Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
Maalla Hasna

An Investigation into EFL Teachers' and Students' Attitudes towards the Use of English-Arabic Code Switching in the EFL Classroom: The Case of Third Year Students at Biskra University.

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Ms. Kenza **MERGHMI**	Supervisor	MAB University of Biskra
Dr .Ahmed Chaouki **HOADJLI**	Examiner	MCA University of Biskra
Dr. Tarek **ASSASSI**	Examiner	MCB University of Biskra

Academic Year: 2021-2022

Declaration

I, Maalla Hasna, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

Certified:

Miss. Maalla Hasna

Master student, Department of English

Signature:

Dedication

I dedicate this work to

The spirit of my dear grandfathers, I missed you beyond words.

My source of inspiration and the unsung heroes of my academic success, my beloved parents

My beloved siblings, Hamza, Hanane and Amina

My delightful sister-in low, Aya

My dear and kind cousin, Mouadh

My best and most loyal, truthful and loving friend, Ikram

My beloved and lovely friends and classmates

Every person who greatly appreciates the value of knowledge

Acknowledgments

All praise be to Allah, the Most Gracious and the Most Merciful for bestowing upon me patience, courage and will to finish this research.

I would like to make grateful acknowledgments to several individuals, who directly or vicariously, encourage and help me accomplish this research work.

First and foremost, I am greatly indebted to my supervisor **Ms. Kenza MERGHMI** for her valuable assistance, advice, continuous guidance and unwavering support. I am grateful for your kind scientific spirit and generosity.

I owe gratitude to members of the board of examiners **Dr Ahmed Chaouki HOADJLI** and **Dr Tarek ASSASSI** for their precious efforts to read and evaluate this work.

I would also like to express my sincere gratitude and great respect to **Dr Raid Zerrougui** for his priceless pieces of advice and suggestions which were influential and fundamental in analysing the data obtained.

My deep sense of appreciation and indebtedness goes to first year master student **Douaa Khenat** and my dear friend and classmate **Silabdi Anfel** who were never reluctant to give help whenever needed. I am grateful for your incredible encouragement and assistance which cannot be described in few words.

Finally, I would also like to extend my gratitude to the participants and teachers who partook in this research study. I am worthy grateful to them and I greatly appreciate their efforts.

Abstract

Code switching, the linguistic behaviour of switching back and forth between distinct linguistic systems, has been addressed in different sociocultural settings, especially in the realm of second language acquisition and more particularly, in foreign language instructional settings. The reasons for, and the functionality of code switching has always been a fiery point of controversy among several scholars and educators. Nevertheless, only few scientific inquiries have intensively investigated the occurrence of code switching in English as a foreign language (EFL) classes at tertiary level. Therefore, the current research work is an attempt to explore the attitudes and perceptions, the motivational factors and the main communicative functions fulfilled by the use of code switching from both the EFL teachers and students' perspectives. In addition, the study sought to gauge the effectiveness of employing English-Arabic code switching as a communicative device within the EFL educational milieu. Methodologically, the research was operated under the qualitative approach paired with a case study design. A sample comprising 21 students were randomly selected to participate in this study following the non-probability sampling technique. In addition, two qualitative data gathering instruments were used namely, a semi-structured questionnaire and semi-structured interview in an attempt to collect the needed data to answer the formulated research questions. Consequently, the analysis of the obtained data revealed that English-Arabic code switching might germinate from both linguistic and extra-linguistic factors. The former is mainly attributed to the students' inadequate command or mastery of the target language, and the latter is associated with their lack of self-confidence and motivation to take turn in the course of classroom communication. Moreover, it was found that there is a sort of commonality in relation to the EFL teachers' and student' perception regarding the implication of code switching inside the classroom. Both classroom agents, teachers and students, displayed positive attitudes towards the use of code switching, as its systematic and judicious use by either teachers or students used to serve several communicative and social functions. Ultimately, it was concluded that code switching is an effective communicative strategy that can be deployed for facilitating and enhancing classroom communication inside the EFL classroom.

Key terms: Code switching, English as a Foreign Language (EFL), EFL Classroom, Communicative Strategy, and Communicative Functions.

List of Abbreviations and Acronyms

AA: Algerian Arabic

CM: Code Mixing

Coms Ss: Communication Strategies

CS: Code Switching

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

MAS: Modern Standard Arabic

List of Tables

List of Figures

List of Appendices

Appendix 1: Students' Questionnaire

Appendix 2 : Teachers' Interview

Contents

General Introduction

Chapter One: General Overview

Chapter Three: Results and Data Analysis

(Back of the Page) ملخص الدراسة

General Introduction

1. Background of the study

In every society, language usually provides a platform for communication and interaction for its users as it gives them the opportunity to express themselves, experiences and to deliver their thoughts and ideas. These languages in fact might differ from one speech community to another. However, all human beings across the globe are endowed with an ability to acquire and employ multiple linguistic repertoires that exist in completely different contexts, depending on the topic of the conversation and the interlocutors, in order to meet some communication demands. Nowadays and due to many political, economic, historical and linguistic reasons, bilingualism has become a very common phenomenon. Speakers in today's world frequently tend to switch between two or more languages or varieties of languages to convey their ideas in their daily life conversation. This alternation between languages leads to create a sociolinguistic phenomenon known as code switching (henceforth CS) that has then become a common linguistic behaviour among bi /multilingual communities as it helps speakers to make their conversation either in a formal or informal settings more effective and meaningful. Recently, CS has received great attention of many linguists and sociolinguists alike to conduct a number of research works, in which they investigate and scrutinize its occurrence and what motivates bi/multilingual speakers to switch code.

In this sense, the linguistic situation in Algeria makes it an excellent laboratory for sociolinguistic studies because its society is a diglossic, bilingual and even multilingual. Therefore, the sociolinguistic reality in Algeria is characterized by the co-existence of several languages and various verities which are Modern Standard Arabic, Algerian Arabic, Tamazight including all its varieties, French and English. This linguistic mixture is the result of multiple invasions that Algeria has witnessed due to its strategic position. However, the Algerian society is distinguished by its attachment to its culture and language. This cross-linguistic communication leads to different forms of hybridization and linguistic mixtures that result in CS, which has become an apparent practice in the Algerian linguistic scene. This can be clearly seen and highly used in all sectors: daily life, economic, political, administrative and even in the press and advertising in a sense that anyone who visits Algeria can simply notice the richness and the linguistic diversity in this country.

The practice of alternating between two or more languages or varieties in one conversation in the form of CS is a widespread phenomenon that occurs frequently in foreign language classrooms, in which the native language and the target language can be used together in different spoken tasks by both teachers and students who have to use the target / foreign language mandatorily for in-class communication. EFL classes in Algeria are not an exception to this principle. Teachers are supposed to deliver the whole content of their lectures in English solely in order to maximize the learners' exposure to the target language in which they aim to gain a high level of proficiency. Yet, teachers usually resort to other languages, mostly the native language i.e., Algerian Arabic, in some contexts during the lectures to serve some pedagogical purposes and to meet communication demands in this particular teaching/learning setting.

Though teachers as well as their students do make use of such linguistic practices in EFL classes, English always remains the main medium of instruction. As it is elucidated above, this phenomenon of CS is typically incorporated in language classes because of its usefulness and effectiveness on the overall process of teaching and learning a foreign language, especially in solving the potential communicative and comprehension problems among those students with limited level of language proficiency.

The occurrence of CS in educational settings mainly in EFL classes is commonly viewed with suspicion by various researchers and educators. In light with this, the present study aspires to spot light on the main linguistic reasons and communicative functions that might push EFL teachers and students to use CS in addition to their attitudes towards its implementation as a technique to facilitate communication and to increase interaction in the language class.

2. Statement of the Problem

The multilingual repertoire and linguistic diversity that exist in and characterize the sociolinguistic profile of Algeria is the main source of inspiration behind carrying out this study. Hence, the co-existence of different languages and varieties in Algeria led to the emergence of code switching in Algerian universities. Based on our learning experience at Mohammed Kheider University of Biskra, it was observed that in English classes, alternation between languages is widely used among students as well as teachers for various reasons and functions. This makes EFL classes a perfect example for the existence of this linguistic behaviour as it provides a fruitful area and a real laboratory for such sociolinguistic studies.

Despite the fact that the debate and controversy over the idea regarding whether code switching should be included or excluded in the EFL classes are continuing till the present day, a noticeable number of teachers consider such phenomenon as a common and unavoidable practice in such settings since their instructions can never be free from CS. It is for this reason that teachers usually adopt code switching as a language tool as they do believe that switching from the target language to the students' mother tongue may in fact help them to easily transfer meaning to their students, who in return will progressively promote their proficiency level and become more qualified to communicate in the target language, English, fluently and eloquently.

Based on the situation mentioned above, this study is set out to look at classroom code switching among teachers and students in the Department of English at Biskra University. Thus, the focal point behind undertaking this study is whether to consider code switching as a facilitating or debilitating communicative strategy in the EFL classes, and how it should be employed. Moreover, it endeavours to figure out the main reasons and functions that drive teachers and students to switch between two genetically unrelated linguistic systems in certain occasions. Lastly, it aims to unveil their attitudes and perceptions towards this linguistic practice in higher educational sectors especially and mainly in EFL spheres.

3. Literature Review

Code switching (CS) is a sociolinguistic phenomenon that has been widely observed in foreign language classroom in which both teachers and learners switch back and forth between their mother tongue and the target language language in which learners seek to gain proficiency. However, this practice of classroom code switching has been always a fiery point of controversy among researchers and educators on whether to be included or excluded in foreign language classes. The literature pointed out a number of studies that have investigated the phenomenon of code switching in EFL settings.

In his study concerning teachers and students code switching in the EFL classrooms and by following the qualitative approach of research, Hussien (2020) found that Jordanian teachers code switch for various reasons including giving instructions and directions, linguistic insecurity, repetition, translation, topic shift, class management and linguistic incompetence which is one of the most important results that have been reported in the study. On the other side, the findings show that students switch code mainly for non-linguistic functions such as to maintain a report and interpersonal relationship, to keep in line of

communication without interruption and to avoid any sort of conflict or misunderstanding. Similarly, In a study conducted by AL-Adani & Elyas (2016) on checking the effects of teachers' code switching on student's achievements in speaking in EFL context. The researcher used observation as the main data gathering tool in his study in which he found that teachers switches purposively mainly for: assessing understating, translating new words, managing class , shifting a topic and showing sympathy to their students .However, this study reported other results that are not revealed in the previous study which are getting students attention and putting stress on important notions . Students in this study display positive attitudes towards teachers' use of CS as it aids them in their learning process.

Besides, Cise and Hanife (2013) carried out a research work to investigate the reasons behind the teacher's use of code switching in Adult EFL classes in Turkey. The study sought to know how and for what purposes CS is being used by EFL teachers who don't share the same linguistic background .Those teachers were observed then individually interviewed. The findings in this research indicate that teachers do make use of CS as a language teaching strategy, despite the school severely reject such practice, in order to serve some pedagogical purposes like creating a comfortable and supportive atmosphere for learner to enhance their learning, clarifying meaning of some grammar points, saving invaluable time and motivating students to achieve better results. Moreover, participants in this study, teachers, agreed that CS is an effective strategy that can be exploited in teaching when it employed without exaggeration and wisely.

Recently, Adder and Bagui (2020) investigated the reasons and the functions that lead Algerian teachers and students to code switch to Algerian Arabic in EFL classes in which they are expected to communicate only in English as they aim to unveil the teachers' attitudes towards this linguistic behaviour. The study collected data using observation and structured interview from 16 teachers of Comprehension, Oral expression, Literature and Civilization during which students and teachers, in EFL classes in the department of English in Telemcen. Algeria, are in daily contact. Data analysis showed that teachers code switch in classes only when learners need succinct clarification about particular concepts that are difficult to be grasped when using only English. On the other side, students switch when raising or responding to teachers' questions or when asking for further explanation at the end of the course and this shift usually occurs due to their weak proficiency in English .Moreover, teachers in this study showed negative attitudes towards using such practice in the sense that it may promote some sort of linguistic laziness the thing that may not help learners to attain

high level of proficiency in the target language but they do not deny its usefulness and effectiveness as a strategy in teaching. Another study was conducted by Ismail (2019) in which he studies the phenomenon of code switching in Moroco. In his study the researcher looks at Moroccan Arabic/ Tamazight code switching among teachers and students in a particular speech community, EFL classes, in order to figure out the teachers' perceptions towards this sociolinguistic phenomenon and its influence on the academic achievements of learners. The scores obtained through Questionnaire and interview show that teachers are in favour of its use and they do appreciate it as a strategy especially when they deal with low proficiency students. In the same vein, research undergone by Swcheers (1999) indicate that Spanish teachers and students encourage the use of native language in foreign language classes as it helps students to acquire and practice English more quickly and effortlessly .

Oppositely, a number of researchers and educators stressed that the alternation between languages in class undermine the process of language acquisition .Thus, this strategy of teaching should not be encouraged and used in EFL classes .

Elridge (1999) one of the major advocates of the elimination of language switching in foreign settings conducted a research in a Turkish Secondary School. The researcher confirmed in his study that CS should be banned in English as a second or foreign language and learners have to be exposed more to the target language in order to gain higher level in the target language .In addition, according to him such an approach might have a negative effect on the motivation and confidence, and therefore the elimination of CS may accelerate the speed of language development. In the same line of thought, in a study that was carried out by Rathert (2012) who examines the functions of teachers and students code switching at a Turkish state university where he collected data through recording videos of English lessons . The data analysis show that negotiating between languages during class interaction does not contribute in language development the thing that lead the researcher to call for the exclusion of such practice in the sphere of EFL learning and teaching.

Modupeola (as cited in Adder and Bagui, 2020) is another opponent to CS in EFL environment. Modupeola (2013) viewed code switching as a sign of defect in the sense that the speaker who is not linguistically competent tends to use it due to an inability of expression. In this respect, it could be said that the teacher's switches in class mirror their lack of proficiency and incompetence to communicate in the target language. Also, he states that adopting CS as a strategy to clarify and explain a particular concepts will create linguistic

laziness on learners who will make no efforts to learn the language i.e., they look for further translation, the thing that may slow down the rate of language learning . It is for this reason that Modupeola objected the incorporation of CS in language classes in which English should be the only medium of instruction.

The practice of switching between two or more languages during the course of classroom communication has sparked the attention of a number of researchers and educators in the field of second language acquisition who conducted a plethora of research investigating the phenomenon of CS practiced by foreign language teachers as well as students in EFL educational context. In this research work , an effort will be made to investigate and show the teachers' and students' attitudes towards the implementation of CS in language class , the reasons and purposes behind such usage and its functions on the process of foreign language teaching and learning.

4. Research Questions

Having stated the statement of the problem, the following research questions are raised:

RQ1: for what purposes and functions do EFL teachers and learners code - switch inside the EFL classroom?

RQ2: How do teachers and learners perceive the inclusion of code switching in the EFL class?

RQ3: What are the Teachers' and Students' perceptions towards the

effectiveness of CS in the EFL classroom?

5. Research Objectives:

The general aim of the present study was to shed some light on the existence of the phenomenon of code switching among teachers and learners in a particular speech community, i.e., EFL classes in the Department of English at Biskra University. In light of this aim, the first objective of the study was to determine the main reason (s) and function(s) that might drive teachers and students to stimulating language switching in class . The second one objective was to highlight the teachers' and students' attitudes and perceptions towards alternating codes in discourse in an EFL class. Finally, to investigate the effectiveness of English-Arabic code switching as a communicative device to better communicate and interact in language classes.

6. Research Methodology

This sub-section is designed to present to main methodological choices adopted to carry out the current research study.

6.1 Research Approach

Dornyei (2007) states that "qualitative research is concerned with subjective opinions, experiences and feelings of individuals and thus, the explicit goal of research was to explore the participants' views of the situation being studied" (p.38). Accordingly, the nature of this research work falls under the qualitative research approach. This approach is implemented as it is deemed to be the most suitable and appropriate to reach the abovementioned research objectives, which were principally to explore and understand as fully as possible the teachers' and students' perceptions and attitudes towards the implementation of English-Arabic code switching inside the EFL classroom. Besides this, the qualitative approach was also convenient to find clear and appropriate answers to the previously stated research questions.

