Factors of Code Switching among English Teachers inside the EFL classroom: Case Study Teachers at the English department of Ibn Khaldoun University

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DEDICATIONS

I dedicate this work to:

To the people I love most:

My parents.

To my beloved sisters ,brothers ,friends and Colleagues.

Abstract

This study aims at analyzing the Arabic-English Code-Switching among teachers in EFL classrooms of the English department at Tiaret University. The main purpose of this work is to find out the reasons behind the use of Code–Switching by teachers, and their attitude towards it. The work describes the complexities of Sociolinguistic situation in Algeria and different languages co-existing on its ground, such as: Arabic and its varieties, Arabic language is considered as the first and the official language of country, and other languages which are used by the Algerian speakers in their daily life interaction like French, Berber and English. The languages are mentionedhelped the Algerian society known by its sociolinguistic diversity and gave birth to manylinguisticphenomena such: Diglossia, Code Switching, borrowing, Bilingualism and Multilingualism. The main aims of this study is to analyse the most outstanding linguistic outcomes such as: Code switching , Code Mixing and borrowing. This work is done to describe the reasons that make English teachers switch between Arabic and English inside the classrooms, so we used two different methods in order to collect data which are a Questionnaire that consists for four subsections each one dealing with a specific attitude, and Classroom observation .The general result proclaim that English Teachers switch between Arabic and English inside the classrooms,as well as, when they come into contact with students from inferior levels,and when they try to make the lesson easier and understandable.

Keywords: The EFL classrooms, Code-Switching, Bilingualism, Diglossia, Borrowing and Multilingualism.

List of Arabic Phonetic Symbols

➤ Vowels

Long vowels	Short Vowels
ā	A
á	U
ū	

➤ Consonants

Consonants	symbols
أ	?
ب	b
ت	t
ث	θ
ج	ʤ
ح	ħ
خ	x
د	d
ذ	ð
ر	r
ز	z
س	s
ش	ʃ
ص	ṣ
ض	Ḏ
ط	ṭ
ظ	Ṣ
ع	ʕ
غ	ɣ
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
ﻫ	h
و	w
ي	J

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EFL: English foreign language.

CS: Code –Switching.

CM: Code –Mixing.

H: High variety.

L: Low variety.

ML: Matrix Language.

L1:   Language one.

L2:   Language two.

MSA: Modern Standard Arabic.

CA: Classical Arabic.

ADA: Algerian Dialectal Arabic.

Ber: Berber.

F: French.

General

Introductio

General Introduction

Language is a social phenomenon and one of the most important tools for shaping our society and culture, and everyone has the ability to acquire a language in an extraordinarily easy way thanks to God. People can learn more than one language, and this language now differs from one speech community to another. Therefore, thus speakers brought up in different areas and cultures tend to acquire and learn their languages, through travelling across countries and pursuing further education. Accordingly, a single speaker uses different varieties in different situations and for different purposes. Since today's communities are mostly bilingual or multilingual. Consequently, sociolinguists seek for the different factors that may affect language use.

Linguistically speaking, Algeria is characterized by the co-existence of many languages such as: Algerian Arabic, Standard Arabic, Berber and French. This linguistic heterogeneity gives birth to different speech communities: Berber speaking areas like the region of Kabylia,and Arabic speaking areas like Algiers , Tiaret, ect.

The work represented in this study is a sociolinguistic investigation about Code-Switching within the social context of the English department in Tiaret University. Code – Switching is a linguistic phenomenon which is widespread among Algerian society and even English department. In addition, English teachers have a great tendency to use Arabicand English inside the classroom or when they are interacting with their students, they are speaking English suddenly they shift to Arabic. So, the present investigation is carried out from sociolinguistics points of view, which will shed light on factors that lead English teachers to switch from English to Arabic. Our research attempts to answer the following questions:

- 1- Do EFL teachers prefer to code switch between Arabic and English inside the EFL classroom?
- 2-Why do most teachers switch from English to Arabic?

.In order to answer these questionsthe following hypotheses are proposed:

- a- Most of the teachers switch from English to Arabic inside the EFL classroom.
- b- Teachers switch from English to Arabic due to the lack of the vocabulary.

This research work is divided into three chapters.

The first chapter gives anaccount about the sociolinguisticsituation of Algeria. The linguistic profile in Algeria is said to be a complex one, starting by a brief historical background, and the different coexisting language varieties and dialects. In addition, we analyse the most creative linguistic outcomes of language contact phenomenon, that is CS. Also, we talk about the sociolinguistics notions which are Bilingualism, Diglossia and Borrowing in Algeria. The second chapter puts on view the related literature to the development of CS, this phenomenon was neglected at the beginning of the twentieth century because it was considered to be a random and deviant process. Then, this chapter provides a macro view about language in contact and its outcomes. A third chapter, being the methodological framework, provides a general description of the situation analysis, this chapter is about the reasons or the factors that lead English teachers to switch from Arabic to English inside the classroom.

This work ends with a conclusion which drawsa general picture of the result, and it will encompass a brief discussion of the findings of this work and some of the motivations.

Chapter One: The Sociolinguistic Situation in Algeria

1.1 Introduction

This chapter deals with the sociolinguistic situation in Algeria, and the different eras of history, within various settlings, there were different uses of languages and linguistic phenomena used by the inhabitants; Phoenicians, the Romans, the Vandals, the Byzantines, and finally the Arabs. At the same time, we shed light on the Arabisation policy and the status of Classical Arabic and its varieties. In addition, we will also tackle the English languageteachingand its status and attitudes towards it.

Furthermore, this chapter provides an account of the diaglossic situation in Algeria because people speak many language varieties. Finally, this chapter emphasizesthe different linguistic phenomena which characterize the linguistic situation in Algeria such as: Bilingualism, Diglossia, Borrowing and Code- Switching in Algeria.

1.2 The SociolinguisticSituation in Algeria

The sociolinguistic situation in Algeria remains incomplete without studying the language coexisting. Algeria is regarded as Multilingual Country where different languages are amalgamated in its society. In addition, French, with another national varieties: Berber and AA (Algerian Arabic) which are spoken along the Algerian territory.

Arabic in Algeria refers to three varieties: CA (classical Arabic), MSA (Modern Standard Arabic), and AA (Algerian Arabic) MSA implemented as the first and the official language of the country.

As a matter of facts, Berber it is the indigenous variety of the North Africa and the Native tongue of the particular part of today's Algerian people, and many Algerian Arabic local varieties Coexist with this different degree of intelligibility. It has been recognized as a National Language until 2002(Benghiba),and as an official language since June2016.

The French colonialism has left very strongly linguistic impact on the way Algerians speak. The French language has been recognized as the first foreign language in the country and continues to play a large role in the day-to-day running of the country and still used in different domains. Ennaji (1991:17-18) argues that:

"By contrast, in Algeria the place of French is a paradoxical subject of conflict for

historical reasons. Because France attempted to assimilate (Algeria more than Morocco and

Tunisia) into the French cultural community officials in independent Algeria react in a hostile

way to French and are very keen on seeing it replaced by the National Language, Arabic".

The Arabisation policy was launched after the independence of Algeria 1962 by the decision makers. This policy established in order to repossess the fundamentals of the original culture

and identity based on the Arabic Language and Islamic identity: an identity which had long been neglected by the French colonizer.

As a consequence, the linguistic profile in Algeria is far way more knotty than this, and its truth is so much difficult to pinpoint with its various configurations.

1.3 A Brief Overview of the History of Algeria

Algeria witnessed several invasions such as Phoenicians, the Romans, the vandals, the Byzantians, the Spanish, the Turkish, the Arabs and finally the French. The first inhabitants of the Maghreb (North Africa) were Berbers, this name comes from the Latin "barbarian "that means an Alien Londor people, they lived simple life, and spoke the Berber language like: Kabyle, Chaouia, Rifi and Morals, they left their presence and trace in Algeria. (Kherbache, 2017,p.46 cited in Ciment,2005)

Carthage and Rome were the greatest power at that time, because they were in a continuous struggle to dominate each other. So,the war between the rivals witnessed three phases called Punic war, and the Phoenicia s used the Punic war which is a Hamito-Semitic language linked to Hebrew and Arabic.

Then, Algeria was invaded in by the vandals in the 5th century (455A.C) who occupied the country for a hundred years before being driven out by the Byzantine army. The Vandals They spent short period in this era and did not leave any deep-rooted linguistic traces, also they succeeded to destroy the Roman Empire.

During the Byzantine rule, the Nomad tribesmen were more powerful and they increased their attacks on the town and cities. Justinian's rule did not resist for long time, because of several problems such as:the imposition of heavy taxes on poor citizens and his persecution to the Arians. Therefore, the Nomad succeeded to bring the Byzantine rule to its end.

The Arab conquests Algeria during the mid 7th and 11th centuries, they bring their religion, language, and culture to the area. And the first objective is to introduce the Arabic language and Islamic. In the 9th century afterwards, the Arabs conquered Algeria by Ottomans Turks in 1518 who coined the name of Algeria, and to describe the territory controlled by the regency of Algiers, initially a Turkish colony.

The Turkish language does not influence the Arabic Language except a few words related to the food like:Baklawa and Bourek.

Algeria considered as an Ottoman province the language of the country. The ottoman rule Algeria more than three centuries, it was brought an end by the French occupation of Algeria in 1830.

