (p.605).

As an example: a Panjabi /English bilingual says:

It's a nice day, hana?

(It's a nice day isn't it?) (MacArthur, 1998, p.1)

• **Inter-sentential switching:** involves switches at sentence or clause boundaries .i.e. outside the sentence or the clause level. Moreover, Romaine (as cited in Jingxia, 2010) states that inter-sentential switching requires greater fluency in both languages than tag-switching (p.11).

An example: given by Rebbah & Dahmani (2018)

Sois courageux! You can do it.

"Be brave, you can do it" (p.9).

• **Intra-Sentential switching:** involves the occurrence of switches within the same clause or sentence boundary. Furthermore, Romaine (1995 as cited in Nguyen, 2014) claims that intra-

sentential CS bears the greatest risk of violating syntactic rules and is therefore often avoided even by fluent bilinguals.

As an example: from the title of the work of Poplack (1980):

"Sometimes I'll start a sentence in English y termino' en Espanol.

(Sometimes I'll start a sentence in English and finish it in Spanish.)

The following illustration from Poplack's perspective, explains the different types of CS that occur in bilingual speech.

a. Inter-sentential switching   b. 'tag'-switching   c. Intra-sentential switching
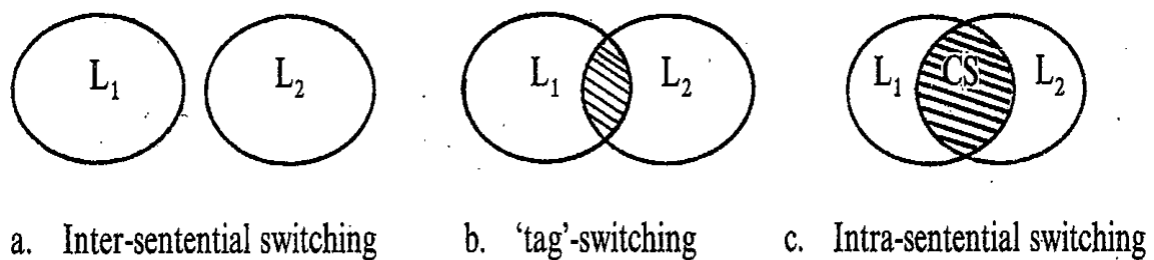
Figure 1: Representation of bilingual CS typology (Adopted from Poplack, 1980, p.615)

1.2.2 Approaches to the study of CS

CS has been approached from different domains. However, the four main approaches to CS are the linguistic (grammatical) approach, the sociolinguistic approach, the psycholinguistic approach, and the pragmatic approach.

1.2.2.1 Linguistic approach

In the linguistic approach the aim is to identify the grammatical constraints in code switched utterances which restrict the shift between the two languages. This is explained by Poplack and Meechan's (1995) research question: "Do speakers operate with a single base grammar which is on occasion overlaid with lexical items from other languages, or are different grammars activated at different times?" (p.199). In other words, they question whether speakers use a one basic grammar of one language that is sometimes juxtaposed with lexical units from

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other languages, or different grammars are triggered at different points in time. They further ask: "If the latter is the case, what structural principles govern the juxtaposition?". Moreover, two grammatical principles which were identified by Poplack (1980) as a constraint on CS are: the free morpheme constraint and the equivalence constraint.

• **The free morpheme constraint:** According to Poplack (1980) codes may be switched after any component in the discourse but not after a bound morpheme, .i.e. switching is prohibited between a free and a bound morpheme.

• **The equivalence constraint:** codes are free to be switched only where items of both languages are equivalent. According to Poplack (1980), switches tend to appear at points of discourse where the juxtaposition of L1 and L2 does not break a syntactic rule of either language. The constraint was criticized because it predicts switches only between languages which have the same surface structure.

Furthermore, Myers-Scotton (1993) was inspired by Poplack's (1980) study in which she proposed a model called the Matrix Language Frame Model (henceforth MLF). This model is based on two main distinctions: the matrix language (ML) versus the embedded language (EL), and the system morpheme versus the content morpheme.

• **The matrix vs. the embedded language:** the ML plays a dominant role in CS discourse; it sets the morph syntactic frame for code-switched utterances. The term EL refers to languages which have less important roles in code switched sentences. The ML and EL do not participate equally in the constituent structure .i.e. even though both languages are active when a speaker code switches, the ML is always more activated. It was argued that determining the ML may not always be an easy task as "there is always an asymmetry between the ML and the embedded language (EL)" (Muysken, 2000, p. 16).

• **The content vs. the system morphemes:** The distinction between content and system morphemes is one of the most important principles of the MLF Model and it is crucial in

identifying the ML. Content morphemes, e.g. nouns, verbs and adjectives participate in the thematic grid of the utterance and they express semantic and pragmatic aspects, whereas, system morphemes are more functional, they express the relation between content morphemes and do not assign or receive thematic roles.

1.2.2.2 Sociolinguistic approach

This approach focuses on the relation between linguistic variation and social structures. In addition, CS investigation goes beyond how CS emerges towards the reasons and functions behind its use. Blom and Gumperz (1972) introduced three types of social constraints which affect the speakers' choice of codes: the setting, the social situation, and the social event. Furthermore, according to Musk (2006), sociolinguistic perspectives on code-switching are divided into two categories: an "organizational approach and an identity-oriented approach" (p.56).

- **The organizational approach:** As stated by him, this approach "focuses on the management and sequential organization of conversation, i.e. viewing code switching as a contextualization cue" (p.56), .i.e. CS does not always function to signal identity.

- **The identity-oriented approach:** He states also that "there is the identity-oriented approach, which emphasises the metaphorical link between language and the social identity of speakers, along with the rights and obligations associated with each language". (p.56).

1.2.2.3 Psycholinguistic approach

The psycholinguistic approach to the study of CS illustrates the aspects of bilinguals' language ability which enable them to switch codes. Furthermore, linguists turn to psycholinguistic bilingual speech models in order to identify the connections between the structural parameters

that characterize them from a grammatical perspective; thus, they help to evaluate how much CS is assimilated into the target language's grammatical structure, i.e. the language where bilinguals move to clarify their ideas in communication. Several scholars argue that CS is better understood from a psycholinguistic perspective; in this regard, Vogt (1954) states that "Code-switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one and its causes are obviously extra-linguistic" (p.368).

Moreover, Clyne (1991) argues that CS is "psycholinguistically motivated" by trigger words which he defines as "words at the intersection of two language systems, which, consequently, may cause speakers to lose their linguistic bearings and continue the sentence in the other language" (p.193). In other words, these trigger words may cause speakers to consequently lose their first linguistic base and to continue the sentence in another language, since both languages share similar lexical items.

1.2.2.4 Functional pragmatic approach

The aim of this approach is to analyse the specific meaning to every individual instance of CS in conversation. Moreover, pragmatics is studied to understand the implied meanings and how they are conveyed in interaction. According to Yule (1996) "Pragmatics is the study of (invisible) meaning or how we recognize what is meant even when it is not actually said" (p.127). In other words, pragmatics is the study of meaning according to contexts.

Furthermore, some scholars focus on CS from a pragmatic perspective, like Gumperz (1982) who states that "Switching is blocked where it violates the speaker's feeling for what on syntactic or semantic grounds must be regarded as a single unit" (p.90). In other words, the occurrence of CS depends on pragmatic aspects. In addition, for Meisel (1994) bilingual speakers should be linguistically and pragmatically competent in both languages; in this respect, he states:

Code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints (p.415).

Moreover, there were different views concerning the pragmatic interpretation of CS. On the one hand, Poplack (1985) regards "true" CS as essentially void of pragmatic significance. On the other hand, McConvell (1988) would like to assign some meaning to each case. Gumperz's (1982) view is in between the previous two positions, as he argues that not every switch can be given a single meaning just because CS is a means of conveying information.

Conclusion

Bilingual speakers have the ability to code switch between languages. Moreover, the phenomena of code switching can be traced back to the late 1940s and the early 1950s. It can be defined in relation to other linguistic phenomena such as: code mixing, borrowing and diglossia. Furthermore, several scholars have illustrated different reasons and types of CS; also, different approaches to its study.

Chapter two: the Linguistic Situation and

Code Switching in Algeria

Introduction

Algeria is the largest country in Africa and it is a country with a long history of colonialism which affects it linguistically. This chapter presents a theoretical overview of the language situation and CS in the Algerian society and classrooms. The first section, deals first with the different periods of time which marked the history of Algeria. After, it introduces the linguistic situation which is complex and varied in the sense that many languages or varieties of a language are used in Algeria nowadays, such as Arabic, Berber, French and English. Next, it speaks about education in Algeria, Arabization policy, the main educational reforms and the status of English in Algeria. At last, it presents CS in Algeria in general. The first part of the second section highlights the presence of CS in EFL classrooms. Then, it illustrates the conversational and the classroom functions of CS. And the last part deals with the attitudes of teachers and students towards CS in EFL classrooms.