6.2 Research Design

As the nature of our research compels, the present study opted for a case study design since it aimed to extensively explore a phenomenon which is experienced by a subject in a particular context. In simple terms, the phenomenon under-examination was the simultaneous use of two or more languages within the same discourse, code switching, which is mostly used by teachers and students in foreign language teaching and learning context.

This design is selected as it offers a holistic and in depth-understanding of the researched phenomenon, which was the main goal of this study rather than confirming or quantifying. In this sense, Hvozdíková (2012) points out that "The low number of participants in the research allows the study to explore the phenomenon in a more detailed way and it may provide more data for exploration" (p.88). Consequently, the obtained findings of the present study will not be generalised as applicable to the whole population ; as its main objective is to explore and discover the motivational factors and communicative functions that lead third year EFL teachers' and students' to use this linguistic behaviour besides their attitudes towards its use, which may differ from one context to another . Hence, the results will be only compatible with the selected case (third year EFL students).

6.3 Data Collection Tools

In order to answer the previous research questions and to reach the main objectives of this research inquiry, two main qualitative data collection tools, namely a semi-structured questionnaire and a semi-structured interview were employed to gather as necessary and relevant data as possible. These research instruments were meant to help the research to reveal the main motivational factors that might possibly urge both classroom agents to stimulate language-switching, and to find out the communicative functions and purposes served by the use of code switching inside the EFL classroom. In addition, both the questionnaire and the interview offered optimal data about the respondents' attitudes and perceptions vis-à-vis the implementation of code switching in the classroom. Furthermore, the effectiveness of employing code switching as a communicative device to increase and boost classroom interaction was pointed out based on teachers 'and students' perspectives.

7. Sample and Population

The population of the current study will be limited to third year EFL teachers and students enrolled in the Department of English at Biskra University in the academic year of 2022. The researcher has purposively selected third year students. Correspondently, students at this level are supposed to have medium and an acceptable level of language proficiency; the thing that may enable them to communicate solely in English with their surroundings in the classroom either with their teachers or peers. However, both EFL classroom agents generally resort to their native language, the language they master the most, for many communicative purposes and functions. Thus, the selected population is deemed to serve ideally the general goal of our research investigation.

8. Significance of the study

The study at hands "Investigating EFL Students' and Teachers' Attitudes Towards the Use of Arabic-English Code Switching in the EFL classroom. " is an attempt to provide a better understanding about the occurrence of code switching in EFL classes in which such sociolinguistic phenomenon is widely used by teachers and learners to better communicate and interact with each other .

The findings of this study seek to contribute to the existing literature and background knowledge on the use of the native language in the form of code switching in foreign language educational context. Consequently, it will contribute to the domain of Applied

Linguistics and to the field of Sociolinguistics for which much less attention is paid as it is not highly investigated especially in the English section at Biskra University despite being an interesting field of study. Additionally, the current study aims to provide insights on the linguistic reasons of language negotiation among teachers and learners in classroom and to give a whole image about its benefits in accelerating the process of language teaching and learning.

Finally, the present study is equally beneficial for teachers and learner as it raises their awareness towards this practice in EFL classes through providing clear elucidations about its effectiveness in an attempt to be exploited as a tool to reveal learners' weakness in the target language. Thus, it will act as a platform for further researches on how to attain a high level of proficiency in the target language from the implementation of code switching as a valuable resource for foreign language classes. It is on this basis that the researcher believes that this research topic is worth undertaking and investigating. All in all, more researches conducted in this area may open new avenues to better understanding of code switching which will positively benefit bilingual education and the field of second language acquisition.

9. Operational Definitions

Code switching. The linguistic behaviour of switching back and forth between genetically unrelated linguistic systems such as, English and Arabic. This switch usually takes place in the realm of English as a foreign language instructional setting, where both teachers and students switch from their target language to their mother tongue for various reasons and functions in order to meet communication demands.

English as a Foreign Language. The term used to refer and describe the teaching and learning process of English in expounding circle countries such as Algeria, where English is not the dominant language in the country. Thus, the use of this code is restricted only to the classroom settings.

EFL Classroom. It refers to the educational milieu where English is taught and learned as a foreign language, in which students seek to attain a high level of proficiency. The main objective behind learning English in this learning environment is to achieve certain occupational or academic purposes.

Communicative Strategy. It is a conversational technique used by EFL teachers and students to overcome and handle some linguistic crises when they occur. The implementation

of this communicative device could be attributed to different linguistic or extra-linguistic factors.

Communicative Functions. They portray the main linguistic intents and purposes that users of the language aim to convey; for example, the functions for which EFL teachers and students might possibly switch from their target language, English, to the language that they fully master and are structurally more familiar with, Arabic.

10. Structure of the Dissertation

The present study is organized according to the following outline

    Chapter one is devoted to describe the linguistic situation of Algeria, where a variety of genetically unrelated systems co-exist and characterizes the linguistic behaviour of the Algerian population. Subsequently, it introduces a review of the sociolinguistic phenomenon of code switching and investigates its occurrence in the country.

    Chapter two is dedicated to provide first an overview of the concept of classroom communication including its definitions, types and some strategies that might be employed to effectively communicate inside the classroom. In addition, it intends to portray the existence of code switching inside the EFL classes, along with the fundamental reasons and functions for which teachers and students switch languages while speaking.

    Chapter Three seeks to display, describe and analyse the raw data gathered by the qualitative data collection instruments. It is also meant to display a review of the research findings, along with discussion for general conclusions to be drawn.

Chapter One: General Overview

Introduction

1.1 The Linguistic Situation in Algeria

1.1.1 Modern Standard Arabic

1.1.2 Algerian Arabic

1.1.3 Tamazight

1.1.4 French

1.1.5 English

1.1.6 Arabization Policy

1.2 Language Contact

1.2.1 Language Contact in Algeria

1.2.2 Outcomes of Language Contact

1.2.2.1 Diaglossia in Algeria

1.2.2.2 Bilingualism in Algeria

1.3 Code Switching

1.3.1 Code Switching in Algeria

1.3.2 Types of Code Switching

1.3.2.1 Inter-sentential

1.3.2.2 Intra-sentential

1.3.2.3 Extra -sentential or tag switching

1.3.3 Patterns of Code Switching

1.3.3.1 Situational Code switching

1.3.3.2 Metaphorical Code Switching

1.4 Code Mixing

1.5 Borrowing

1.6 Difference between Code Switching and Code Mixing

1.7 Difference between Code Switching and Borrowing

1.8 Approaches to the Study of Code Switching

1.8.1 Linguistic Approach

1.8.2 Psycholinguistic Approach

1.8.3 Sociolinguistic Approach

Conclusion

Introduction

This chapter endeavours at presenting a theoretical overview of the researched sociolinguistic phenomenon, code switching. It introduces first a description of the linguistic situation in Algeria through pointing out the main components that characterize the verbal repertoire of the Algerian speech community in which various genetically unrelated linguistic systems are amalgamated. Then it tackles one of the legitimate choices taken in the educational system of the country in the form of Arabization Policy and the main reforms resulted from it. Moreover, it lines up in illustrating the phenomenon of language contact which is resulted from several historical events that Algeria passed through, and it delineates its main linguistic outcomes that are widely observed in the country. In addition, it presents diverse definitions of code switching provided by eminent researchers in the field as it expounds its different types as well as patterns. Besides, this chapter also attempts to highlight and discuss some distinctive phenomena that are related to code switching. Finally, it spots some light on the main approaches from which researchers seek to scrutinise the existence and occurrence of such behaviour.

1.1 The Linguistic Situation in Algeria

Algeria is one of the countries worldwide that was subjected to the heaviest impact of multiple colonial movements in its history during which it was in contact with various nations, which is one of the factors that affect the social, cultural and linguistic identity of the Algerian speech community. In this respect, it is a prerequisite to highlight that the current linguistic situation of Algeria is directly influenced by its historical background. Like any other countries in North Africa, i.e. Maghreb's countries, the linguistic repertoire of Algeria is characterized by the co-existence of four genetically unrelated languages which do not share the same political and social status in the country namely: Arabic and its varieties, Standard and Algerian Arabic; Tamazight and its varieties; French and English.

1.1.1Modern Standard Arabic (MSA)

Modern Standard Arabic (MSA) is the official and formal form of Arabic language that is used as an understandable means of communication with the Arab world, where it is employed both in the oral and written form mainly in formal and prestigious occasions and in some official circles. Ennaji (1991) defines this variety of Arabic as "Standardised and codified to the extent that it can be understood by different Arabic speakers in the Maghreb and in the Arab world at large. It has the characteristics of modern language serving as the

vehicle of a universal culture."(p.9). It is worth stating that, Modern Standard Arabic is the contemporary variety of Arabic that was elaborated from the classical one in order to meet the requirements of the modern age in science, technology and communication.

In the case of Algeria, in post colonial era, officials decided to lay a language that truly reflects the real identity of the Algerian population that was denied during a very long period of colonization that the country suffered from. Therefore, MSA was the most suitable and appropriate language to unify the population and to restore their Arabic and Islamic identity (Negadi, 2015). This language was officially declared to be the country's first and national language in the Algerian constitution in 1963, when Algeria was under the rule of Ahmed Ben Bella. This was retrained later in the constitution if 1976 (Haddad, 2004). Nowadays, this variety of Arabic is officially the dominant linguistic system that is widely used in various sectors of the Algerian society; it the language of media and press, several administrative institutions, politics and diplomacy and it is the main medium of instruction in most educational levels.

1.1.2 Algerian Arabic

Algerian Arabic, vernacular Arabic or dialectal Arabic is the second variety of Arabic language in Algeria which represents the mother tongue of the vast majority of the Algerian population expects for those with Tamazight background. However, It is still the most spread code in a sense that, it is the most ever used and the main instrument of daily conversations between Algerians. In fact, this colloquial form of Arabic does not enjoy a high status or an official recognition since its use is mainly restricted to situations calling for informality as in the street, home and most of interpersonal interactions (Bengudda, 2016). Moreover, Benyelles (2011) states that this linguistic variety is a mixture of languages that it was in contact with during which a number of words were borrowed from these languages namely: Turkish, Spanish and French, the language that left it traces on the Algerian vernacular. What should be stated in this respect is that, Algerians nowadays consider those loanwords that characterize their linguistic system as a part of their mother tongue. Practically speaking, AA is a variety that is exclusively spoken, and thus it belongs to an oral tradition which relegates it to an inferior position since it is prohibited to be used or taught in educational institutions due to its inability to convey the complicities of science. Although AA is more spoken because it has no proper writing system, one may come across some texts written in this linguistic variety especially in mass media such as satirical newspapers and it could be encountered in plays and songs that would lose their strength when translated into MSA.

On the other hand, the use of this form of Arabic in Algeria has been appreciated by some researchers such as Mazouni (1969) who states that "Dialectal Arabic in Algeria is one of the defining features of the Algerian people and the native language of the majority of the population" (p.13) also he suggests that "instead of disparaging it, Dialectal Arabic should be studied and used as an aid to develop Modern Standard Arabic"(as cited in Mokhtar,2014) Accordingly, AA is usually used spontaneously as the main medium of every day conversation within the Algerian society which makes it such distinctive feature that truly portrays the Algerian identity. For this purpose, it should not be considered as distorted variety of MSA. In the same line of thought, Mokhtar (2018) points out that AA is not static, in that it is a variety of substantial amendments resulted from a natural linguistic evolution it has passed through, which makes it completely different from MSA at all levels. To better illustrate his idea, he made a comparison between the two varieties as shown in the following example

Table1.2

A Comparison between MSA and AA (Mokhtar, 2018, p.136)

Sentence Level	MSA	AA	Gloss
Phonology: most MSA vowels are deleted or reduced to schwa in AA	[rasama]	[rsam]	He drows
Morphology: AA is much simpler than MSA because of the absence of case-marking inflections and the dual and feminine plural inflections	[Walad] [Maktabatan]	[Wlad] [Zouj maktabat]	A boy Two libraries
Syntax: SVO word order is more dominant in AA. Unlike MSA that	[Safarat okhti ila London]	[Okhti safrat L London]	My sister travels to London

follows VSO			
Lexically: AA is characterised by borrowing, particularly from French.	[French origin: [veste]	[Vista]	A jacket

As demonstrated in the table above, MSA and AA are two distinct varieties of Arabic in Algeria with two different functions and status. AA remains the mother tongue and the linguistic legacy inherited from ancestors, which make it such significant characteristic of the Algerian population that distinguishes them from the rest of Arab speaking countries. MSA is usually regarded as a linguistic system that was imposed through several linguistic policies.

1.1.3 Tamazight

Tamazight is the indigenous language of most of North Africa and one of the ancient languages that exist especially in Maghreb countries. Therefore, this language represents one of the Afro-asiatic languages which belong to chamito-semitic group. (Ahmed Sid, 2008) as cited in (Doaudi, 2013). In fact, it is a code that was and still spoken by a particular group of people who are named as Imazighen meaning "free and noble". Terminologically, this linguistic system is also labelled as Berber which is a term that was first used by the Roman invaders to indicate the indigenous population living in North African countries that were under the rule of the Roman Empire. Then the term was adopted later by the Arabs and Europeans. In antiquity, Berbers used to have their own writing system that they relied on to write their texts which is known as Tifinagh; however, this language is written recently using either Arabic or Latin scripts.

Within the specific case of Algeria, Tamazight is considered as the original and mother tongue of a big portion of the Algerian population in different regions in the country. In this respect, Ennaji (2005) affirms that

Berber is the mother tongue of the first inhabitants of North Africa. It is

spoken in Morocco, Algeria, Tunisia, Libya, Egypt, Mauritania, Canary

Islands, Mali, Niger, and Chad. It has been influenced chiefly by Arabic and

African languages like Chadic, Kushitic, and Wolof. (p.72 as cited in Benggouda,

2016)

Taking the fact that, this language exists as the mother tongue in several Algerian areas alongside Arabic, and its varieties, and French generally leads its speakers to switch between this distinct linguistic systems. As far as Code switching is considered, this alternation between unrelated languages may result in Trilingual situation switching. Tamazight was officially recognized as a national language in the Algerian constitution 2002 and since then it starts to gain more importance as a significant part of the linguistic and cultural identity of the country (Queffélec et al., 2002, p.32). In addition, the government demanded to promote and extend its use to all Algerian's institutional sectors. Recently, in February 2016, constitutional resolution acknowledged Tamazight as an official language. Nowadays, this language is extending all over the country, and it is learned at different educational levels as it is widely used in media, radio programs, Television channels and so on.

1.1.4 French

French is one of the linguistic systems that exist in Algeria, and it is considered as the first foreign language which is usually used by the Algerian Population in their daily interactions both in formal and informal settings. Historically, The French language in Algeria arrived and inherited from the French colonization that lasts one hundred and thirty two years. Mokhatr (2018) asserts that this period was long enough to leave its traces on the Algerian cultural and linguistic identity which has been violently shaken by the French policies of cultural imperialism. In fact, these policies were done as a means to utterly eliminate the use of Arabic from any educational or interactional practices and replace it with French as the official language of the country. Consequently, French had so deeply influenced the linguistic repertoire of the Algerian population to the extent that till the present day and after almost sixty years of independence; French still occupies a prominent position in several sectors.

Benrabah (2007) and Ahmed Sid (2008) state that, after the colonial era, the Algerian government made great efforts to regain the Algerian identity through imposing a linguistic policy of Arabization, which was an attempt to eradicate the French language presence in Algeria and even to replace it by English especially in educational contexts. However, this policy did not succeed as many Algerians were in favour of French over English. Thus, from the present sociolinguistic profile of Algeria, one can conclude that the French linguistic influence is still rooted in the Algerian speech community.

1.1.5 English

In Algeria, the linguistic situation of English language is speedily increasing due to its universal status in the whole world as it is deemed to be one of the lingua-francas and the chief language of today's international communication in sciences, technology, business, enterprise and diplomacy. According to recent statistics provided by (stata.com website), in 2022, there are approximately 1.5 billion people worldwide who speak English either natively or as a second language. Therefore, based on these statistics English might be considered as one of the most spreading languages around the globe. In this respect, Crystal (1997) declares that there has never been a language which is widely spread and spoken by a large number of people in the word as English language.