The French colonialism in 1830 which lasted more than 130 years, they worked on eliminating and destroying the local culture of Algerians, bearing in their minds the concept of a "French Algeria". In addition, they intended to eradicate the Algerian identity using all tools and methods. In addition, they imposed the French language as the first language in all domains.

In 1962 Algeria gained its dependence from French colonialism, and all invaders who ruled the country during different periods have practice strongly impact on sociolinguistic diversity and speech repertoire of Algeria in its present day.

1.4 Language in Algeria

The linguistic speech repertoire in Algeria is characterized by the presence of three languages which are: Arabic with its varieties: Classical Arabic (AA), Algerian Dialectal Arabic (ADA) and Modern Standard Arabic (MSA), Berber (B), and French.

1.4.1 Arabic

The term Arabic comes into view to refer to the language spoken by the Arabs. Arabic is used to denote only the Classical Arabic. Also itwas not only a language of great poetic power but also very sacred since it is the chosen language of the holy Quran.

Arabic language appeared in Algeria since the 7th century until 11th century with the large number of Arabic tribes called Banu Hilal, which considered as the most process of Islamisation, and Arabization of the region.According to Rouadjia(1991,as cited in Benrabah,2007)," the Arabic language and Islam are inseparable. Arabic has a privileged position as it is the language of the Koran and the prophet, and the shared language of all Muslims in the world, language of science, language of culture". Algeria is an Arabic Muslim country in which Arabic is the official language.Arabic languagewas substituted by two new varieties: Modern Standards Arabic (henceforth MSA)and Dialect Arabic (hereafter DA).

1.4.1.1. Classical Arabic

After the independence of Algeria in 1962, the Algerian authorities established Arabic as national and official language. Arabic is rich in dialects that not only vary from one nation to the other, but also from one region to another even within the same country. Classical Arabic is a form of Arabic that has been consolidated and immortalized by the holly Quran and Islam. In addition, it is considered as the language of Islamic religion used only in religious conversations as it lacks vitality because its grammar is very complicated and the vocabulary is quite difficult, and no one in the Arabic world is brought up speaking Standard Arabic as his mother tongue. In addition, Classical Arabic it is spoken at school, administration, or at home.

1.4.1.2 Algerian Dialectical Arabic

It seems by its speakers as inferior to Modern Standard Arabic. According to Benrabah (2007b), they consider it to be impure (p. 244). It is also called Algerian Arabic. It represents the vernacular Arabic and mother tongue of the majority of Algerians, it is only oral form known as "Darija", and it is used in our conversation. Therefore, in informal situations such as: street, home, with family, with friends,also in oral heritage of popular songs, stories and saying. It is characterized by various Urban and rural varieties.

Taleb Ibrahimi says that *: " they constitute the mother tongue of the majority of the Algerian people……it is through it that the imaginary and effective Universe of the individual is build up "*.

1.4.1.3. Berber

Berber is the original languageof the North Africa, including of course Algeria. It contains different varieties spoken in many parts of Algeria but largely in Kabylia, in Aures and in some villages in the Sahara. As mentioned by *Ennaji (2005:72) who says: "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. It has been influenced chiefly by Arabic and African languages"*.

The concept"Berber" is in essence of Greek origin (barbaros), the Greeks was the first who called the settlement of the Maghreb as barbarians, which adopted later by the Romans, Arabs, and the Europeans as"Berber". Berber language it was spoken by 6 million about 25%. In addition, Berber language contains more than ten Varieties in the Maghreb countries, but in Algeria there are six spoken dialects which are: Kabyle, Chaouia, Tumzabt, Tamazight,TamahagandTachelhit.Also, it is gained a political status as it is learned in Universities as: Tizi Ouzo University, at school in primary cycle, Media, Radio programs and TV channels.

1.4.1.4 French

Just afterthe independence of Algeria from the French occupation, the Algerian authorities declared that Classical Arabic is the official language of the state by the Arabisation policy. While, the French language kept its prestige in important fields in the Algerian society mostly the economic, technology and education.

We touch in Algerian society speakers using code mixing between AA and French language inculcated in both formal and informal contexts. French language used at schools, it seems to be suitable language for scientific and technical fields and it understood by the

majority of Algerians. It appreciated that 20% of Algerians can read and write in French (Ibid).

1.4.1.5 English

Actually, the English Language becomes the international language used everywhere and represents the scientific and technological development. Few years ago, the Algerian authorities designed and enforced new educational programs and reduce the influence of French. Today, English is taught from the first year of the middle school, However, only a small number of Algerians speak English especially the younger generations. but it is still unknown language since small number of Algerians speak English.

English is competing with both French and MSA in several domains, and Thousands of new words and expressions are infiltrated into the verbal speech of the Algerian people to meet the needs of the new communicative requirements.

1.5 Arabisation and English Language Teaching

This section will shed some light on the process of arabisation which was launched at the beginning of the independence of Algeria. It will also talk about the teaching of English in the country.

1.5.1 Arabisation

After the independence, decision makers aimed strongly to return our Arab-Islamic identity by launched a simple and rapid language policy known as "Arabisation" which is known as "taʕrib" in the Arabic language.The main focus of this policy is raising Arabic or Modern Standard Arabic as an official language and the first language of the country, Algerians in order to distinguish themselves from French people, were to recognize Islam with concomitant emphases on the Arabic language (Grandguillaune, 1997).

The first president of post-independent Algeria was Ahmed Ben Bella (1962-1965) in the "Arab Nation" declared that: "Nous Somme des Arab", "We are Arabs".
The Arabisation policy was used to discard from anything that related to French imperialism and to establish a language restoration that promoted MSA as the genuine language of the state.

Then, Algerian political leaders tried to resolve the problem. Among them, the Algerian president HouariBoumediene (1974) decided upon a full Arabisation, He advocated that: "*transformation of the Algerian man and the Therecovery of his identity, should be done by actively pursuing the program of Arabisation previously embarked on, which constitutes an essential instrument for the restoration of our national language in all areas of economic, social and cultural life*". (Quoted in Beughib, 2006: 36)

Consequently,the political aim that would be reached was to replace the French language by MSA,while the project was not as simple as it first seemed to be, because of the heavy impact that French had left among the Algerian people.

1.5.2. English Language Teaching in Algeria

The English Language introduces as the first language only in intermediate cycle and the learners need it only in Classroom. Some years after the independence, English language preserved its status as the first language, therefore pupils taught it till the third year and complete studies it for five years between the intermediate cycle and the secondary one. Algeria witnessed several alterations in teaching process regarding its objectives, syllabuses and teaching method.

English language teaching became very important by the end of the 1960's, especially after founding the first English department in the University of Algeria in 1964.So,the French language has been reduced in this period. As Miliani states : *" In asituation where the French language has lost much of its ground in the sociocultural and educational environments of the country ;the introduction of English is being heralded as the magic solution to all possible ills -including economic, technological and educational ones"*.(Miliani, 2000 :B)

In 1990's, English language becomes an important part in the Algerian curriculum and gained a suitable status in the country.Between 2002-2003, English language imposed as an obligatory subject matter for the four years in Middle school; the learners study it three or four times a week. Whereas, for secondary classes still compulsory for all learners. But it is very important for the literary stream rather than the scientific or technological ones.

With the old system, English in University was taught as a separate pedagogical specialty which requires four years of study to hold a "license" degree in the English language, the holder of "license" can carry on their postgraduate studies and obtain a "Magister" degree. While, with new system of LMD, English taught only three years, in order to obtain "license" degree and the student complete a total for a eight years study between license, Master and Doctorate.In addition, the English was given a special status by the Algerian ministry of education in order to keep pace with the word development and improve English proficiency of Algerian learners and help them with necessary tools due to become not only autonomous learners but independent future citizens and realize their objective.

1.6. The Status of English and TheAttitudes towards it

Nowadays, mastering of English become very important condition for keeping rate of change with this rapidity advancing world, and English today is the language of science, technology and globalization. Throughout the twentieth century, many changes in methods, approaches and techniques that help English teachers and students to enhance their quality of teaching and learning English.

The Ministry of education in Algeria strives for change the policy of teaching and learning English and other foreign language. However, the decision makers designed intensive syllabus to make progress in teaching and learning English Language.

1.6.1 The Status of English Language

The widespread of use English language across the world, and the opportunities to maintain and develop this language makes it the mother tongue and official language in trade,business, science, technology and tourism also becomes as the Universal medium in higher education, as Cook states : *" In recent years the growth of English has been further accelerated by starting expansion in the quality and speed of international communication "* (Cook, 2002 :25).as well as, English language spoken in many countries around the world ; and teaching language as a foreign language is become very important.In this regard, David Crystal states: *"English as a global language has proved itself to be taught and learned by people from all across the world.In many countries English is usually taught as a second language and there is a big demand for knowledge to speak "*(Crystal, 2003:22)

According to Crystal (2006),English categorized as the first language in the world rather than the other spoken languages, and there are nearly 400 million native speakers of English and more than 400 million speakers of English as a second language.(Kadi,2018, p. 38-39)

1.6.2 Attitudes towards The English Language in Algeria

Algeria have an attitude towards English language in fact that English has recently been gaining ground in Algeria since of its international status and improved relations between Algeria and the U.S.Benrabah (2007b) says that starting from 2004,Algeria students had to start studying French from second grade and English from seventh grade instead of, respectively, from fourth and eighth grades ,English spread so much faster than French in the post-colonial world due to the fact that English is more deethnicised, more tolerant of diversity. It is regarded in Benrabah book (2012),that English is likely to displace French in Algeria.

