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EFL Students' Attitudes Towards Teachers' Use of Code Switching in Classroom

The Case of First Year Master Students at Khenchela University

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Requirements for the Degree of Master in Language and Culture*

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Dedication

I dedicate this thesis to my parents, my brother Houssam, my sister Sabrine, who supported me spiritually throughout writing this paper, I dedicate this work to Fatima Zahra who offered unflagging support and wise pieces of advice.

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Abstract

This dissertation investigates and describes the EFL students' attitudes towards the teachers' use of Code Switching in classroom; it also explores the perceptions teachers hold regarding the use and the function of Code Switching. The respondents of this study were EFL first-year master students and teachers at Abbess Laghror-Khanshla-University year 2017-2018. The questionnaire is the research instrument adopted for data collection. A mixed method was used to collect data qualitatively and quantitatively. The findings of this study demonstrate that the students share positive attitudes towards their instructors' use of Code Switching. In contrast, the teachers have revealed negative perspectives about classroom Code Switching; they have stated that they only use Code Switching in special cases such as translating and clarifying difficult terms.

Key words: Code Switching, Students, Teachers, Attitudes, Perspective, Function of Code Switching

List of Abbreviations

AA.....	Algerian Arabic
CA.....	Classical Arabic
CS.....	Code Switching
CM.....	Code Mixing
EFL.....	English as Foreign Language
L1.....	First Language
L2.....	Second Language
MSA.....	Modern Standard Arabic
LST.....	Language Switching Tasks

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General IntroductionION

1. Statement of the Problem

The objectives of teaching English as a foreign language are to enable students to listen to English with convenient understanding, to speak and write English correctly, and to increase students' abilities to express their ideas and thoughts in English. For that reason, the language policy in English recommends the educators to use only English in the classroom.

However, the actuality is different in multilingual countries, such as Algeria. There are some teachers switch codes in order to transfer information. In addition, using Code Switching as a technique in teaching/ learning English might lead students to lose their interest to learn English as well as the ability to guess in English foreign language.

Consequently, the features and drawbacks of the use of Code Switching in the classroom setting may influence, positively or negatively the students' performance. Thus, the students' views to Code Switching are important and the teachers should recognize the students' attitudes towards their use of Code Switching, to see if it should be used or avoided.

2. Research Questions

The current study addresses the following three questions:

1. What are the students' attitudes towards teachers' use of Code Switching in EFL classroom?
2. What are the teachers' attitudes toward their own use of Code Switching in classroom?
3. What are the functions of the teachers' Code Switching in EFL classroom?

3. Hypothesis

This research consists of one major hypothesis, which is:

The EFL students at Abbess Laghror -Khanshla- University hold positive attitudes towards the teachers' use of Code Switching in classroom.

4. General Background

Code switching (CS) is a common phenomenon among multilingual and bilingual communities, being the interest of so many researchers. CS has been defined and explained abundantly, CS according to Spolsky (2004, p.121) *“is changing from language to language in the midst of an utterance”*. Recently CS used as a strategy in classroom. Üstünel (2016, p.87) states *“CS Studies have shown that code switching can be an interactional resource for both learners and teachers in language classroom [...] CS has become an inseparable part of foreign language education”*, both instructors and students use CS to interact and communicate in classroom.

5. Significance of the Study

Findings may help the EFL teachers for better understanding students' attitudes towards their use of CS in the classroom; in addition, this research will be a useful reference for the researchers who would plan to investigate EFL classroom CS.

6. Limitation of the Study

The current study is limited to the EFL first year master students and EFL teachers at Abbas Laghror- Khanshla - University for the academic year 2017-2018, this research is limited in terms of its respondents, only 50 students and 8 teachers could be arranged for responses. The main limitation of this study was the paucity of studies on EFL classroom CS, chiefly in Algeria.

7. Research Methodology and Design

The descriptive survey research design is chosen to investigate the students' attitudes towards the teachers' use of CS in EFL classrooms. In this current study, mixed method is used in order to gather information and data qualitatively and quantitatively.

8. Population and Sampling

Both EFL first-year master's degree students and EFL teachers at Abbas Laghror -khanshla- University are concerned with the study. The questionnaire is addressed to 50 students out of 119, and 8 teachers out of 19 teachers in total.

9. Data Gathering Tools

The data-gathering tool used for our research is the questionnaire. According to Kumar (2011, p.138) "*questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire, respondent read the question interpret what is expected and then write down the answers*". There are two forms of questions, open- ended questions and closed-ended questions. Farrell (2016,para.2) states that "*Open-ended questions are questions that allow someone to give a free-form answer [...]Closed-ended questions can be answered with "Yes" or "No," or they have a limited set of possible answers (such as: A, B, C, or All of the Above*". In this research, opened- ended questions as well as closed- ended question were used to gather first hand information; the attitudinal scale (likert scale) was used to turn the abstract ideas to measurable feedback. The mixed questionnaire can greatly enhance the understanding of the students' and teachers' attitudes towards the use of CS in classroom.

10. Definition of Key Terms

The significant words in this research are CS, English as a foreign language, Attitude

Code Switching

CS refers to the alteration between two languages or two varieties in conversations, Nordquist (2018, para.1) states that "*is the practice of moving back and forth between two languages or between two dialects or registers of the same language at one time. CS occurs far more often in conversation than in writing*".

English as Foreign Language

English is considered as a language of science and technology, it is spoken by speakers with different native languages, according to Nordquist (2017, para.1) *“English as foreign language is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.”*

Attitude

Attitude refers to someone’s thoughts, feelings and manners Ajzen, (2005 .p.3) says that *“An attitude is a disposition to respond favorably or unfavorably to an object, person institution, or event.”*

Chapter One:
Literature Review

Introduction

CS is a widespread phenomenon among the Algerian communities. Algeria is considered as multilingual country, because of the coexistence of numerous languages and dialects. Algerians use CS as a communicative resource both in natural and educational setting. CS can be observed mostly in the foreign language classrooms. Both teachers and students use CS as a tool of contact therefore this chapter is going to be devoted to the description of multilingualism and CS, types and functions of CS, the languages status in Algeria, CS in Algeria, the classroom CS, and the attitudes towards the use of CS in EFL classrooms.

1. Multilingualism , Bilingualism and Code Switching

1.1. General Description of Multilingualism

The emergence of multilingualism stemmed from the need for communities to communicate with each other. Different researchers and scholars defined the term multilingualism as the use of more than one language in a conversation. Sharma (2013, p.2) states that *“multilingualism refers to an individual speaker who uses two or more languages or to a community of speakers, where the use of more than one languages is common.”* Edwards (1994, p.01) says that *“multilingualism is a powerful fact of life around the world, at the simplest level, from the need to communicate across speech communities.”* Cenoz (2013) stated some factors that contributed to the spread of multilingualism in the world:

- a. The globalization factor
- b. The transitional mobility of the population
- c. The spread of the new technological tools
- d. The spread of English as an international communication factor

According to Bernard Spolsky (2004), the multilingual community developed because of voluntary or involuntary migration, colonial policies also led to the emergence of multilingualism in some states .the Muslim empire witnessed the wide spread of Arabic with maintenance of the indigenous language like barber in Algeria and Morocco, this led to the diversity of Arabic dialect

the European powers divided Africa in the ninth century, and they drew boundaries that left the African independent states without a single majority language.

1.2. Terms Relevant to Multilingualism

According to Aronin and Hufeisen (2009), the researchers have defined the terms “monolingual”, “bilingual”, and multilingual in different ways:

- **Monolingual**

Monolingual is an individual who uses one language and may be proficient at using different varieties of language code, switching between varieties and between registers.

- **Bilingual**

Bilingual is a person who uses two languages.

- **Multilingual**

Multilingual is an individual who has the ability to use three or more languages in a separate way or in various degrees.

1.3. General Description of Bilingualism

Bhatia and Ritchie (2013, p.7) assert that *“Everyone is bilingual; there is no one in the world who does not know at least a few words of languages other than the maternal variety.”* Weinreich, (as cited in Bhatia and Ritchie, 2006 p.8), simply define bilingualism as *“the alternate use of two languages.”*

According to Spolsky (2004), a bilingual is a person who has some functional ability in the second language; it is more useful to consider what is needed to describe the nature of an individual’s bilingualism. The first element is to identify each of the languages, and to clarify which varieties are involved. The second element is the way each language was acquired. The third element is to distinguish between mother tongue learning, second language learning, and foreign

language learning. The last element is to consider the age of learning. Some bilingual speakers may daily interact in a context where similar speakers use both languages in the same conversation or even in the same utterance of speech (kheder& khan, 2016). Spolsky (2004) found that bilinguals prefer a specific language for counting and dreaming.

1.4. Types of Bilingualism

There are three types of bilingualism, namely: compound, coordinate, and subordinate (D'aciero, 1999):

- **Compound Bilingualism**

In compound bilingualism, the individual learns two languages in the same environment (e.g. Two-year-old whose Italian father uses both languages and whose English mother uses mostly English).

- **Coordinate Bilingualism**

In this type, the individual acquires two languages from different contexts i.e. he learn languages in separate environments

- **Sub-coordinate Bilingualism**

In sub-coordinate bilingualism the individual speaks one language fluently i.e. One dominant language.

1.5. Multilingual and Bilingual Education

When you are bilingual, you are able to speak in two separate languages. When you are multilingual, you are able to communicate and interact within two separate cultural societies (Baker, 2011as cited in Godoy, 2017). According to the UNESCO (2003), education in many countries of the world takes place in multilingual context. UNESCO adopted the term multilingual education in 1999; it refers to the use of three languages: the mother language, the national

language, and the international language in education. Bilingual and multilingual education refers to the use of two or more languages as mediums of instruction (UNESCO 2003).

Bilinguals use a widespread phenomenon in their daily life among their groups, Bernard (2004, p.49) states that *“bilingual speakers use two languages in their speech; they switch from a language to the second one either for words, phrases, or sentences”*.

1.6. Description of Code Switching

According to Chloros (1995, p.11), *“CS was originally taken from the field of communication technology...switching refers to the alteration between the different varieties, which people speak.”* Peter (1998) have asserted that the first clear mention of CS is found in Vogt (1954); Vogt (1954, as cited in peter, 1998) noted that CS is a psychological phenomenon, rather than linguistic one, and its causes are extra linguistic. Chloros (1995) indicated that CS was not an interested subject in the bilingualism researches until Gumperz stated it in his work in 1960 and 1970. Over time, CS has become an important field of research. CS is an important issue in the bilingualism research; the researchers have used several approaches and frameworks of sociolinguistics, psycholinguistics, and grammatical studies in order to examine CS (Peter, 1998).

Many researchers have defined CS as the usage of several languages in the same conversation by bilinguals. Üstünel (2016, p.27) believes that *“CS is related to bilingualism in that one needs to be bilingual i.e. has the use of two languages”*. On the other hand, Morrison (2018, para.1) says that *“CS is a process of shifting from one linguistic code (a language or dialect) to another, depending on the social context or conversational setting”*. Also Chloros (1995, p.04) states that *“CS refers to the use of several languages or dialects in the same conversation or sentence by bilingual people”*. Poplack (1979, p.3) points out that *“CS is the alteration of two languages within a single discourse, sentence, or constituent”*.