Within the specific case of Algeria, this international language started to gain more prominence in the early 1990s, when it was inserted to replace French. In this regard, Benrabah (2007) mentioned that English during that period was placed on the same par as French because the Algerian government made a decision to implement it alongside French as a first foreign language to be taught right from the fourth grade in a number of primary schools. Furthermore, Benrabah (2007) states that in September 1993, The Ministry of Primary and Secondary Education required the pupils to pick up either English or French; two separate choices for their first mandatory foreign language. Nevertheless, the number of pupils who favoured English was negligible, it is estimated that only 0.33% to 1.28% of schoolchildren chose to study English over French. He further described these statistics as "insignificant" because the number was anticipated to be much greater. For this reason, French continues to enjoy a high position in the country.

It was until 2001 that English language started to have a more promising status in Algeria, when the Ministry of Education announced the education Reform that was supported by the United States of America and numerous modifications have occurred regarding the situation of teaching this language, English. One of the main changes in this Reform is that English now is considered as the second foreign language after French, and it is taught formally as a compulsory course at the level of first year middle school (Benrabah, 2007). Moreover, English is introduced as a secondary module for scientific and literary fields at tertiary level. It is worth mentioning that, the competition between these two languages in Algeria has not yet been completed. Nowadays, many Algerians showed their support to the idea of switching to the language of science and technology, English, and ending the presence

of the French language in education. In this respect, Mokhtar (2015) stated that English nowadays becomes more and more a requirement for most of doctoral candidates enrolled in distinct domains to carry out their scientific research. For this purpose, in 2019 The Minister of Higher Education and Scientific Research Tayeb Bouzid declares that "we must work to put in place the necessary mechanisms within the framework of the pedagogical commissions of the universities and consolidate the use of English in the research because the English language is the language of international channels and those of scientific journals". Therefore, English is a language that should be promoted and inserted gradually, extensively and intensively in the Algerian educational system as it is an international language that may open the doors to economic, cultural, technological and scientific knowledge and advancement (Arab, 2022).

1.1.6 The Arabization Policy

"Islam is our religion, Algeria is our mother country, Arabic is our language", the slogan that was adopted by the Algerian nationalists and leaders soon after attaining independence on 5 July, 1962. In post-independence era, The Algerian government had an urgent need to reformulate the linguistic repertoire in Algeria in an attempt to confront the consequences of the French colonization that last one hundred and thirty-two years during which the true identity of the Algerian society was completely denied through the policy of imposing the French cultural and linguistic identity. This confrontation was done through Arabization, a linguistic policy that was implemented with the purpose of eradicating the French linguistic heritage and replacing it by Standard Arabic. Therefore, the main objective behind adopting a national language and returning back to the Algerian original culture was to unify the Algerian population linguistically and politically on the one hand, and to ensure solidarity and complete acculturation in Algeria after the colonial era.

As a matter of fact, the linguistic policy of Arabization was first initiated under the rule of its first former president Ahmed Ben Bella who pledged from the eve of independence that "Arabic will regain its rank" (as cited in Mokhtar ,2018,p.138). During his presidency, Arabic was adopted in the Algerian constituation as the national and official language of the country. Hence, Arabic was expected to be a sort of a lingua franca of Algeria. In addition, Arabic teaching and learning has been stressed and become obligatory at multiple levels and all programs of the Algerian educational system. This in fact was viewed as a first step to Arabize the Algerian population. In this respect, Benrabah (2007) states that

> *Starting from 1962 the Algerian government that inherited the*
>
> *remnants of an education system focused on European content and*
>
> *conducted in a foreign language by foreign teachers, sought to*
>
> *gradually increase Arabic sessions in all levels and all subjects*
>
> *were taught in Arabic and there was a decrease in the amount of*
>
> *time for teaching French. This policy, of course favoured the*
>
> *national integrity and unity and religion.(p.231)*

Accordingly, during the post-colonial era, the Algerian authorities made great efforts to restore their Arabo-Islamic patrimony that was in danger of loss because of the successive linguistic policies which were imposed by the French rulers who did their best to subdue Arabic as a working code in the country. For this reason, Arabization was an integral part of the schooling program in which much more attention was devoted to Arabic language over French during that sensitive period.

1.2 Language Contact

It is undeniable that, the considerable number of languages that co-exist in the world have been in contact with one another probably for thousands of years throughout human history. This linguistic phenomenon which is known in the field of sociolinguistics as *'language contact'* usually occurs rather in some specific situations where people come from different linguistic backgrounds and tend to interact with each other due to several circumstances being it social, political, economic and so on . The study of the speech communities characterized by this linguistic contact has been one of the major objectives of sociolinguists.

When defining such linguistic phenomenon, the book of the American linguist Weinreich in 1953 'language in contact' is deemed as a pioneering in the field of linguistic investigation, in which he defines it as "two languages are said to be in contact if they are used alternatively by the same persons" (p.1 as cited in Adder & Bougui,2020). Thus, language contact involves interactions among users of the language that are capable to make use of more than one linguistic code during their acts of communication within a particular geographical locality. Furthermore, the focal point that merits stating is that because of the

constant interactions between distinct linguistic systems; it is typical for these languages to mutually influence each other in various ways and at different levels as Siemund (2008) affirms "languages can influence one another in a situation of contact"(p.1) . As a result of this impact, language contact appears in variety of phenomena including borrowing which is viewed as one of the most specific types of influence. In this case Algeria can be taken as a great illustration, as Arabic, French and Tamazight in some scattered of Berberphone areas were in contact for a long period of time during colonization era. This is what makes Algerians nowadays to spontaneously use French when communicating with each other as a result of the considerable amount of French loanwords that have slipped in the Algerian dialect.

1.2.1 Language Contact in Algeria

In Algeria, the language contact situation is diverse and intricate. Its intricacy, in fact, lies in the existence of a number of languages and their respective varieties, Arabic and its varieties, Tamazight and its varieties and French, the legacy of the colonizer, which are genetically unrelated as they do not belong to the same language family. This linguistic diversity that characterizes the sociolinguistic profile of Algeria can be attributed to diverse events, be it historical, linguistic, socio-cultural, geographical or economic, that the country has passed through. By virtue of these different circumstances, the sociolinguistic situation that portrays the Algerian speech community is distinguished by a specific dynamic –intra and inter-lingual variation that might be simply detected from the various ways Algerians use the language to communicate and interact. Consequently, within the specific case of Algeria where different languages and language varieties are mixed due to their daily contact with each. This is what makes the Algerian speech community a mirror that reflects both types of variation. Intra-lingual represents the diaglossic situations in which two varieties of Arabic, which are respectively, Modern Standard Arabic and Algerian Arabic. Whereas, the inter-lingual variation reflects most of other linguistic behaviours resulted from the usage of more than linguistic code.

As it is sated above, the Algerian linguistic repertoire consists of Arabic; having two forms: Modern Standard Arabic, which is widely used in formal settings as in education, administrative sectors and media since this variety is considered as the national language in the country. While the Algerian Arabic, which is the colloquial form tended to be used spontaneously and in a more natural way by most of the population except those with

Tamazight linguistic background. In addition to French, the first foreign language that is mostly employed alongside the mother tongues due to the prestigious and official status it holds in Algeria (Benrabah, 2014).

In bi/multilingual situations as the case of Algeria, users of the language may not share the same attitudes towards the languages in contact. In this context, Rubin (1968) calls to pay more attention to this issue stating that

A bilingual situation may be expected to produce different

types of attitudes; some reflect emotional value of a language

for its speakers, others the value of a language from a social

or group point of view, still others reflect its value from

the point of view of formal attributes (as cited in BenYelles,2011,p.40)

Accordingly, the above-mentioned types of bilinguals' attitudes could be clearly noticed in a situation like Algeria in which the first one could reveal the attitudes towards Arabic and Tamazight varieties, while the second may represent their perspectives towards the mother tongues existing in the country and the last one refers to their attitudes to French.

In the same vein, a recent study carried out by Benrabah (2007) where he sought to know the attitudes that Algerians hold towards the spread and the use of French in the country. The results obtained showed that, most of the participants display positive attitudes to French , and even they are not in favour of the policy of Arabization that calls for monoligualism. They claimed that French is a language of mobility, and it assists them to achieve their interests in different domains because "literary Arabic alone does not ensure social mobility, which is considered possible mainly through the mastery of Arabic-French bilingualism" (Benrabah, 2007, p.243).

In addition to the already existing literature on language contact and its outcomes such as code switching; the linguistic behaviour that has been investigated in various situations in which two or more languages get in contact. In our research work, we seek to examine a different situation in which university EFL teachers and students tend to make use of two distinct linguistic systems namely English and Arabic ; two languages that are in a daily contact. This is what made distinctive situation a perfect laboratory to conduct such

sociolinguistic research to unveil their attitudes towards the alternative use of these languages in the form of code switching.

1.2.2 Outcomes of Language Contact

The coexistence of different languages and language varieties in Algeria makes its speech community a plurilingual one. This plurilinguality, has given birth to a number of sociolinguistic phenomena such as Diaglossia and Bilingualism.

1.2.2.1 Diaglossia in Algeria

The linguistic diversity that characterizes the sociolinguistic profile of Algeria makes it an interesting area in which a variety of linguistic behaviours can be simply observed, and diaglossia is one of them. A phenomenon that portrays a linguistic situation in which different language varieties either genetically related or unrelated are used differently within a particular speech community. This sociolinguistic concept has been a major topic of debate among researchers who defined it in different manners (Marcias, 1930; Fergusson, 1959 and Fishman, 1967).

The first introduction of the word 'la diaglossie' (diaglossia) has been made by the French Arabist William Marcias in 1930 with the purpose to study the linguistic situation in the Arab-speaking world. In his definition, Marçais (1930) distinguishes between the two varieties of Arabic. According to him, the first one which he calls 'literary or classical Arabic' represents purely the written language that is mostly employed in educational institutions, formal and official publications as well as in judicial matters. Whereas, the second variety, patios, refers to the spoken kind of the language that is used only for everyday conversations and it is never written. However, if we have a look at the present linguistic repertoire of the Algerian speech community and the different ways these varieties are usually used this definition may not be taken as a valid one because the usage of the Algerian Arabic is not only restricted to the spoken form; it is typically used as a written medium in some publications such as sports newspapers as it is used by people to write messages and to chat especially with the spread of social media.

Two decades later, the term diaglossia was developed and introduced in the English literature on sociolinguistics by Ferguson in 1959 as an attempt to describe speech communities in which two varieties of the same language co-occur with markedly distinct functions. According to Ferguson (1959), a diaglossic situation is about the existence of two

linguistic varieties of the same code. To him, one is considered as a high or standard variety (H), while the other is low or colloquial variety (L) and each of the two is used in a particular occasion for well-defined purpose. The high variety is codified and used generally in formal and prestigious situations like delivering lectures or speeches, meetings in contrast with the low variety which is utilized in completely informal settings. Fishman (1967) elaborates the definition of this linguistic practice, stating that diaglossia as a term should not be used to describe the monolingual speech communities where only genetically related language varieties are used, but it should be used to cover all bi/multilingual societies in which completely unrelated linguistic systems are employed.

1.2.2.2 Bilingualism in Algeria

Bilingualism as a concept is multi-dimensional one as it is such linguistic practice that can be studied in various areas related to sociolinguistics, psycholinguistics as well as applied linguistics. In this sense, this concept has been defined by a number of scholars whose focus of interest centered around studying this phenomenon.

With reference to Weinreich (1953) definition, bilingualism is mainly about the alternative use of two languages. In similar way, Mackey (1968) states that, bilingualism consists in "the alternative use of two or more languages by the same individual...." (as cited in Ali choauch,2005). Therefore, the idea that can be concluded from these definitions is that, a bilingual speaker is the one who has a minimal linguistic competence to perform and communicate in more than one language system. Furthermore, Bloomfield (1933) affirms that the level of proficiency and mastery of the two languages are important conditions to be a bilingual. In this regard, he claims that a bilingual is the one who has "the native-like control of the two languages" (p.65). However, in his definition Bloomfield does not take into account the case of those people who are able to speak more than one language (immigrants as an example), but they do not really have an equal 'native-like control' of both codes.

In contrast with Bloomfield's idea, Myers-Scotton (2006) claims that to be a bilingual means to be able to speak the two languages but not to have a complete proficiency and fluency in the two systems stating that " being bilingual does not imply complete mastery of two languages"(p.3). Consequently, in compliance with her idea, a clear distinction between the two types of bilinguals has been made, the balanced-bilinguals refer to those who are proficient, fluent and have native like control of both languages. The second type, unbalanced

bilinguals, is represented by the category of bilinguals whose competence is higher in one language than the other.

Like any other country in the world where two or more unrelated languages are employed, Algeria is one of these communities that offer a good panorama on the matter of bilingualism as well as plurilingualism in the broad sense. Historically, Algeria was linguistically influenced especially during the presence of the French colonizer in the country. Thus, this phenomenon is the result of the French colonization that Algeria suffered from for a long period of time during which a big portion of the Algerian population acquired the Language. For this case, it could be stated that the Algerian bilingualism today consists of three forms namely: Arabic-French, Arabic-Tamazight and French-Tamazight. Mouhadjer (2004) divided Algerian bilinguals into 'balanced and unbalanced ones' claiming that, those who were in daily linguistic contact with French during the colonial era enables them to become qualified and competent in the language, and thus they belong to the balanced bilinguals category. However, he describes the unbalanced bilinguals as those who are more competent in one language generally their mother tongue be it Arabic or Tamazight, than the other language, French.

1.3 Code Switching-(CS)

Code switching is a phenomenon that has been studied from different linguistic angles using several approaches within the domains of linguistics and sociolinguistics in which great deal of focus has been devoted to the study of either the descriptive or theoretical aspects of this linguistic manifestation of language contact. Before introducing researchers' definitions of CS, it is a must to provide first a clear elucidation about the term 'code'. Wardhaugh (1986) asserts that code refers to the use of a particular variety of the language, be it dialect, register or style in a given situation. He further defines it as "a system used for communication between two or more parties" (p.101). Besides, Ayeomoni (2006) states that it is "a verbal component that can be as simple as morpheme or as comprehensive and complex as the entire system of language" (p.91). With reference to these definitions, a code can be simply defined as a language or any language variety that one selects to employ in a given context to effectively communicate relying on one code or a set of mixed codes.

Plethora of definitions has been proposed by many linguists and sociolinguists who tried to highlight the meaning of CS; however, they have not agreed yet on one clear and cohesive definition. This is probably due to the complex and ambiguous nature of the language itself as

a notion. Poplack (1980) regards CS as natural linguistic practice that enables bilingual speakers to move from one linguistic system to another within a single discourse, sentence, or constituent. In the same line of thought, Gumperz (1982) interprets CS as "The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (as cited in Ahmed Sid, 2009, p.99). Simply put, CS is generally used to refer to the alternative use of completely two or more different linguistic codes within the same conversation.

Moreover, Milroy and Muysken (1995) affirm that CS should not be considered as a sign that reflects the speaker's linguistic incompetence in one or both languages. They state that, this phenomenon is a natural and an integral aspect in the bilingual's linguistic behaviour.

> *Code switching mechanisms in bilingual speech constitute an*
>
> *important aspect of bilingualism and dynamic and promising research*
>
> *field although the awareness that code switching is linguistically*
>
> *constrained and not haphazard or the result of lack of competence in*
>
> *one or both the languages* (p.25).

Similarly, Hudson (1996) declares that there is a clear connection between bilingualism and code switching which he considers as one of the common forms of bilingualism, in this sense he states that CS is "the inevitable consequences of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances"(as cited in Guessor et al, 2019). In other words, Hudson treats the phenomenon of CS as an interpretation of a bilingual's behaviour. According to Hudson (1980) in multilingual speech communities, bilingual speakers tend to employ CS based on the situation they are in and the act of communication they are engaged in. Taking the same position, Myers-Scotton (1993) defines CS as the linguistic choices that bi/multilingual speakers made from several languages in the same utterance within the same discourse. These choices are usually determined by the situation whose grammatical and sociolinguistic rules should not be violated.

In contrast, Haliday (1978) comes up with a different idea regarding CS that he defines as "code shift actualized as a process within the individual: the speaker moves from one code to another and back, more rapidly, in course of single sentence" (p.65). That is to say, the process of shifting between two or more unrelated linguistic systems depends on the speaker's

ability to have a complete mastery of the language in addition to his/her elasticity to switch between two systems.