1.7 English in TheAlgerian Educational System

The Algerian educational system attested various reforms as many schools and institutions were established, andthe Ministry of education made education free for all the Algerian kids. The actual school system in Algeria divided into four main cycles: Primary education, Middle education, Secondary education and higher one.

1.7.1 Primary School

Ministry of education required the Algerian children at age of six to go school and received their Primary education for free. In 2004,in this period where English was introduced in the primary cycle, but it replaced by French as the only foreign language.After studying five years, they pass final examination in order to move to the next level "Middle Cycle".

1.7.2 Middle School

In this level, learners study four years and taught several subjects by different teachers. They are learning English as the second language after French for four years.

1.7.3 Secondary School

During this cycle, student obliged to choose the stream they want to learn but according to their grades in the BEM exam. There are two different streams:literature and foreign languages, and sciences and technology.Pupils would have studied English for three years before they reached University.

1.7.4 Higher Education

The Algerian Universities are changed pedagogical and modules are taught in various faculties after the independence,it offered by large number of specialties such as: foreign languages, law, letters,Medicine,Pharmacy and science,ect.

The Algerian University system LMDhas three well known degrees (License, Master, and Doctorate). And the students spend eight years studying English for those who choose English language as specialty.

The most important details are shown in the table below:

	1 9 6 2	1962-1975	1975-1993	1993-2004	1993-2004	2 0 0 3
English F L	Intermediate cycle (04 years) secondary cycle (03 years)				Primary cycle(05 years) -Intermediate cycle(03 years) cycle (03 ye	
English F L 02		Intermediate cycle (02 years) secondary cycle (03 years)	Intermediate cycle (02 years) secondary cycle (03 years)	Intermediate cycle (02 years) secondary cycle (03 years)		Intermediate cycle (04 years) secondary cycle (03 years)
Total	0 7 y e a r s	0 5 y e a r s	0 5 y e a r s	0 5 y e a r s	09 years	0 7 y e a r s

Table 1.1: status of English at school (English as a 1st foreign language or as a 2nd foreign language) (LAKEHAL-AYAT-BENMATI, 2008, p. 225).

1.8 Algeria as a Multi-diglossicSituation

This section provides an overview about linguistic phenomena existing in the country and the difference between them.

1.8.1 Bilingualism in Algeria

When the French colonizer introduced their culture,and imposed the French language as an official Language of the country and instruction. Nowadays ,Algeria bilingualism can take different forms namely :CA/F bilingualism ,AA/F and B/F bilingualism .There exist two main groups : Berber speaking communities and Arab speaking communities who merged through history without neglecting French language used by both groups eventually .This highly indicates the plurilingual situation of the country.

The coexistence of Berber and Arabic communities creates bilingualism (Arabic /French),and even trilingual (Berber /Arabic/French).During the pre independent period ,the Algerian people only the French and master it better than other languages,only few persons who learned French and CA at the same time;have equal competence in both language and they are called balanced bilinguals .

Algerians who lived during the French colonialism were considered to be active bilinguals because of their ability to speak and understand French language   (the speaker who has an ability in productive and receptive skills but he cannot read or write them).

However ,children of Algerian immigration living in France are considered to be passive bilinguals since they cannot speak their parents mother tongue but they understand it (refer to the speaker who has a passive ability in both receptive and productive skills which allow them to use the four skills :listening and speaking,readingand writing).

The majority of Algerians acquire the second language at the age of three years,so here we can say that the Algerian bilingualism is a special case for it takes different forms and degrees of proficiency.

1.8.2 .Diglossia in Algeria

Diglossia is the most prominent facts about the linguistic situation in Algeria. According to Ferguson's the Algeria diglossic situation is very particular ;the existence of two varieties of the same language ,each one used for specific functions with clearly defined roles ,one is considered as a prestigious and has a high status (H) and a low one with no official status ,the low (L) variety is not very close to the high one .

The colonization impact left many French expression and words used by many people instead of the local ones this are some consequence of the difference between ADA and standard Arabic.

The high variety represented by CA since it is used in all domains such as: education,written forms, TV channels and radio news and the language of the holly Quran .Also ,the French considered as the high variety in Algeria because it is also used for formal purposes . ADA and Berber represent the low variety the fact that it is the language of our conversation.

"*These two varieties, classical and colloquial, exist side by side un Arabic speech community in a diglossic relationship"* (Ferguson,1970:359)

Therefore,there is third intermediary variety that is often termed as a "Middle language" or MSA that is so widespread in mass media and in education. (Emma's, 199:9)

This variety is easy to learn than the complicated CA.People in Algeria ,do not feel that they are in diglossic community ,in a way that they do not even know what the word "diglossic"means ,but at least they are aware that they often resort to standard Arabic terms when they have a lack of vocabulary in the dialect ,they also know that the words used for introducing yourself to a someone ,are not similar to one used for a chat with friends.

1.8.3 Borrowing in Algeria

Is the result of the strongly influence that had French on Algeria Arabic, the impact afflict oral forms,the borrowed words are spoken and rarely written.There are many of basically French words integrated and slipped into Algerian Arabic;some being adapted morphologically or phonologically, and others, being using with no modification.

In some regions in Algeria like (Oran) there is a kind of borrowing between Arabic and Spanish this is consequence of old trace of Spain in Oran.

These loanwords are used in our daily interaction are belonged to Algerian Dialectal Arabic ,especially in vocabulary .As April and Manon State *that "such adopted loans tend to be seen as foreign for one time but are then accepted subsequently like native element"*.(April and Manon1999:209).

1.8.4 Code Switching in Algeria

Code switching as a product of language contact has been observed in multilingual situations.

In the Algerian speech community, results from the use of two genetically unrelated languages: ADA/F (French); ADA/Ber (Berber); Ber/F; F/CA, or more than two: Ber/ADA/F or Ber/CA/F. It would appear that a confuse is made between them, Taleb Ibrahimi (1981:20) explain that confuse, he write: *"let those who speak avoid Franca Arabic by the progressive introduction of Arabic term in the place of Arabized French words"*

Lany (1970:37) described "Sabir" as a "pidgin French" a simplified language for transaction and negotiation... neither a French nor Arabic language". It may be also defining Sabir as a kind of French jargon used by Arab in North Africa trying to speak French. Algerian speakers tend to switch in their speech to the French language because of set of suggestions of causes including solidarity, accommodation to listeners, choice of topic, and perceived social and cultural distance, that is to say, French is always considered a prestigious language, and it is commonly known that people switch to French, is that they are educated, cultivated and even they are from a higher social class.

Miller (2007) declared that CS in North Africa is a reflection of urbanization, modern living ways, and youth's behaviour. Speakers who code switch are competent in the syntactic rules of both languages, however they have distinct feelings and attitudes towards different codes and some are prestigious and sound beautiful others are stuffy and less desirable. This shift from variety to variety or from style to style according to setting where the speaker finds himself.

1.9 Conclusion

This chapter has been devoted to underline basic concepts may be involved in sociolinguistic situation of Algeria and the different invaders who marked their presence throughout its territory .

The most significant features that typify the linguistic situation of Algeria are the existence of three languages: Arabic, French and Berber.It should be noticed that the French influence on

the Algerian linguistic profile is still present since the French language is used in various domains such education, administrations, media and it is well rooted in the Algerian s minds.

Finally,the sociolinguistic situation in Algeria is very complex indeed due to the coexistence of different languages.

Chapter Two: The language contact in Algeria and the code switching and it's functions

2.1 Introduction:

Code switching is a widely observed phenomenon especially in EFL classrooms, code switching comes into use either in the teachers' and the students' discourse. Firstly we will deal with the functionality of code switching in teachers' classroom discourse. Secondly, the focus will shift to students' code switching by introducing some basic functional perspectives as: equivalence, floor-holding, reiteration, and conflict control. Lastly, we will shed light on a discussion on the use of code switching in language classrooms.

2.2 Code- Switching

The term code switching is used to refer to the switching betweentwo or more different languages in a single conversation, whether at the level of words, sentences or blocks of speech. Codeswitching also known as "Code alternation" between languages used by a bi-monolingual speaker. It happens consciously as well as sub-consciously. In other words, "*Code switching is the use of a first or third language within a stream ofspeech in the second language*" (Brown, 2007:139)

Many scholars and researchers describe and define the term code switching in several ways, but with slight differences, as Gal (1988:247) says*: "Code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations"*

Gumpers (1982), Myers-Scotten(1993), andRomaine (1989) according to them code switching is juxtaposition within the same speech exchange of passages of speech belonging to different grammatical system or sub-system. In the other hand, the exchange of passages or between two or more languages in the same conversation or speech that belong to different languages which used in an alternative way, this is case of CS.

Another definition of CSis free conscious simultaneous movement, shift back and forth, between different language varieties within spoken or written forms.