2.1 Algeria: a Brief Historical Background

The first known inhabitants of the territory of today's Algeria were the Berbers. Later on, the area witnessed various invasions. It was first invaded by the Phoenicians in 12 BC, before it fell under the Roman rule in 46 BC. Then, after the invasion of a Germanic tribe called the Vandals in 430AD, it became a part of the Byzantine Empire in 533 AD. In the seventh century, the region was conquered by the Arabs and remained under their rule for almost nine centuries, before being ruled by the Ottomans in 1515. The country remained a part of the Ottoman Empire until the French conquest in 1830 and finally gained its independence in 1962.

Despite the fact that Algeria was in contact with the previously mentioned civilizations, it seems that they did not have any remarkable effect on the language in Algeria. However, Berber (Tamazight), Arabic and French are the only remained languages in the Algerian language repertoire until nowadays. Tamazight was the language of the first

inhabitants of Algeria; then comes the Arabic language which lasted after the Islamic conquest and later on French became the only language of administration and instruction during the French colonization for one hundred and thirty two years. According to Taleb Ibrahimi (as cited in Chami, 2019) the French language was "the only language among the other languages which lasted and influenced the users. It has gained a particular status in the Algerian society. The French language which was imposed on the Algerian by fire and blood, constituted a fundamental element in the French policy of depriving people from their identity and the decolouration" (p.393).

2.1.1 Languages used in Algeria

The linguistic situation in Algeria is characterized by a complexity because of the existence of more than one language of communication namely: Arabic (A), Berber (B), French (FR), and English (EN).

2.1.1.1 Arabic

Arabic appeared with the arrival of the Islamic Conquests and it was officially declared as a national language in the Algerian constitution in 1963. Arabic in Algeria is characterized by the presence of two main varieties, namely: Standard Arabic (S.A.) which is used in formal setting and Algerian Arabic (A.A.) which is the predominant spoken language as it is used in everyday conversation.

• **Standard Arabic (SA):** Al Ani (1970) defines SA as "a modernized version of Classical Arabic" (p.18). Moreover, classical Arabic is the prestigious language of the Holy Quran, signified by its complex structure and high formality. Almighty God (in Yusuf sura 12 verse 2) says: {إِنَّا أَنزَلْنَاهُ قُرْآنا عَرَبِيًّا لَّعَلَّكُم تَعْقِلُون} meaning "We have revealed it an Arabic Quran, so that you may understand". In Algeria, SA is used for mass media, public speeches, formal meetings,

religious conversations and also used as the most prominent language in the educational system. It is never used in everyday conversation among Algerians.

• **Algerian Arabic (AA):** it is also called dialectal Arabic 'Deridja'. This variety is used in everyday conversations and it is considered as the mother tongue of the majority of the Algerian population. It has only an oral form with a much-simplified vowel system because the written form of Algerian Arabic has no official recognition. Its vocabulary includes many words from Berber, Turkish and French and this is due to linguistic contacts with other languages during the successive invasions of Algeria.

2.1.1.2 Berber

The Berber tribes were the first indigenous people of North Africa. In this respect, Ennaji (2005) states that: "Berber is the mother tongue of the first inhabitants of North Africa. It is spoken in Morocco, Algeria, Tunisia, Libya, Egypt, Mauritania, Canary Islands, Mali, Niger, and Chad" (p.72).

Berber (Tamazight) is the language of communication of many Algerians and Tafinagh is the writing system for this language. Moreover, Berber has several varieties: Kabyle, Chaouia, Mozabite, Chenoua, Beni Snous and Tamahaq. According to Belarbi (2013) "The majority of Berber speakers are found in Kabylia, centred in the wilayas of Tizi Ouzou and Bejaia, but also in Bouira, Boumerdes, Borj Bouarréridj and Sétif, who use a variety of Kabyle as well. The Chauoia dialect (also called Tachawit or simply Chawi) is used in the Aures, Chenoua is found in Tipaza, Beni Snous dialect is used in Tlemcen, the Mzab viariety is used in the Mzab valley, and finally Tamahaq which is used among the Touareg of the Hoggar" (p.18).

Berber was declared as a 'national language' in 2002 by the constitutional amendment, and in 2016 it was recognized by the Algerian constitution as an 'official language'.

2.1.1.3 French

The French conquest in Algeria lasted for a long period of time (1830-1962). During that period, the invaders imposed their language on the Algerian people by making FR the official language and Arabic was given the status of a foreign language. After the independence of Algeria, FR was reduced and regarded as a foreign language; nevertheless, it continues to play an important role in both spoken and written domains and it is the dominant foreign language in Algeria. Moreover, for most Algerians, FR is still considered as the language of modernity and development. It has the largest lexical influence, and it is used in various sectors of social life such as administration, education, economy, media and also in informal settings.

2.1.1.4 English

The presence of English in Algeria is due to its universal status as a lingua franca. English is regarded as a second foreign language in Algeria and it is taught from the first year of the middle school; yet, only a small number of Algerians speak English, mostly the young generations, because it has only recently gained an important recognition in the language policy of the government.

2.1.2 Education in Algeria

After the independence in 1962, education in Algeria went through several readjustments because of the damage left by the colonial period that lasted for 132 years. According to Benrabah (2007) the Algerian educational system went through three major phases that has a direct effect on language education policies. In the first phase, French was the dominant language in the economic sector, administration, media, and most importantly education. However, in the second phase which lasted during the era of nationalist transition i.e. from 1960 to 1990, the Arabic language gradually took place in education in order to retrieve the constituents of the Arabic Algerian identity violated by France, after the government imposed its application in schools under the policy of "Arabisation", which seeks to eradicate the French

language and replace it by Arabic in the fundamental and secondary levels. As a result, Arabic almost replaced French in several sectors, such as the Ministry of Justice, the Ministry of Religious Affairs, and the registry offices in town halls. Finally, the third phase that was characterized by a "failure" in education mainly because during the era of the nationalist transition that occurred in the previous phase; students have been schooled through Arabic only which made them weak in French which is the language of instruction in scientific fields (Benrabah, 2007).

In the 1970s, education as a fundamental factor that affects the development of the country was given more attention and a number of reforms were applied in schools. Starting from 1976, the government launched the Fundamental school that ensured nine years of compulsory schooling including primary, middle, and secondary school grades (Benrabah, 2007).

The current Algerian educational system follows the 2003 reforms. Due to these reforms, the educational system is based on 5+4+3 model: five years of primary school, four years of middle school and another three years of secondary school.

2.1.2.1 Status of English in Algeria

Nowadays, English is a dominant language in the world and it covers different fields such as business, medicine, science, industry, and commerce. It is the second most widely spoken language in the world and it is the official language of the United Nations as well. Moreover, English achieved this status due to several factors. According to Crystal (as cited in Khlifi, 2019) the main two factors that lead to the spread of English and its significant status in the world was "the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century" (p. 14).

Teaching English has become a significant part of education all over the world and the importance of English is increasing in Algeria since it is the chief language of world business enterprise, computing and technology. At present, the Algerian students come in contact with the English language in the first-year in middle school as a compulsory subject. Furthermore, the next figure demonstrates the main objectives of implementing English according to the Algerian national charter held on 1976.
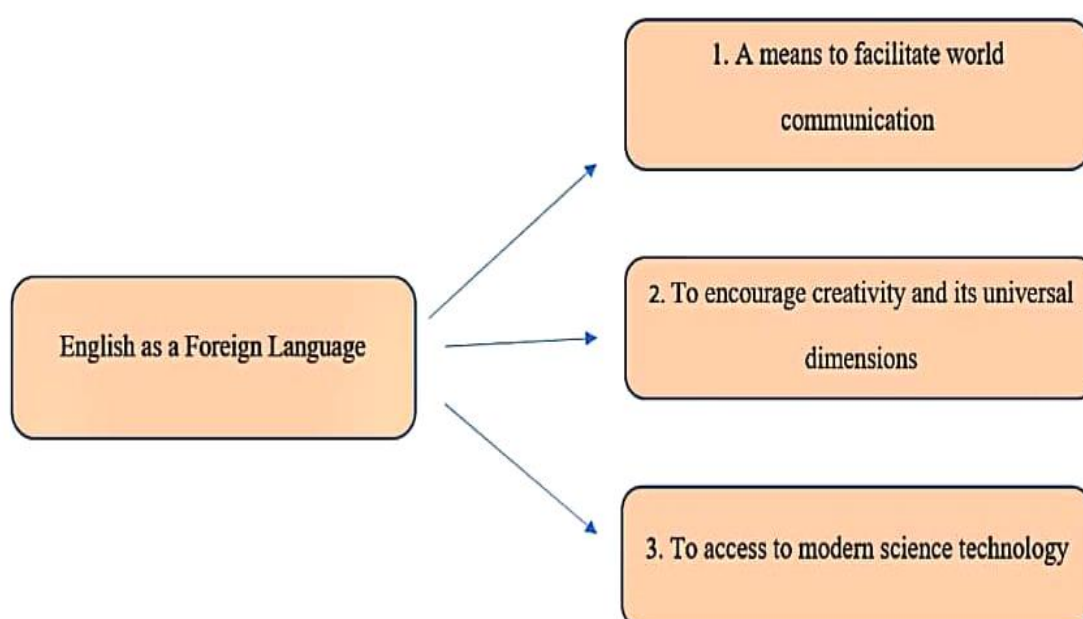

Figure 2: Objectives of the Algerian national charter 1976

(Rabah, 2018, p. 20)

2.1.3 Code Switching in Algeria

The coexistence of Arabic, Tamazight and French in Algeria, led Algerians to switch codes between these languages within the same discourse. CS occurs in all situations within language word groups (sentences, clauses or phrases). Moreover, Algerian switching is

concerned with situations where Arabic – Berber (Tamazight), Arabic – French or Berber – French occur. The conversation or discussion may sometimes start with Arabic or Berber and finish with French or vice versa. The existence of French and the fact that it is used by the majority of Algerians comes as a result of the French occupation.