Another perspective was given by Gal (1988) who describes the phenomenon as conversational strategy that can be utilized to build up a kind of relationship as well as to eliminate boundaries between members in a particular group. Following the same thought, Nilep (2006) considers CS as a communicative strategy that typically exists in speech communities where two or more languages co-occur.

From the above stated definitions, it is clear that the common point shared between researchers is that, the behaviour of CS is a spontaneous linguistic practice that can be simply noticed in bi/multilingual speech communities' sociolinguistic profile due to its speakers' ability to alternatively use two or more languages, varieties, styles when communicating with each other.

1.3.1 Code Switching in Algeria

Language is a system that provides its users with a wide range of opportunities to interact and satisfy their communicative and social needs in different settings of language used. One of these opportunities is CS which is seen as a hallmark of bi/multilingual communities where a myriad of codes co-exist, the thing that assists speakers to switch from one code to another in their daily lives according to the situation demands. Milroy and Muysken (1995) define it as "the alternative use by bilinguals of two or more languages in the same conversation" (p.7).

Within the specific case of Algeria, CS is a phenomenon that is widely observed in the sociolinguistic behaviour of the Algerian population. In this sense, Bagui (2014) states "it is very easy to notice the switching from one code to another by a mere exposure to a nature and spontaneous conversation between individuals" (p.89). Thus, Algeria is considered as a home of several cultures due to several factors, the fact that influences the way people use the language. For this reason, Bagui (2014) states that, nowadays, CS in Algeria may takes place between the two forms of the country's language , MSA and AA, which she refers to as 'internal CS' as it may occur between unrelated languages, Arabic, Tamazight and French and this is a form of 'external CS'. However, Arabic-French switching is one of the most common forms that identify Algerian CS.

In this respect, it is worth highlighting that, due to its universal statues and being considered as the language of the era, English starts to gain more importance in Algeria which

makes it one of the possibilities of CS in the country. This form of CS exists more among youth generation especially those students enrolled in the English section in different universities in Algeria, as in the case of the present study.

1.3.2 Types of Code Switching

Several researchers such as Bloom and Gumperz (1982) and Milroy and Myusken (1995) had made enormous efforts to develop a typological paradigm to clarify the different CS phenomena that may occur in the bilingual's speech when switching languages. Yet, the most commonly discussed and well-known is the one provided by Poplack (1980) who classified CS into three types: inter-sentential, intra-sentential and extra-sentential (as cited in Tamara, 2018).

1.3.2.1 Inter- Sentential Switching

This type of switching is used to explain language alternation that takes place at clause or sentence boundary. Resulting that each clause or sentence may appears in distinct language. That is to say that, inter-sentential switching happens between the speech turns where each part of the utterance must conform to the rules of the corresponding language being spoken. Therefore, this type of language alternation entails a high degree of proficiency in both linguistic systems (Romaine, 1989 as cited in Jingxia, 2010). Inter-sentential switching can be illustrated by the following example: ***ghoudwa aandi test and I have to revise my lessons***.

1.3.2.2 Intra-Sentential Switching

Intra-sentential consists of language shifts which happen at clausal, sentential and even word boundary. Precisely, it demonstrates the switches in which some lexical and grammatical elements such as words, affixes from different languages systems are employed by users of the language within the same sentence or clause. This type of alternating codes is deemed to be syntactically risky because bilinguals especially those who are not fluent in both systems may violate the rules of either language (Romaine, 1989 as cited in Jingxia, 2010). An illustration of this type might include ***haba nsaksik at what time tosli la fac?***

1.3.2.3 Extra- Sentential Switching

This type of CS refers to the inclusion of tag phrase or even a word in one linguistic code into an utterance/ sentence that is otherwise exclusive in another language. The insertion of tag that might be an interjection, filler or idiomatic expressions is easy to be performed and

added anywhere within the sentence boundaries since it does not need a great command of knowledge of both languages as it does not break the syntactic rules of the base language Poplack,1980 as cited in Basirat & shafiee,2016) .This type of switching is also labelled as tag switching by other scholars, an example of tags cab be seen in the following sentence, ***Ten minutes are left, azarbou***

The following figure below shows the different types of code switching that occurs in bilinguals' speech from the perspective of Poplack (1980):
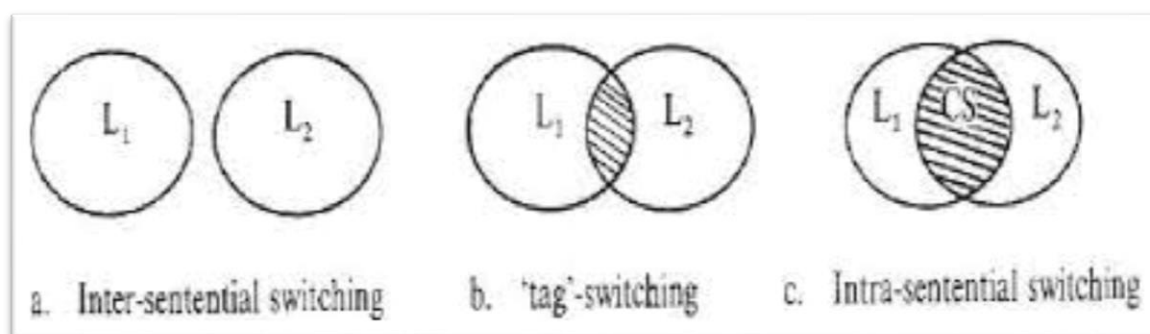
Figure1.1: Representation of Bilingual Code Switching Types (Adopted from Basirat and shafiee, 2016)

1.3.3 Patterns of Code Switching

Code switching is a one of the linguistic practices that prevails the linguistic behaviour of most bilinguals who tend to make use of various patterns when moving from one code to another. As a matter of fact, the classification of these patterns varies among scholars depending on the perspective from which they studied this phenomenon. From a purely discourse perspective, Bloom and Gumperz (1972) point out that, the process of alternating codes has two main types namely: situational switching and metaphorical switching (as cited in Abdul-Zahra, 2010)

1.3.3.1 Situational Code Switching

This type of switches happens when the choice of languages or language varieties is influenced by the social or sociolinguistic situation in which interlocutors find themselves. That is to say, the social situation is what determines the language used since some linguistic forms could be more appropriate in one situation than the other; therefore, there is a clear and direct relationship between the situation and code choice (Bloom and Gumperz,1972) as cited in (Abdul-Zahra, 2010). An illustration in case would be, a language or a variety used by a bilingual at work with colleagues might be completely different from the one used at home

with family members. In compliance with Bloom and Gumperz's idea, Wadhaugh (2006) states "Situational code-switching occurs when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one" (p.104). Consequently, in this type of CS, scholars give more attention to the social meanings which they linked to the social situation choices.

1.3.3.2 Metaphorical Code Switching

Bloom and Gumperz (1972) and Wadhaugh (2006) agreed that metaphorical switching lies on the use of different linguistic systems or varieties in the same social settings according to the topic discussed by conversants. Differently stated, in this type of language alternation, the language selected to be the medium of communication is not determined by the situation, but by the topic of the conversation. In more plain language, the speakers shift between codes once the topic being discussed change within the same situation of speaking (as cited in Nilep, 2006).

1.4 Code Mixing-(CM)

When dealing with language contact and its manifestations, we always come across two notions namely *code switching and code mixing* which seem to be terminologically confusing. The confusion between the terms, in fact, lies on the linguists' inability to come into agreement about a unified and cohesive definition for each phenomenon. This issue is well illustrated by Romaine (1995) who tries to explicate it by stating that

> *Problems of terminology continues to plague the study of language contact phenomena with term such as code-switching, mixing, borrowing not being used by all researchers in the same way or even defined at all* (p.180) Quoted in (Belarbi, 2013,p.48)

In this vein, a number a scholars have attempted to provide a clear definition to precisely accentuate the meaning of code mixing and differentiate it from the concept of CS. According to Wardhaugh (1994) CM is a behaviour that "occurs when conversant use both languages together to the extent that they change from one language to other in the course of single utterance" (p.108). Furthermore, Bokamba (1989) claims that CM "is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes) phrases and clauses from two distinct grammatical (sub) systems within the same sentence and speech event" (as cited in Guessar, Bendjilali, Benslimane & Salmi 2019, p.64). In the

same line with the preceding explanations, Myers-Scotton (1993) sees CM as the usage of various linguistic units such as affixes, words, phrases and clauses that don't belong to the same grammatical system within the same utterance/sentence.

With reference to the aforesaid clarifications and definitions of CM, it is clear that CM is one type of the language choice that characterizes bilinguals' speech, however; this linguistic behaviour seems to be more subtle than code switching. In the sense that, in CM speakers may use one primary linguistic code and mixing in some pieces of language from another language within the same sentence or clause.

1.5 Borrowing

In addition to the existence of CS and CM in poly-lingual speech communities where languages of several nations, at a certain period of time, get in touch for various targets whose achievement is usually linguistically mediated. This, in fact, leads the respective linguistic systems to react upon each other in the form of *borrowing*; another sociolinguistic phenomenon that do emerge due to the occurrence and coexistence of more than one verbal communication system in a particular ethnic group.

This sociolinguistic term, also labelled *lexical borrowing* refers to the act of inserting and adopting lexical words from one language into substantially different one. Eventually, these loan words will slip integrally and permanently in the recipient code. From Mesthrie, Swann, Deumert & Leap (2000) point of view, borrowing can be defined as "a technical term for the incorporation of an item from one language into another" (p.249) meaning that, they regard at this linguistic phenomenon as a means to enrich the linguistic lexical bank of a particular language. In more precise terms, and as an addition to Mesthrie et al., (2000) definition, Hornby (2005) states that the process of borrowing might be "a word, a phrase or an idea that somebody has taken from another person's work or from another language and is used in his own" (p.169). Therefore, speakers may resort to borrow some linguistic elements from another repertoire for the purpose to fill in a linguistic gap resulted from the lack or non existence of equivalent items in their own language. These loan words, subsequently, become an integral part of their language.

Moreover, Thomason and Kaufman (1988) offer another analytical definition for the concept of borrowing which they refer to as "the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporated features" (p.37) Cited in (boukhetala, 2017, p.15).

Form their definition, it is clear that the phenomenon of borrowing, according to them influences the recipient language at multiple levels in sense that when speakers insert some element from substantially distinct language; this leads to a change in the native one. Besides, these loan words must be adopted phonologically, morphologically and syntactically in order to be employed in an appropriate manner that is similar to the native code.

1.6 Difference between Code Switching & Code Mixing

Initially, the phenomena of CS and CM, the two processes of language alternation, have been a fiery point of controversy among several linguists and sociolinguists who have different views concerning the two concepts and what distinguishes CS from CM. A group of these scholars argue that CS is an umbrella term that covers several linguistic behaviours including CM. For this, CS and CM can be used synonymously and interchangeably; while the other group insists that there is a clear distinction between the two concepts, among them Kachru (1983) and Bokamba (1989)

Kachru (1983) is one of the proponents of the claim that CS and CM should be employed distinctly. Consequently, According Kachru's (1983) definition, CS represents a linguistic property of bilinguals who generally tend to move from one code to completely different one because of a certain change that occurs in a situation, topic or interlocutors. Whereas CM is presented by hybrid clauses and phrases resulted from mixing several linguistic units from two participating language systems. What can be understood and concluded from the above definitions is that CM and CS represent two linguistic phenomena ensued from a linguistic contact between two grammatical systems. In this sense, CS refers to the inter-sentential switching that occurs between sentences or utterances in the sense that each one is presented in a different linguistic code i.e. the first sentence/ utterance being in one language, and the second in the other one. However, the behaviour of CM takes the position of the intra-sentential form of switching which happens within the sentence or clause boundaries, meaning that the speaker may mixes two languages within one sentence.

1.7 Difference between Code Switching & Borrowing

Another terminological as well as debateable issue exists in the literature of sociolinguistics is between the phenomena of CS and borrowing. As a matter of fact, speakers generally are confronted with several communicative needs for which they try to make an appropriate use of the language in order to fulfil them either by shifting from one grammatical

system to another or by inserting some loanwords within sentence/utterances in completely distinct language. In this ground, Gumperz (1982), Sankoff and Maineville (1986) and Poplack and Meechan (1995) argue that each of these linguistic phenomena has its own distinctive functions as borrowing is usually used to fill in lacks and missed items or ideas in the host language, and in this process the loanwords are fully adopted in the grammatical system of one language. In contrast to CS, which is mainly about "switching internal rules of two distinct grammatical systems" (Gumperz, 1982, p. 66) quoted in (Panhwar, 2018, p.47).

In similar vein, Sankoff and Maineville (1986) assert that borrowed items are usually adjusted to the phonological, morphological and syntactic rules of the recipient language as that they become pronounced and employed grammatically as if they belong to the speaker's native code. CS, on the other side, represents a complete alternation to another language with preserving the linguistic patterns of each linguistic system. Besides, According to Poplack (1980) what distinguishes CS from borrowing is the number of linguistic elements inserted in one language system. She considers CS as using two or more linguistic systems over prolonged unit of speech in the same sentence/utterance while borrowing is mainly about adopting some lexical items from one code to another. Grosjean (2010) tries to explicates how the phenomenon of CS differs from that of lexical borrowing
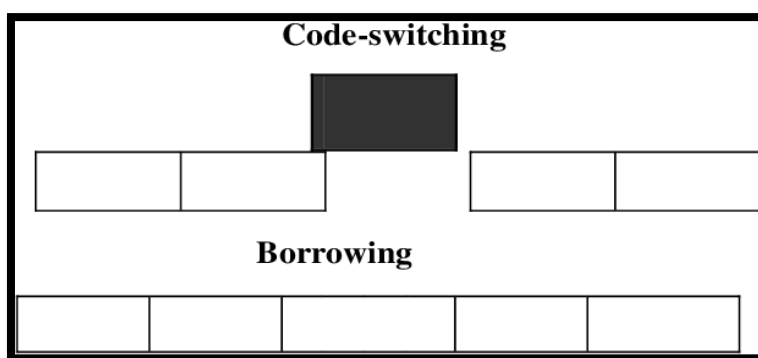
Figure 1.2: The Difference between Code Switching and Borrowing (Grosjean (2010) as cited in (McCarthy, 2018, p.20)

As shown in the figure above, in the act of borrowing the loanwords merge into the second language as these foreign lexical elements went through a process of assimilation which gives them a distinct flavour to act and to be utilized as an integral and permanent part of the recipient code. On the contrary, CS seems to act only as a separate and independent item of the main verbal communication system in that it represents a temporary switch of lexical elements from one linguistic code to another.

Myers -Scotton (1993) disagrees with the idea of taking the morpho-syntactic incorporation as the criterion to distinguish CS from lexical borrowing, rather she inserts that the frequent use of a foreign lexical item is what qualifies them to be integrated into the grammatical system of the host language; in this case they can be called as borrowed items. She, also, rejects the claim that borrowing occurs as a consequence of the inexistence of equivalent words or expression in the speaker's native language as argued by Bentahila & Davies (1983). Myers-Scotton (1993) in this respect, insists that not all borrowings are actually motivated by the lack or absence of equivalent items in the recipient language.

1.8 Approaches to the study of Code Switching

Code switching is presented as the linguistic moves that occur in spoken language either across or within sentence/ utterance boundaries (Bloom and Cumperz, 1972). This linguistic behaviour has been approached from several linguistic, sociolinguistic, psycholinguistic and pragmatic angles from which researchers aim to provide theories and models to elucidate the structural, socio-cultural and cognitive aspects as an attempt to better apprehend the practice of CS.

1.8.1 Linguistic Approach

In the linguistic approach, also labelled as Structural approach, the main objective is centered around describing and analysing the grammatical aspects of a speaker's speech in order to measure the extent to which one linguistic system is integrated into the other. Researchers in this approach focus also on identifying the syntactic and morphological constraints on Code switching (Ali Buriro and Panhwar, 2020). In this respect, so many studies have been carried out to study whether CS is governed by grammatical rules or not and to identify the linguistic restrictions on CS. Poplack(1980) develops one of the important and influential theories in which she suggests that there are two main constraints that govern CS which are *"the free morpheme and the equivalence constraints."*(as cited in Zabrodskaja, 2011,p.118).

The free morpheme. In this model, Poplack (1980) sates that free morphemes represents a serious constraint in the way of language alternation in that, she affirms that linguistic shifts are restricted and a switch may not be possible between a bound morpheme and lexical form unless the later is integrated into the phonological system of the bound morpheme (as cited in Ali Buriro and Panhwar, 2020, p.274).