Code switching follows definition (1980:583)" *The alternation of two languages within a single discourse, sentence, or constituent "*

Code switching can occur in bilingual speech communities by speakers or even writers, CS considered as the dynamic communicate tool and it is influenced by a number of non-linguistic features such as topic, participants, setting and so on. Bloom and Gumperz (1972) called this type ofCS"Situational switching".

2.2.1 Types of Code Switching

Code switching can be both Situational and metaphorical

2.2.1.1 Situational Code Switching

This kind of code switching occurs when the languages used depend on the situational without any change in the topic discussion. In the other words, a change of codes equates to a change of situation. When the switches between the languages –in a given discussion – coincide, the language changes from one situation to (language used within the friends) to another (speaking with family) (Hudson, 1996: 52). In additionto that, it is observed that the language used changes depending, on the topics; the topic change leads to language change. It is used as a process which has connectors with the status of speakers.

Hoffman (1991: 112-3) shows that there are many types of code switching

1- Switches within the same sentences.

2- Switches between the sentences.

3- IN addition to that,switches which involve change of pronunciation features.

2.2.1.2 Metaphorical Code Switching

The second type is the Metaphorical code switching which is refer to the case of the relationship between the language and the situation. In the words, when speakers choose the language depending on the situation whereas the idea that the situation can define which language should be used, it is clear to tell which situation the speaker is in by observing the language used and the audience, for instance, whether the speaker is listening to a lecture, or breakfast with family.

But in some cases the situation is less clear, either because it is ambiguous or because the speaker decides to ignore the observable external situation and focus instead on the less observable characteristics of the people concerned. Such cases, where it is the choice of language that determines the situation, are called METAPHORICAL CODE SWITCHING (Bloom and Gumperz, 1971 cited in Hudson, 1996: 53) Poplack (1980) has identified three levels of Code switching

2.2.2 Forms of Code Switching

2.2.2.1TagCodeSwitching

Itisrelatedtotheinclusionofatag(Imean,yousee?)inonelanguageintoasentence whichisotherwiseintheotherlanguage,suchatagiseasilyincludedinanutteranceanddoesnotviolate ditssyntacticstructure.

2.2.2.2 Inter-sentential Code Switching

The languages witch is done at sentence boundaries. This is seen most often between fluent bilingual speakers. Also known as mechanical switching, it is occurs unconsciously, and fills in unknown or unavailable terms none language.

2.2.2.3 Intra-sentential Code Switching

The shift is done in the middle of as sentence with non eruption ,hesitation, or pauses in dictates shift (Lip ski, 1985).

Transferring focus from one language to another. It is motivated by situational and stylistic factors and the switch between two languages is conscious and intentional (Lipski, 1985)

2.3 Code Mixing

The term" Code Mixing "refers to the use of different foreign words in addition to the mother tongue, it is process in which speakers shift back and forth between two languages with such rapidity and density. Code mixing occurs when speakers mix between two different varieties, two different codes. In other words, it is when they use different words from their new language –for instance, where they immigrated to-with their mother tongue.

In addition to that, Code Mixing occurs in the utterance. Withinthe same conversation, some words are taken in one language and others are taken from the other variety and are mixed together. Sometimes, a mixed code can serve as a maker of higher social prestige, of religious identity or professional status and it constitutes an act of identity.

2.3.1 Code Switching vs Code Mixing

William C and Tejk. Bhatia (2004) have concentrated on making a clear distinction between inter-sentential codeswitching that occurs between sentences and intra-sentential codeswitching that occurs within the sentence boundaries. As well as, both of them are motivated by social and psychological factors. Whereas, this distinction between codeswitching and code mixing does not seem to be accepted by all researchers, some researchers refuse it because they consider both code switching and code mixing as"situational shifting". While, Hatch (1976), claims that there is not a serve distinction between inter-sentential code switching and intra-sentential code mixing. Whene communicating speakers (Bilinguals) have to make a choice of which language to use. It seems to be natural sometimes that they may use two or more languages to communicate.Thus, code switching refers to the situation where people switch between different languages within the same communication activity. This can be done by using a different language sentence. It can also be done by using two languages within the same

sentence. The latter is sometimes referred to as code mixing, other scholars shed light on the distinction between code switching and code mixing, among them, Pffaf (1979), uses the term "Mixing" as an umbrella term for code mixing and borrowing. In other words, code switching as a mean of communication between one language and another at the level of sentence. Code mixing is the use of element of language such as words, phrases, into another language without change the topic. Code mixing happens in a single sentence or utterance without break the grammatical rules of the first language.

2.4 Borrowing

Borrowing is one of the most important outcomes of sociolinguistic studies, which can be defined as the act of integrating an item from a given language, and using it as a part of the native language. Haugen (1956)

Borrowing is the process of including linguistic items from one linguistic system into anthor, a process that occurs any time two cultures are in contact over a period of time. Haugen's(1950) article on borrowing makes the beginning of the current interest in the topic. Much of the earlier work had dealt with historical li'guistics and much of the following work has dealt with other areas of linguistics.

The early study of the process of borrowing and its results emphasized items from the linguistic systems such as vocabulary, phonology, grammar. In the last Four decades added emphasis has been given to the study of the borrowing of other elements in communication systems

2.4.1 Borrowing vs Code Switching

Borrowing could be defined as "single-item terms that are proper nouns or names of particular places or things, items that cannot be translated"(Baker 1980:6). However, some claim that borrowings also include phrasal and sentential level constructions such as "deja Vu". In addition, borrowing is considered in its origin to be"*a process that takes place in each individual before it is projected as group behavior "*(Haugen 1969:383)

When we make a difference between borrowing and Code switching is, thus, related to the recognition of the usage on a community-wide basis and intranslatability. Borrowing are generally excluded from the category of Code switching. Although, they are included into Code switching by some researchers (Poplack 1980:583) when they preserve the phonological patterns of the source language.

In addition to that, Gumperz (1982) proposed five main functions of code switching distinguish it from borrowing

"The incorporation of single words, or short frozen, idiomatic phrases from one variety into another with morpho-syntactic adaptation"

2.5 Functions of Code Switching

Here we are going to talk about the different functions that CS for both teachers and students.

2.5.1 The Functions of Teachers' Code Switching

Teachers use code switching inside the classroom consciously since they are not always aware of the functions and outcomes of code switching process. The teacher in EFL classroom alters his/her language according to the topic especially in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points. They switch from known language (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear in this way as it is also suggested by Cole (1998) "*a teacher can exploit student's previous L1 learning experience to increase their understanding of L2*"

Code switching is used by the teachers in order to build a strongrelationship with the students. In addition, they use code switching in order to transfer the necessary knowledge for the students, also the teacher code switches to native language to clarify the meaning.

The teacher inside the classroom must avoid the translation because code switching is totally different from the translation since student may lose interest in listening to the former instruction which will have negative skills**.**

It may be suggested that the use of code switching inside the EFL 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 tostudents in an efficient way. Yet, it should be kept in mind that in long term, when the students experience interaction with the native speakers of the target language; code switching may be a barrier which prevents mutual intelligibility. Accordingly, the teacher has a vital role for preventing its long-term damages on foreign language learning process.

2.5.2 The Functions of Students' Code Switching

It is the same case for teachers' Code Switching, because students also useCode switching consciously;they are not always aware of the factors, outcomes and functions of code switching. Although, they may unconsciously perform code switching, there are some functions of Code switching named by Eldrige these functions as: equivalence, floor-holding, reiteration, and conflict control(1996:305-307).

The first function of student code switch is equivalence; the student makes use of native equivalent of a certain lexical item and therefore he switches to his or her native tongue. This factor is mostly not noticed among students who are acquiring a second language. This process may be correlated with the deficiency in linguistic competence in speaking the newer target language.

Equivalence functions is as a defensive mechanism for the students as it gives the student the opportunity to continue communication by bridging the gaps resulting from foreign language in competence.

The second function is floor-holding. The students fill the stopgap with native language during the conversation in the target language, but it is good for the students to avoid gaps in communication, which may result from the lack of fluency in target language. The students face some difficulties in performing code switching for floor-holding: they can not recall the appropriate target language structure or lexicon. Finally, this type of language alternation may have negative effects in learning a foreign language; since it may result in loss of fluency in long term.

The third one is reiteration, which is pointed by Eldridge as: "mess*ages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not unders*tood" (1996:306).

The students use repetition technique in order to transmit the target language to the native tongue. The reason for this specific language alternation case may be two-folds: first: he/she may not have passed the exact meaning in target language. Second, the student use code switching in order to indicate the teacher that the content is clearly and Understood.

The last function of students code switching is conflict control. For the student who have a misunderstanding to such meaning he/she tends to utter words indirectly for specific purposes. The underlying reasons for the tendency to use this type of code switching may vary according to students' needs, intentions or purposes. In addition to that, the absence of equivalent lexis among the native language and target language. The result of this function may lead to violation of transference of intended meaning also misunderstanding is avoided.

2.6A discussion on the Use of Code Switching in EFL Classrooms

Teachers in classrooms use several methods and applications of communication techniques in the language teaching environment, also they use different forms of native language during classroom instruction like: code switching because it is an effective strategy in various aspects, some weak and strong sides of the use of code switching in English foreign languageclassroom settings will be mentioned with a critical perspective.