CS in the Algerian context occurs in all the positions of a sentence: the beginning, middle and the end of the sentences .i.e. Algerians discourse contains all types of switching (Inter-sentential, intra-sentential, and tag switching). For example:

• Ndon ma talqihash mais rohi confirmé. (I think that you will not find her, but you can go and check).

• Toute la journée, nesana fik. (I was waiting for you, all day)

• Rani rayha la fac (I am coming to the faculty)

• Wesh galek l prof (What did the teacher tell you?)

2.2 Classroom Code Switching

Classroom CS is the alternating use of more than one linguistic code in the classroom setting by any of the classroom participants. According to Sert (as cited in Kitouni & Aliouche, 2016) CS in classroom is an extensively observed phenomenon. Moreover, classroom CS is defined by Kamwangamalu (2010) as:

> Classroom CS entails simultaneous use of two languages including target language (L2) such as English and students' first language (L1), or of two varieties of the target language, one standard and one nonstandard for classroom interaction and instructional exchanges (p.127).

According to Chowdhury (2013), classroom CS was not studied seriously during the 1970s and 1980s; however, during the 1990s it began to gain strength in language learning classes.

2.2.1 CS in EFL classrooms

The use of CS in EFL classroom is a highly debated issue. On the one hand, researchers have concentrated on minimizing CS in the classroom because the switches either indicate a failure in learning the target language or a refusal to learn it at all. Modupeola (as cited in Habbi & Matallah, 2017), for instance, considered CS as a barrier of the learning process of the foreign language. "he maintained that once a teacher repeats what has been said in the target language into first language; students will be less interested in what has been delivered in the target language" (p.17). According to Simon (2001) "A common occurrence or a typical feature of classroom interaction in bilingual or multilingual classrooms, code switching has, on the contrary, long been considered if not a forbidden practice in foreign language classrooms, then at least a practice to be avoided at all costs" (p.312).

One the other hand, other researchers have supported the use of CS where they consider the switches to be a helpful tool to make the instruction more assessable to foreign language learners. Moreover, Schmitt and McCarthy (1997) state that "a learner's L1 is one of the most important factors in learning L2 vocabulary" (p. 2). Similarly, according to Xu (2012) teacher's CS is a complex language usage which serves a variety of pedagogical purposes (p.30). According to Butzkamm (1998) CS is a "conversational lubricant in FL classroom discourse" (p.95).

2.2.2 Functions of CS

The motive of studying the functions of CS has been to understand "why does speakers code-switch". Functions of CS have been studied in bilingual conversations and in classroom settings.

2.2.2.1 Conversational Functions

Throughout the researches on CS, several conversational functions were revealed. In this regard, Gumperz (1982:76-77) identifies the following six different functions of CS:

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- **Quotations: "**the code-switched utterances are identified either as direct quotations or as reported speech".

- **Addressee specification: "**the switches serve to direct the message to one of several possible addressees".

- **Interjection: "**the code switch serves to mark an interjection or sentence filler".

- **Reiteration: "**frequently, a message in one code is repeated in other code either literally or in somewhat modified form. In some cases, such repetitions may serve to clarify what is said but often they simply simplify or emphasise a message".

- **Message qualification: "**a large group of switches consists of qualifying constructions such as sentence and verb complements or predicates following a copula".

- **Personalization vs. objectivization: "**in this last, relatively large group of instances function is somewhat more difficult to specify in purely descriptive terms. The code contrast here seems to relate to such things as: the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact".

Additionally, Appel and Muysken (2006) used Jakobson's (1960) and Halliday's (1964) concept of functional specialization to list six main functions of CS:

• **Referential function:** it occurs because of the lack of knowledge in a language.

• **Directive function:** it involves including or excluding a person from a conversation.

• **Expressive function:** speakers switch to stress their self-identity or emotions to others in the conversation.

• **Phatic function:** the switches aim to demonstrate or highlight a change in tone and emphasize some important points in conversation.

• **Metalinguistic function:** Myers-Scotton (1979) asserted that speakers sometimes code switch to comment on a language in order to impress and attract the attention.

• **Poetic function:** switching for the sake of entertainment or amusement.

```
├── Referential
├── Directive
├── Expressive
├── Phatic
├── Metalinguistic
└── Poetic
```
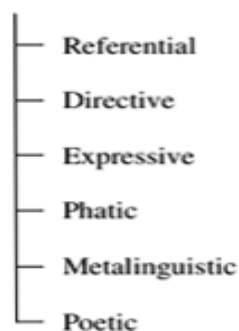
Figure 3: Appel and Muysken's (2006) six functions of CS

(Wai Fong, 2011)

2.2.2.2 Classroom functions

Functions of CS have also been studied in classrooms in which several scholars reported different functions. Ferguson (2003) provided three main categories of functions of teacher's CS:

i. CS for curriculum access. Basically, to help pupils understand the subject matter of their lessons;

ii. CS for classroom management discourse. E.g. to motivate, discipline and praise pupils, and to signal a change of footing;

iii. CS for interpersonal relations. E.g. to humanise the affective climate of the classroom and to negotiate different identities (p.2).

Moreover, Eldridge (1996:305-306) focused on students' use of code-switching and listed the following functions:

• **Equivalence:** the use of equal items from the mother tongue in the target language;

• **Floor-holding:** the importation of L1 floor-holding devices into the discourse of the target language;

• **Metalanguage:** the use of L1 while discussing the task, yet the performance of the task should be using the target language;

• **Reiteration:** the reinforcement and clarification of the message that was not understood through the target language;

• **Group membership:** Switches in this category function as markers of identity in a group.

• **Conflict control:** CS is used to create ambiguity in order to deal with potential conflicts.

- **Alignment and disalignment:** the way participants adopt certain temporary social roles during the conversation.

2.2.3 Attitudes towards CS in FL classrooms

CS in FL classes has recently been a debatable subject in which attitudes towards the inclusion or the exclusion of CS are diverse. Generally, there are two positions towards CS or the use of L1: positive or negative position.

On the one hand, some scholars supported the idea that L1 deserves a place in FL classrooms. According to Cook (2001) the classroom is "a natural code-switching situation" (p.406) and CS is "a highly skilled activity" (p.408). For him, the use of L1 by students is "a learner preferred strategy" which allows them to express what they really want to say. Likewise, Auerbach (as cited in Dykhanova, 2015) stated that L1 made learners feel safe and let them express themselves (p.14). Moreover, Brooks & Donato (as cited in Ataş, 2012) believe that learners sometimes use their first language to negotiate meaning; the use of L1 helps them produce the target language as well as sustaining verbal interactions (p.54).

However, on the other hand, other researchers consider CS as an undesirable behaviour inside FL classrooms. According to Sridhar (1996) this kind of is "a sign of laziness or mental sloppiness and inadequate command of the language" (p.59). In addition, Fillmore (as cited in Jingxia, 2012) thought that learners who are used to hearing their teacher use L1 tend to ignore the target language and therefore do not benefit fully from valuable language input. In other words, learners do not focus on the delivered information through the target language; however, they expect another explanation through their mother tongue. Similarly, Yao (as cited in Habbi & Matallah, 2017) stated that for so long CS inclusion in foreign or second language classroom has been forbidden. It has been considered as a flop in learning process.

2.2.3.1 Students' and teachers' attitudes

There have been various researches on the attitudes of teachers and students towards the use of CS in FL classes. Some scholars have proved that teachers and students hold a positive attitude towards the occurrence of CS inside their classrooms. Yet, other scholars have proved the opposite.

Positive attitudes

Throughout many authors' researches, the use of CS in the learning and teaching process has been supported by many teachers and students. According to Critchley (1999) who have examined the attitudes of Japanese EFL students towards the use of L1 (Japanese) in English classes. The results indicated that the majority (91%) of students supported switching to L1 and 68% of all responses showed that they preferred the use of their mother tongue when explaining homework, tests, classroom objectives and when teaching linguistic terms. In the same vein, Ahmed (2009) investigated the attitudes of 257 English learners from a Malaysian university and the results showed that they hold a positive attitude towards teachers' CS in EFL classroom and they believe that switching codes supports their learning success. Similarly, Al-Nofaie (2010) investigated the attitudes of 3 teachers and 30 students towards switching to Arabic in Saudi Arabian English classes. She discovered that they hold a positive attitude. Moreover, most teachers and students wanted to use Arabic in some cases, though some teachers reported that they are aware of its drawbacks. In addition, Bencheikh EL Hocine (2015) conducted a study to find out teachers' and students' attitudes towards using the learners' L1 as a facilitating tool in English classes in Algerian secondary schools and the study findings indicate that both students and teachers agreed that the use of Arabic in EFL classrooms is an effective strategy.