The equivalence constraint. Poplack (1980) explains that, this constraint is based on linear order and the switches can take place in the utterance only when the two languages share the same surface structure. Therefore, according to her, code switching is possible to occur at some point of the discourse where the move from one lexical element to another does not violate the syntactic rule of either language used.

Moreover, Myers Scotton (1993) proposes another elaborated and non-linear model, which is based on the assumption that there is an asymmetrical relationship between the two languages involved in code switching. This model is known as the *Matrix Language Frame Model* (henceforth MLF) which is constructed on two main components: matrix language (ML) vs. embedded language (EL) and system morpheme vs. content morpheme.

The matrix language vs. embedded language. Acording to Myres Scotton (1993) when bilinguals decide to switch between two different languages within the same syntactic unite be it a sentence or utterance, there is one language which is the base and more dominant what she refers to as 'matrix language' while inserted linguistic forms are taken from the 'embedded language' which is less important and active since it has a limited role to play in the process of code switching.

The content morpheme vs. system morpheme. The system morpheme consists of functional elements such as quantifiers, modals, which only demonstrate the relationship between content morphemes. Whereas, the later comprise of verbs, adjectives and nouns that hold a 'thematic role' that qualify them to express the semantic and pragmatic meaning. (Myres Scotton, 1993, p.6)

1.8.2 Psycholinguistic Approach

Researches which take the psychological approach to study the phenomenon of CS are more fascinated by the cognitive processes where languages are working naturally and spontaneously in bilingual speaker's brain. In this respect, Weinreich (1953) presents one of the influential works in this approach in which he makes a distinction between the types of bilingualism that he classifies them with regard to the way linguistic systems are stocked in the bilingual's brain. Because according to him, speakers' functional control of the two languages is directly affected by the way they were acquired. Endorsing Weinreich (1953) idea, that bilingual's competence to shift between different languages is related to way they acquire them during early stages of their life, Yogt (1954) insists that the phenomenon of CS

is not linguistic but rather a psychological one stating, in this respect that, "Code-switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one and its causes are obviously extra-linguistic" (p.368) quoted in (Bengadda, 2016, p.41). Furthermore, Cylne (1991) argues that bilingual speakers possess a sort of psycholinguistic motivation that generally pushes bilinguals switch codes. For this reason, CS is initiated by certain trigger words that cause an intersection of two linguistic repertoires, which may consequently lead the speaker to lose their first linguistic base (L1) and seeks the assistance from the other language (L2) in order to preserve the follow of communication.

1.8.3 Sociolinguistic Approach

In the sociolinguistic approach, studies have been conducted to investigate the social motivations that encourage bilingual speakers to shift from one code to another. Therefore, CS in this approach has been examined as a process (Muller and Ball, 2005) which reflects the linguistic behaviour of bilinguals that is sometimes influenced by various factors. Shah,Furqan & Zaman (2019) state that when studying CS as a process there two main sociolinguistic approaches from which these studies are conducted either from a macro or micro-sociolinguistic approach. Researchers in the first approach regard CS as a collective bilingual phenomenon restricted by a number of social norms which should be taken into account within a particular speech community. In this respect, Fishman (1972) is one of the first scholars who adopted the macro-approach in which he explicates that the relationship between the variety choice and the topic of communication. In more plain language, he affirms that some varieties/languages are more appropriate to be employed in certain situation when discussing certain topics such as the ones tackled in formal situation demand standard code.

On the other side, at the level of micro-approach Bloom and Gumperz (1972) come up with a typological paradigm based on the functions served when languages or varieties are juxtaposed: *situational and metaphorical switching*. The former as its name implies, depends on the social milieu. More precisely, in this type of language modulation there is a kind of a linear relation between the situation and the language choice as the later should be employed in accordance with the social situation in order to achieve the maximum social and interactional functions. While the later is topic-related. Simply stated, switchers are motivated to alternate codes because of a change in the topic being spoken but not a change in the physical context of the conversant. This theory of CS has been criticized by a number of

scholars who claim that the types of CS are ambiguous is a sense that the main emphasis was devoted to the linguistic choice and the social and communicative functions. Panhwar (2018) explicates that as an attempt to confront these criticisms Gumperz (1982) redefined the concept by suggesting some factors that he considers as the main motives of situational CS namely: setting, topic, and changes in the linguistic context. Whereas he asserts that the speaker is more focused in metaphorical switching; Panhwar (2018) illustrates this idea stating "in metaphorical code-switching the code-switcher is considered as the 'prime cause'of code-switching depending on the individual's perception" (p.58).

Conclusion

The present chapter started by providing a general overview of the linguistic situation in Algeria, which is a mixture of various unrelated systems in addition to one of the important educational policies, that of Arabization. Besides this chapter discussed the phenomenon of language contact and its main outcomes that a part of the linguistic behaviour of the Algerian population. In addition, different definitions of code switching were presents alongside with its types and patterns. This chapter ends up by highlighting the main approaches from which the phenomenon of code switching was investigated and examine by a number of scholars.

Chapter Two: Code Switching in the EFL Classroom

Introduction

2.1 Classroom Communication

2 .1.1 Definition of Communication

2.1.2 Definition of Classroom Communication

2.1.3 Types of Classroom Communication

2.1.3.1 Verbal Communication

2.1.3.2 Non-verbal Communication

2.1.4 Strategies for an Effective Classroom Communication

2.1.4.1 Message Abandonment or Reduction Strategies

2.1.4.2 Achievement or Compensatory Strategies

2.1.4.3 Stalling Time- Gaining Strategies

2.2 Classroom Code Switching

2.2.1 Code Switching in the EFL Classroom

2.2.2 Reasons of Code Switching in the EFL Classroom

2.2.3 Conversational Functions

2.2.4 Functions of Teachers' Code Switching

2.2.4.1 Linguistic Insecurity

2.2.4.2 Topic Switch

2.2.4.3 Affective function

2.2.2.4 Socialising Function

2.2.2.5 Repetitive Function

2.2.5 Functions of Students' Code Switching

2.2.5.1 Equivalence

2.2.5.2 Floor-holding

2.2.5.3 Reiteration

2.2.5.4 Group membership

2.2.5.5 Conflict Control

2.2.5.6 Alignment and Disalignment

2.2.6 Attitudes towards the Use of Code Switching in the EFL Classroom

2.2.6.1 Positive Attitudes

2.2.6.2 Negative Attitudes

Conclusion

Introduction

This chapter attempts at providing a comprehensive literature about some major issues regarding classroom communication in the EFL learning environment. It starts first by introducing and highlighting a number of definitions provided by eminent researchers in the field. Besides, it presents the commonest classification of communication, in addition to the main communicative strategies assumed to carry on an effective classroom communication and interaction. Moreover, the present chapter aims to discus and elucidate the phenomenon of code switching inside the ELF settings. In this vein, it unveils diverse reasons and communicative functions and purposes for which teachers as well as students tend to alternate between different linguistic systems. Finally, it provides a review about the attitudes and perception of both classroom agents towards the implication of code switching during the EFL instructional process.

2.1 Classroom Communication

Classroom communication has concerned a number of scholars and linguists who conducted studies in which they revealed that learners usually have the communicative intention to share and express their thoughts and ideas; however, they fail to effectively transmit them. This failure is due to the lack of the necessary linguistic knowledge, the thing that pushes them to resort to the use of use some strategic solutions to overcome difficulties and breakdowns in communication. Therefore, in this sub-section an overview of classroom communication, its types and strategies applied to handle an effective classroom communication is provided.

2.1.1 Definition of Communication

In simple and general terms, communication is a two way process between two parties i.e, sender and receiver, to transfer information and mutual understanding to each other. While specifically, communication is a generic term that refers to all messages (facts, ideas, attitudes and opinions) uttered in different occasions and contexts. In more plane language, communication can be viewed as a sort of collaboration in which the interlocutors are actively organized in the construction of the message. Thus, the act of communication is not only a process of transferring the intentions via the use of language, but it is also a constructive process going on in time. The term communication is etymologically linked to both 'communion' and 'community ', drives genuinely from the Latin word 'commoness' which means to common or to share. In this sense, Berge (2001) stated that "the word

communication comes from the Latin word for 'commoness ', including the prefix com which suggests togetherness, joining, cooperation and mutuality" (p. 23, 24). Accordingly, the process of communication is considered as mutual exchange between the communicants to increase cooperation and establish commonality through their negotiation of meaning between each other. For communication to be successful, the two parties should share some knowledge, perception, beliefs in common so that the exchanged information can be understood and best communicated.

The expanded definition of communication is the one given by Devito (1986) stating that it is "the process or act of transmitting a message from the sender to the receiver, through a channel and with the interference of noise" (p.61). Consequently, communication is an ongoing and non- static activity of transmitting and receiving the intended message that can be either verbal or non-verbal. In fact, this message should be encoded by the sender and decoded by the receiver; however, the reception may not be always as it is intended by the source due to the interference of several factors.

2.1.2 Definition of Classroom Communication

Language, an integral means of the human communication system, utilizes different sings and symbols to clearly transmit particular information. In classroom situation, communication plays a vital role since it is the bridge that connects the teacher and learner with each other. Thus, classroom communication is an interactive language and responses between the classroom participants. Communication in class is generally one sided process in which the teacher's main aim is to transfer a message, the content of the lesson, which will be received and understood by the students to be used properly in their academic career. However, a true learning and teaching requires intercommunication between the teacher and the thought. In this sense, Amadi (2006) asserts that "the success of the learner depends largely on how the teacher interacts with the learner in the classroom" (p.6). Therefore, teachers need to adopt a good communication skills that will enable them to effectively communicate with their students and help them to achieve success in their learning process for this reason communication in such educational environment should be two-sided process.

2.1.3 Types of classroom communication

According to Kuma (2008) classroom communication can be carried out through the classroom agents' , teacher and students, use of oral and written forms of the language ,and

this refers to the type of verbal communication. Besides, it can be done through feelings, signs, and gestures without the use of any spoken or written language this type, however, is termed non-verbal communication.

2.1.3.1 Verbal Communication

The first type refers to verbal communication, as the name implies, is any act of communication where spoken or written words are used to deliver messages (Nedethiu 2019). That is, in this type of communication ideas, thoughts and information are conveyed between individuals through the use of speech or words like in meetings, lectures, letters and reports.

2.1.3.2 Non Verbal Communication

The second type is non-verbal communication, which is the process of conveying meaning in the form of non-word messages. It covers all information, thoughts, messages, transferred without using words; making use of physical communication such as tone of voice, symbols, facial expressions (Foluke, 2018). Consequently, it is a process of communication in which speakers do make use of visual and non-verbal cues to converse and pass their intended message.

In brief, it can be argued that for an effective and successful classroom communication to be held, teachers should employ and rely on both verbal and non-verbal communication since the two types typically support and complete each other.

2.1.4 Strategies for an Effective Classroom communication

A considerable number of researches conducted in the EFL classes showed that students generally confront potential impediments when communicating their ideas and thoughts. These communicative troubles are generally attributed to the lack of the needed linguistic competence. Accordingly, this linguistic deficiency led to the occurrence of some language phenomena aiming at overcoming and handling these difficulties in communication. Thus, these phenomena are known as 'communicative strategies' (Com Ss), a concept that catches the attention of several scholars who provided a plethora of definitions. Dornyei (1995) affirmed that the lack of the target language proficiency in terms of vocabulary and grammar leads some individuals to use certain interactional strategies. Hence, their capacity to use these strategies usually assists them to successfully communicate and to compensate for their breakdowns in communication stating that,

Some people can communicate effectively in an L2 with only 100

words. How do they do it? they use their hands, they imitate the

sound or movement of things, they mix languages, they create new

words, they describe or circumlocute something they don't know the

word for-in short, they use communicative strategies (p.55)

In the same line of thought, Kasper & Kellermain (1997) asserted that communicative strategies are used to tackle and handle linguistic problems and deficiencies encountered during an interaction involving non-natives. Taking into account the mentioned above definition, one can conclude that communicative strategies are those language devices that learners resort to for overcoming some communicative barriers related to L2 deficiencies in an attempt to maintain the follow of communication, and to avoid any sort of interruption that may cause confusion or misunderstanding.

Trone (1981), Faerch and kasper (1983), Dornyei (1995) and many other scholars developed a number of taxonomies, in which they provided and detrmined several communicative strategies that language learners usually rely on. These strategies are listed as follows:

2.1.4.1 Message Abandonment or Reduction Strategies

Called also by Corder (1981) message adjustment strategies, they are used by language learners when their inter-language structures are inadequate to transmit their ideas. When using these strategies learners tailor their message according to their limited linguistic resources. That is to say, learners cannot say what they really want due to their limited vocabulary level and insufficient grammatical background knowledge which cause them to feel that what they say appears to be simplistic or vague. Avoidance or reduction strategies imply an alternation or completely abandonment of the intended message (Dornyei, 1995)

2.1.4.2 Achievement or Compensatory Strategies

These strategies are largely employed by learners as an attempt to achieve the main purpose of communication despite the deficiencies in conveying their messages. In this respect, Dornyei (1995) define these types of strategies as follows:

> […]*are normally termed achievement or compensatory strategies as they offer alternative plans for the speaker to carry out their original communicative goal by manipulating available language, thus compensating somehow for their linguistic deficiencies* (p.57)

In contrast to message abandonment and reduction strategies, these are used when users of the language are aiming to take a risk to communicate their thought in order to reach their purpose of communication. It is worth noting that these strategies can be carried out either cooperatively or non-cooperatively. The former includes the learners call for communication partner assistance through asking direct question whereas in the latter, the learners handle the problem by using other sources as paraphrasing, circumlocution, non-linguistic means, borrowing and code switching (Dornyei & Thurrel, 1991).

2.1.4.3 Stalling Time- Gaining Strategies

These techniques are used by language learners when they hesitate or need to gain more time to convey their thought and yet want to continue the conversation employing a number of conversational patterns and formula such as fillers or hesitation devices like " I see , well , and as a matter of fact"(Dornyei,1995, p.58) . However, the over-use of these fillers may leave a vigorous influence on the learner's language fluency. For this reason, they should be employed with wisdom. These strategies are functionally distinct from the strategies mentioned above since they are not used by learners to compensate for the deficiencies in their L2 linguistic resources but rather to gain time to keep the communication channel open at the time of difficulty (Dornyei,1995, p.57)

To sum up, according to the traditional conceptualization principle established by Vardi (1973), Tarone (1977) and Faerchand Kasper (1983), Dornyei (1995) classified communication strategies as demonstrated in the table below:

Table 01

Dornyei Classification of Com Ss Following Traditional Conceptualizations (adopted from Dornyei, 1995, p. 58).

The Strategy	The Explanation
Avoidance or Reduction Strategies	
1.Message abandonment	Leaving a message unfinished because of language difficulties.
2 Topic avoidance	Avoiding topic areas or concepts which pose language difficulties.
Achievement or Compensatory Strategies	
3. Circumlocution	Describing or exemplifying the target object or action (e.g., the thing you open bottles with for corkscrew).
4. Approximation	Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sail boat).
5. Use of all-purpose words	Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of thing, stuff, make, do, as well as using words like thingies, what-do-you-call-it).
6. Word-coinage	Creating a non existing L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).
7. Use of nonlinguistic means	Mime, gesture, facial expression, or sound imitation.
8. Literal translation	Translating literally a lexical item, an idiom, a compound word or structure from L1 to L2.
9.Foreignizing	Using a L1 word by adjusting it to L2 phonologically (i.e., with a L2 pronunciation) and/or morphologically (e.g., adding to it a L2 suffix).

10. Code switching	Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2.
11. Appeal for help	Turning to the conversation partner for help either directly (e.g., what do you call. ..?) Or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).
Stalling or Time-gaining Strategies 12.Use of fillers/hesitation devices	Using filling words or gambits to fill pauses and to gain time to think (e.g., well, now let me see, as a matter of fact).