Cook (2002:333) declared that the use of code switching inside themultilingual classrooms donot share the same native language so here may create problems. Accordingly, the students should share the same native language, if code switching will be applied in instruction. Another point is that the competence of the teacher in the mother tongue of students also play a great and important role as Eldridge suggests: *"the learners have no guarantee that their audience will share knowledge of their mother tongue "*(1996:309)

When the students interact with other speakers of the target language here may create a mutual intelligibility by using his language during the communication.

Skiba (1997) suggests that the existence of code switching in English language classroom may create some circumstances where code switching is used due to an inability of expression, it serves for continuity in speech instead of presenting interference in language. In the other hand, code switching stands to be a supporting element in communication of information and interaction. So code switching is used as an effective tool for transference of meaning and used it inside the English foreign languages somehow builds as bridge from known to unknown and may be considered as an important element in language teaching whene efficiently.

2.7 Conclusion

Throughout this chapter, we have tried to provide an overview about the linguistic phenomenon of code switching from different scholar point of views and the functions of code switching in English foreign language classrooms, following the functions of students' and teachers' code switching. Whereas, the next chapter focuses on the practical part of the research whereby we refer to the procedures followed by the researcher to conduct this study.

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Chapter Three: Data Collection and analysis

Chapter three: Data Analysis

3.1 Introduction

This chapter illustrates the steps of methodology which were followed in order to present the Qualitative and Quantitative data from the research procedure. It shows how the data was collected and analysed from English teachers at the department of English Tiaret University, through the use of the Questionnaire and classroom observation which are considered to be particulary adequate for this kind of this research.

3.2 Sampling and Research Methodology

3.2.1 The informants

Informants were English language teachers at Tiaret University, who were addressed to respond to the questionnaire about the phenomenon code switching. However, from (50) teachers, the half (25) teachers were selected as a sample from the department of foreign languages (EFL).participants in this study were Teachers (Male /female).

3.2.2 Data Collection

For this study, quantitative and qualitative methods were adopted in this work in order to confirm the validity of the finding, which are a questionnaire and classroom observation. The questionnaire is designed for English language teachers at Tiaret University, while classroom observation is occurred at the department of English in Ibn khaldoun University of Tiaret by attending some lectures. The objective of this study is to determine the factors leading English Teachers switch between Arabic and English inside the Classroom.

3.2.2.1 Teachers Questionnaire

In this study we have selected the Questionnaire as quantitative method; it is administered to 25 participants who are teachers. The questionnaire is divided into four sections the first section includes questions related to participants' age, gender, and educational level, The second section contains 07 questions related to informants' language variety use, Then the third section contains 06 questions aiming to gather general information about informants' attitudes towards the use of code switching inside the classroom. The last section consists the feedback of English language teachers about code switching.

Two types of questions were included: close question and open-ended questions. Close questions include Yes/NO questions and some multiple choices question. Open-ended questions included "WH" questions, which allowed the participants to give responses and answer freely. These instrument will help us collect data to analyze' it and interpret deeply.

3.2.2.2 Classroom observation

The second Methodology used to collect data for this study is a classroom observation which is pointed out as qualitative method and complementary research tool In order to provide us with more data about if Teachers used Code-Switching between Arabic and English inside the classroom or not.

3.3 Analysis and Interpretation of the result

3.3.1 Questionnaire data Analysis

The main findings are carefully analyzed from the research instruments used in this research work. This part is concerned with the analysis of the results of questionnaire.

Section One:

In this section, we are going to analyze some personal information about the informants.

Q1: **Teacher's Gender**
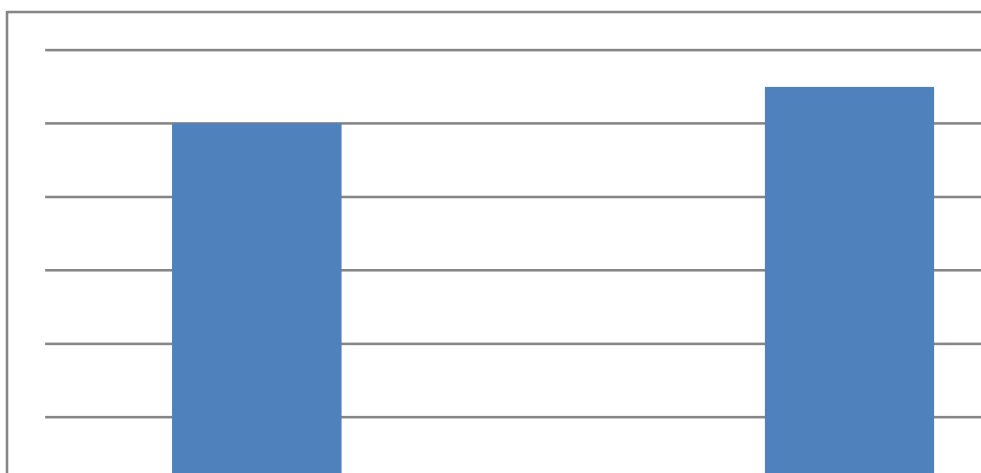
Figure 3.1 Teacher's gender.

Gender	Number	Percentage
Male	12	48%
Female	13	52%

Table 3.1 Percentage and Number of teachers' Gender.

Results concerning Teacher's gender show that the males and females are approximately the same, but the majority of them are females with 52%, and 48% are males. This unbalanced selection is due to their proportion surpasses the female percentage to significant extent.

Q2: Age
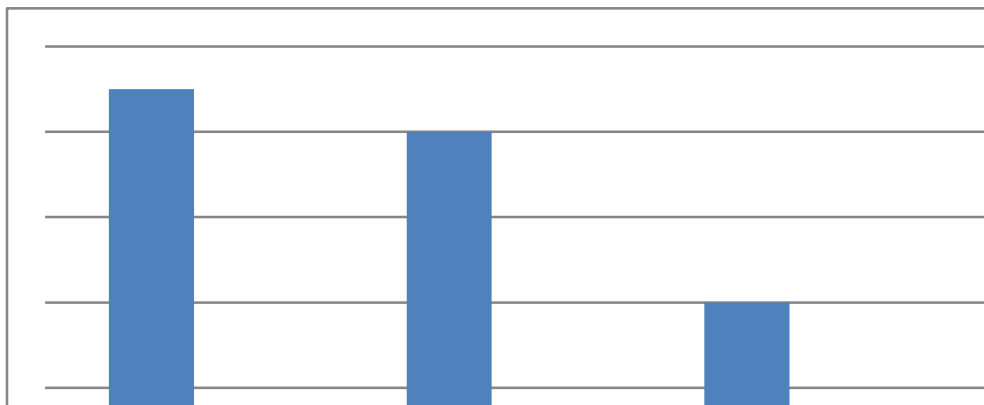
Figure 3.2 Teacher's Age.

Age	Number	Percentage
25-30	9	36%
30-35	8	32%
35-40	4	16%
More than 40	4	16%

Table 3.2 Teacher's age.

Results concerning teacher's age show that the majority of them is between 25-30 years old, and 32% of them are between 30-35 years old, while 16% of them are between 35-30 and more than 40 years old.

Q3: Educational Level
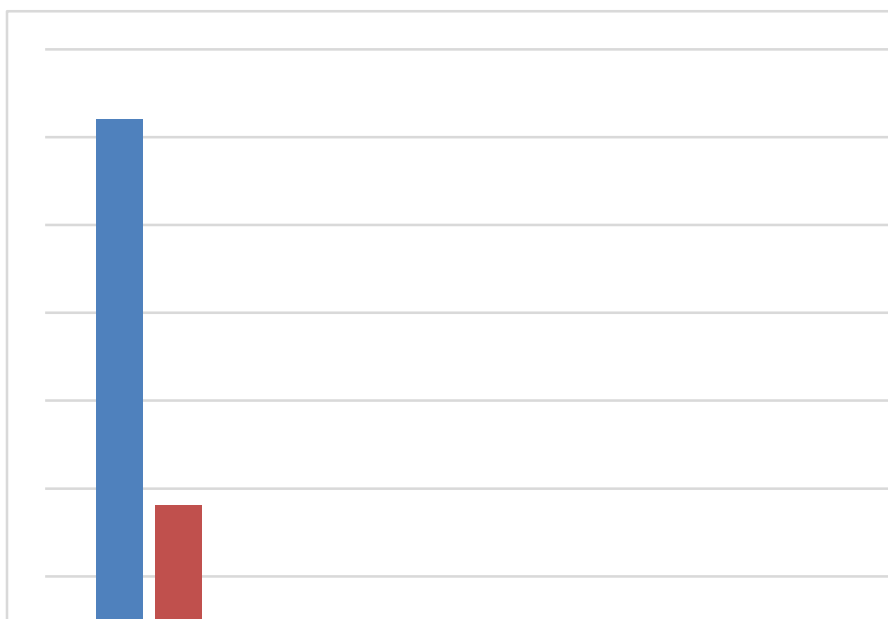
Figure 3.3   Teacher's educational level.

Level	Number	Percentage
Master degree	18	72%
PHD	7	28%
Professor	00	00%

Table 3. 3 Teacher's educational level.

The figure and the table show the teacher's educational level, 72% of them hold a master degree and 28% are hold a PHD degree, while there is no respondents hold a proffesor degree. From the percentages provided it seems that availability of teachers in both levels Master degree and PHD degree in departement of English.

Section Two : Informant's language varieties use .