Negative Attitudes

Several researches were done to examine the negative attitudes towards CS in FL classroom. Starting with, Erlenawati (2005) who conducted a research on a number of students in Australia. The research findings indicate that one of the reasons of students' lack of fluency in English is teachers' switching to L1 in primary and secondary EFL classrooms. Moreover, according to Dweik (2000), students consider teachers who use L1 in their classes as being weak in English. In the same vein, Kannan (2009) conducted a study on the attitudes of learners in Ghaza Strip. The results showed that they prefer to use only the target language (English) in the classroom and English language teachers should encourage that. Similar to researches mentioned above, Rahimi and Jafari's (2011) findings suggested that many students agreed that L1 should not be used by teachers and students, even though it facilitated their interactions.

Conclusion

The linguistic situation in Algeria has been influenced by the successive invaders' linguistic heritage. This heritage has become a part of the languages used nowadays by the Algerian speakers. Moreover, the Algerian linguistic situation has also been affected by the educational reforms and Arabization programmes that have been applied by the government after the independence. Accordingly, most of the Algerian people are multilingual and this leads to CS in daily conversations and in educational settings. Yet, the use of CS has been a controversial topic of debate in EFL classes and scholars hold different position towards it.

Chapter three: Field Work and Data Analysis

Introduction

The current chapter presents the field work of this study. To begin, a description research design has been adopted in order to collect and analyse data. Accordingly, the data collection tools consist of students' questionnaire and teachers' interview. The present chapter is an attempt to gather data in order to determine the attitudes and perceptions of teachers and students towards switching to Arabic in the discourse of EFL classroom. Finally, this chapter provides a thorough discussion on the findings in order to answer the research questions, and to test the hypotheses suggested in the general introduction of this study.

3.1 Population/ Sample

3.1.1 Students:

The student participants are a sample of second year students at Garouf Mohamed secondary school during the academic year 2019/2020. The participants are 30 students (9 males and 21 females) aged between 17 and 19.

| Gender	Number	Percentage
Male	9	30%
Female	21	70%
Total	30	100%

Table 1: Distribution of students' gender

3.1.2 Teachers:

6 teachers were interviewed including 1 male and 5 females. The participating teachers teach English at the three levels of secondary school.

Gender	Number	Percentage
Male	1	16.7%
Female	5	83.3%
Total	6	100%

Table 2: Distribution of teachers' gender
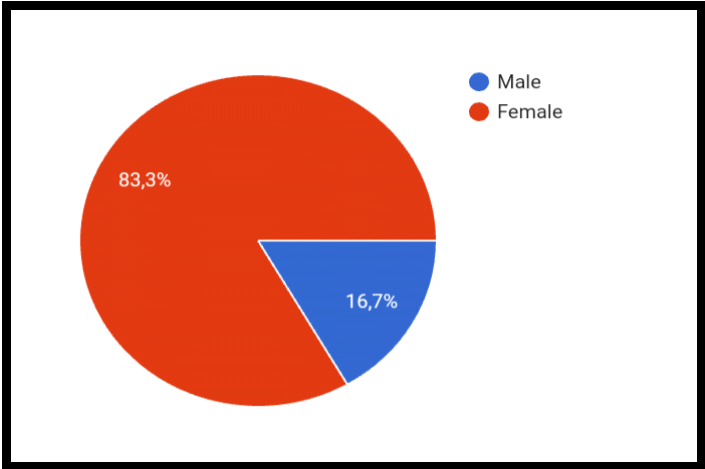
Graph 1: Teachers' gender

3.2 Research design

This study was carried out using a mixed method research combining both quantitative and qualitative methods in order to investigate students' and teachers' attitudes towards the use of CS in an EFL classroom.

The data collection and analysis was gathered through using two data collection tools which are: a questionnaire for students and an interview for teachers.

3.3 Data collection methods

3.3.1 Students' questionnaire:

The questionnaire consists of three main sections which include twenty questions. It is a semi-structured questionnaire with a combination of close-ended questions - multiple choice questions or YES/NO questions, and open-ended questions followed by justification whenever necessary.

Section one: general background information

This section was devoted to collect general information about the participants. It contained five questions where the students were asked to identify their gender (Q1), their age (Q2) and the number of languages they speak (Q3+Q4). Finally, they were required to identify their English level.

Section two: attitudes towards CS

This part was allocated to collect students' attitudes towards the use of CS inside their language classroom. It included ten questions (from Q6 to Q15) where the participants were asked about their perceptions towards the use of Arabic in class.

Section three: functions of CS

The questions in this section were correlated to the functions of CS. It contained five questions (from Q16 to Q20) where the students were required to identify what functions the teachers' CS has in the classroom.

3.1.2 Teachers' interview

The data gathered from teachers were collected through an interview. The latter was a semi-structured interview in order to determine teachers' attitudes regarding CS. The interview was a combination of ten questions. The two first questions were asked to elicit

general information about the teaching experience of the teachers. The following three questions were open-ended questions that aimed to examine the teachers' attitudes and perceptions towards CS use in the classroom. As for the last five questions which were close-ended questions, they aimed to identify the functions of teachers' CS.

3.4 Analysis

3.4.1 Students' questionnaire

Section one: general background information

Question 1: Gender

| Gender	Number	Percentage
Male	9	30%
Female	21	70%
Total	30	100%

Table 3: Students' gender distribution
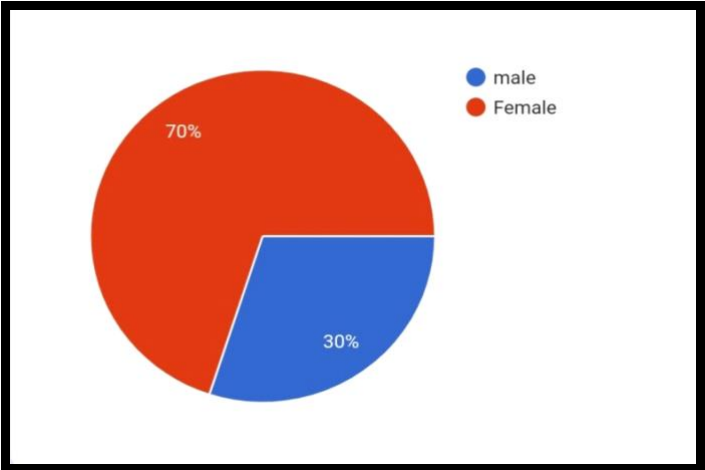
Graph 2: Students' gender distribution

It is remarkable from the results above that the female students' number is higher than the male students' number. Out of thirty participants, twenty one of them (70%) are females and only nine participants (30%) are males.

Question 2: Age

| Age	Number	Percentage
17 years old	21	70%
18 years old	6	20%
19 years old	3	10%

Table 4: Students' age
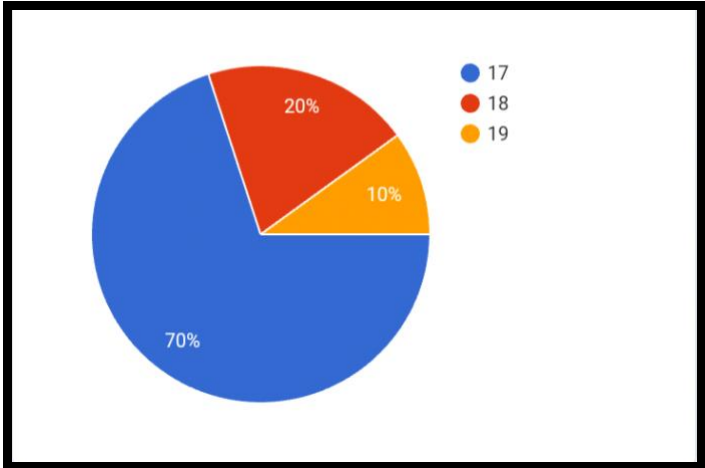
Graph 3: Students' age

Based on the data obtained from the students' responses, the results above show that the majority of students 70% are 17 years old, which is the normal age of second year students in secondary schools. Moreover, the results show that 20% of the participants are 18 years old, while 10% are 19 years old.

Question 3: How many languages do you speak?

Choices	Number	Percentage
One language	2	6.7%
Two languages	22	73.3%
Three or more languages	6	20%

Table 5: Number of spoken languages
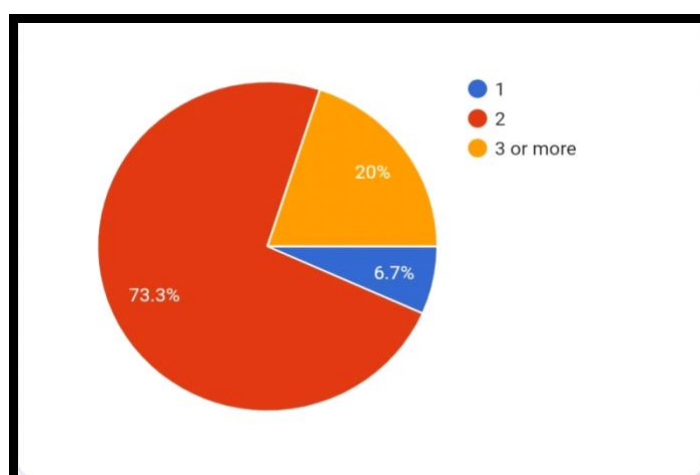
Graph 4: Number of spoken languages

Question 4: What languages do you speak?