2.2 Classroom Code Switching

In bilingual and multilingual speech communities all around the globe, users of the language frequently tend to make a systematic alternative use of two or more unrelated codes in order to meet certain communication needs. This linguistic phenomenon of switching between languages or language varieties in a single conversation is known as code switching. In this respect, Aronoff & Rees-Miller (2001) state "many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, just a switching between styles or dialects is an option for the monolingual speakers ". (p.523). Therefore, this extra linguistic capacity of CS is generally common among most bilingual speakers worldwide, not all of them, which mirrors their competence and fluency in both languages. For this reason, the practice of CS is commonly viewed as a linguistic privileged for bilinguals. In the same spirit, this linguistic behaviour is also noticed at the intra-lingual level when monolingual speakers tend to switch simultaneously and spontaneously between distinct styles and language varieties within the same discourse. Hence, CS is a linguistic option even for monolinguals.

This phenomenon of CS applies also in educational milieu mainly in language classes. According to Then & Ting (2009) switching codes is considered to be a widespread linguistic practice "…from daily life and work places to classroom" (p.1). Accordingly, the usage of more than one linguistic code alternatively by teachers and students in the classroom situation is called classroom code switching. In classroom settings, however, especially in foreign language classes the two repertoires include the native language and the target language in which students endeavour to attain some level of proficiency. Switching back and forth

between native and target codes in such pedagogical context is widely employed by both classroom agents i.e., teacher and student, to serve several purposes when the need arises. Moreover, classroom code switching is defined by Kam wangamalu (2010) as the following:

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

Therefore, classroom code switching is one of the strategies that might be exploited by language teachers during classroom interaction in order to assist their students to fully comprehend and grasp the teaching as well as to make interaction in this particular speech community more active effective and.

In brief, classroom CS is a concept that receives a great attention among linguists and scholars who explain it in different terminology, but their conceptualization is almost akin. As such, their understandings meet in the fact that classroom CS is about the alternate use of more than one linguistic code in the classroom situation by any of the classroom agents.

2.2.1 Code switching in the EFL classroom

The phenomenon of code switching has been a fruitful area of theoretical and practical investigations in the field of second language acquisition. The early investigations in this context traced back to the 1980s when classroom interaction was first studied with audio-recording devices. Since that date and based on the results obtained from these investigations, the practice of CS in EFL classes became a serious topic of debate among ELT practitioners, educators and policy makers. As such ,there has been a heated conflict between two schools of thought on whether it is helpful or impeding to use the native language alongside English in an EFL environment. On one hand, the first school advocates the sole use of the target language inside the classroom situation because they strongly believe on the intra-lingual strategy of teaching. On the other hand, a more flexible school who supports the use of both native and target language.

The proponents of the first school believe that switching to the native language harms and impedes the development of the teaching and learning processes. For them, the shift back

and forth to the learner's mother tongue is considered as a sign of defect which reflects the teacher's incapacity to express themselves on the target language. In this vein, Modupeola (2013) states that "other reasons may be the inability of a speaker to express himself / herself in one language so switches to the other to compensate for the deficiency" (p.93). Simply put, teachers who employ the L1 in language classes signify their lack of the target language proficiency. Thus, they found themselves in situations where CS becomes the only solution for them to carry on speech. Modupeola (2013) goes further stating that the use or overuse of CS as a teaching strategy will deprive learners of valuable target language input and also leads to slowing down the rate of learning. Accordingly, he ends up asserting that "in the English language learning environment ,the application of code switching strategy should be minimal to ensure that teaching and learning of the target language-English language is given the prominence it requires " (p.94) .That is to say,   teacher should maximize the learners' exposure to the target language in order to fully benefit from the target language input and therefore the strategy of explaining using the native language, code switching should not be adopted by teachers in EFL classroom settings . Similarly,   Cummins and Awain (1986) argue that success in the second language is facilitated and guaranteed if only one code is used. This could explain why they insisted on the exclusive use of the target code in the classroom. In short, languages used in language classes should be kept strictly demarcated.

Another advocate of the elimination of code switching in EFL spheres is Simon (2001) who states "A common occurrence or a typical feature of classroom interaction in bilingual or multilingual classrooms, code switching has, on the contrary, long been considered if not a forbidden practice in foreign language classroom, then at least a practice to be avoided at all costs" (p.312). In this respect, the use of the mother tongue in the form of code switching is a linguistic behaviour that should be severely excluded and banned in bilingual classes. In the same line of thought, Macoro (2005) is not in favour of the use of the mother tongue claiming that CS should be avoided because the second/foreign language teaching usually aims at maximizing teacher's input which is vital for the acquisition of the target language. In this way, the researcher affirmed that the target language should be prioritized and the mother tongue should be marginalized to assist students to gain a high level of proficiency and to be able to communicate eloquently in the target language. Furthermore, in compliance with Macoro's idea, Elridge (1996) confirmed that the teacher's use of CS should be banned in language classes and students should be exposed more to the foreign language because the more the L2 exposure they receive, the faster the students learn. Consequently ,the

elimination of such practice may accelerate the speed of language acquisition. In addition , Elridge (1996) asserted that such an approach may have a vigorous and negative influence on the students' autonomy and motivation.

Though it has been proven that the phenomenon of CS plays a negative role in EFL settings in addition to the stringent monolingual policies on the use of the target language solely, it is believed that the students' native language deserves a place in language classroom. The other less rigid school of thought supports the careful and limited use of L1. In line with This ,Skiba (1980) asserted that "code switching provides continuity in speech rather than presenting interference in language" (p.1). Differently stated ,alternating between languages is perceived as a supporting element in communication since it helps students to sustain effortless speech and more efficient communicative events. Inevitably, learners work from a native language reference base, so CS serves as a bridge from the known to unknown and hence it could be taken as a crucial aspect of language teaching when it is effectively incorporated.

Similarly, Schweer (1999) investigated the use of Spanish (L1) in EFL classes at university level. The result reported that the majority of teachers support the implementation of code switching since the process of alternating two languages in a single discourse generally takes time which helps them to practice more English and do various related activities in the classroom. Learners on their part appreciate the use of their L1 which help them to fully grasp difficult concept discussed in the class, and thus, do not feel lost during the lesson. Besides, Tarone (1981) considered code switching as one of the communicative strategies that can be used to achieve several purposes, and to negotiate meaning between communicants. Recently ,Qing (2010) stated that CS effectively support students to learn the target language "code switching 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" (p.113). In this respect, the integration of the native language should be seen as a beneficial technique that could be used to ease understanding through and explicit transfer of knowledge. In the same vein, Ja'afar maarof (2016) concluded that "code switching is advantageous for second language learning; especially, when both Teachers and students share common L1" (p.212). Therefore, sharing the same mother tongue between classroom participants, teachers and students, facilitates and accelerates the speed of both teaching and learning processes as it severs different pedagogical purposes in classroom settings.

In brief, code switching in foreign language classroom is a phenomenon that has been studied thoroughly. However, this practice has always been a fiery point of controversy among scholars and educators on whether it is helpful or impeding to alternate between the native and the target language in EFL classes. With reference to the studies mentioned above, it is intelligible that those researchers looked at classroom code switching from completely different dimensions and this is what may explain their opposing views when addressing this issue. With regard to advantages and disadvantages of classroom CS, one should focus and be aware of the main reasons behind it to know whether to implement code switching in such speech community or not.

2.2.2 Reasons for Classroom Code Switching

In multilingual educational settings in which English is either taught or learnt as a foreign or second language, it is inevitable for teachers and students to be engaged in several communicative events involving L1 use. The latter is considered to be as an essential element in the process of second language acquisition as Schmitt & Mc Carthy (1997) stated "a learner's L1 is one of the most important factors in learning L2" (p.2).

In agreement with this idea, a number of researchers such as skiba (1997), Schweers (1999) and Oubaidullah (2016) have argued that language-switching plays an indispensable role contributing in English language teaching and learning process. Thus, teachers and learners use of mother tongue in classroom can have multiple motivational factors.

According to cook (2001), there are various occasions where teachers shift from the target code to the native one. One of these occasions when teachers use this linguistic behaviour is related to understanding mainly when they are trying to convey or check meaning of words and sentences or when explaining and simplifying different grammatical concepts in which students generally face some difficulties in grasping the information layout in teacher's speech. The second reason is when they aim to give some instructions and organizing tasks. In addition, classroom discipline maintenance, or to put it other way, classroom management is regarded one of the main factors for teacher's resort to the mother tongue. As an illustration of this can be a situation where the teacher encounters certain disciplinary problems in the class and selects to give reprimands in the L1 as it appears to be more serious and 'real' instead of L2 .Otherwise, it could be used to build a good report with their students or to give individual compliments and praise student's work. Recently, Chowd

Hury (2012) added some reasons that do stipulate the occurrence of CS and the use of L1 in L2 classroom. These reasons are summarized as follows:

- Classroom size and maintaining discipline;

- Students' background and mixed ability classes;

- Ease of communication during class interaction;

- Explaining and translating unknown terms;

- Expression of solidarity (to build a good and intimate interpersonal relationship with students);

- Habitual usage (most bilinguals shift habitually and unconsciously);

- Explaining grammar and vocabulary;

- Rapport building. (Chowd Hury, 2012, p.46.51)

On the other side, the phenomenon of CS is also broadly observed among FL students who tend to move to their mother tongue during class discourse. Adder & Bagui (2020) identified certain fundamental reasons behind students' use of such linguistic practice in an EFL class. These factors can be listed as the following:

Lack of Facility. This refers to the situation, in which students are not capable to seek out the adequate word or the appropriate terminology from L2 bank of lexis to match the word of their native language system due to their moderate level in the foreign language. The main purpose for this alternative use is often related with their aim to continue the flow of the communication.

Lack of Rejecter Competence. This occurs when the students do not have the required ability to find the right term or concept. In these cases, they choose to move to the code where the missing concept is more valuable and even sounds better in the selected code.

Mood of the Students. The type of the language to be employed is often determined by the speaker's state of mind i.e., when the students are anger, anxious, tired, code switching may take place in such occasions as it can be even used for humour or jokes.

Habitual Expressions and Words. Words which are a part and parcel of the students' habitual dialectal expressions are unconsciously uttered in EFL classes. Switching-languages, however, in this case occurs mainly in some fixed phrases such as greetings, commands, requests …and so on

To Attract Attentions. Students use languages alternatively in classroom for the purpose of raising the attention of their teachers or classmates either to themselves or to a particular idea.

Semantic Significance. In this respect, CS is used as communicative tool to convey a particular and important meanings that are better communicated in their native code instead of the targeted code i.e., English.

To Ask for Clarification. This occurs generally at the end of the session, when students shift to their native language to ask for further elucidations about the topic discussed during the lesson or to ask about their projects , assignments , type of evaluation and so on (Adder & Bagui, 2020, P.158)

2.2.3 Conversational Functions

The linguistic behaviour of code switching is one of the main strategies that offers a number of communicative functions to its' appliers. In this respect, Gumperz (1982) stated that code switching is "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (p.59). Put it differently, it is mainly about the use of the second language that occurs when the speakers want either to reply to someone else statement or to reiterate their message. As a matter of fact, Gumperz relates the process of CS to social situations in which the main emphasis was placed on the communicative function of the codes that are being utilized in bilingual settings. He further asserts that each code is used to fulfil a particular communicative purpose in the society and that these codes are kept separate by speech community members.

For more insight, Gumperz talks about conversational CS as 'contextualizing cue' in which the codes, the dialect and even style switching processes, the prosodic features of speech and formulaic expressions are used as an implicit way to convey meanings as a part of the interaction between bilinguals. This was illustrated in urban institutional environment such as school or work place where speakers often share a common language at the surface level; however, those who came from different social or ethnic background most of the time

lack certain contextualizing cues in their conversations which may lead to the emergence of misunderstanding. Based on his own analyses of various speech communities, Gumperz (1982) identified a list of six common functions of CS in any act of conversation. These functions are summarized as follows:

Quotation.

It occurs when the speaker quotes someone else's utterances in other language such as proverbs, sayings are mostly the famous ones. The switched- utterances are clearly identified either as a direct quotation or a reported speech. As an illustration,

Eg. French-English bilingual speaker may say:

I will tell you one of the famous French proverbs 'les bons comptes font les bons amis'

In this case, the speaker prefers to say the proverb in the original code and not to change it to another one i.e., English. Thus, this example serves as direct quotation that is purposively used by the speaker to give strength to the meaning s/he intends to convey.

Addressee Specification.

The switch is used to direct the message to one of several possible addressees present in the environment. In the following example the main function is to show how the speaker invited one particular addressee to participate in the conversation.

Eg. French –English bilingual may say:

Alex, come here !détendez-vous, détendez-vous et communiquez avec nous.

This implicates that the speaker in this situation moves from English to French in order to address one particular addressee who might be French as well and to whom the speaker wants to show some sort of solidarity.

Interjection.

Simply, it serves to make an interjection or sentence filler that may be inserted in the form of word or certain expression. Hey! Look! Watch out! are examples of some of the common used interjection especially in spoken language than the written form. In this sense, the main function of CS is to attract the attention of the addressee to show strong emotions or to express surprise.

Reiteration.

It occurs when the speaker repeats a message from one code to another either literally or in a modified form. This repetition is used to clarify or emphasize the meaning delivered in the message or even to increase the per-lectionary effect of the utterance. For example, a French-English bilingual father may address his children first in French, but if they do not respond, then in English.

Message Qualification.

The switching main function in this case is to qualify the message. Most of the time, the topic of the utterance is firstly introduced in one language, and then it is elaborated by the speaker through shifting to the other code to give a better explanation of the main message. This function can be clarified in the following example:

Eg. French-English bilingual may say:

We have to be motivated, méme si nous n'avons pas de soutien d'autres personnes.

As it is illustrated in the above example the speaker shifts to the second code to qualify the main message, which is delivered in English and also to provide the addressee with an opportunity to understand exactly the conveyed meaning.

Personalization vs. Objectification.

CS in this case is linked to the distinction between the talk about an action and talk as action. This function demonstrates to what extent the speaker is involved in the conversation; showing the distance between the speaker and the addressee in an utterance whether it reflects speaker's personal opinion or knowledge, or it may refer to instances or has the authority of generally known fact. Here is an example given to have a clear idea about this function:

Eg.The speaker is asked about what to do next ? and s/he responds as follows :

You know …... what is next is a really tough question, depuis que j'ai reçu l'offer d'être le directure de cette enterprise, je suis un peu precarious.

As it is displayed in the example above, the speaker uses English to express his/her own point of view about the question then s/he moves to French to clearly transmit the message

through which s/he explains his/her current psychological state that is a bit precarious about what s/he will do next.

Recently, other six basic functions code switching serves in conversation were outlined by Appel & Mysken (2006) using Jakbsons(1960) and Halliday's (1964) concept of functional specification. The functions of CS might entail referential, directive, expressive, pathic, metalingual and poetic function.

Referential Function.

It occurs because of the speaker's limited and insufficient vocabulary knowledge about the language being employed in communication. In this instance, bilinguals choose to switch to the language in which they suppose to find the appropriate and more suitable linguistic items that will serve the intended semantic function. In such switching situation, most speakers are rather conscious of the process.

Directive Function

It is a participant-related function and in this position the listener is the most concerned element. In this sense, the switching takes the function of including or excluding an individual from a conversation by using a foreign or unfamiliar language as the main medium of communication.

The Expressive Function

As indicated by its label, CS is used by speakers to express their self-identity as it is widely exploited for other social purposes when they want to create a sense of belonging, to express opinions, attitudes and emotions.

Pathic Function

Gumperz & Hernadez-chavez (1975) called this type of function as metaphorical switching. Having pathic function means demonstrating and highlighting a change in the intonation and the emphasis of certain essential points of the conversation.

Metalingual Function

Applies when bilingual speakers aim to impress other participants through speaking distinct language; it is used as a way to show off their language competence.

Poetic Function

In its simplest form, it is about switching words, puns, jokes from one code to another for adding some sort of humour or amusement. This function is more utilized in literary texts.

In short, what can be deduced from the above mentioned functions is that, one can come across more than one function in the same context where the practice of code switching takes place. Thus, the existence of these functions depends mainly on the intentions the speaker wants to pass.

2.2.4 Functions of Teachers' CS in the EFL Classroom

Juxtaposition of languages is a concept that does not only exist in bi/multilingual societies, but it is also a phenomenon that occurs quite frequently in EFL/ESL classes where both teachers and students are supposed to converse solely in English. However, the EFL classroom agents do not always employ the target language, which makes the linguistic behaviour of CS a natural and inevitable practice in such educational settings. It is worth noting that, regardless of whether teachers consciously or unconsciously use languages alternatively, CS as a strategy used to sever panoply of pedagogical and communicative functions in language learning environment. In an attempt to identify the main functions of the teachers' use of L1, several research works have been carried out in the realm of sociolinguistic.