Q4: Which language do you master well?
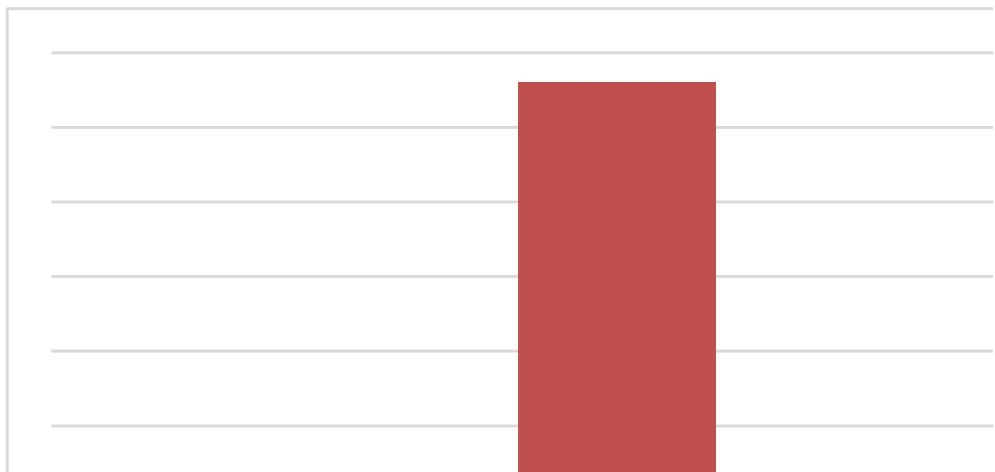
Figure 3. 4 best language mastered well by the teachers .

Languages	Number	Percentage
MSA	3	12%
English	19	76%
French	2	8%
Berber	1	4%

Table 3. 4 best language   mastered well by the teachers.

The above table illustrates the data obtained .Therefore, there are 76% who said that the language in which they are master well is English, and the second score goes to MSA

with 32%. Only 16% of the teachers responds that they are master French, and the last percentage goes to Berber with 4%.

Q5: **Inside classroom, which language variety do you use the most?**
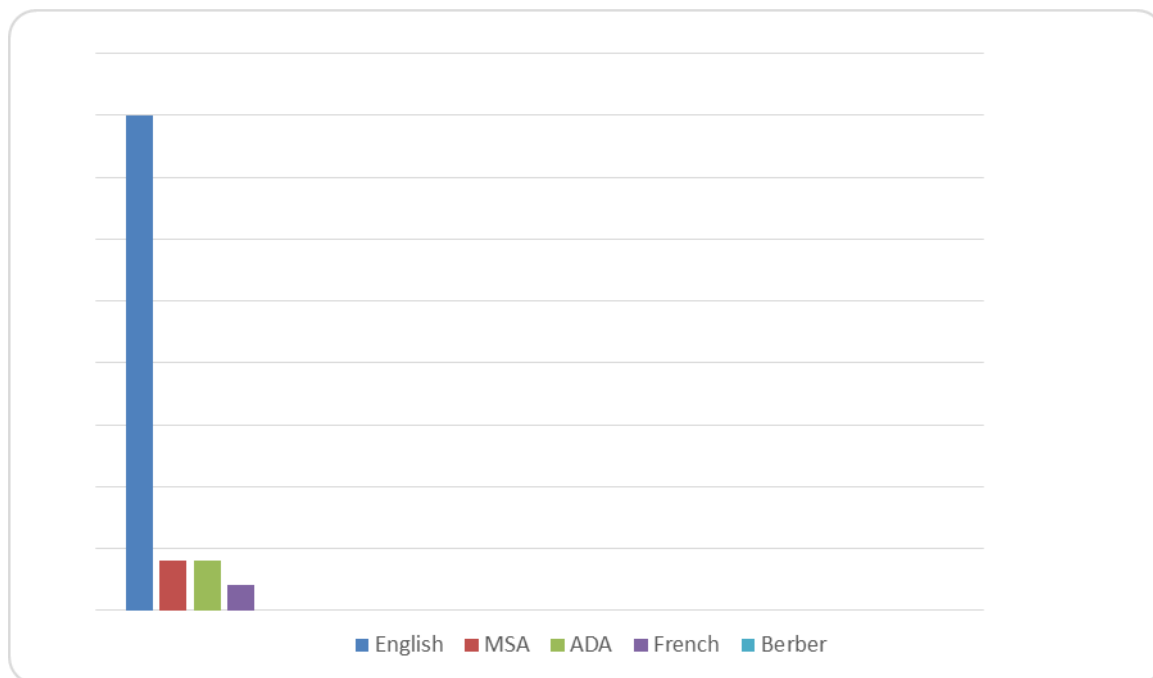
Figure 3. 5 the most language variety used by the teachers.

Language variety	Number	Percentage
English	20	80%
MSA	2	8%
ADA	2	8%
French	1	4%
Berber	00	00%

Table 3. 5 the most language variety used by the teachers.

According to the table above indicate that English is perceived as the most language used inside the classroom with 80%, followed by MSA and ADA with 8%. The Berber language did not get any score from my informants. The high percentage of English is explained by the fact that the teachers in EFL classroom used more English in explaining the lesson   and with the interaction their   students, the   reason   why   they consider it as the most practical language .

Q 6.A: Does it happen to you to switch between languages inside the classroom?
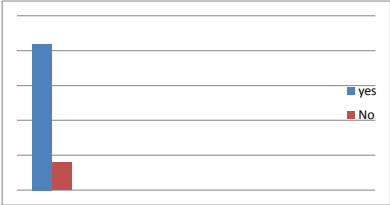
Figure 3.6.A Percentage of

Agreement and disagreement happening to the teachers to switch between languages inside the classroom.

	Yes	No
Number	21	4
Percentage	84%	16%

Table 3. 6.A Percentage of Agreement and disagreement on happening to the teachers to switch between languages inside the classroom.

This graphs represents if the teachers happen to them to switch between the languages inside the classroom, most of them 84% gave me a positive answer "yes" and the rest 16% respond with " No" .we can understand that most of them switch between the languages inside the classroom .

Q 6.B: If yes, to which language do you switch?

Figure 3.7.B the language that the teachers switch to.

Languages that the teachers switch from	Number	Percentage
From English to MSA	11	44%
From English to ADA	9	36%
From English to French	5	20%
From English to Berber	00	00%

Table 3.7.B the language that the teachers switch to.

The table above indicate that the most of the teachers switch from English to Arabic with a percentage of 44%. From English to ADA comes in the second rank with 36%, followed by 20% of teachers they switch from English to French and finally there no respondents who claimed that they switch from English to Berber.

Q 6.C: How often do you use this varieties inside the classroom?
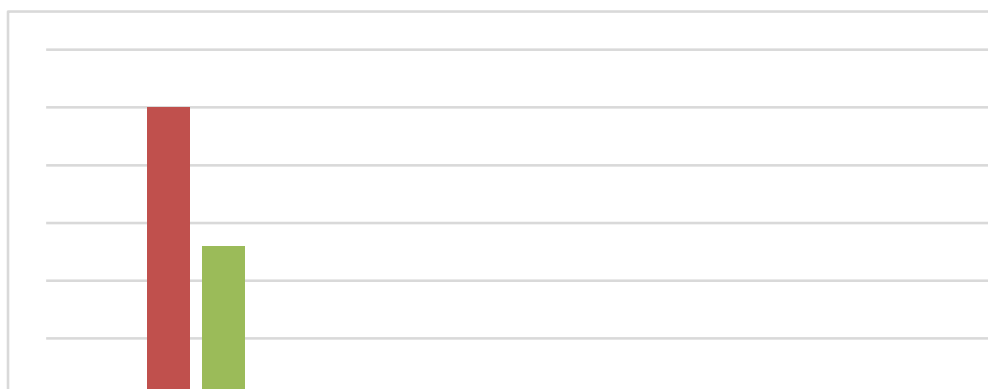
Figure 3.8.C The frequency of participants use their varieties inside the classroom .

	Always	Sometimes	Occasionally	Never
Number	1	15	9	00
Percentage	4%	60%	36%	00%

Table3.8.C The frequency of participants use their varieties inside the classroom .

According to the table above the high percentage 60% of teachers is for those who replies that they sometimes use their varieties inside the classroom, 36% states that they Occasionally use their varieties inside the classroom, 4% they always use their varieties , while 00% state that they never use their varieties inside the classroom.

Q.7: Teachers in classroom should be?
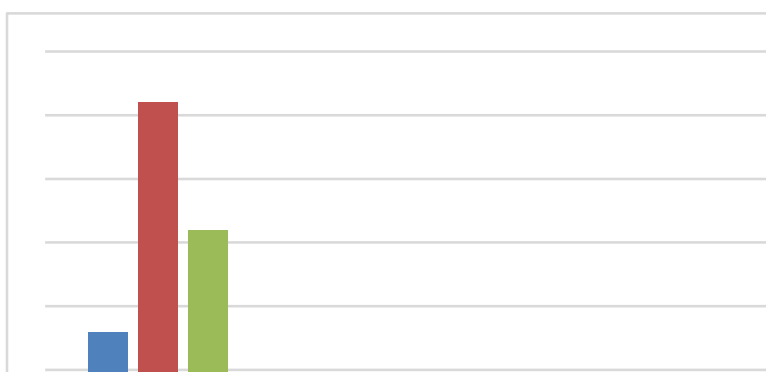
Figure 3.9 the participants attitude towards the teachers inside the classroom.