Choices	Number	Percentage
Arabic	12	40%
Arabic- French	9	30%
Arabic- English	5	16.7 %
Arabic-French-English	3	10%
Arabic-French-English & others	1	3.3%

Table 6: Names of the spoken languages
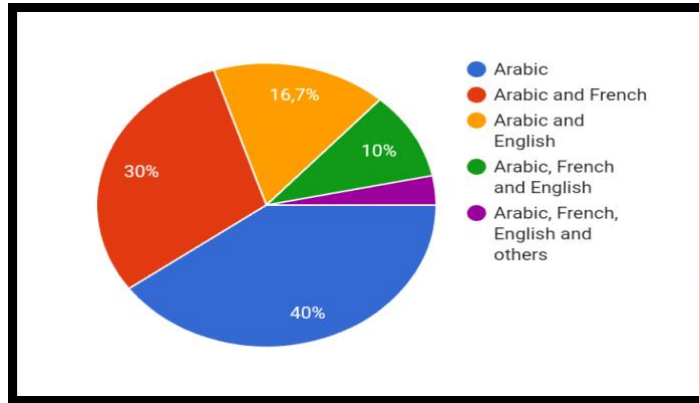
Graph 5: Names of the spoken languages

Question 5: How would you evaluate your English level?

Option	Number	Percentage
Basic	17	56.7%
Intermediate	13	43.3%
Advanced	0	0%

Table 7: Students' proficiency level
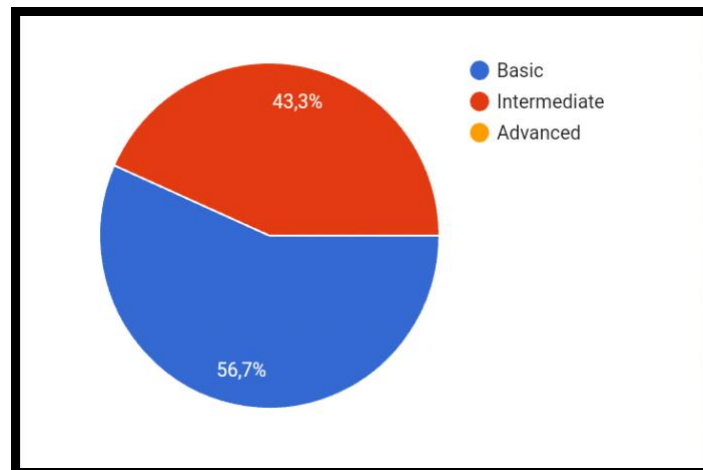
Graph 6: Students' proficiency level

The table and the graph above indicate that 56.7% of participants evaluate their English

level as basic. However, 43.3% of participants have evaluated their level as intermediate.

Finally, there is no advanced category 0% which means that there are no students with a very good background in English.

Section two: attitudes towards code switching.

Question 6: How often does your teacher use Arabic in EFL classroom?

Option	Always	Sometimes	Rarely	Never
Number	5	21	4	0
Percentage	16.7%	70%	13.3%	0%

Table 8: The frequency of teachers' CS in EFL classroom
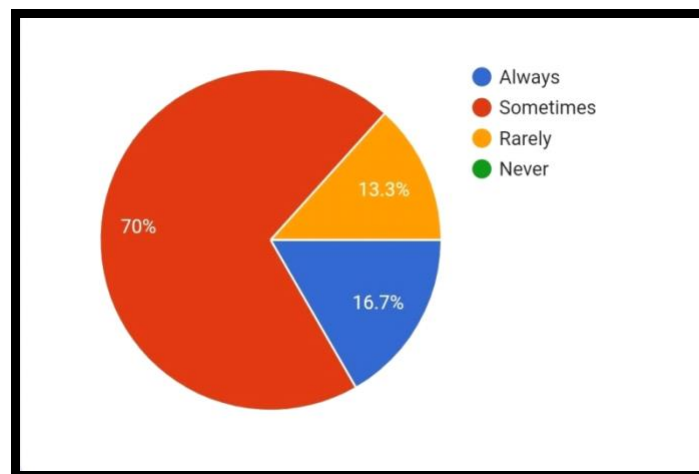
Graph 7: The frequency of teachers' CS in EFL classroom

It is remarkable that five students 16.7% stated that their teachers always use Arabic in their EFL class. Moreover, 21 students 70% reported that their teachers sometimes code switch. While, only four students 13.3% chose "rarely" and no one put "never". In fact, teachers resort to code switch to Arabic in order to help their students to understand English and because of their lack of English proficiency.

Question 7: How often do you switch to Arabic in EFL classroom?

Option	Always	Sometimes	Rarely	Never
Number	9	20	1	0
Percentage	30%	66.7%	3.3%	0%

Table 9: The frequency of students' CS in EFL classroom
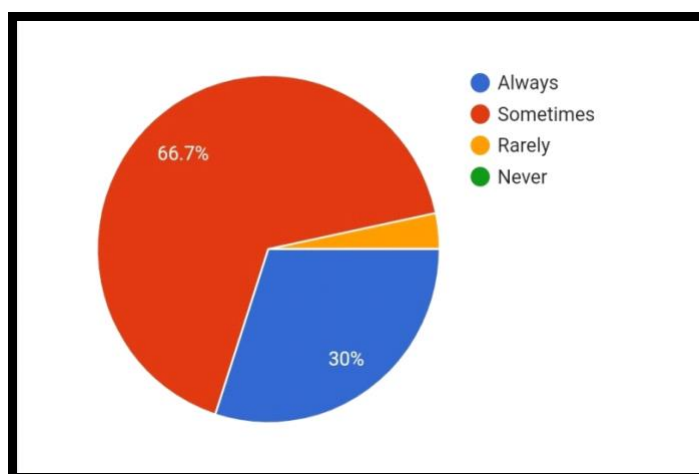
Graph 8: The frequency of students' CS in EFL classroom

A total of twenty students 66.7% claimed that they sometimes use CS in EFL classes, whereas nine students 30% stated that they always use Arabic. Further, only one student 3.3% affirmed that she rarely code switches and no one put "never". With 66.7% of students expressing switching "sometimes" in classroom and 30% of students expressing switching "always", it can be inferred that the majority of students prefer to use Arabic.

Question 8 + Question 9: How often do you think that Arabic should be used in EFL classrooms?

Option	Always	Often	Rarely	Never
Number	6	19	5	0
Percentage	20%	63.3%	16.7 %	0%

Table 10: Students' views on the frequency of CS
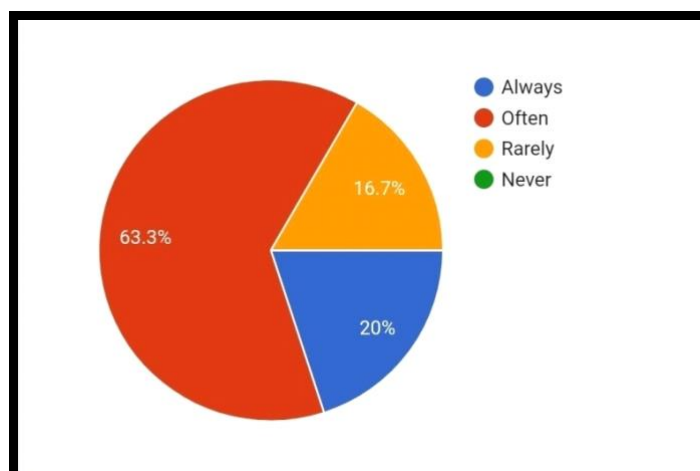
Graph 9: Students' views on the frequency of CS

The table and the graph above show that more than half of the students 63.3% indicated that Arabic should be "often" used in English classes. However, 20% of the students mentioned that it should be "always" used. Also, it can be noticed that 16.7% prefer "rare" use of Arabic and no student totally rejects the use of Arabic in English classes. In sum, as shown in the results above, it can be inferred that students with a low English level and due to their incompetency, they believe that Arabic should be used in EFL class.

Question 10: Do your teachers encourage you to use another language than English in the classroom?

Option	Yes	No
Number	9	21
Percentage	30%	70%

Table 11: Teachers' encouragement
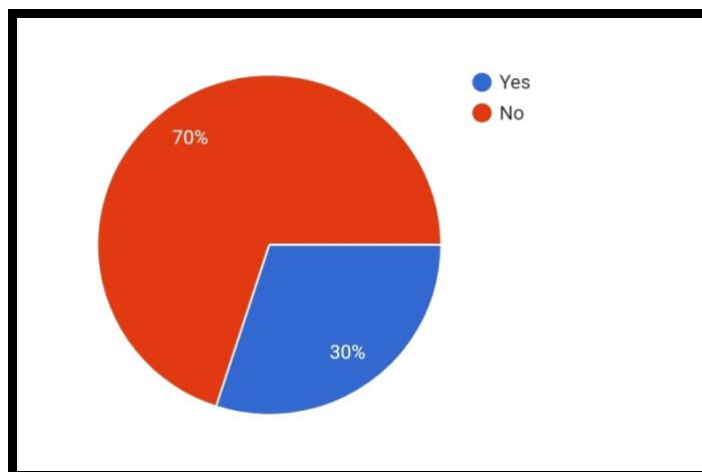
Graph 10: Teachers' encouragement to use CS

The percentage in the graph above report that 70% of the participants claimed that their teachers do not encourage using CS inside the classroom. While 30% revealed that they are allowed to use another language than English in EFL class. It can be viewed from the results above that the majority of students are supposed to use only English in the classroom.