At the formal level in the classroom, CS serves as assistance since it offers so many functions to teachers. Uys & Dulm (2011) found that CS is used for translation sake. That is, teachers primarily resort to their L1, the language they master the most, when they encounter certain difficulties in conveying new ideas, concept or vocabularies. In this case, CS bridges the gap by providing an opportunity for teachers to translate L2 into L1 so that they can contact their students and keep communication flowing in the class. In line with this idea, Qing (2010) also state that teachers mostly rely on translation while explaining new vocabulary. However, in another study carried out in the past indicates that negotiating between languages does not only function as translation of the material. Mattsson & Burenhlt (1999) provides a list of five functions of teacher's CS in EFL classes.

2.2.4.1 Linguistic Insecurity

Successfully transmitting knowledge of the target language is one if not the main objective of teachers' instructional process. Teachers used to make use of certain linguistic items of the foreign language, which they are not able to fully control due to their limited proficiency level in the language they taught. In such situation, teachers have no other option or solution except CS.

2.2.4.2 Topic Switch

In topic function, language teachers alter their language to match the topic that is under discussion, especially, when dealing with some complicated grammatical points that are better comprehended and grasped when explained in the student's native code. In this sense, CS assists teachers to direct their students' attention to the new knowledge.

2.2.4.3 Affective function

This serves for the expression of emotions. In this regard, teachers switch to the student's native language in order to build up solidarity and intimacy with them. Also, it helps them to create a comfortable and supportive learning atmosphere which will contribute to reduce anxiety among language students.

2.2.4.4 Socialising Function

This function is closely related to affective function in the sense that instructors switch codes, when they wish to be more close to their students especially the less proficient category.

2.2.4.5 Repetitive Function

Switching is employed to clarify meaning and to transfer the necessary input, or it can be exploited by teachers to check their students' comprehension of the material.

In similar vein, in a study conducted by Ustunel & seehouse (2005), a list of three main categories of functions of teachers' code switching in the EFL classes is provided. Firstly, code switching for curriculum access. Basically, to help pupils understand the subject matter of their lesson. Secondly, code switching for classroom management. In this case is use to motivate, discipline and praise pupils to signal a change of footing. Finally, code switching is used for building interpersonal relations. In this sense, this linguistic behaviour is employed

as a strategy to humanise the affective climate of the class and to negotiate different identities. (Ustunel & seehouse, 2005, p.308, 309).

2.2.5 Function of Students' Code Switching

Rather than talking only about the teachers' use of CS and the distinct functions that this mechanism offers them while delivering their lectures in the EFL classes. Likewise, switching to the native language system, in some specific situations, provides a wide range of benefits to students as it helps them to avoid any kind of miscommunication when talking either to their teachers or peers. One of the very first and seminal studies that tackled the student's functions of code switching was carried out by Elridge (1999) in which he listed seven functions:

2.2.5.1 Equivalence

This function can be attributed to incomplete knowledge of the foreign/target language lexicon, as the students use the native equivalents of certain lexical items in situation, where they are not able to express themselves in the targeted language. Hence, equivalence acts as a defensive strategy that assists students to maintain communication by bridging the linguistic gap resulting from their incompetence in L2.

2.2.5.2 Floor-holding

It occurs when there is an intention to continue interacting with no gaps or interruption which may result from not retrieving the appropriate lexis, students choose to fill the stoppage with native language use.

2.2.5.3 Reiteration

The messages conveyed in the foreign language are usually repeated by students in their native repertoire, when they feel that these messages are not well understood when transmitted in English.

2.2.5.4 Group membership

It is well noticed in classes, international classes as an example, where students do not share the same linguistic background. In these cases, code switching is employed as a way to show their ethnic identities.

2.2.5.5 Conflict Control

Using languages alternatively is deployed when some culturally equivalent lexical items in the targeted code are lacking, and this, in return, may lead to violation of the transmission of the intended meaning. Thus, CS is used to avoid any sort of conflicts.

2.2.5.6 Alignment and Disalignment

During any act of communication, the social aspect of the language should be taking into account by students, the thing that used to urge them to change the language to effectively negotiate their thoughts.

In summation, the number and the type of functions that were identified may vary from one study to another. These differences are presumably linked to different factors including the context of the study, participants, students' proficiency level and many other circumstances. However, what should be stated is that most of these studies ended up with an idea that using L1 in the EFL classes can be very beneficial to promote the overall process of L2 teaching and learning since it helps both class participants to serve functions and to overcome some challenges during the lesson. Besides, it should be noted that, the functions of teacher's CS are to some extent different from that of the students.

2.2.6 Attitudes of EFL Teachers and Students towards the Use of Code Switching inside the EFL Classroom

Within the world of language use, practicing code switching in foreign language classes is commonly viewed with suspicion. When this issue is addressed, whether it is helpful or not to switch back and forth between the native repertoire and the target one, there appear to be two opposing language attitudes among teachers and students. Some advocating the intra-lingual teaching strategy, the use of the mother tongue should be banned in teaching English, and others are more flexible advocating the cross lingual strategy in which L1 is use alongside L2 in the EFL environments.

2.2.6.1 Positive Attitudes

Following the assumption that code switching in the EFL classes is not only a natural and spontaneous linguistic practice, but also a useful strategy that has the potential of enhancing and elevating L2 learning process. Ahmed (2009) tested the attitude of 257 EFL students from a Malaysian university towards their teacher's CS in the classroom milieu. The

scores obtained show that students display positive attitudes towards CS and even support the teacher's use of this linguistic behaviour. Moreover, the results also revealed that there is significant correlation between teacher's CS and students' effective support and between teachers' CS and students' learning success as well. Accordingly, this study strongly supports the adoption of CS as a strategy in teaching. In the same vein, in a study conducted by Hanni (2017) in which she exhibits the perspectives of the EFL students towards their own use as well as their teachers use of CS in an Algerian EFL classes . The findings of the study revealed that Algerian EFL students mostly encourage the implementation of CS in their classes. Simply put, students have positive attitudes towards their teachers switch from their first and second languages which are respectively Algerian Arabic/French to the target language, English and vice versa. In light of with these findings, CS seems to have a fruitful role to play in the learning process.

Oubaidullah (2016) on the other hand, examined the EFL students' and teachers' attitudes towards the occurrence of language-switching in Bangladeshi universities. In his study, Oubaidullah looked also at the plausible reasons behind the use of L1 in English classes. The participants were asked to fill out two different types of a survey questionnaires about their own opinions towards the use of such linguistic practice. The findings concluded that both teachers and students hold positive attitudes as they do believe that CS largely helps an EFL class to be successful, and they all agree that it really facilitates the process of L2 learning through providing a better understanding of the lesson content. However, teachers who participate in this study state that although they do switch codes in their classes for several pedagogical purposes, they do not permit their students to code switch frequently. Similarly, Yao (2011) investigated the instructors' and students' opinions to teacher's CS in FEL classes in China. The results displayed that both teachers and students hold similar positive attitudes with teachers' alternative use of L1 and L2. However, there are certain contradictions in attitudes between the two samples in some question items. These contradictions indicate that the implementation of CS in the EFL classes should be adapted to the practical teaching. This study, however, takes only the teachers' and students perspectives' to CS with excluding the bountiful linguistic functions behind its use.

Fekkar (2021) also made an effort to explore the perceptions and functions of CS to the process of English language teaching and learning from both university students' and instructors' perspectives in Morocco. The analysis of the results that were obtained from the interview and questionnaire revealed some disparities and commonalities regarding the

participants' attitudes towards the utility of such sociolinguistic behaviour in the EFL settings. The findings also showed that most of teachers and students have positive attitudes since the carful use of CS serves as a tool for fulfilling several pedagogical and social functions .For this reason, they agreed that the phenomenon of CS should be viewed as an effective strategy to be employed in these contexts .Therefore, the already mentioned studies go in line with some research works that were conducted by other analysts who are specialized in second language acquisition namely Cook (2001) and Richards & Rogers (2001) . These scholars stated that the students' native language deserves a place in FL classes, and it should not be considered as a barrier but as a resource to successful language learning.

2.2.6.2 Negative Attitudes

One the other side of the issue, CS from the perspective of some teachers and students is considered as a negative and undesirable behaviour that has a vigorous influence in English language learning, as it is a strategy handled by weak language users to compensate for their linguistic deficiencies. Rahimi and Jafari's (2011) examined the Iranian student's attitudes towards the facilitative and debilitative role that learner's mother tongue plays in EFL classes. In this study, gender was taken as one of the main elements to find out the students stands concerning the application of CS. However, the findings reached at the end showed that both female and male students display negative attitudes to CS stating that neither student not teachers should be allowed to use Persian in the EFL classes even though it facilitates and increases their classroom interaction. The limitation of this study is that the researcher took only the perspective of students with excluding the teachers' perspective. In the similar vein, Adder and Bagui (2020) carried out a research in which they investigate the reasons and function that lead Algerian teachers and students to switch back and forth to their native repertoire, Algerian Arabic, in the EFL classes where they are expected to communicate only in the target language, English. The study aimed to unveil the teachers' attitudes towards this linguistic behaviour. Data analysis showed that most of teachers who participated in this research work have negative attitudes towards such practice in the sense that it may promote some sort of linguistic laziness; the thing that may not assist students to be proficient in English. This supports the idea that was stated by Sridhar (1996) who described this kind of using languages alternatively within the confines of EFL classes as "a sign of laziness or mental sloppiness and inadequate command of the language" (p, 59).

In a research undergone by Rather (2012) who examined the teachers' and students' application of CS in an EFL lesson at university in Turkey. The findings revealed that both classroom participants tended to apply CS for different purposes and also showed that CS is exploited by students a means to avoid the target language, especially, when the title of the lesson is not accessible to them. For this reason, the study concluded that negotiating language did not contribute in language development. For this, it should be excluded from the EFL spheres. According to other researchers who called for the elimination of CS in the EFL context, Chaudron (1988) and Ellis (1984) who agreed that learners of any foreign language should be exposed to as many language functions as possible in order to fully benefit from the valuable target language input. In the same line of thought, Elridge (1996) one of the major advocates of the exclusive use of the target language, claimed that the use of CS should be severely banned in the language classes in order to help learner attain higher level in L2. In Addition, according to him the exclusion of such an approach may accelerate the speed of language learning.

Consequently, the current study endeavours also to investigate both teachers' and students' attitudes towards the incorporation of this linguistic behaviour in the Algerian EFL classes in higher educational context.

Conclusion

This chapter sought to portray the concept of classroom communication. Foremost, it provided a general view regarding its definitions, types and the major strategies that interlocutors might opt for to compensate for their communicative troubles and deficiencies, and hence communicate their thoughts and ideas with their surroundings in the classroom. Moreover, it highlighted the phenomenon of language alternation inside the EFL classes, the motivational factors that might urge teachers and students to stipulate language-switching and the main functions this linguistic behaviour offers to them. Lastly, this chapter ended up by displaying different attitudes towards the inclusion of code switching in an EFL learning environment.

Chapter Three: Results and Data Analysis

Introduction

3.1 Description of the Questionnaire

3.2 Description of the Interview

3.3 Results of the Study

3.3.1 Results of the Students' Questionnaire

3.3.2 Results of the Teachers' Interview

3.4 Discussion and Summary of the Findings

Conclusion

Introduction

After having reviewed the literature relevant to this research investigation, the present chapter is considered the essence of this study. Consequently, this chapter is devoted to displaying, summarising and interpreting the data gathered from two main qualitative data gathering instruments namely, semi-structured questionnaire and interview. Correspondently, and following the analysis of the data generated from each research instrument; this chapter also seeks to provide a summary and discussion of the data, along with a synthesised account about the results with reference to the correspondent research questions.

3.1 Description of the Questionnaire

Chiefly, this semi-structured questionnaire was designed to collect as much data and meaningful insights as possible in order to answer the formulated research question at outset of this scientific inquiry. Indeed, the students' questionnaire aimed to elicit the students' attitudes and views regarding the occurrence of code switching in the EFL classroom, and the use of this linguistic behaviour as a strategy to enhance and boot classroom communication.

Consequently, the constructed questionnaire comprised three sections to get more explanations and the necessary data about the inclusion of the linguistic practice of shifting between diverse linguistic systems while communicating in the EFL classroom, where both teachers and students are supposed to interact using only one system, English. Given that the questionnaire was semi-structured, both open-ended and close-ended items were incorporated.

As for the administration, an online version of the questionnaire developed by 'Google Forms' was electronically forwarded to Third year EFL students enrolled in the English Department at Biskra University. Table 3.1 illustrates the structure and objectives of students' questionnaire.

Table3.1

Structure and Objective of Students' Questionnaire.

Section	Items	Content	Objectives
Section One	1-8	Language Use	To collect basic data related the main linguistic systems that are employed inside the classroom in order to scrutinise the occurrence, and the frequent use of code switching inside the EFL spheres.
Section Two	9-10	Reasons and Functions of the students' Code switching	To explore the main motivational factors that leads students to stipulate language-switching, and to reveal the main communicative functions and purposes for which they linguistically behave as such.
Section Three	11-15	Students' Attitudes towards code switching	To unravel the students' attitudes and perceptions vis-à-vis the use of English-Arabic code switching in the EFL classroom.

3.2 Description of the Interview

In addition to the other data collection tool, the interview was used in an attempt to figure out the EFL teachers attitudes regarding the use of English-Arabic code switching to carry on an effective class conversational interaction. The teachers' interview was made on the aim to reveal the teachers' perspectives and to compare them to the students' attitudes in order to demonstrate the communicative role that code switching plays inside the classroom. Moreover, five face-to- face meetings were arranged to interview five teachers who accepted to participate and to be recorded. Since the interview was semi-structured, it was developed

by employing both open-ended and close-ended questions. Thus, the teachers' interview comprised three sections.

Table 3.2

The structure and objectives of the teachers' interview.

Section	Items	Content	Objectives
Section One	1-4	General Information	To gather data related to teachers' teaching experience, level of teaching and average number of the classroom, to see if these factors affect their attitudes or not.
Section Two	5-10	Reasons and Function of Teachers' code switching	To identify the significant reasons and functions that might lead them to code switching.
Section Three	11-15	Teachers' Attitudes towards the Implication of code switching	To elicit their attitudes towards the use of English-Arabic code switching to enhance classroom communication.

3.3 Results of the Study

3.3.1 Results of the Questionnire

Section One : Language Use

Item 01. Which of the following languages do you speak? (You may tick more than one)
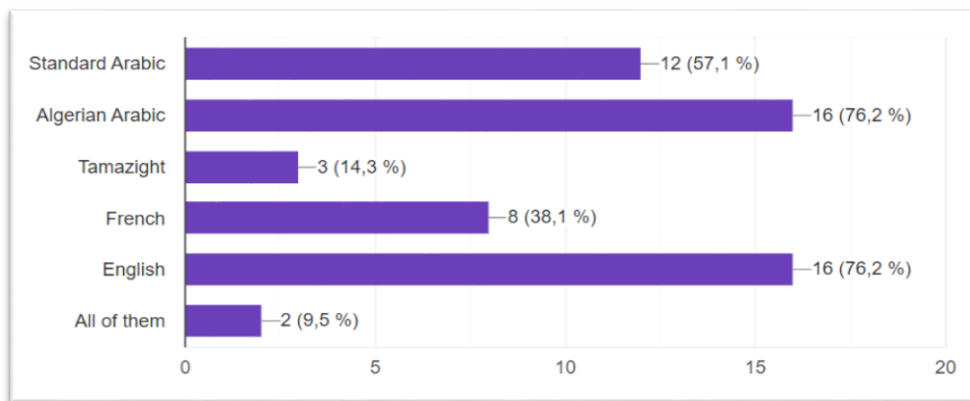
Figure3.1. *The Linguistic Systems Spoken by Third Year Students*

The present item is intended to capture the language systems that third year students are capable to use and speak in their acts of communication. As it can be observed, each of the suggested elements was selected more than once, yet at diverse rates. Therefore, based on the findings displyed in figure 3.1, it is noticed that the vast majority of the participants about 76,2% reported that they are able to speak both Algeian Arabic, which is considred as the mother tongue of most of the Algerian population except for those who belong to the Tamazight linguistic background, in addition to English which is their target and the language in which they seek to attain some profeciency level. Besides, the standard vareity of Arabic is spoken by 57,1% of the questioned students. French and Tamazight on the other hand, are languages used by a small portion compared to the already mentioned sytems in which the former is spoken by 38,1% while the later is 14,3% . Only 9,5% of the participants claimed that they hold a sufficient linguistic capacity that qualifies them to use all of these languages.