CS shows the personalities, the qualities, and the backgrounds of the speakers, who use CS as a tool of communication. Peter (1998) stated that CS derives from the communities, which share

the collective styles, in addition, Peter (1998) claims that “*CS expresses group identity*” (p.62). Chloros (1995) supports the previous idea. “*CS helps us to understand identity formation and expression in bilinguals*” (p .5). Chloros pointed out some characteristics of CS in his book that is entitled ‘*Code-Switching*’ (2009):

- a. CS is a variable, and this variability shows how the bilinguals’ linguistic competence is organized.
- b. CS is a linguists’ abstraction that is induced from the behavior of bilinguals.
- c. CS displays the sociolinguistic factors influencing the bilinguals.

1.7. Kinds of Code Switching

Many researchers have touched upon the types of CS. One of them was Wardhaugh. According to Wardhaugh (2006), CS identifies two types: situational and metaphorical.

- **Situational Code Switching**

Situational CS occurs when the used languages are changed according to the situations.

- **Metaphorical Code Switching**

Metaphorical CS occurs when a change of a topic requires an alteration in the language that is used; code adds a distinct essence to what is said about the topic. This case based on the speakers’ CS and not on the topic itself.

Poplack (1979, p.587) says that “*A code switch may therefore occur at any point within the main clause and the utterance remains grammatical by both l1 and l2 standers*”. Esen (2016) stated other three types of CS, which are classified as follows:

- **Inter-Sentential Code Switching**

Inter-sentential CS is used by the fluent bilingual speakers, it occurs on the boundaries of the sentence.

- **Intra-Sentential Code Switching**

Intra- sentential CS occurs in the middle of a sentence, with no interruptions, or pauses indicating a shift.

- **Extra-Sentential Code Switching**

Extra sentential CS means inserting some words from language B into language A in the conversation.

1.8. Approaches to Code Switching

Many Approaches consider CS as a prominent subject in the multilingualism area. Barbara and Turibio (2009) have noted that there are three major approaches that investigate CS: structural, psycholinguistic, and sociolinguistics.

1.8.1. The Structural Approach

The Structural Approach is concerned with the role of CS in revealing different levels of language (syntax, semantics, phonology, etc.). In this field, CS is not purposeless or aimless, but it is a systematic phenomenon and a system of communication. Bilingual speakers can differentiate between the ungrammatical and the grammatical patterns of CS on the other hand; CS doe not consist of a third grammar, because its forms emerged from both languages systems. Many studies are concerned with the relation between CS and morpho-syntax. However, few researchers deal with the interaction between phonology and code conversion. For this reason, such kind of studies should be developed.

1.8.2. The Psycholinguistic Approach

The psycholinguistic Approach focuses on the cognitive mechanisms and neuro-anatomical structures that are involved in the control of two languages. The use of the two languages during conversation is examined through Language Switching Tasks. (LST) are used to evaluate bilingual control, attention, and memory. The psycholinguistic approach investigates CS to understand the

cognitive techniques, which lie in the production, perception, and acquisition of the bilingual speakers.

1.8.3. The Sociolinguistic Approach

The researchers have Investigated CS based on the existing frameworks, which have studied the monolingual behavior at the macro and micro levels. Micro level considers CS as an ‘individual’ performance’ i.e. micro level focuses on the discourse itself while macro level views CS as a ‘community behavior’; it investigates CS according on the societal factors and the social context.

The findings are consistent with what Isurin and Winford mentioned in their book ‘*Multidisciplinary Approaches to CS*, in which they explain CS in details and show the position of the phenomena in several approaches. Isurin and Winford state that:

For many researchers, CS provides direct insights into the ability of bilinguals to manage and to deploy different linguistic systems even while alternating between them. This ability arises from a confluence of cognitive, linguistic, and social factors, each of which is normally studied independently of the other. Cognitive approaches generally focus on CS as an index of a bilingual’s ability to selectively inhibit or activate a language. Linguistic approaches, in turn, aim to discern the knowledge of language that bilinguals must possess to enable them to switch between the two systems in systematic ways. Finally, sociolinguists explore why and under what conditions bilinguals may choose to code-switch. (2009, p.191)

1.9. Reasons for Code Switching

Speakers switch from one language to another because of different reasons. According to crystal (1978), speakers switch between two languages because they cannot express their ideas and perception in one language due to the lack of vocabulary and knowledge in the base language. CS occurs when the speaker switches to show solidarity between people of a particular social group. In addition, multilingual speakers use CS to express their identities. Ennaji (2005, p.143) says that “*I argue that CS reveals the permanent desire of code switchers to preserve their group or cultural identity) [...] when two individuals express themselves in two languages in the same conversation, they express their mixed or multiple identities*” .In addition Ennaji (2005) pointed out that CS is

used to eliminate someone who do not speak the shared language from participating in the conversation or including him by using his language.

1.10. Code Switching and Other Language Contacts

1.10.1. Code Switching VS Code Mixing

Sociolinguists consider code mixing (CM) a result of bilingualism, Spolsky (2004, p.124) states that “*mixed code is a variety with extensive CS used by bilinguals to talk to each other*”. Bhatia and Ritchie (2016) stated that CS is intrasentential while CM is intrasentential, Bhatia and Ritchie in their book entitled ‘*the handbook of bilingualism*’ say that:

we use the term CS to refer to the use of various linguistic units (words , phrases , and sentences) primarily from two participating grammatical system across sentence boundaries within a speech event we use the term CM to refer to the mixing of various linguistics units (morphemes , words , modifiers , phrases , clauses and sentences) primly from two participating grammatical within a sentence. (2006, p.337)

There is some sociolinguists use the terms CS and CM interchangeably,

Khullar (2018, para.4) states that “*the terms code mixing and switching in sociolinguistics are so closely related that some linguists do not mind using them interchangeably. Both involve hybridization of words, phrases, clauses or even full sentences of two or more languages.*”

1.10.2. Code Switching VS Diglossia

Bullock and Toribia (2000) claimed that CS should not be confused with diglossia because they are different from each other. CS is an individual and optional phenomenon; a bilingual speaker chooses when, why, and how to switch from a language to another. In contrast, diglossia describes a society, the language, or the language varieties that are selected for a particular social function. The standard variety is used for formal and official use while the vernacular is used for informal conversation. (Spolsky, 2004).

1.10.3. Code Switching VS Borrowing

Bernard Spolsky (2004) stated that the switching of words is the beginning of borrowing, when the bilingual speaker uses a word from language A in language B, is a switching form while people who do not talk in language B and they use words from language A become consolidated in language B. Therefore, this case called borrowing.

2. Language Situation in Algeria

2.1. A Historical Background of the Linguistic Situation in Algeria

The indigenous people of Algeria were Amazigh, Brett (2016, para.1) says that “ *Barber self –name Amazigh, plural Imazighen, any of the descendants of the pre - Arab inhabitants of North Africa, the Berbers lives in scattered communities across Algeria morocco, Tunisia Libya...*”, Chami (2009) stated that the ancient Imazighen spoke the Libyc language ,and then the Tuareg gave a modern name to Tamazight alphabet, it has become called ‘Tefinagh’ , wolff (2016, para.2) says that “ *An old consonantal alphabet (Tifinagh) has survived among the Tuareg. It relates to the early Libyan inscriptions and the Phoenician quasi-alphabet*”. Algeria were considered a transit and reception state since a long time ago; this has made it attractive for other nations, Chami (2009) pointed out that Algeria has witnessed many invaders such as The Roman Empire; they did not impose Latin on the Amazigh people however, people who want to be roman citizens have to adopt Latin language After the Islamic conquests, the Maghreb region became part of the Islamic Empire and the Berbers were influenced by the Arab culture, they adopted customs and traditions, as well as the Arabic language. Brett, Warmington, Abun-Nasr (2016,para1) states that:

In 705, this region became a province of the Muslim empire then ruled from Damascus by the Umayyad caliphs (661–750). The Arab Muslim conquerors had a much more durable impact on the culture of the Maghreb than did the region’s conquerors before and after them. By the 11th century, the Berbers had become Islamized and in part arabised.

The Algerian coasts were invaded by Spain. Brett, Warmington and Abun-Nasr (2016,para .35) state that “*The Spaniards conquered Granada, the last Muslim stronghold on the peninsula, in*

1492, and between 1505 and 1510 they began establishing garrison posts along the Maghreb coast, the most important of these were at Oran and Bejaïa” citizens of these coasts were influenced by the Spanish language, Chami states (2009, p390) that “the migration of the Spanish workers during the French colonization had also fortified the melting of this language into the Algerian repertoire.”

Algeria was one of the most important Ottoman states, Evans and Phillips (2007, p.12) state that “under the regency Algiers rose to become the most important centre of ottoman power in the western Mediterranean”, the Algerian were influenced by the Turkish language, they borrowed many Turkish words Stranzy (2005, p.36) says that “Even though the Algerian dialects is a variant of Arabic , its vocabulary differs considerably from Modern Standard Arabic .Many words originate from sources other than Modern Standard Arabic, such as Turkish ...”

France occupied Algeria in 1830; France tried to eliminate Arabic and Berber in various ways, Chami (2009, p.349) says that “French became the official language of the colonial Algeria, Arabic became as a foreign language since 1938”, according to Mohadjer (n.d, p.990) “the Algerian population so deeply influenced linguistically during the French occupation”, after the independence, Arabic became an official language in 1990 rather than French (Brown, Chanderil, Sutton, Zaimeche,2018) .

2.2. Bilingualism in Algeria

Algeria is a bilingual country with a number of spoken languages and varieties: modern standard Arabic, Tamazight, French, English, and Algerian dialectic Arabic. Nashashibi, Gamoi, Bazzoni, Féler, Laframboise and Horvitz (1998, p.2) state that “most Algerian are bilingual”, Mohadjer (n.d) pointed out that bilingualism in Algeria is a special case; it is a result of the French colonialism, which lasted more than a century. However, this is not the full image, Algeria has always bilingual (Arabic and Berber) long the presence of French; Sayahi says that:

Initially monolingual Berber become bilingual as they moved outside their villages to more urban areas where vernacular Arabic dominates [...] as the arabised education spreads

further, a rapid shift threatens the existence of these Berber dominant communities, installing a pattern of subtractive bilingualism. (2014, p .69)

Mohadjer (n.d) stated that Bilingualism in Algeria is not homogeneous because there are monolinguals in different parts of the area who speak one language. Bilingualism is distributed in the north much more, and in the cities where there is a high contact between Arabic and French or between Tamazight and French. During the colonial and the post-independence period, the majorities of the Algerians, despite their different cultural and educational level, were bilingual speakers; in contrast, Bilingualism is currently practiced mainly by the educated learners who have entered schools and universities, and who have contact with the French language.

Mohadjer (n.d) classified two kinds of bilinguals in Algeria: the balanced bilinguals who were in contact with French, and they speak it fluently, and unbalanced bilinguals who came after the independence, they were more skilled in Arabic or Berber than French, the generation after 1970 have lower French speaking ability, in addition, he pointed out that bilingualism in Algeria is subtractive.

After the independence, the position of French has changed because of Arabic, which is considered as an important component of the national identity; it has been used in several domains: education, politics, and administration. The judicial system has been arabised in 1980, following student protests for monolingual access to jobs. At the same time, French remained a wide spread language among Algerians because it is considered a language of science and progress. *“French language goes with Arabic and it is mainly used in education, administrative institution, and many different domains such as finance, army, industry, and social life”* (Mohadjer ,n.d p.989), in addition, he mentioned two types of bilinguals in Algeria: passive and active.