Question 11: What is the impact of using Arabic on learning in EFL class?

Option	Extremely effective	effective	No impact	ineffective
Number	10	17	1	2
Percentage	33.3%	56.7%	3.3 %	6.7%

Table 12: The impact of CS on learning in EFL class
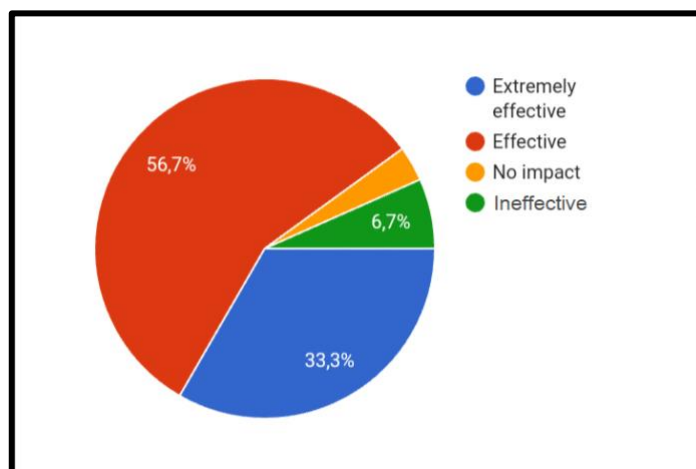
Graph 11: The impact of CS on learning in EFL class

As it is shown above, ten students 33.3% stated that CS in EFL classroom is extremely effective. Seventeen students 56.7% asserted that CS is effective. Only one student 3.3% claimed that it has no impact, while two students 6.7% indicated that it is ineffective. This might be due to the fact that Arabic is their L1 and using it during the lecture provides ease of comprehension for them.

Question 12 + Question 13: Do you feel confused when your teachers switch to another language in EFL classroom?

Option	Never	Rarely	Often	Sometimes	Never
Number	17	8	0	5	0
Percentage	56.7%	26.7%	0 %	16.7 %	0%

Table 13: Confusion towards teachers' CS
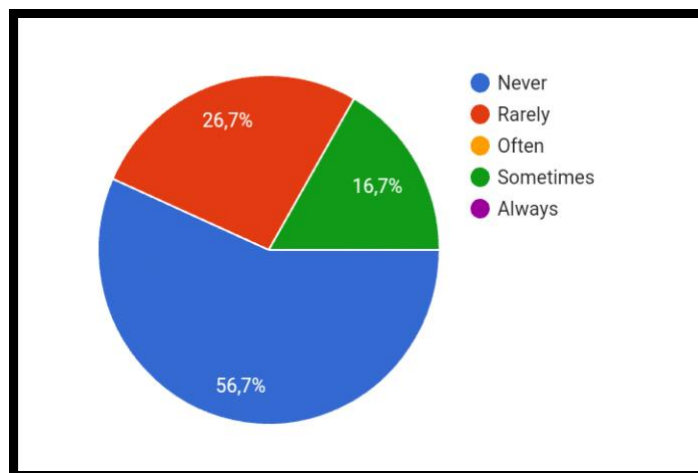
Graph 12: Confusion towards teachers' CS

The table and the graph above show that most of the students 56.7% are "never" confused when the teacher uses Arabic. Eight students 26.7% "Rarely" feel confused. Further, only 16.7% of the participants are "sometimes" confused. No one chose the "often" and "always" option. This indicates that students prefer their teachers to code switch in the class. Consequently, they believe that CS helps them to grasp easily what their teacher is explaining.

Question 14 + Question 15: Do your teachers' code switching make you feel at ease and less stressed during the lesson?

Option	Yes	No
Number	26	4
Percentage	86.7%	13.3%

Table 14: Student's feeling toward CS
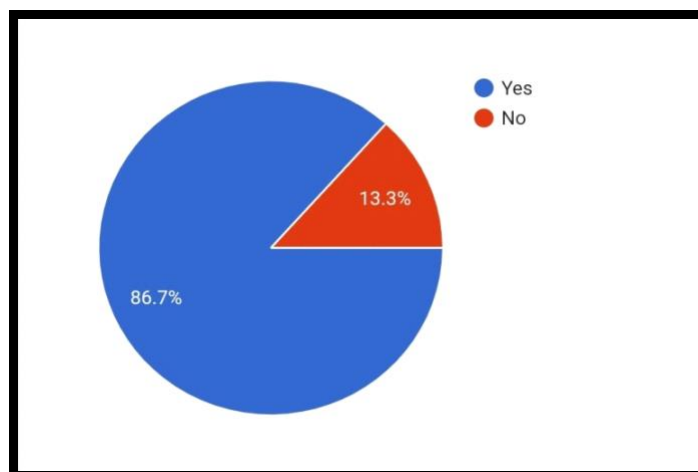
Graph 13: Students' feeling toward CS

The results shown above indicate that code switching makes the majority of students 86.7% feel at ease and less stressed, i.e. it decreases their anxiety. Only four students 13.3% stated that code switching increases their stress and reduces their focus on the explanation delivered in English.

Question 16: Do teachers code switch to express their feelings?

Option	Strongly disagree	Disagree	Strongly agree	Agree
Number	7	18	1	4
Percentage	23.3%	60%	3.4%	13.3%

Table 15: CS to express feelings
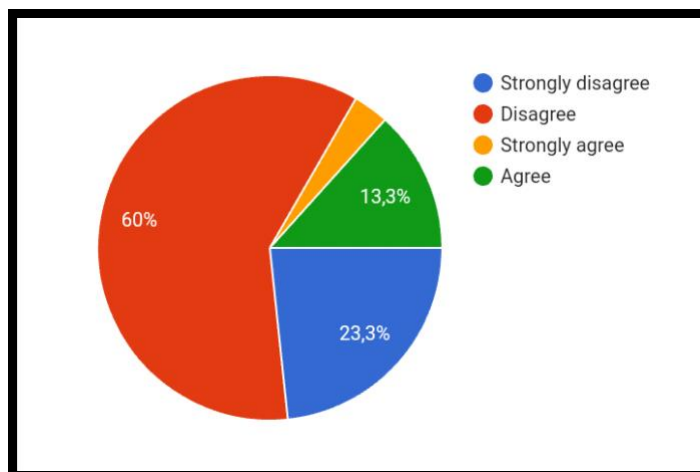
Graph 14: CS to express feelings

The data show that about 23.3% of respondents strongly disagreed and 60% disagreed on the function where teachers code switch to express their feelings and emotions. Only one student 3.4% strongly agreed and four students 13.3% agreed on this function.

Question 17: Do teachers code switch when there is no similar expression in English?

Option	Strongly disagree	Disagree	Strongly agree	Agree
Number	0	7	21	2
Percentage	0 %	23.3%	70%	6.7%

Table 16: CS when there is no similar expression
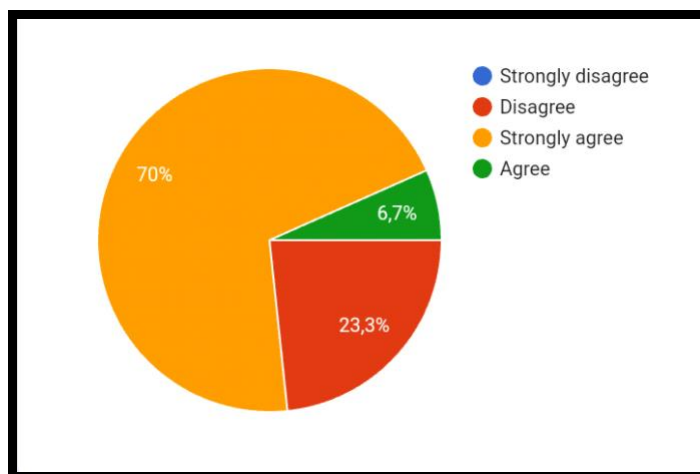
Graph 15: CS when there is no similar expression

The table and the graph above indicate that the majority 70% of the respondents strongly agreed that teachers code switch when there is no similar expression in English, i.e. when clarifying. Only two participants 6.7% agreed and seven students 23.3% disagreed on it.

Question 18: Do teachers code switch to give tasks and instructions?