	Monolingual	Bilingual	Trilingual
Number	4	13	8
Percentage	16%	52%	32%

Table 3.9 the participants attitude towards the teachers inside the classroom.

According to the table 52% of the my respondents claim that the teacher inside the classroom should be bilingual, 32% opted for trilingual and only 16% who response the teacher should be monolingual. We can see that most of my informants' responses that the teacher inside the classroom should be bilingual which can be explained that the teacher when he switches between languages is that of being a bilingual speaker.

Q.8 How do consider the teacher who switches between languages?

Figure 3.10 the consideration of the teacher switches between the languages inside the classroom .

	Intelligent	Incompetent	Intellectual	Conservative
Number	10	1	8	6
Percentage	40%	4%	32%	24%

Table 3.10 the consideration of the teacher switches between the languages inside the classroom.

The represented graph and table show that 40% of participants consider the teacher who switches between languages as Intelligent, 1% as Incompetent, 32% of them as Intellectual, while 24% as Conservative . So, most of consider who switches between the languages as an Intelligent teacher since he know how to controlled his lecture and reach it to the student with a correct way.

Q.9 Accordingto you, What are the reasons behind the use of Code Switching inside the classroom?
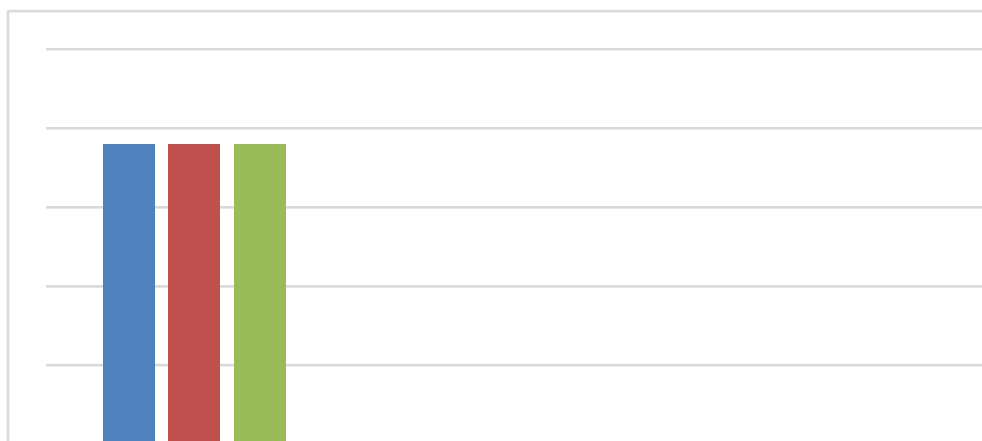
Figure 3.11 The reasons behind the use of Code-Switching inside the classroom.

	For filling a gap	For communication	For Teaching new vocabulary	For instructions or illustrations
Number	6	6	6	7
Percentage	24%	24%	24%	28%

Table 3.11 The reasons behind the use of Code-Switching inside the classroom.

This table indicates that 28% of my informants answered that the reasons behind the use of Code Switching inside the classroom is for instructions and illustractions, 24% said that it helps them for filling a gaps, 24% told me that they used it for communication, finally also 24% they used it for teaching a new vocabulary. some of the respondents add some reasons that makes the teachers used Code switching inside the classroom such as: to facilitate understanding, solidarity and showing off ,to illustrate new scientific words and most of them used it for more understanding the lesson.

Q.10 In your opinion, why do teachers' switch between other language variety (MSA, ADA, Berber, French, etc):

Teachers said that they should switch between other language varieties due to the lack of vocabulary and to clarify and explain the lesson and make it easy without obstacles since some teachers find difficulties to give simple information in English and when they speak

with students with inferior level. So, they find themselves obliged to switch or shift from English to other language varieties to be understood. Few of them said that switching comes depending to different speech situation where they need to shift from one language to another, in order to convince the interlocutors, to explain a point of view.

Section Three: Attitudes towards the use of Code Switching inside the classroom

Q.11 When students face some difficulties in understanding the lecture, which language variety do you find more effective to use ?

Figure 3.12 The most effective language variety used by the teachers when the students face some difficulties in understanding the lecture.

	MSA	ADA	English
Number	8	11	6
Percentage	32%	44%	24%

Table 3.12 The most effective language variety used by the teachers when the students face some difficulties in understanding the lecture.
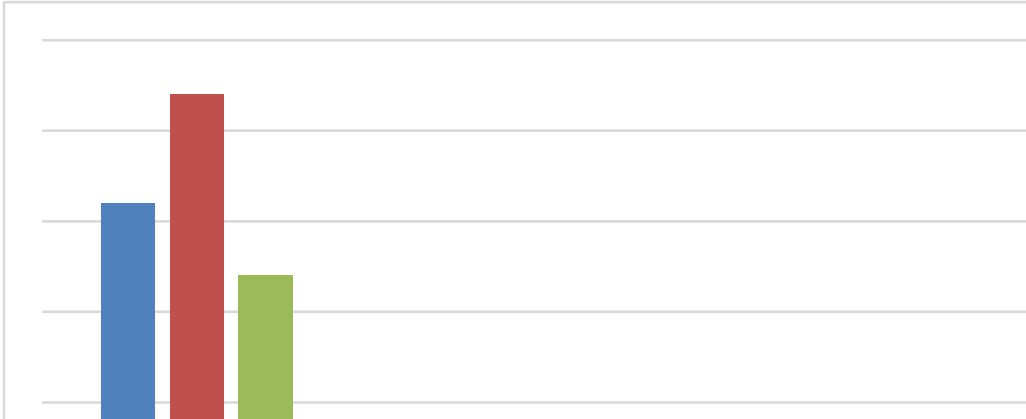
We see the high number of the informants have chosen ADA(11) as the most effective language variety used by the teachers when the students face some difficulties in understanding the lecture, 8 of participants they have chosen MSA as an effective language variety for the students, while 6 teachers they have chosen English.

Q12: Do you encourage classroom code switching initiate both by teachers and students?

Figure3.13 Percentages of agreement and disagreement on the encouragement classroom code switching initiate by the teachers and the students.

	Yes	No
Number	11	14
Percentage	44%	56%

Table 3.13 Percentages of agreement and disagreement on the encouragement classroom code switching initiate by the teachers and the students.

The data above reveals that the majority of teachers encourage classroom code-switching initiate both teachers and students at percentage of 56% and the rest are disagree the encouragement of code-switching inside the classroom at percentage of 44%. Teachers encourage the use of code-switching inside the classroom because it is useful way to interact with their students and for well understood.

Q13: When you switch between language varieties during the session ,is

it?
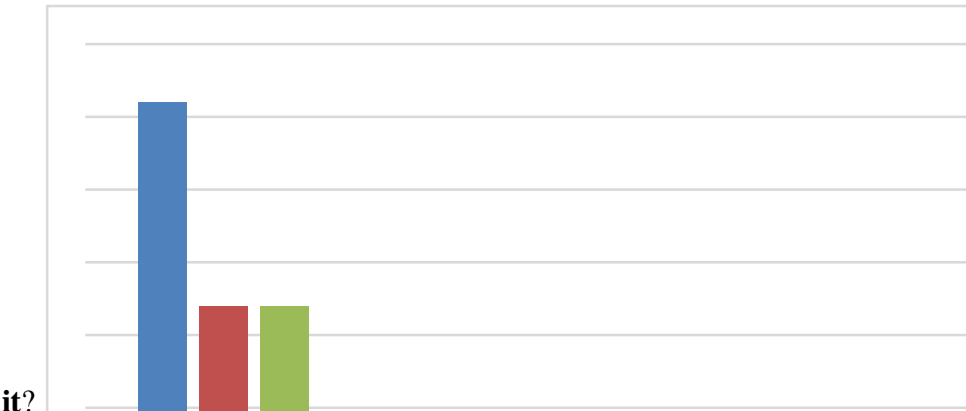
Figure 3.14 Participants' responses about switching between language varieties during the session

	Conscious	Unconscious	I don 't know
Number	13	6	6
Percentage	52%	24%	24%

Table 3.14 Participants' responses about switching between language varieties during the session

Half of my respondents said that they were conscious when they code switch between the language varieties during the session, 24% said that they are unconscious and 24% answered that they did not know that they were code-switching.

Q14 In your opinion, How does Code-Switching influence the EFL classroom?
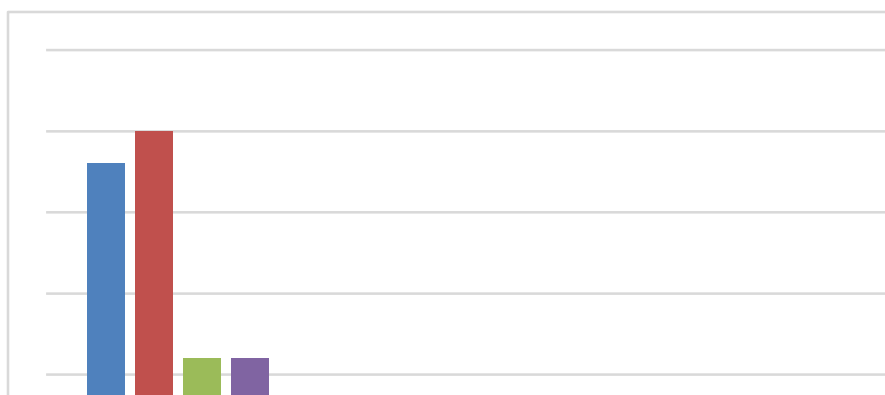
Figure 3.15 The influence of code switching on the EFL classroom.