- **Active bilinguals**

Active bilinguals are speakers who have the ability to produce utterance and understand French even if they do not write and read.

- **Passive bilinguals**

Passive bilinguals are speakers who understand French, but they cannot speak it.

2.3. Language status in Algeria

Algeria has a diversity of cultures and languages for historical reasons, making it a multilingual country. The linguistic situation in Algeria is characterized by complexity and conflicts because of the collision of language and dialects spoken by citizens. Berger (1998,p.43) says that “*Algeria provides us with an instance of a most peculiar and conflictual use of its founding language [...] many Algerians, perhaps the majority live in several languages, often switching from one to the other in the same sentence.*” . As it is stated before, the principal languages in Algeria are the Arabic, Tamazight, French, and English in specific domains. Each language has its own status formed by historical, social, political, and scientific conditions.

2.3.1. The Arabic Language

Arabic is a official language in Algeria. It is a symbol of the Algerian identity. After independence, the Algerian state arabised the majority of the sensitive domains in the country, it has spread through the media and education to satisfy those who demand Arabization (Bensafi, n.d). Arabic is a term that refers to different language varieties with several functional distributions. These varieties are divided into three categories (Aitselmi 2006): the classical Arabic that can be considered as the language of the holy book Quran, which is the most prestigious variety. The Standard Arabic, and it is the high and formal variety; it is the official language of the government, which is used in the special events, media, science, education, and the courts. Algerian Arabic (the low or the vernacular variety). It is used in the everyday life.

2.3.2. The Tamazight Language

Tamazight is the mother language of the Berber speaking communities (e.g. Shawiya, Tuareg...), it is one of the oldest languages in North Africa. Aitselmi (2006) pointed that Berber is the language of the early settlers in Algeria. They are estimated to make up between 25% and 30% of the total population; the main Berber varieties are Chaouia in the east, Tumzabet, Tanzanite, and Tamahaq in the south and Taqbaylit in the north east of Algeria. Tamazight was regarded as the second national language in Algeria, Everett (2014, p.859) state that *“Berber was given attention nationally only after major protests, which culminated in the creation of a high commission”*.

2.3.3. The French Language

French is a widely spoken language in Northern Algeria. The community is deeply influenced by French. The main reason for this linguistic influence is the French involvement in Algeria, which lasted more than a century, and Benraba (2014) stated that Algeria is the second largest French-speaking community in the world. It is considered as the first foreign language in the country.

2.3.4. The English Language

English is a universal language, a link between people of different tongues, and it is considered as the *lingua franca* of the modern world as well as the language of science, technology and the international business. Therefore, it is taught in most educational stages around the world including Algeria. Bensafi (n.d) stated that English does not have a big impact on the Algerian people, but the Algerian state is forced to include English in the educational system because it is a universal language. Benrabah (2014) have pointed that Master students from three departments at Mascara University (west of Algeria) were called to answer a questionnaire in April 2013, and the main question was *“Out of the following 10 languages, what is the language you consider the world language today?”* The vast majority have chosen English as a universal language, which means a

great awareness of the importance of English. The form of the questionnaire is shown in the table below:

Languages	Department			Total
	Arabic	English	French	
<i>English</i>	61	65	62	188
<i>Arabic</i>	5		1	6
<i>Chinese</i>		1	1	2
<i>French</i>	1		4	5
<i>Spanish</i>		1	1	2
<i>German</i>		1		1
Total	67	68	69	204

Table: Algerian advanced students’ awareness of today’s global language system (Benrabah 2014, p.52).

2.4. Language contact in Algeria

2.4.1. Diglossia

The existence of several varieties in Algeria made it a diglossic community. Diglossia in Algeria is characterized by the existence of two varieties of the same language: Modern Standard Arabic (MSA), which is formed from classical Arabic (CA), SA is appropriate for educational purposes, the Algerian Arabic (AA) is used in the daily conversation, Meghaghi (2016, p29) states that:

Almost no one in Algeria uses the high variety (MSA) in his / her daily interactions. The other low variety (AA) is commonly used through regionally different, but allowing inter-comprehension. Ferguson (1959) explains and develops diglossia in Arabic-speaking countries. He considers the high variety as the standard one, which is used in formal settings such as education and the court. Whereas the low variety is used in informal situations such as home, street or private life concerns. Modern Standard Arabic is highly codified. It is not the spoken form of Arabic. Algerian Arabic, on the other hand, lacks the standardization attributes.

2.4.2. Borrowing

Algerian people have adopted many French words and phrases; these words became integral part of everyday people's speeches. They use these words spontaneously and subconsciously. Meghaghi (2016,p.30) points that “*many non-educated Algerians use French words without actually speaking*

French in fact as a result of long term contact with during the occupation of Algeria...". Meghaghi (2016) pointed out also that the speakers do not only use borrowed lexical items but also appropriation of 'ready made' phrases, such as "ça va?" "Ça y est?"

2.4.3. Code Switching

CS is a widespread phenomenon in Algeria; the speakers usually switch between MSA and AA or between French and AA. Meghaghi (2016) pointed out three kinds of switching in the Algerian speech (extra sentential, enter sentential, and intra sentential), the following examples illustrates how the Algerians use different kinds of CS in their conversation:

- **Extra-sentential switching**

1. Dk nwali **a tout de suite.**

(I will be right back)

2. Hawlo ankom ta9rwa **rewiat bi allora alinglizia**

(Try to read novels in English language)

- **Inter-sentential switching**

1. Fi Had **semestre Les points des étudiants sont très faibles**

(The students' marks are very weak for this semester)

2. **Je suis contre l'intolérance religieuse** lezm nhtermo wnt9blo i3ti9adet el akharin.

(I am against religious intolerance we have to respect and accept people choices).

3. **9lt la tst3milo al ala hasiba** mthtajohash.

(I said do not use calculator , you do not need it.)

- **Intra-sentential switching**

1. Lzm traj3o **les cours** te3kom **comme il se doit pour les examens.**

(You have to revise your lessons for the examination, as it must be.)

2. **Mena elafdel** ankom tktbo had **lm3lomaf** koraskom.

(It is better to write this information in your copybook.)

3. EFL Classroom Code Switching

CS is a natural phenomenon that exists in bilingual classrooms, Ratta (2011 p.283), says that “CS is a commonly used communication strategy among language learners and bilinguals”, according to Üstünel (2016) CS could be defined from two perspective: sociolinguistics and pedagogical with two kinds of talk ordinary and classroom, concerning the classroom discourse, all the talk occurs in an educational context “no interactional exchange happens randomly in the classroom. Every utterance is closely linked to the pedagogical focus of the lesson.” (Üstünel, 2016, p.30). In addition, Üstünel asserted that CS is widely observed in EFL classroom thereby, revealing how teachers and students use CS as an “interactional resource” To arrange practices that characterize language classroom.

Mackay and Hornberger (2010,p.127) says that “classroom CS entails simultaneous use of two languages such as English and students’ first language ... for classroom interaction and instructional exchange”,(Lin2008, p.1) states that “the term of classroom CS refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants.”, in the EFL classroom setting, the teacher and the students switch codes from time to time; they switch from the target language to their mother tongue; that’s why the classroom CS became a controversial subject. The supporters show positive attitudes towards the phenomenon they pay attention to the advantages of the CS. CS can be used as useful tool in foreign language classroom, CS should not be prevented or abandoned from the EFL classroom, El joundi (2013, p.5) sates that:

Various studies had shown that code switching benefited students and teachers. These studies also maintain that classroom codes switching should be allowed, this is due to the supposed advantages that CS gives to learning [...] CS stands to be a supporting element in communication of information and in social interaction; and it therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning.

In contrast, the voices against the use of CS in classroom focus on the on the drawbacks and the negative outcomes of practicing it in the session. Some researchers considered it as a barrier

to learning English because when the students rely on the teachers' CS their ability to communicate in English will become weak. Arnett (2013 as cited in Üstünel 2016, p.17) asserts that "L1 should be excluded from L2 classrooms; it may inhibit learning." On the other hand, some researchers consider CS as an impressive tool if it used carefully and properly, Üstünel (2016, p.) believes that "CS in EFL classroom must be both planned and strategic to be effective", according to Sert (2005, p.20) CS in language classroom "is not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way."

3.1. How to Use Code Switching in a Useful Way

The use of CS in the classroom can be a useful teaching strategy if the teacher knows when and how to use it; Amy Gardner (n.d) pointed out few ground rules about using CS in the classroom:

1. The teacher has to know when the CS is permitted, and when it is not.
2. The teacher has to allow his students to use the mother tongue when they cannot complete their discussion in the target language.
3. The teacher has to use CS in order to encourage and motivate the student to participate in the classroom.
4. The teacher has to avoid repeating the instructions in the native language if he already explained them in the target language.

3.2. The Functions of Code Switching in EFL Classroom

CS is common strategy that is used both by teachers and students in the classroom, Sert (2005) pointed out several teachers and students code switching functions:

3.2.1. The Functions of Teachers' Code Switching

- **Topic switch function**

The teacher uses of CS, depending on the topic that is under conversation, it is mostly realized in “grammar instruction”. Teacher shifts from the target language to the mother tongue to explain some rules in the grammar.

- **Affective function**

The teacher switches codes in order to build solidarity and unity, consolidate the relationships with his students, and create a positive environment in the classroom.

- **Repetitive function**

The teacher alerts codes in order to transfer the important information, explain the difficult items, and reveal the ambiguous ideas; he repeats the instruction in the native language.

3.2.2. The Functions of Students' Code Switching

1. Equivalence Function

The Students make use of the native equivalent of a certain lexical item in the target language. The students resort to equivalent lexical terms in L1 when they are unable to communicate in the target language.

2. Floor-holding Function

The learners who perform CS for floor holding generally have a problem: they cannot recall the appropriate target language structure or lexicon. Students try to fill the gaps in the conversation to clarify their message by using the native language to make the communication successful.

3. Reiteration Function

The learner tries to give the meaning by using a repetition technique. The student repeats the information from the target language to the mother tongue in two cases: when he wants to show that he has understood the idea in the target language, or to show that he does not have the ability to pass the message correctly in the target language.

4. Conflict Control Function

The lack of some culturally equivalent lexis between the native language and target language, which may lead to the violation of the transference of intended meaning, may result in CS for conflict control. The student alerts to the original language when there are no equivalent lexical items between the two languages, to avoid misunderstanding and ambiguity in the utterance in the classroom.

3.3. Teachers' and Students' Attitudes towards Classroom Code Switching

In order to evaluate teachers' and students' attitudes towards the classroom CS, the concept of the attitude must be addressed. Allport (1935, p.6) defines attitude as *“a mental and neural state of readiness, organized through experience, a directive or a dynamic influence upon the individual's response to all object and situation with which it is related”*, attitudes provide for the social researches the societal perceptions and thoughts around a specific phenomenon. Baker (1992, p.22) states that *“Survey attitudes provides an indicator of current community thoughts beliefs, preferences and desires”*. In addition, Bartram (2010, p.33) says that *“Different studies have focused on the role of attitudes in first language, second language, modern foreign language, and bilingual teaching and learning contexts.”* The attitudes reveal the students' and teachers' desires and preferences in the teaching learning process; for instance releasing their opinion about using a particular strategy or a technique such as CS, in order to learn or teach English language,. Their attitudes can be positive or negative evaluation of classroom CS depending on their experiences.