Option	Strongly disagree	Disagree	Strongly agree	Agree
Number	0	8	11	11
Percentage	0 %	26.7%	36.7%	36.7%

Table 17: CS to give tasks
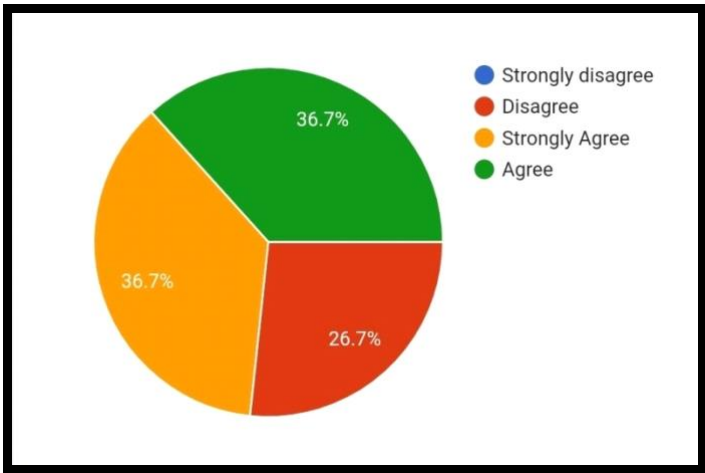
Graph 16: CS to give tasks

The responses are equal: eleven students 36.7% reported that they strongly agree and another eleven students stated that they agree on the function of switching codes to give instructions and tasks. However, 26.7% of the participants disagreed on this function. Finally, no one strongly disagreed on it.

Question 19: Do teachers switch to create a sense of belonging?

Option	Strongly disagree	Disagree	Strongly agree	Agree
Number	4	3	13	10
Percentage	13.3 %	10%	43.3%	33.3%

Table 18: CS to create a sense of belonging
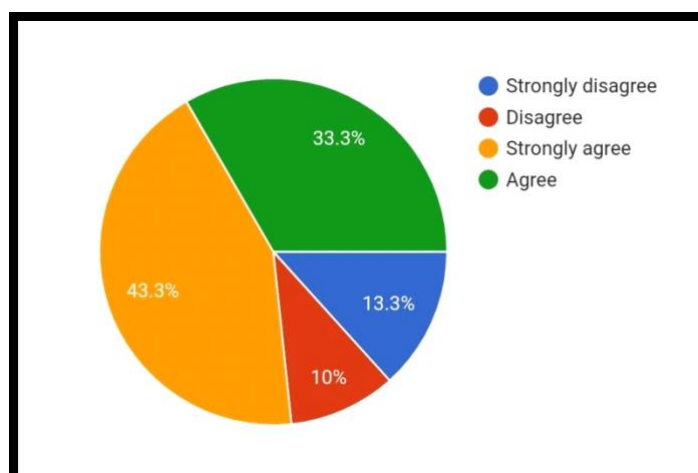
Graph 17: CS to create a sense of belonging

The fourth function stated in the questionnaire is whether teachers use code switching to create a sense of belonging. About 43.3% of students strongly agreed and 33.3% agreed on this function. Yet, about 13.3% of respondents strongly disagreed on the fact that teachers use Arabic trying to make their students feel that they belong to the class. Finally, only 10% disagreed on it.

Question 20: Do teachers code switch to translate terminology and difficult vocabulary?

Option	Strongly disagree	Disagree	Strongly agree	Agree
Number	4	2	17	7
Percentage	13.3 %	6.7%	56.7%	23.3%

Table 19: CS to translate difficult vocabulary
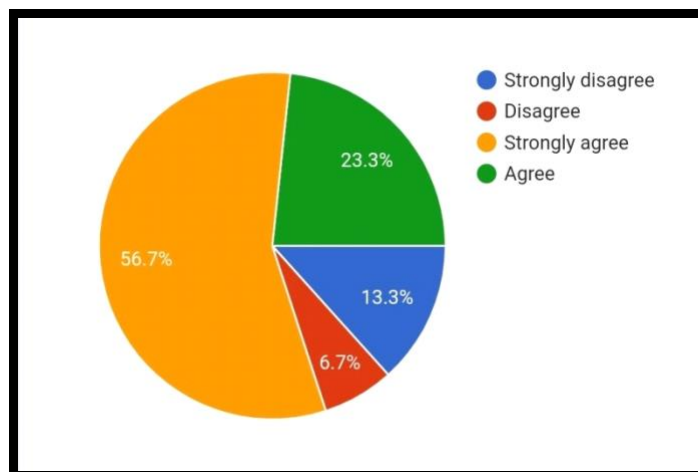
Graph 18: CS to translate difficult vocabulary

When it comes to the fifth function about whether teachers code switch to translate, approximately 56.7% of the participants strongly agreed, 23.3% agreed, 13.3% strongly disagreed and 6.7% disagreed on the function where teachers use the native language for translation of terminology and difficult vocabulary. The data gathered on this function showed that about half of the students strongly agreed on it.

3.4.2 Teachers' interview

Question 1 + Question 2: Teachers' background information

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
Years of experience	7	20	11	27	4	11
Average number of students in class	35	40	35	37	35	40

Table 20: Teachers' background information

The aim behind asking these two questions is to obtain general information about the interviewed teachers and also to see whether the factors, such as the years of experience and

the number of students in class, influence their attitudes towards code switching in EFL classroom.

The table above indicates that teachers' experiences extend from four years to 27 years. Some of the teachers stated that they had experienced teaching in both: middle school and secondary school. Further, they reported that the average number of students in their classes ranges between 35 and 40 students per class.

Question 3: What do you think about switching to Arabic in the classroom? Do you switch codes during class? How often?

Based on the analysis of teachers' responses to the third question, four teachers hold a positive attitude towards the use of Arabic in class. However, two of the interviewed teachers hold a negative attitude. Three teachers reported that they usually switch to Arabic during their class, two stated that sometimes it is important to code switch and one said that he rarely switches to Arabic because he thinks it prevents the process of learning English.

Question 4: When do you think the shift to L1 is important? Why?

Based on the analysis of teachers' responses to this question, two teachers stated that code switching is important when explaining grammar rules. Moreover, two interviewed teachers reported that the shift to Arabic is crucial when introducing new words or new ideas. Finally, one of the remaining two teachers stated that using Arabic is important when students are blocked, whereas the other one said that code switching is important when other means do not help.

Question 5: What are the dis/advantages of code switching?

Based on the analysis of the responses to the fifth question, teachers stated different advantages and disadvantages that occur when they code switch in class.

On one hand, the advantages of code switching that were stated by the interviewed teachers are as follows:

- Guaranteeing understanding,

- Easing comprehension,

- Encouraging class participation,

- Guaranteeing a smooth transition between ideas of the lesson,

- Decreasing student anxiety,

- Simplifying language learning process.

On the other hand, the disadvantages of code switching that were mentioned by the teachers are as follows:

- Students might underestimate teachers' competence,

- Students might become demotivated to learn English,

- Students might become lazy to make efforts in learning,

- Students might get used to Arabic and neglect English,

- Students might rely on abused use of L1,

- Students might rely on translation all the time.

Question 6: How do you react to students' code switching?

Based on the interview sixth question on how teachers react to students code switching, four interviewed teachers stated that they react negatively and that they do not support their students to use Arabic during the class. However, two teachers reported that they react kindly and they prefer seeing their students correcting each other's mistakes.

Questions 7, 8, 9, 10: Functions of teachers' code switching

Questions	YES	NO
Do you think that code switching is necessary for teachers to express their feelings in classroom?	1 (16.7%)	5 (83.3%)
Do you think that code switching is an effective instructional tool in EFL classroom?	3 (50%)	3 (50%)
Do you view code switching as a tool to build solidarity and to create a sense of belonging for students?	5 (83.3%)	1 (16.7%)
Do you switch codes in order to explain unfamiliar terms, words or expressions?	4 (66.7%)	2 (33.3%)

Table 21: Functions of teachers' CS

As indicated in the results above, teachers imply multiple functions via using CS. The data show that 83.3% of the teachers stated they do not code-switch to express their feelings, while 16.7% do. Furthermore, 50 % of the interviewed teachers stated that they use CS as an instructional tool, whereas 50% reported that they do not switch codes to give instructions and tasks. Moreover, 83.3% of the teachers asserted that they use CS to create a sense of belonging, yet 16.7% reported that they do not. Finally, while 66.7% of the teachers said that they code switch in order to explain unfamiliar terms, words or expression, 33.3% stated that they do not.

3.5 Discussion of the results

After the data have been gathered and analysed through the use of a questionnaire for students and an interview for teachers (two data collection methods), the three research questions have been answered and the three hypotheses have been verified. These findings are discussed in the form of answers to the research questions of this study.

Teachers' attitudes towards the use of code switching in EFL classroom:

The results obtained from the teachers' interview revealed , on one hand, that teachers support their use of the Arabic language inside EFL classroom. Moreover, they think that the teachers' use of CS facilitates the learning process through clarifying complex terms or abstract items, introducing new concepts, explaining difficult vocabulary, motivating students' engagements in the instruction, as well as explaining grammar points. Additionally, they believe that CS should be used in a systematic way, i.e. an EFL teacher should not neglect the use of L1; yet, s/he should not overuse it inside the classroom because the overuse has a negative impact on students' achievement and proficiency in English.

On the other hand, the results revealed that most interviewed teachers hold a negative attitude towards students' CS inside classroom. They said that they react negatively to students' use of L1 because they regard it as a barrier to learning.