	Great beneficial	Beneficial	No influence	Harmful
Number	9	10	3	3
Percentage	36%	40%	12%	12%

Table 3.15 The influence of code switching on the EFL classroom.

Answers to question four indicate that the majority of participants 40% consider that the influence of code switching on EFL classroom is beneficial, 36% indicate that great beneficial and 12% participants claim that there is no influence of CS on the EFL classroom, while 13% of them state that is harmful.

Q15: According to you, What factors may influence the use of Code Switching inside the classroom?

Figure 3.16 The factors may influence the use of CS in inside the classroom.

	Students English proficiency	Teachers Eng proficiency
Number	22	3
Percentage	88%	12%

Table 3.16 The factors may influence the use of CS inside the classroom.

In answering the question five signify that high percentage 88% of participants answer students English proficiency may influence the use of CS inside the classroom and 12% of participants answer teachers English proficiency may effect the use of CS inside the classroom.

Q16: Do you Show any negative attitude towards classroom Code Switching?

Figure 3.17 Participants' Attitudes towards classroom code switching.

	Yes	No
Number	10	15
Percentage	40%	60%

Table 3.17 Participant's Attitudes towards classrrom code switching.

Answers of the respondents to this question indicate that most 60% of them answer with no, only 40% answer with yes.

Section four: Informants ' feedbacks

Q17: What is your feedback about this linguistics phenomenon(code switching)?

Informants to this question give different viewpoints about their feedback Code switching .Firstly, the majority of them answer that code switching in classroom is not always a blockage or deficiency in learning a language, they said that it is 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, saving time in their teaching and motivating students. While, the rest answer that code switching may not be useful method if the students are intergratively motivated as code switching may prevent them from developing communicative competence.

3.3 Classroom Observation

It is one of the instruments used for data collection in this study.It helps the researcher gathering more information about if the teachers used Code –Switching between Arabic and English inside the EFL classrooms,and why they used this linguistic phenomenon. In addition to that, Observed the relationship between the teacher and the student.

The objectiveof the observation is answering the following Questions :

-Does the teacher use different linguistic phenomena such as :Code-Mixing ,Borrowing inside the classroom in order to make the lessons more understandable?

-Does the teacher encourage the use of the Code –Switching intaite both the teacher and the student?

-Are the student engaged and interested in using the CS?

Observation was carried out two graduate level classes in LMD classes and in Masters' degree classes for five days as a observed member. In LMD classes teachers interact with their students by shift back and forth between languages and there is no circumstances when code switching occurred. It was noticed that when students come across an unfamiliar word in the lecture or reading the text, they used to put the word in another language(they translate the word), know the meaning in their mother tongue or native language.this case especially true with MLD students, Even when responding to questions from the teacher, some students suddenly replied and code switch between Arabic and English and the teacher

understood those terms, students inside the classroom they feel comfortable when they interact with their teachers and understanding well the lecture.

In the master degree classes, the observation was in linguistics field, in this class lessons on various topics, they exchange ideas and askseveral questions,the students also employed words switching to share a meaning with a friends and colleagues or share private messages during the time just before the instructor asked question in the classroom. When the teacher explainthe lesson and say a new word they would jot it down quickly and translate it by the dictionary in Arabic form and pass it to each other, sharing the meaning with their friends. The observation were conducted for a periods of one hour (1h). It was also noticed that factors influencing code-switching included the students' degree of English language proficiency, their self confidence due to their appearance and culture background. The use of code switching by teachers' and students demand of the classroom situation, It was normal process in the EFL classes.

The classroom observation it is methodology led to the conclusion that code switching is a natural phenomenon among EFL classrooms. Teachers' and students' agree that they switch the codes for various reasons. The frequency of code-switching is not the same among LMD classes and Masters' degree classes. The incidences of code switching in LMDclasses are more specific and limited whereas Master degree stuedents' exhibit code switching more frequently. this is because the master students are more fluent in using English in a variety of situation and are more familiar with the subject matter.

3.4 Limitations of theStudy

My research work has certain limitation. The most important ones classified below:

-Some of the participants did not answer all the questions included in the questionnaire. In addition, some of them did not hand the questionnaire.

- Time restriction.

3.5 Conclusion

The third chapter was devoted to the research methodology, which was based mainly on the teachers' questionnaire and classroom observation. The analysis of the results revealed that the switching comes as a result of interaction between teachers and students inside the classroom. At that point, it can be said that code-switching cannot be considered as a lack of competence in one of the languages**.**

General Conclusion

General Conclusion

The present research work investigates the linguistic phenomenon which is "code-switching" among English teachers at the department of English at Ibn khaldoun University. It attempts to examine whether the teachers of Tiaret university switch between Arabicand English inside the classroom or not.

The thesis includes a theoretical part, which revolves around the review literature, and a practical side related with methodology and data analysis interpretation of the main findings.

Chapter one, give an overview about the Algerian socio-linguistic situation Algeria is considered to be one of the most complex subjects in sociolinguistics, psycholinguistics and many other different disciplines, Algeria is regarded as a multilingual country, since ithas witnessed several invasions from many different civilisations over centuries.

Chapter two,deals with reviewing the literature which is based on linguistic phenomenon"code switching" and its related concepts. The chapter includes also the functions of code switching in various aspects.

Chapter three, involves as well the methodology used and data collection, which are the questionnaire and classroom observation. It has analyzed and interpreted the findings of the research work carefully.

The results obtained from this sociolinguistic investigation, reveal that the English Language Teachers switch between Arabic and English inside their classrooms, it is due to their interactions with students. Results show that English teachers code switch between Arabic and English when they interact with their students from an inferior level. In addition, students when they are interacting with each other, sometimes they switch to Arabic in order to emphasis on an idea or point of view, and to convince the interlocutors;

The analysis of our findings showed that the participants had different viewpoints about the use

of code switching inside the EFL c and we can say that all the proposed hypotheses are confirmed later.

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Appendices

Teachers ' Questionnaire

This following Questionnaire Is designed to find out the reasons behind Teachers 'linguistic behavior namely code switching inside the classroom and to unveil their personal attitude towards it.

Please answer the following Questions in light of your own experience and opinion.

- *SECTION ONE : ***personal information**

- 1- sex : a–male ☐ b- female ☐

- 2- Age : a–25–30 ☐ b- 30–35 ☐ c–35–40 ☐ d– more than 40 ☐

- 3- level of education : a– Master degree ☐ b– PHD ☐ c– Professor ☐

- 4- Teaching experience : a– 1–2years ☐ b– 3–4 years ☐ c–5–7 years ☐ d–More than 7 ☐

- *SECTION TWO : Language varieties used inside the classroom*

1– Which languages do you master well ?

a– MSA ☐ b–English ☐ c–French ☐ Berber ☐

2– Inside classroom , which language variety do you use the most ?

a– MSA ☐ b– ADA ☐ c– French ☐ c– Berber ☐

3– A– Does it happen to you to switch between languages inside the classroom ?

a– Yes ☐ b– No ☐

B–if yes, to which language do you switch?

a– From English to MSA ☐

b– From English to ADA ☐

c– From English to French ☐

d– From English to Berber ☐

C- How often do you use this varieties inside class room?

a- Always ☐ b- some times ☐ c- occasionally ☐

Never ☐

4- Teachers in classroom should be :

a- Monolingual ☐ b- bilingual ☐ c- trilingual ☐

5- How do you consider teachers who switches between languages ?

a- Intelligent ☐ b- Incompetent ☐ c- Intellectual ☐

d-conservative ☐

6- According to you, what are the reasons behind the use of code switching inside classroom ?

a- For filling a gap ☐ b- For communication ☐ c- For teaching new vocabulary ☐ d- For instructions or illustrations ☐

7-In your opinion , why do teachers ' switch between other language variety (MSA , ADA , Berber , French, etc)

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SECTION THREE *: Attitudes towards the use of code switching inside the classroom*

1- When students face some difficulties in understanding the lecture, which language variety do you find more effective to use?

a- MSA ☐ b-ADA ☐ c- English ☐

2- Do you encourage classroom code switching initiated both by teachers and students ?

a- Yes ☐ b- No ☐

3– When you switch between language varieties during the session , is it ?

a– Conscious ☐   b– unconscious ☐   c–I don't know ☐

4– In your opinion , how does code switching influence the EFL classroom ?

a– Great beneficial ☐   b– beneficial ☐   c– No

influence ☐   d– harmful ☐

5– According to you, what factors may influence the use of code switching inside

the classroom ?

a– Student English proficiency ☐

b– Teachers English proficiency ☐

6– Do you show any negative attitude towards classroom code switching ?

a–Yes ☐   b– No ☐

why ?

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SECTION FOURE : Informants' Feed backs

1– What is your feedback about this linguistics phenomenon (code switching) ?

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THANK YOU FOR YOUR COLLABORATION