3.3.1. Positive Attitudes

Many researchers claimed that CS is an effective strategy in the teaching and learning process. Aljoundi (2013, p.8) states that *“CS helps students to communicate easily with one another and in the classroom; it helps students to understand lesson contents, helping the students seek clarification concerning some topics”*. It also aids the students to bridge communication gaps in the classroom. The use of CS when explaining the lectures encourages and supports the students to learn the target language, and motivates them to participate in the classroom. Numerous researchers have conducted to find out the attitudes towards the classroom CS. Many of them revealed that the teachers and students have positive attitudes toward it, Habbi & Matallah (2017) examined teachers and students’ attitudes towards CS application in EFL classroom in Algeria, and they discovered that the teachers and the students considered CS as a useful tool if properly used. AL-balawi (2016) investigated the teachers’ attitude toward using their mother tongue in EFL classes in Saudi Arabia , the study revealed that the teachers’ hold positive attitudes. In addition, Asghar, Absaeedi and Jafarian (2016) have conducted another study, which revealed that the Iranian students at Bahonar University had positive views towards the teachers’ CS.

3.3.2. Negative Attitudes

Many researchers showed negative attitudes towards the classroom CS; for instance, Sridhar (n.d, p11) claims that *“CS is a sign of laziness or mental sloppiness and inadequate command of the language.”* Students’ use of CS revealed their weakness and lack of competence in the target language. Some scholars call for excluding the native language because it is an obstacle in the EFL classroom. Macdonald (1993 as cited in Üstünel 2016, p.89) believes that *“Switching to the L1 to explain what the teacher has said to learners is unnecessary, and undermines the learning process.”* Another study conducted by Dykalm (2015) presented that the students and the educators at an English medium university in Kazakhstan showed negative attitudes towards the teachers’ CS; the teachers believe that using CS leads to the weakness of the student. From the teacher’s

perception, learners, who persistently resort to L1, are simply viewed as underperforming (Üstünel 2016). Thus, many students and teachers who do not prefer practicing CS in classroom because they consider it a deficiency.

Conclusion

The conclusion drawn from these studies is that CS is a commonly used strategy in Algeria; many Algerians practice three kinds of CS(Extra- sentential, inter-sentential intra -sentential).CS could be described from two perspective: ordinary and classroom. EFL teachers switch codes in order to transfer necessary knowledge, give instruction. Many scholar, educators, students supporter the teachers' use of CS; they believe that the teachers' CS is a functional strategy in classroom. On the contrary, the opponents refuse the classroom CS; they consider it a deficiency rather than a strategy

Chapter Two: Data Analysis and Results

Introduction

This chapter deals with data analysis. It investigates the collected data regarding the students' and teachers' attitudes towards the teacher's use of CS, and the function of the teacher's CS in EFL classroom at Abbess Laghror –Khanshla-University.

1. Data Interpretation and Results

1.1. Students' Questionnaire

1.1.1. Description of Students General Information

This section is constructed to know more information about the students including their spoken and preferable languages and their level of English.

1. How many languages do you speak?

Number of spoken languages	number of students	percentage of total responses(%)
One language	0	0%
Two languages	15	30%
Three languages	27	54%
Four or more languages	8	16%

Table 1: Number of Spoken Languages

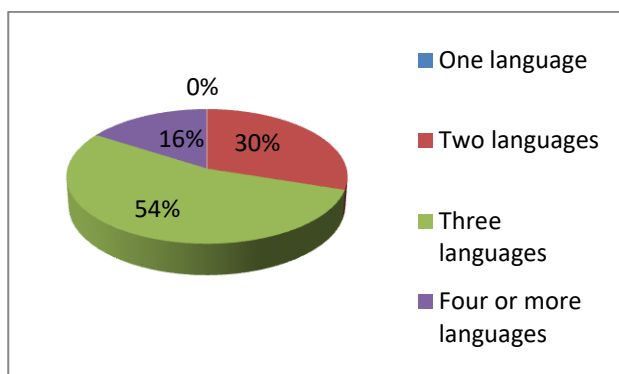


Figure 1: Number of Spoken Languages

Interpretation

As shown in the pie chart over half of the students speak three languages while 30% speak two languages, 16% speak four or more languages, the students are multilingual speakers, all of them speak more than one language

2. What are the languages do you speak?

Spoken Languages	Number of students
English	50
Arabic	49
Tamazight	06
French	32
Italian	4
Spanish	1
Targui	1
Bambara	1
Korean	1
Turkish	1

Table 2: The Languages Spoken by Students

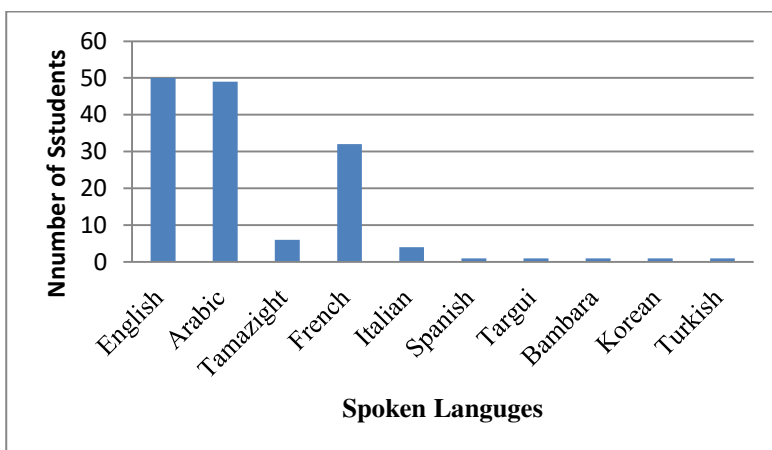


Figure 2: The Languages Spoken by Students

Interpretation

The bar chart illustrates the languages that students speak. It can be seen that English, Arabic and French are the most spoken languages among the students, although most students are from Amazigh origin only 6 out of 50 students speak Tamazight. While four students speak Italian. The

figure shows that the students speak other languages beside English and Arabic, some students who speak Italy, Spanish, turkey, Korean. Targui and Bambara are spoken by the foreign students. We conclude from the results that the students speak different languages because they are EFL students English.

3. Which language do you prefer to speak?

	English	Arabic	Tamazight	French	Spanish	Italian
Number of students	35	19	5	8	3	2

Table 3: The Preferred Languages for Students

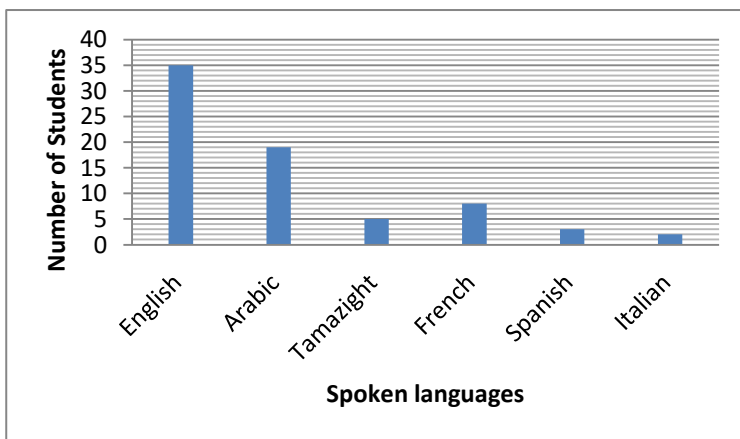


FIGURE 3: THE PREFERRED LANGUAGES FOR STUDENTS

Interpretation

It is clear from the information given in this bar graph that the most of students prefer speaking in English, Arabic and French comes in second and third place. While 5 out of 50 students prefer speaking in Tamazight, the remaining languages Spanish and Italy come in last; in the first question only one student mentioned that he speak Spanish however in second question the statistics showed that three students prefers to speak in Spanish. We conclude that English is the favored language among the students, as it is the language of their study and the language that the participants seek to master .

4. How do you evaluate your level in English?

	Elementary	Intermediate	Upper intermediate	Advanced	Proficient
Number of students	0	14	26	10	0
Percentage of total responses (%)	0	28	52	20	0

Table 4: The Students Level in English

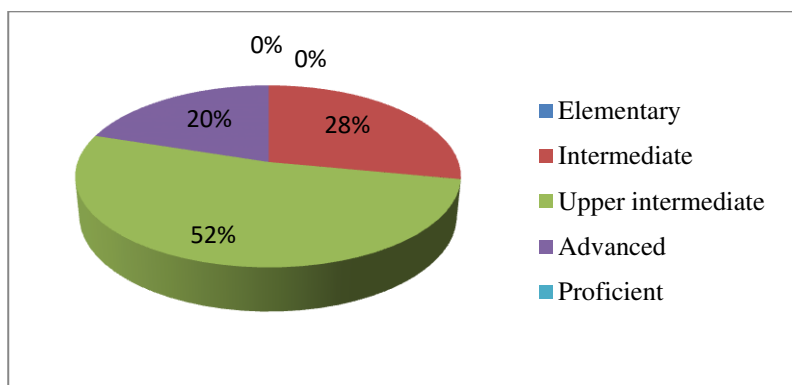


Figure4: The Students Level in English

Interpretation

The diagram shows that 52% of students have an upper intermediate level in English whereas 28% have intermediate level, 20% have an advanced level in English. We conclude from the results that the majority of the participants have a level of English that is relatively good, as they are first year master students.

1.1.2. Description of The Students' Attitudes Towards Teacher CS

➤ This section is constructed to analyze the students' attitudes towards the teachers' use of CS.

1. How often do you switch codes with your classmates?

	Frequency	Percentage (%)
Never	3	6
rarely	13	26
Sometimes	17	34
Often	10	20
Always	7	14

Table 5: Students Frequency of CS Use with their Classmates

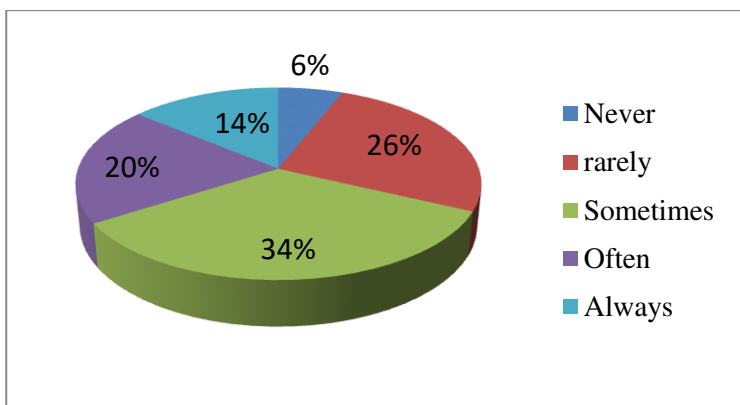


Figure 5: Students Frequency of CS Use with their Classmates

Interpretation

The above pie chart shows that 6% of the students have avowed that they never switch codes with their classmates, whereas 26% they rarely switch codes with the colleagues in the classroom. 34% of the participants sometimes prefer to switch codes, while 20% of students have stated that they often switch between languages, 14% of them confessed that always use code switching when they

talk to their colleagues. We conclude from the results that that most of students practice CS when they communicate with their classmates in the class.