Students' attitudes towards the use of code switching in EFL classroom:

The results obtained from the students questionnaire revealed that students hold positive attitudes towards their own use as well as their teacher's use of CS and they view CS as a useful tool in the process of learning English. Moreover, students prefer sometimes to use their mother tongue inside the classroom and they feel comfortable and less stressed

whenever Arabic is used and this gives them the will to study. Students also stated that they never feel confused whenever CS occurs; on the contrary, they feel at ease.

The functions of teachers' code switching in the classroom:

The results obtained from the teachers' interview revealed that one teacher out of six uses CS to express his/her feelings. However, three interviewed teachers out of six claimed that they use Arabic to give tasks and instructions. Five teachers stated that they view code switching as a tool to build solidarity and to create a sense of belonging for students. Finally, four interviewed teachers said that they code switch in order to explain unfamiliar terms, words or expressions.

Moreover, from the students' point of view, teachers use CS to fulfil three functions which are: giving tasks and instructions, creating a sense of belonging and explaining unfamiliar terms, words or expressions.

Conclusion

The present chapter is an attempt to discuss the fieldwork of the present research study. Ultimately, an overview of the research design in addition to the population and sample chosen, are presented here. Two data collection tools were employed, namely teachers' interview and students' questionnaire. Further, the teachers' interview data were interpreted and analysed descriptively. Moreover, the students' questionnaire was analysed and interpreted 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 to verify the hypotheses.

General conclusion, Limitations and

Recommendations

General conclusion

This study attempted to investigate the teachers as well as the students' attitudes toward the use of code switching in EFL classrooms at Garouf Mohammed secondary school. In addition, it was an attempt to analyse the functions of teachers' code switching in EFL classes.

The ultimate aim of this research was to try to test the research hypothesis and to answer the research questions of this study. The present research study consists of three chapters. The first two chapters are devoted to the theoretical part and literature review of the study, whereas, the last chapter is devoted to the practical part of the study.

The first chapter dealt with code switching and its relation with other linguistic phenomena such as: code mixing, borrowing and diglossia. Moreover, it shed light on the most important reasons behind code switching. Additionally, it attempted to highlight the various types of code switching and the approaches to the study of code switching.

The second chapter dealt with the linguistic situation in Algeria, then the focus was shifted to code switching in Algeria. Moreover, this chapter attempted to discuss classroom code switching, functions of classroom code switching and attitudes towards it.

The third chapter was devoted to the fieldwork which presents the analysis and the interpretation of the data obtained through the use of two data collection methods, namely, student questionnaire and teacher interview followed by a thorough discussion of the findings.

First, the students' questionnaire aimed at collecting further data about the attitudes of students toward the use of code switching in EFL classroom and about the functions of their teachers code switching. The majority of students reported their positive perceptions towards the occurrence of code switching during their EFL class. They also stated the teachers code switch for three functions: giving tasks or instructions, creating a sense of belonging and explaining in familiar words.

Second, teachers' attitudes towards the occurrence of code switching inside EFL classroom were explored through a semi structured interview. The majority of teachers reported their positive attitudes towards their own use of code switching; yet, they stated that they hold a negative perception towards students' use of code switching.

Finally, through the analysis and discussion of the data obtained, the three research questions asked in the study were answered.

Limitations of the study:

- As the survey was conducted in one secondary school. The results of this research study could not be generalised.

- The teachers' interview consists of some questions that require a justification from the participants, but this could not be achieved due to the limited time given by the teachers for the interview.

- Corona virus (covid-19) and the sudden declaration of the vacation prevented the researcher from interviewing the teachers face to face and from delivering the questionnaires for students in class.

Recommendations

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

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 students (i.e. Strategic integration of code switching).

For students:

• The students should reduce the amount of CS in classrooms. However, CS should not be banned because it sometimes enables students to express their ideas easily and it helps them to better understand the lesson content.

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Appendices

Appendix A: Students' Questionnaire

Student's questionnaire

Dear student,

This questionnaire is designed to find out your attitudes and perceptions towards the use of code switching in EFL classes. Please respond to all the questions below carefully and honestly. Mark (√) in the appropriate box and give full answer(s) on the broken lines. This is not a test and there are no right or wrong answers. Your answers will be merely used for research purpose and will be kept strictly confidential.

I thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Code Switching: is moving between two (or more) languages within single sentences or conversation.

EFL: English as a foreign language.

Section one: General Background Information

1. Your gender is : *

   Mark only one oval.

   ◯ male

   ◯ Female

2. Your age is: *

   _____

3. How many language(s) do you speak? *

   Mark only one oval.

   ◯ 1

   ◯ 2

   ◯ 3 or more

4. Mention them: *

_____

5. How would you evaluate your English level?

Mark only one oval.

⬭ Basic

⬭ Intermediate

⬭ Advanced

Section two: Attitude towards CS

6. How often does your teacher use Arabic in EFL class? *

Mark only one oval.

⬭ Always

⬭ Sometimes

⬭ Rarely

⬭ Never

7. How often do you switch to Arabic in EFL class? *

Mark only one oval.

⬭ Always

⬭ Sometimes

⬭ Rarely

⬭ Never

8. How often do you think that Arabic should be used in EFL class? *

   Mark only one oval.

   ◯ Always

   ◯ Often

   ◯ Rarely

   ◯ Never

9. Explain your answer please? *

   _____

10. Do your teachers encourage you to use another language than English in the classroom? *

    Mark only one oval.

    ◯ Yes

    ◯ No

11. What is the impact of using Arabic on learning EFL in class? *

    Mark only one oval.

    ◯ Extremely effective

    ◯ Effective

    ◯ No impact

    ◯ Ineffective

12. Do you feel confused when your teachers switch to another language in EFL classroom? *

Mark only one oval.

( ) Never

( ) Rarely

( ) Often

( ) Sometimes

( ) Always

13. Explain your answer please? *

_____

14. Do your teachers' code switching make you feel at ease and less stressed during lesson? *

Mark only one oval.

( ) Yes

( ) No

15. If no, why?

_____

Section three: Functions of CS

16. Teachers code switch to express their feelings. *

    Mark only one oval.

    ◯ Strongly disagree

    ◯ Disagree

    ◯ Strongly agree

    ◯ Agree

17. Teachers code switch when there is no similar expression in English.

    Mark only one oval.

    ◯ Strongly disagree

    ◯ Disagree

    ◯ Strongly agree

    ◯ Agree

18. Teachers code switch to give tasks and instructions. *

    Mark only one oval.

    ◯ Strongly disagree

    ◯ Disagree

    ◯ Strongly Agree

    ◯ Agree

19. Teachers code switch to create a sense of belonging.

    Mark only one oval.

    ◯ Strongly disagree

    ◯ Disagree

    ◯ Strongly agree

    ◯ Agree

20. Teachers code switch to translate terminology and difficult vocabulary. *

    Mark only one oval.

    ◯ Strongly disagree

    ◯ Disagree

    ◯ Strongly agree

    ◯ Agree

Teacher's semi-structured interview

Code Switching: is moving between two (or more) languages within single sentences or conversation.

EFL: English as a foreign language.

L1: the mother tongue (native language).

The present research aims to examine the attitudes of teachers and students towards the use of code switching in the EFL classes. In light of your own experience, we would be grateful if you could respond the following questions. Your co-operation is greatly appreciated.

1) How many years have you been teaching English?

……………………………………………………………………………………………

2) What is the average number of learner in your language class?

……………………………………………………………………………………………

3) What do you think about switching to Arabic in the classroom? Do you switch code during class? How often do you switch code in the classroom?

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……………………………………………………………………………………………

………………………………………………………….

4) When do you think the shift to L1 is important? Why?

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………………………………………………………………………………………………

5) What are the dis/advantages that might arise when you switch codes in classroom?

……………………………………………………………………………………………….……

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……………………………………………………………………………………………….

6) How do you react to students' code switching in class?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

7) Do you think that code switching is necessary for teachers to express their feelings in classroom?   ………………………………….

8) Do you think that code switching is an effective instructional tool in EFL classroom? ………………………………………….

9) Do you view code switching as tool to build solidarity and to create a sense of belonging for students?   ………………………………………….

10) Do you switch codes in order to explain unfamiliar terms, words or expressions?

………………………………………………………….

ملخص

تهدف هذه الدراسة إلى استكشاف مواقف المعلمين والمتعلمين تجاه استخدام التناوب اللغوي في تعليم اللغة الانجليزية كلغة أجنبية.علاوة على ذلك، تسعى هذه الدراسة إلى تحليل وظائف التناوب اللغوي المستخدمة من قبل المعلمين و من أجل تحقيق هذه الأهداف تم تطبيق نهج البحث المختلط في هذه الدراسة من خلال استخدام طريقتين لجمع البيانات: استبيان للطلاب المستهدفين و مقابلة مع معلمي اللغة الإنجليزية في ثانوية قروف محمد. كشف تحليل البيانات التي تم الحصول عليها أن المعلمين يتبنون مواقف إيجابية تجاه استخدامهم للتناوب اللغوي حيث أنهم يعتقدون أنه طريقة مفيدة في تسهيل عملية التعلم، لكنهم يتبنون مواقف سلبية تجاه استخدام المتعلمين للتناوب اللغوي. بالإضافة إلى ذلك كشفت نتائج الدراسة أيضا أنه هناك العديد من وظائف التناوب اللغوي المستخدمة من قبل المعلمين.