2. How often your teachers allow you to switch codes when you talk with them,

	Frequency	Percentage (%)
Never	14	29
rarely	17	35
Sometimes	9	18
Often	8	16
Always	1	2

Table 6: Permission to use CS When talking to Teachers in Classroom

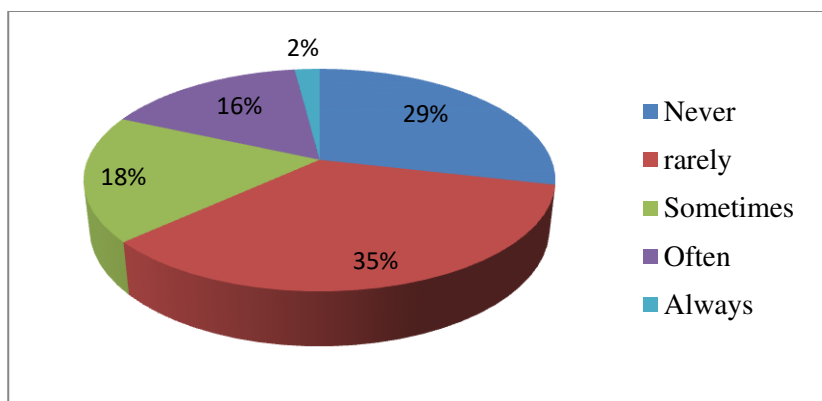


Figure 6: Permission to Use CS When Talking to Teachers in Classroom

Interpretation

Figure6 specifies that 29 % of students stated that their teachers never permit using CS when talking to them in the classroom. 35% of participants have asserted that their teachers rarely allow them to switch codes, while 18 % have claimed that the instructors sometimes let them to switch codes. While 16 % of students have mentioned that teachers often allow them to use of CS, 2% of participants stated that the educators always let them to alter from English to Arabic. We concluded from the results that the majority of teachers donor permit the students to utilize CS and they donor want the students to use CS in classroom as well. It is clear that the lecturers consider students CS as unsuitable practice in EFL classroom

3. How often your teachers switch codes in the classroom.

	Frequency	Percentage %
Never	4	8
rarely	25	49
Sometimes	13	25
Often	8	16
Always	1	2

Table 7: Teachers' Frequency of CS Use in the Classroom

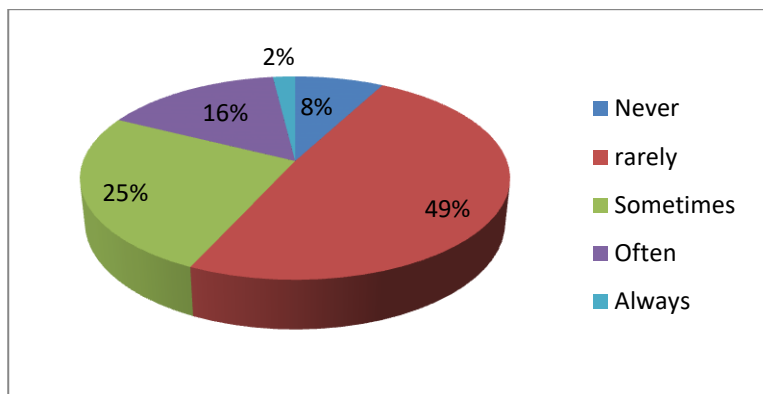


Figure 7: Teachers' Frequency of CS Use in the Classroom

Interpretation

As shown in the pie chart, 8% of the respondents have pointed out that the teachers never use CS during the session, whereas 49% have declared that they rarely switch codes in class. 25% of the students stated that the teachers practice CS from time to time, while 16% mentioned that they frequently utilize CS, 2% asserted that their teachers always switch codes. From the results, we can see that the teachers do not often practice CS and do not prefer to use it when they lecturing.

4. Teacher's CS use increases your comprehension.

	Agreement	Percentage%
Strongly disagree	0	0
Disagree	5	10
Slightly disagree	9	18
Slightly agree	10	20
agree	25	50
Strongly agree	1	2

Table 8: Students' Perceptions Towards Teacher CS to Increase Comprehension

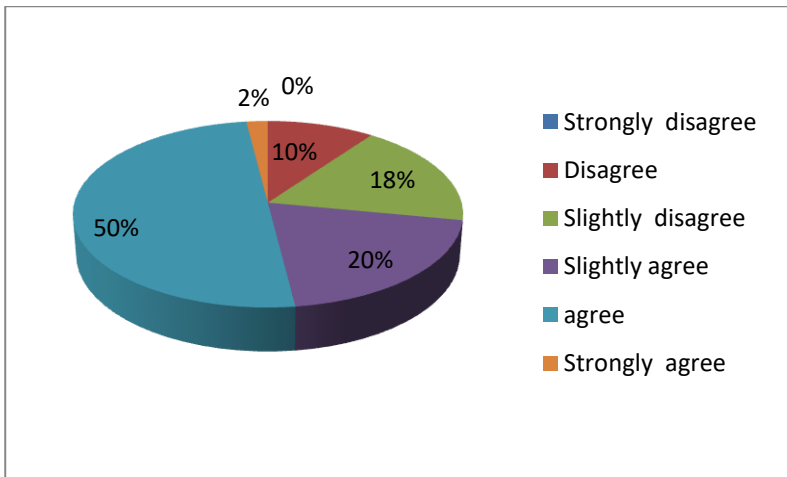


Figure 8: Students' Perceptions Towards Teacher CS to Increase Comprehension

Interpretation

Figure shows that none of the students expressed strong opposition to the statement of that teacher CS increases their comprehension. 10% of the respondents disagree with the previous statement while 18% of the students slightly disagree with, 20% of them slightly agree with the item of that teacher CS enhances the understanding. Whereas one-half of the participants pointed out that they strongly agree with the statement, 2% strongly agree. We conclude that the students believe that teacher CS increases their comprehension.

5. Teacher’s CS use is a useful strategy in the classroom.

	Agreement	Percentage%
Strongly disagree	0	0
Disagree	9	18
Slightly disagree	8	16
Slightly agree	9	18
agree	23	46
Strongly agree	1	2

Table 9: Students’ Agreements Towards Regarding Teacher CS as an useful Strategy

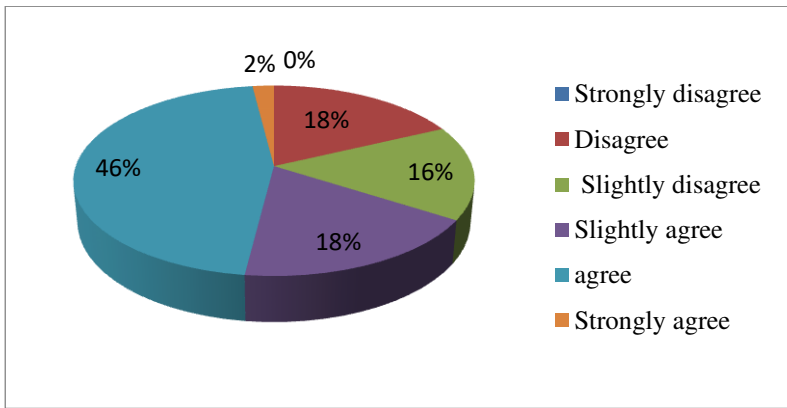


Figure 9: Students' Agreements Regarding Teacher CS as an useful Strategy

Interpretation

As shown in the pie chart 18% of the students strongly disagree with the statement of that the teachers'CS is an effective strategy, 16%of them slightly disagree with the statement. 18% of the respondents slightly agree about regarding teacher CS as a useful strategy in class, while 46 % of them believe that teacher CS is an useful tool 2%hold positive respond towards the statement. We conclude that the students consider teacher CS as an useful strategy as it simplifies leaning English.

6. Teacher's CS use motivates you to participate in classroom

	Agreement	Percentage (%)
Strongly disagree	1	2
Disagree	10	20
Slightly disagree	4	8
Slightly agree	12	24
agree	20	40
Strongly agree	3	6

Table 10: Students' Perceptions Towards Teacher CS for Motivation

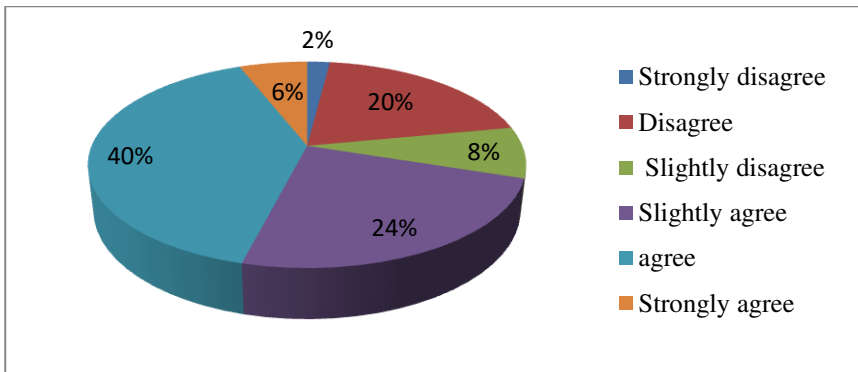


Figure 10: Students' Perceptions Towards Teacher CS for Motivation

Interpretation

The above pie chart indicates that 30% of students showed negative attitudes towards the statement of that teachers'CS motivate you to participate; they do not find relation between CS and motivation. While 70 % of the participants showed positive attitude towards the statement, we conclude that the teacher CS encourages the student to participate in class.

7. The Excessive teacher's use of CS is an obstacle in English classroom

	Agreement	Percentage%
Strongly disagree	0	0
Disagree	5	10
Slightly disagree	12	24
Slightly agree	20	40
agree	10	20
Strongly agree	3	6

Table 11: Students' Sights about Considering the Excessive CS Use an Obstacle in Class

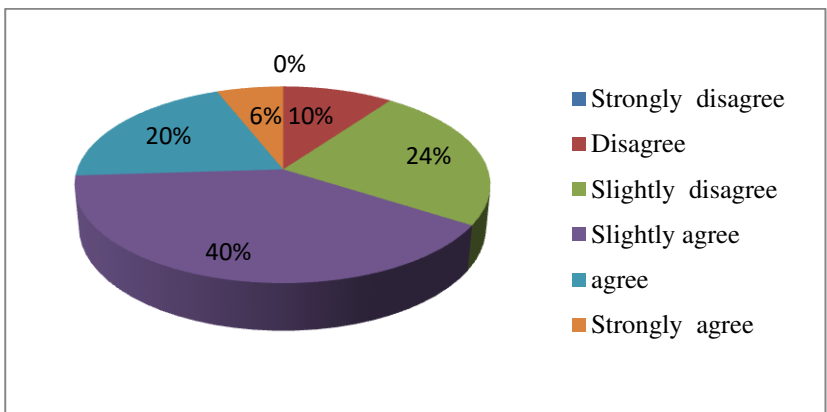


Figure 11: Students' Sights about Considering the Excessive CS use as an Obstacle in Class

Interpretation

As marked in the above figure, none of the students strongly disagree with the statement of that the excessive teachers' use of CS is an obstacle in English classroom. Only 10% of respondents disagree with the previous statement, 24% of them slightly disagree with the statement. While 66% of respondents showed positive reaction about regarding that, the excessive use of CS can be a barrier in class. I conclude from the outcomes that a big numbers of students do not prefer the unnecessary use of CS, because it will negatively affects the acquisition of the English language.

8. Teacher's use of CS makes you more able to learn English.

	Agreement	Percentage%
Strongly disagree	1	2
Disagree	4	8
Slightly disagree	7	14
Slightly agree	21	42
agree	11	22
Strongly agree	6	12

Table12: Students' Views about the Positive Effect of Teachers CS on Increasing the Desire to Study English

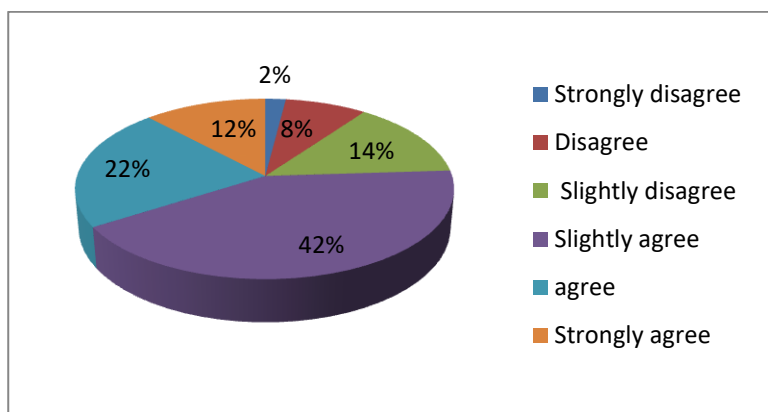


Figure 12: Students' Views about the Positive Effect of Teachers CS on Increasing the Desire to Study English

Interpretation

It is clear from the pie chart that 24 % of the participants do not consider CS as a helpful tool to make them more able to learn English, whereas 42% of them were lightly agree with the statement.

In addition, 34% hold positive views about that. As a result, according to the student responses, we can see that teacher's CS encourages the students to acquire and learn English. From this analysis, one can conclude that the students have higher positive attitudes towards the teacher's use of CS in classroom.

1.1.3.The Function of Teachers'CS

➤ This section is constructed to describe the function of teachers' CS EFL classroom

Item description	Strongly disagree (%)	Disagree (%)	Slightly disagree (%)	Slightly agree (%)	Agree (%)	Strongly agree (%)
translate and clarify difficult terminology	10	6	4	18	50	12
build solidarity and intimate relations with students	12	20	8	8	42	10
Create a kind of humor in the class	6	8	18	22	32	14
manage the class room	2	10	8	18	46	16
Preserve the identity	6	22	8	18	32	14
give instruction	12	18	12	22	30	6

Table 13: Distribution of the Function of Teacher's Cs

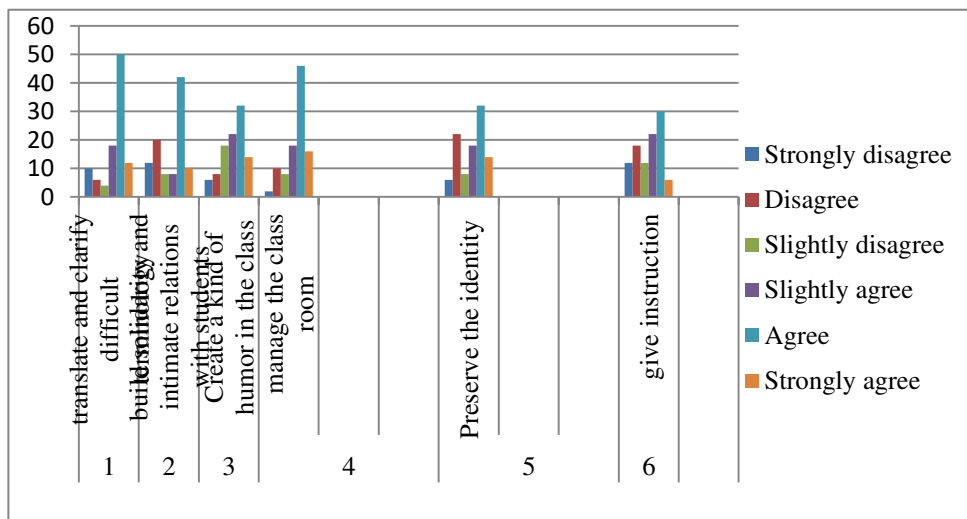


Figure 13: Distribution of the Function of Teacher’s CS

Interpretation

The figure demonstrates that 80% of students have supposed that the teacher switches codes to translate and explain terms, while 20% do not believe that the instructor uses CS to clarify vocabulary. The figure indicates that 10%, 42% and 8% of the students strongly agree, agree and slightly agree with the second function, which means that the students believe that the educator uses CS to build solidarity and intimate relationships .38% of them hold negative attitudes towards the function, they do not find clear relation between CS and building harmony. As for the third function, 68% hold positive attitudes about it, it is clear from the answers of the students that the teacher switches codes time to time to tell some jokes in order to break routine in the classroom . While 32% of the answers were negative about the function, they have not notified that the teacher uses codes to create sense of humor in class. The figure illustrates that 16%, 46% and 18% of the respondents strongly agree, agree and slightly agree with the function that teachers use CS to manage the classroom. Sometimes the teacher use the native language to control the class room and set rules .While 30% of them have showed negative response to the function , no link exists between teacher CS and managing the classroom. In the figure above, more than half of students

showed positive attitude about using CS to conserve their identity, the lecturer do not avoid completely the native language because it is a part of the students' culture. While 20% of them hold negative response about regarding CS like a functional tool in order to preserve their identity. The last function is about using CS for giving instructions. 58 % of the respondents were optimistic about it, the teacher utilizes CS to clarify the unclear directions and instruction for instance grammar instruction, at the same time to support the students to follow them , while 42% of students believe that the lecturer does not use switching to give instructions in class . We conclude from the results, in particular that the students believe that the teacher uses CS to explain and clarify the difficult terms in the target language, and at the same time to develop positive teacher-student relationships to make them feel better in the target language

1.2. Teachers' Questionnaire

1.2.1. Description of teachers general information

- This section is constructed to know which course they teach, years of experience and including their spoken and favored languages.

1. How many years have you been teaching English?

Years of teaching English	Number
from1_5	5
from5_10	2
from10_15	0
from 15_20	1

Table: Years of Experience

Interpretation

From the table, the questionnaire has been contributed to 8 teachers having a teaching experience between 1 and 20 years.

2. Which course do you teach?

Courses	
1.Linguistic	5.Oral expression
2. Discourse analyses	6.Grammar
3.Methodology	
4.Written expression	

Table: kind of Courses

Interpretation

As showed in the above table the teachers specialized in Linguistics, Discourse Analysis (DA), Methodology, Writing Expression (WE), Oral Expression (OE), Grammar, Some teachers teach more than one course .

3. How many languages do you speak?

Number of spoken Languages	Number of teachers	Percentage of Total Responses, %
One language	0	0
Two languages	0	0
Three languages	3	37
Four or more languages	5	63

Table 14: The Number of Spoken Languages

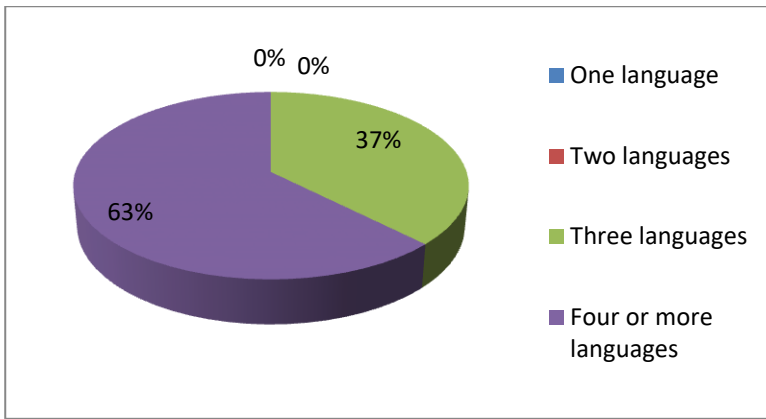


Figure14: The Number of Spoken Languages

Interpretation

The figure illustrates that 37% of teachers speak three languages, while 63% of them speak four or more languages.

3. What are the languages do you speak?

Languages	English	Arabic	Tamazight	French	Spanish	Iatalian	German
Number of teachers	8	8	2	7	1	2	1

Table15: The Spoken Languages by Teachers

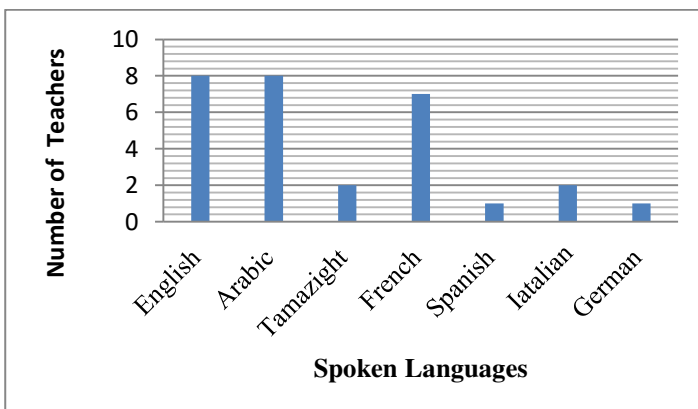


Figure 15: The Spoken Languages by Teachers

Interpretation

The figure indicates that all the participant teachers speak English since they teach it at the university. Further, they talk in Arabic as it is their native language, while only 2 teachers speak Tamazight, 7 of them speak French. Only few teachers can talk in Italian, Spanish and German. In light of this, we can conclude that the teachers speak a sufficient number of foreign languages, alongside Arabic and English.

4. Which language do you prefer to speak?

Preferred languages	English	Arabic	Tamazight	French
Number of teachers	8	4	1	1

Table16: Teachers' Favorite Languages

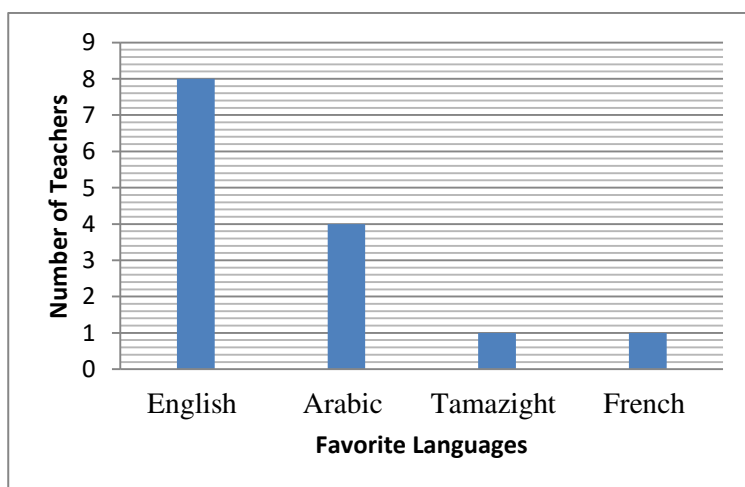


Figure16: Teachers' Favorite Languages

Interpretation

The graph points out that most chosen language for the respondents is English, followed by Arabic, while French and Tamazight are not much preferred.

1.2.2. Description of The Teachers' Attitudes

- This section is constructed to investigate the teachers' attitudes towards their use of code switching in the EFL class.

1. How often do you allow your students to switch codes in the classroom?

	Frequency	Percentage (%)
Never	2	28
Rarely	2	29
Sometimes	3	43
Often	0	0
Always	0	0

Table17: The Frequency of Allowing the Students to Use CS

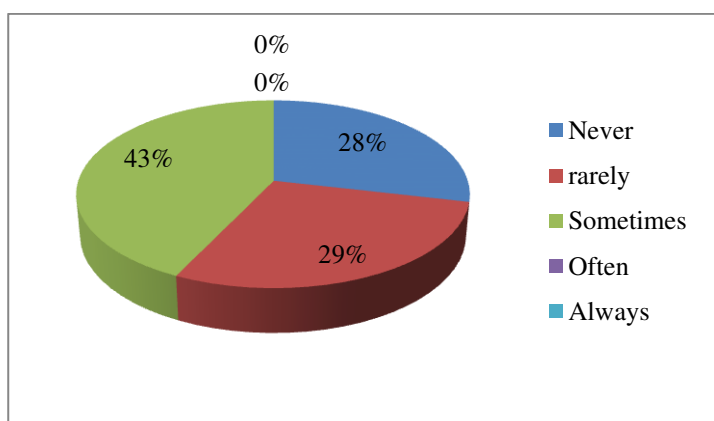


Figure 17: The Frequency of Allowing the Students to Use CS

Interpretation

It is clear from the pie chart that 28 % of instructors have claimed that they never allow the students to use their mother tongue or another language instead of English in class. it is clear enough from them ,that CS is undesirable in EFL classroom .Whereas 29% have stated that they rarely let the students to use English mixed with the native language 43% of them have pointed out that they sometimes accept to the students' CS. None of them allows his students to switch at all times. We conclude from the results that the majority of the lecturers do not favor the students' CS in class.

2. How often do you allow your students to switch from English to Arabic when they to talk you during the session?

	Frequency	Percentage (%)
Never	3	37
rarely	3	38
Sometimes	2	25
Often	0	0
Always	0	0

Table 18: The Frequency of Allowing the Students to Switch From English to Arabic

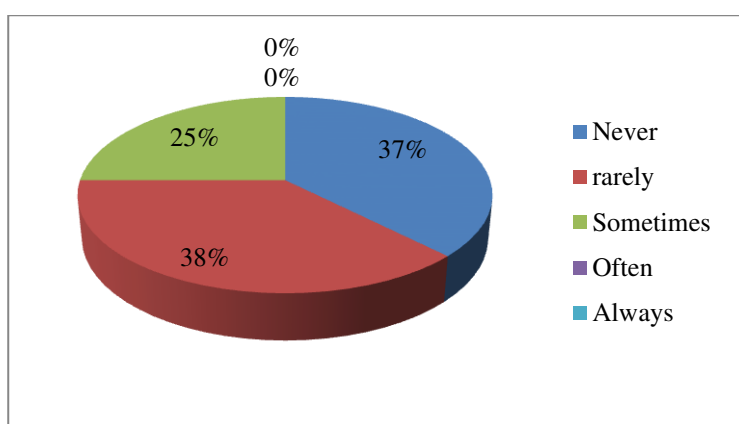


FIGURE 18: THE FREQUENCY OF ALLOWING THE STUDENTS TO SWITCH FROM ENGLISH TO ARABIC

Interpretation

The figure demonstrates that 37% of teachers never allow the students to use codes with them they prevent it completely. While 38% of the teachers hardly ever allow the students to switch codes when they talk to them, 25% of them allow the students to switch codes from time to time, it depends on the situation. None of the educators permits the use of codes switching. We conclude from the results that most of teachers avoid using CS and they believe that there is no need for a second language to be a replacement for English; the students have to speak only in English.

3. How often do you switch codes when you explain a lesson?

	Frequency	Percentage (%)
Never	4	50
Rarely	3	37
Sometimes	1	13
Often	0	0
Always	0	0

Table 19: The Teachers' Frequency of Using CS to Explain a Lesson

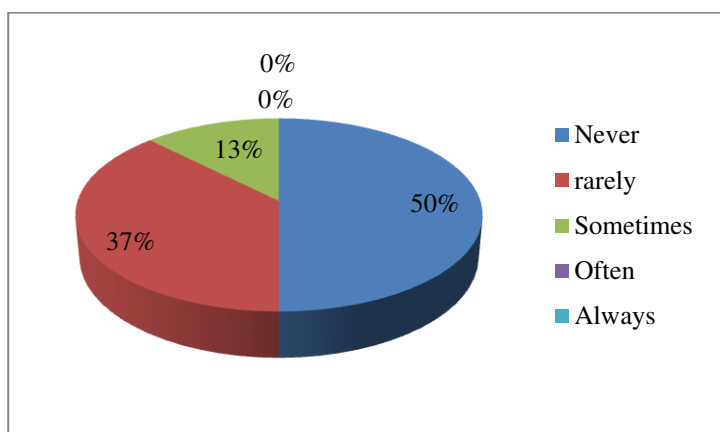


Figure 19: the Teachers' Frequency of Using CS to Explain a Lesson

Interpretation

The pie charts shows that about half of teachers refuse to employ words or terms from other languages in their utterance when they give explanation for a lesson, while 37 % of them have stated that they hardly ever utilize CS. only 13% practice CS from time to time, to explain some points in a lecture, especially the difficult terms. Overall, we can see that the majority of the lecturers explain the lesson only in English; they forbid the existence of a second language in the English classroom.

4. CS is a useful strategy in some special cases in English classes.

Choices	Agreement	Percentage%
Strongly disagree	1	12
Disagree	0	0
Slightly disagree	0	0
Slightly agree	5	63
Agree	2	25
Strongly agree	0	0

Table 20: The Teachers’ Agreements about the Usefulness of CS

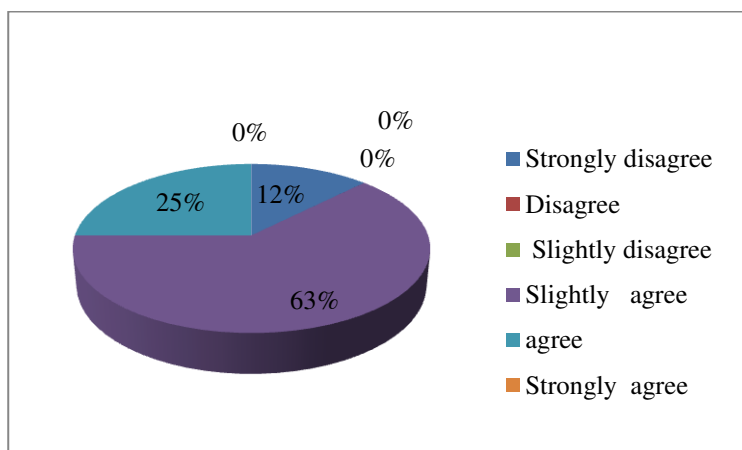


FIGURE 20: THE TEACHERS’ AGREEMENTS ABOUT THE USEFULNESS OF CS

Interprattion

The figure indicates that 12% of the educators were strongly disagree with the statement of that CS is a successful strategy in some cases , while more than 63% of them were slightly agree about that, 25% of the teachers have considered CS as a functional strategy in class in particular cases . I conclude that the majority of teachers presume that CS could be a sufficient tool that affect positively on the students understanding only in some special cases, and depending on the level of students.

5. CS is an appropriate option to transmit the information

Choices	Agreement	Percentage%
Strongly disagree	4	38
Disagree	1	12
Slightly disagree	0	0
Slightly agree	3	37
Agree	0	0
Strongly agree	0	0

Table21: Teachers’ Agreement about The Usage of CS to Transmit Information

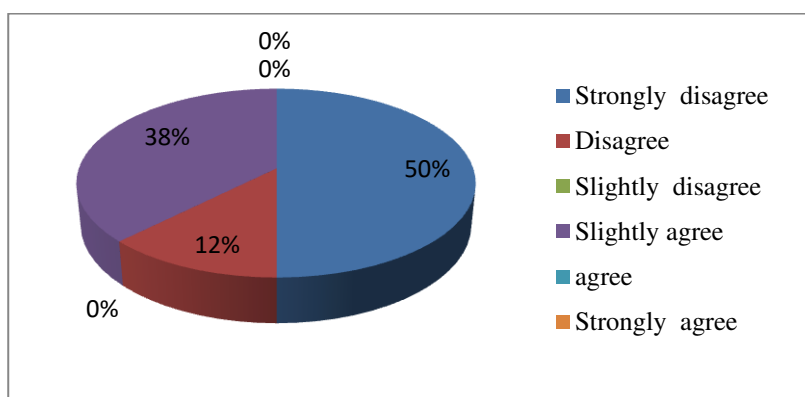


FIGURE 21: TEACHERS’ AGREEMENT ABOUT THE USAGE OF CS TO TRANSMIT INFORMATION

Interpretation

The above pie chart indicates that 62% of the teachers have stated that CS is not an appropriate way to convey messages during the session. whereas 38 % of them have declared that switch from English to the native language is an applicable choice to transmit the knowledge to the students. I conclude from the results that the majority of the lecturers do not use CS to explain a particular ideas and information in class

6. Teacher’s use of CS addresses his deficiency in transmitting the ideas in the target language

Choices	Agreement	Percentage%
Strongly disagree	3	37
Disagree	3	37
Slightly disagree	1	13
Slightly agree	0	0
agree	0	0
Strongly agree	1	13

Table 22: Agreements About Regarding Teacher CS as a Deficiency

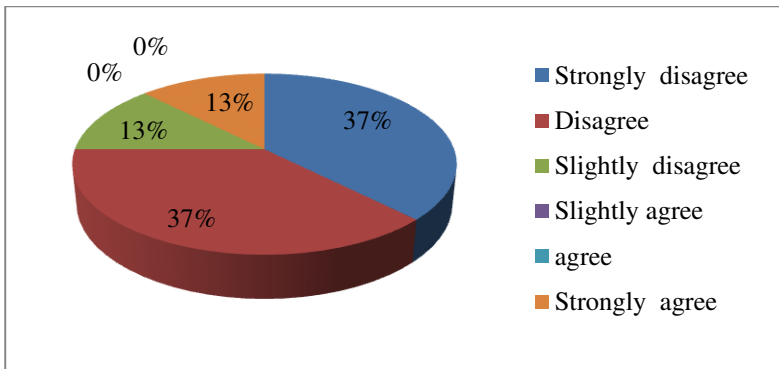


Figure22: Agreements about Regarding Teacher CS as a Deficiency

Interpretation

The pie chart above shows that 87 % of teachers reject that the usage of English during the lesson is a sign of a teacher's poor ability to explain the idea in English, whereas one teacher considers teachers' use of CS as a sign of weak language capabilities.

We conclude from the results that the vast majority of the teachers that have participated in the study have revealed negative attitudes to classroom CS.

- Most teachers avoid using CS in their conversation in the classroom.
- They believe that CS is a useful strategy only in special cases.
- Most of them do not consider using CS to be the best option for passing information.

Despite these negative attitudes towards the use of CS language in the classroom, educators do not believe that the teacher CS indicates his weak language abilities. Nevertheless, a few special cases require altering from one language to another one. The teachers neglect the native language or any kind of CS in the EFL classroom in order to develop the students' communicative competences and to improve their expressive language capacities in English.

1.2.3. The Function of Teachers' CS

➤ This section is constructed to describe the function of teachers' CS in EFL classroom

Item description	Strongly disagree (%)	Disagree (%)	Slightly disagree (%)	Slightly agree (%)	Agree (%)	Strongly agree (%)
translate and clarify difficult terminology	12	0	0	25	38	25
build solidarity and intimate relations with students	12	12	25	13	38	0
Create a kind of humor in the class	12	13	25	25	25	0
manage the class room	38	25	0	37	0	0
Preserve the identity	12	38	25	25	25	0
give instruction	25	25	12	13	12	13

Table 23: Distribution of the Function of Teacher's CS

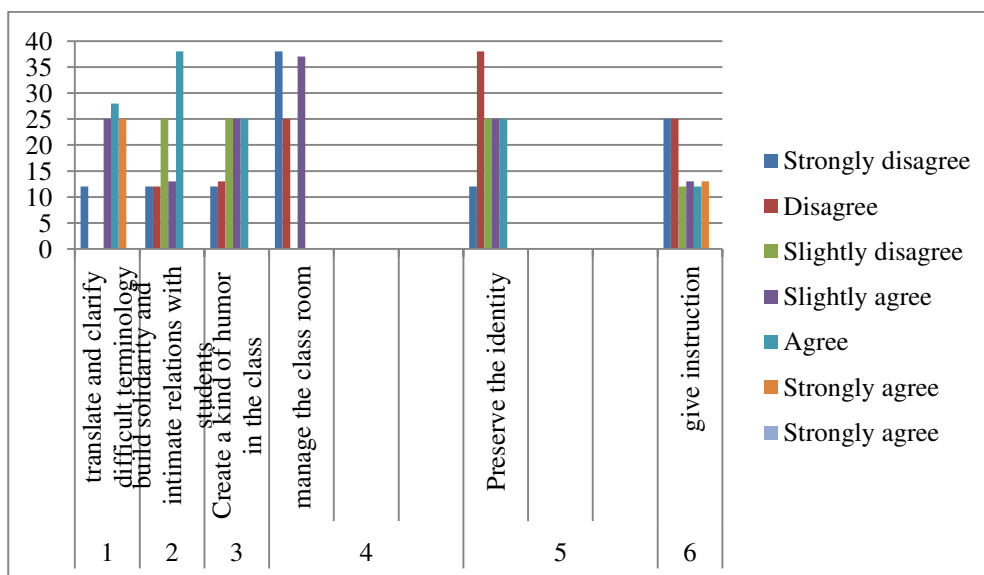


Figure 23: Distribution of the Function of Teacher's CS

Interpretation

The figure points out that the majority of the teachers use CS to translate and simplify the complex terms, whereas only one teacher disagree with using CS to clarify the difficult expressions . Concerning the second function, 49% of the instructors do not in favor practicing CS in order to make good relationships with the learners. Therefore, they have detected that it is not necessary to alter from the target language to the mother language in order to build commonality in class. 51% of them have demonstrated positive responses towards the previous function. The lecturers Alter their language for creating an encouraging language environment in the classroom .As exposed in the graph, half of teachers were against with the statement that teachers use CS to create kind of humor in class .Also 50% of them have revealed that they agree with the statement . The diagram outlines that 63% of the educators revealed negative view regarding the item that the teacher use CS to manage the classroom. They have supposed that no relation between classroom management and cod switching. 37% of them slightly agree with the function. The figure illustrates that 71% of the teachers stated that the use of CS has nothing to do with preserving the identity, while 50 % of them believe that the use of CS conserve the students' identity , which means the teachers don't ignore and neglect the native language in the class . From the figure, 62% of the lecturers deformed to the last function, which state that the teachers use CS to give instruction; that is to say, the teachers do not shift from one language to language to offer instructions in class. While 25% opted for the function. We conclude from the result that the majority of the teachers use CS to clarify meaning and intimate relationships.

Conclusion

The findings shows that the majority of the students hold positive attitudes towards the teachers' CS, they believe that the teacher's CS is an effective strategy within EFL classroom because it increase their comprehension and motivate them to participle. While the teachers show negative attitudes towards CS because they do not believe, that CS is an effective strategy in class. The teachers only use CD to translate difficult words and to build solidarity in classroom.

Suggestions and Recommendations

In the light of this research, here a few recommendations that might be valuable:

- EFL Students' attitudes towards the teacher's use of CS in classroom should be taken into account.
- The teachers should be aware of the function and outcomes of code switching in classroom
- The teachers should know that CS is not always a deficiency and barrier in teaching and learning English.
- CS can be used as a means to build solidarity with the students and to clarify meaning.
- The teachers should avoid the excessive and unnecessary use of CS in classroom.
- The research that has been undertaken for this thesis has highlighted a number of topics on which further research would be beneficial.

General conclusion

CS is a communicative strategy, which is frequently observed in EFL classroom, it is used by both students and teachers, and this study have been conducted on the students' and teachers' attitudes towards the teachers' use of CS , also the function of teacher's CS have been highlighted in this paper. Moreover, it is clear after close analysis that my research questions have been answered in details and the findings have showed that the students had higher positive attitudes towards the teacher's use of CS in English learning classroom. They believe that the teacher's increases their comprehension, motivates them to participate in class, and makes them more able to learn English; they preferred the combination of Arabic and English in the same utterance.

EFL first-year master students at abness Lagror University have considered teacher's CS as an effective strategy if used properly. From their point of view the teacher use code switching to translate and clarify difficult terminology in the target language and to build solidarity and intimate a good relationship with the students , and to create a kind of humor in the classroom , the study have revealed that the students were more positive than teachers towards the classroom CS . The majority of teachers hold negative attitudes concerning EFL classroom CS because they do not switch codes when they explain the course and they do not allow the students to switch codes in class. They have considered classroom CS as useful language contact in class only in extreme necessity like to simplify the difficult and the mysterious terms in English language and strengthen relations with students. From what has been discussed both in literature review and the analyzed data, code switching can be an interactional and communicative toll for both teacher and students in the English language learning environment , it can facilitate the student participation and engagement in classroom, and can be used as a tool of transference of the meaning .

At last but not least, the teachers and the student cannot neglect completely the use of code switching in classroom. Hence, CS should be used properly, Avery (2013, p.6)states that "CS pedagogy is beneficial when planned and used strategically, but maximizing L2 input is still a central aim of EFL classrooms.

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Appendix

Questionnaire

1. Students' Questionnaire

The purpose of this questionnaire is to examine your attitudes towards the teachers' use of code switching in the class room. Please, read the statements below carefully, and tick the appropriate option for each item. Thank you for your help.

Code switching: changing from language to language in the midst of an utterance.

➤ Section A: Students' General Information

(1) How many languages do you speak?

(2) What are they?

(3) Which language do you prefer to speak?

English

Arabic

Tamazight

French

Others.....

(4) How do you evaluate your level in English?

Elementary

Intermediate

Upper

Advanced

Proficient

Intermediate

➤ **Section B: Students' Attitudes Toward the Teacher's Use of Code Switching**

1. How often do you switch codes with your classmates?

Never

rarely

sometimes

often

always

2. How often do your teachers allow you to switch codes when you talk with them?

Never

rarely

sometimes

often

always

3. How often do your teachers switch codes in the classroom?

Never

rarely

sometimes

often

always

4. Teacher's use of Code Switching increases the students' comprehension.

Strongly
Disagree

Disagree

Slightly
disagree

Slightly
agree

Agree

Strongly
agree

5. Teacher's use of Code Switching is a useful strategy in the classroom.

Strongly
Disagree

Disagree

Slightly
disagree

Slightly
agree

Agree

Strongly
agree

6. Teacher's use of Code Switching makes you more able to learn English.

Strongly
Disagree

Disagree

Slightly
disagree

Slightly
agree

Agree

Strongly
agree

7. The exclusive Teacher's use of Code Switching makes you depend on it when learning English.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

8. Teacher's use of Code Switching motivates you to participate in the classroom.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly

➤ **Section C: the Functions of teachers' code switching**

Item description	Strongly disagree	disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
translate and clarify difficult terminology						
build solidarity and intimate relations with students						
Create a kind of humor in the class						
manage the class room						
Preserve the identity						
give instruction						

2. Teachers' Questionnaire

This questionnaire is designed to investigate your attitudes towards the use of code switching in your EFL classes. Please, read the statements below carefully, and tick the appropriate option for each item. I would appreciate your cooperation.

➤ Section A: Teachers General Information

(1) How many years have you been teaching English?

(2) Which course do you teach?

(3) How many languages do you speak?

(4) What are they?

(4) Which language do you prefer to speak?

English

Arabic

Tamazight

French

Others.....

Section B: teachers' Attitude towards CS

1. How often do you allow your students to switch codes in the classroom?

Never

rarely

sometimes

often

always

2. How often do you allow your students to switch between English and Arabic when they talk to you during the session?

Never

rarely

sometimes

often

always

3. How often do you switch codes when you explain a lesson?

Never

rarely

sometimes

often

always

4. Code Switching is a useful strategy within EFL classroom in special cases .

Strongly
disagree

Disagree

Slightly
disagree

Slightly
agree

Agree

Strongly
agree

5. Code Switching is an appropriate option to transmit the information.

Strongly
disagree

Disagree

Slightly
disagree

Slightly
agree

Agree

Strongly
agree

6. Teachers' use of Code Switching indicates his failure to pass the idea in the target Language.

Strongly
disagree

Disagree

Slightly
disagree

Slightly
agree

Agree

Strongly
agree

➤ **Section C: the Functions of teachers' CS**

Item description	Strongly disagree	disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
translate and clarify difficult terminology						
build solidarity and intimate relations with students						
Create a kind of humor in the class						
manage the class room						
Preserve the identity						
give instruction						

ملخص الدراسة

درس هذا البحث مواقف طلبة اللغة الانجليزية بجامعة عباس الغرور تجاه استعمال الإبدال اللغوي في القسم ، كما يهدف كذلك لاستكشاف وجهة نظر الأساتذة بخصوص الإبدال اللغوي ووظائف استخدامهم له. شارك في هذه الدراسة أساتذة وطلبة السنة الأولى ماستر للسنة الأكاديمية 2017-2018. اعتمد البحث الذي بين أيدينا على الاستبيان لجمع المعلومات المطلوبة ، وقد أثبتت نتائج هذه الدراسة أن الطلاب اظهروا موقفا ايجابيا تجاه استخدام الأساتذة للإبدال اللغوي في القسم وعلى نقيض من ذلك كشفت الأساتذة عن وجهات نظرهم السلبية حول اللجوء إلى الإبدال اللغوي أثناء إلقاء الدر حيث ذكروا أنهم لا يستعملونه إلا في حالات خاصة مثل ترجمة وتوضيح المصطلحات الصعبة .

الكلمات المفتاحية : الإبدال اللغوي الأساتذة الطلبة مواقف وجهات النظر وظائف الإبدال اللغوي