Item02. Which of the following language (s) do you better understand and master?
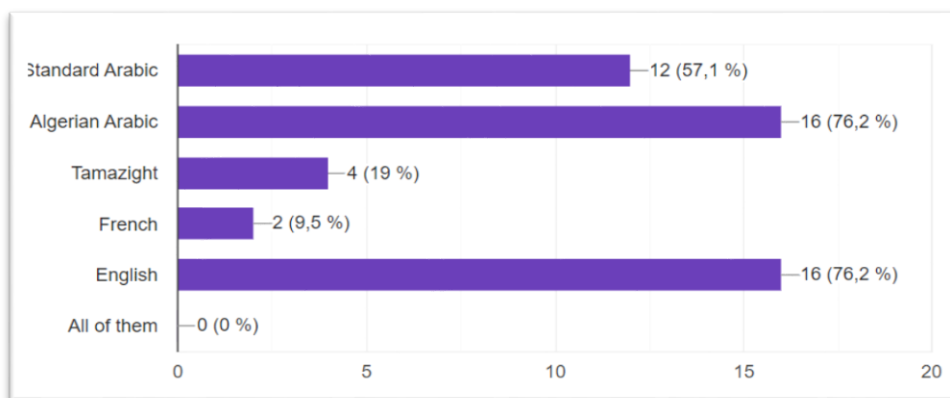
Figure3.2. *The Inteligible and Mastered Linguistics Systems by Students*

The present item is a follow-up to the previous one. In fact, this question was designed to elicit the students' tendency in comprehending and mastering the existing languages. As expected, the largest part of the informants about 76, 2% alleged that they better understand and are more proficient in Algerian Arabic and English, the two systems which are in a daily contact with. However, and in contrast to the first item 19% of the respondents stated that they are more able to understand and master Tamazight language than French which is represented by only 9, 5% as demonstrated in the figure above. Practically speaking, what explicates this inconsistency in respondents' responses is that Tamazight is one of the mother tongues in Algeria which is spoken by a considerable amount of its users who fully understand it and master it, yet they cannot use it with others who do not belong to this particular speech community in contrast to French which becomes a permanent and integral part of the Algerian linguistic behaviour since it is frequently used by distinct categorises of the population even those who do not possess the linguistic capacity to understand all vocabulary items in this system.

Item03. Do you use these languages alternatively during your act of conversation?

Table3.3. *The Alternative Use of Languages*

Options	Frequency	Percentage
Yes	18	85.7%
No	3	14.3%
Total	21	100%
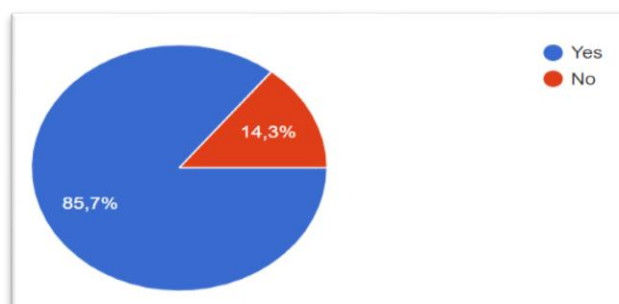
Figure3.3. *The Alternative Use of Languages*

Adding this question, we intended to conspicuously check the students' awareness of their use of this linguistic phenomenon of switching between two or more genetically unrelated languages. Evidently, as illustrated in table 3.3 and figure 3.3, eighteen out of 21 respondents (85, 7%) which represent the majority stated that they did make a simultaneous use of distinct linguistic repertoires within the same speech exchange. On the contrary, a small minority, that is 3 (14, 3 %) precisely, estimated that these verbal communication systems were not juxtaposed in their discourse which portrays that these respondents did rely only on one language when they communicate with others.

Please, justify your answer

To elaborate more on the responses provided within the closed-item, we further asked the informants to give justifications, which served as assistance to the researcher to figure out what pushes the students to move from one system to another during their acts of communications. It is; thus, noteworthy to confess that most of the questioned participants agreed that they tended to have recourse to the process of language negotiation with the target of keeping the flow of communication and avoid any sort of interruption. As one of the respondents affirmed saying, *'it helps me to avoid any sort of breakdowns during the communication'.* While others declared that, alternating between different grammatical systems was the way that assisted them to convey their intended linguistic or social meaning because of their limited yet insufficient bank of lexis or when the desired idea is best communicated in one language than the other one. On the other side, all of the participants who rather prefer to not switch languages justify their answer revealing that the context they were in is generally what requires them to employ only one linguistic system. As is it asserted by one of the participants saying that *"I pick one of them to use according to the situation"*.

Item04. As an EFL student, how would you evaluate your proficiency in English?

Table3.4. *The students' Proficiency Level in English*

Option	Frequency	Percentage
Acceptable	7	33.3%
Average	5	23.8%
Intermediate	6	28.6%
Advanced	3	14.3%
Total	21	100%
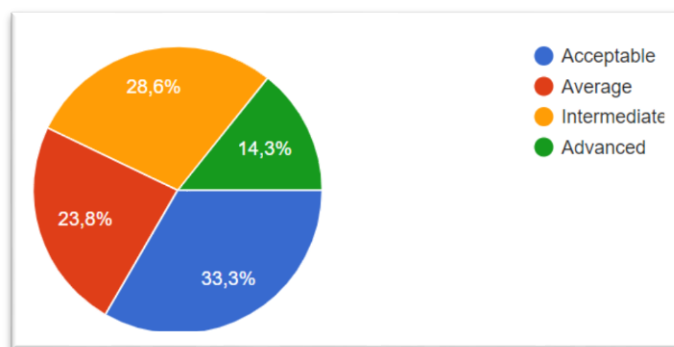
Figure3.4. *The students' Proficiency Level in*

English

This question is raised to collect data that assist to measure the participants' current proficiency level vis-à-vis the English language. Based on the findings displayed in table 3.4 and figure 3.4, there is a very close proportions in students' responses in which (33, 3 %) representing 7 respondents asserted that their linguistic competence level was accepted whereas about 6 (28, 6%) affirmed that they were neither advanced nor poor, rather their level is intermediate. **Furthermore**, the same table indicates that 5 (23, 8 %) of the respondents declared that they had an average level in the target language. Surprisingly enough, only three out of 21 students from the sample population (14, 3%) which represents the lowest percentage as it apparent from the table above reported that they were capable to attain an advanced level in English.

Item05. In an EFL class, which language do you use during your classroom conversation?

Table3.5. *The Linguistic Systems Spoken by Students in the EFL Classroom*

Options	Frequency	Percentage
1.Only English	8	38.1%
2.English and Arabic	13	61.9%
Total	21	100%
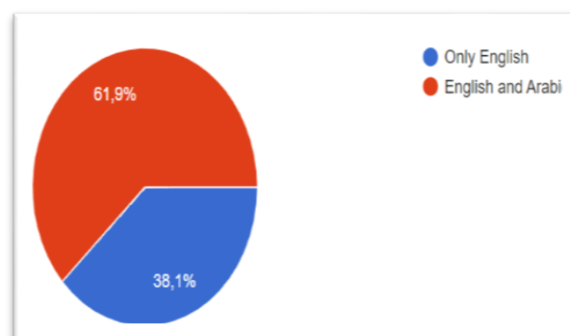
Figure3.5. *The Linguistic Systems Spoken*

by Students in the EFL Classroom

By incorporating this question, it was intended to reveal which languages did students employ while communicating and exchanging thoughts and ideas in their ELF classes. Indeed, as shown in table 3.5 and Figure 3.5, the sample majority, that is 61, 9 % responded that they are in favour of using their mother tongue, Arabic; alongside English during the communicative process within the EFL spheres. In the other position, about 38, 1 % acknowledged that they prefer to make use of English language solely in their speech. Consequently, what can be deduced from the findings of the statistical analysis is that students' preferences to switch between codes are due to various reasons and communicative functions that they aim to achieve.

Item06. In an EFL class, what are the languages that you are allowed to speak?

Table3.6. *The Allowed languages in the EFL Classroom.*

Options	Frequency	Percentage
Only English	14	66,7%
English and Arabic	7	33,3%
Total	21	100%
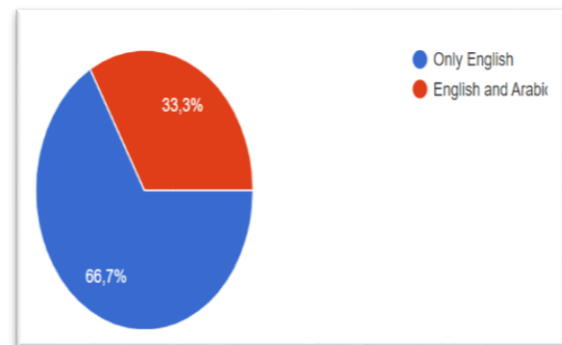
Figure3.6. *The Allowed languages in the*

EFL Classroom

This question sought to, in relation with the previous one that highlighted the language systems that EFL students tended to use in their class discourse, to extract information about which of the given systems is permitted to be employed as a medium of communication within the confines of the EFL classroom. Hardly surprisingly, as it is a part of the EFL milieu, where English is expected to be the main means of interaction between the classroom agents (i.e., teacher and student). Therefore, as expected, the largest part of the respondents, that is 66, 7% of the sample population, confirmed that English is the only allowed language to be exploited inside the classroom. However, out of 21 respondents, 33, 3% agreed on the possibility of including their mother tongue besides English during their discourse in this particular speech community, the EFL classes.

In light of the results demonstrated in table3.6 and figure 3.6, it is apparent that a good number of the participant students are knowledgeable about the importance of using English as a communicative and instructional instrument in their language classroom. For this reason, a large portion of our sample was in agreement with the idea that the only linguistic system that should be utilized is the target one. Interestingly, if a comparison is made between the results obtained from the present question and the findings of the previous one, item 05, it could be said that the EFL students in our department are in favour of including Arabic during their acts of communication, even though they are totally aware of the principle of the department authority regarding classroom language use in which English is the only language system allowed in their EFL classes.

Item07. As an EFL student, do you encounter some challenges when speaking English either with your peers or teachers?

Table3.7. *The Main Speaking Challenges Encountered by Students*

Options	Frequency	Percentage
Yes	15	71.4%
No	6	28.6%
Total	21	100%
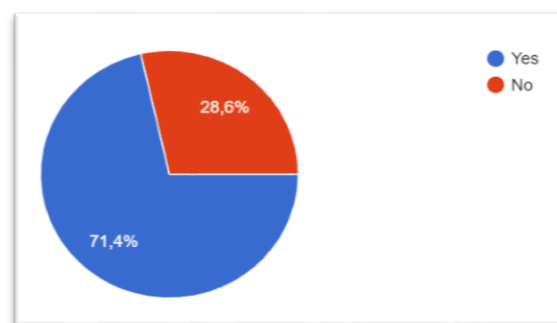
Figure3.7. *The Main Speaking Challenges*

Encountered by Students

As far as this question is concerned, we intended to identify whether or not the EFL students face some difficulties when using English either with their teachers or peers. In fact, the main purpose behind this question is to painstakingly pinpoint the major problems that hindered and impeded the EFL students to carry on an effective successional communication process. Table3.7 and figure 3.7 show the results reported by the respondents who partook in the study, in which 71, 4% of them asserted that they did suffer from some challenges that encountered them when speaking English. However, 28,6 % showed their linguistic capacity to perform several conversational acts relying only on the use of the target code which helped them to say whatever they want without any language restrictions.

If yes, what are these challenges?

Analyzing the responses provided by the participants the fundamental problem that the majority of the informants were suffering from is their inadequate competence towards the target language. In other words, their difficulties in speaking English lies entirely on their insufficient vocabulary bank that did not help them in using the language more properly and eloquently to express their ideas. Correspondingly, one of the respondents claimed "*not able to express my idea using only English and not able to find the appropriate terms to transfer a message",* in a similar vein, another participant stated "*Sometime I don't find the appropriate words which can express my idea".* From another perspective, some of the respondents declared that they did not feel psychologically relaxed when speaking English, that is, the main problem in this case is the students' feelings of anxiety and inhibition which typically challenged and prevented them from expressing themselves in English. As acknowledged by one of the respondents *"I feel anxious while speaking English, so I can't be as clear as I want to be".* Besides, further participants expounded that they fear of committing pronunciation mistakes and, thus, being judged negatively by their surroundings in the classroom. A respondent revealed *"I fear if I make mistakes when pronouncing a word, I would be judged by teacher or by classmates".*

Item08. Once you encounter these challenges, what are the strategies that you usually opt for to overcome them?

To be aware of the communicative strategies that the EFL students opted for to handle and overcome the linguistic and para-linguistic crisis which occurred when interacting with other language users. Therefore, this open question was chiefly posted to delineate the different ways used by the respondents to compensate for their speaking problems. Indeed, this question exposed varying responses which can be grouped into three diverse subcategories. Noticeably, more than half of the respondents reported that the immediate use of their mother tongue is the first decision they took to keep the conversation going. Aside from this, a number of the informants annotated that when facing communication problems, they tried to look for synonyms or alternatives to what they want to convey and thereby provide opportunities for a more comprehensible input. The rest of the sample suggested that the best way to avoid any sort of breakdowns or communication stopgap was through reading some masterpieces in English in addition to practicing their target language with their peers during their break times, which would assist them in return to wider as well as enrich their

vocabulary zone and become more capable to correctly express their ideas without any risk of cutting down their speech while communicating.

Section Two: Reasons and Functions of Students' Code Switching

Item09. To what extent do you agree or disagree with the following statements?

Table3.8. *Reasons of Students' Code Switching in the EFL Classroom*

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.As an EFL student, I code switch because of my low proficiency level in English.	9,5%	61,9%	23,8%	4,76%
2. I usually code switch to keep in line of communication with no gaps or interruptions.	28,57%	47,61%	19%	4,76%
3. I switch to Arabic to repeat what may not have been understood either by my teacher or peers.	42,85%	38%	19%	00%
4. I code switch to avoid any sort of conflict or misunderstanding whilst speaking, especially in the case of cultural untranslatability.	33,33%	47,61%	19%	00%
5. Code switching enables me to say what I really want to say more easily.	33,33%	47,6%	19%	00%
6. I code switch to maintain rapport and interpersonal relationships.	9,52%	28,57%	52,38%	9,52%
7. I switch to Arabic when I encounter some difficulties in using the right vocabulary item or grammatical structure in English.	28,57%	52,38%	9,52%	9,52%

Seeking to point out the main reasons that might potentially affect the EFL students' use of language during the classroom conversation, this question was designed for students to figure out their perceptions towards a set of statements with regard to the phenomenon of code switching. In an attempt to help the researcher to scrupulously identify these factors.

In response to the first item, 61, 9% which represents 13 respondents indicated that they agreed on the idea that their low proficiency in the target language is what generally caused

them to switch codes; meanwhile, 9,5% of them strongly agreed upon the same statement. By contrast, 23, 5% of these respondents disagreed and a very small number of 4, 67% strongly disagreed on the already mentioned matter. These results thus reflect that our informants lack some proficiency level in English; however, not all of them seem to admit it. Additionally, item 02 aimed to collect data concerning the assumption that code switching assists students to keep in line of communication with no gaps or interruption. Therefore, 47, 61% agreed and 28, 57 strongly agreed that language alternation is a helpful tool to compensate for their speaking deficiencies when communicating in English and save their conversation from any risk of interruption. On the other hand, the lowest proportions that is 19% and 4, 67% represent the participants who either disagree or strongly disagree upon this idea, which explicates that they never tend to have a resort to code switching to maintain the conversation flow smooth and uninterrupted as they view themselves as excellent (i.e., fluent) EFL communicators for this reason they found it inappropriate to make this choice. From another perspective, in responding to item 03, a percentage of 42, 85% of our sample reported that they strongly agreed that shifting to their mother code used to help them to reiterate what might not have been clearly comprehended by their surroundings in the classroom while about 38% just agreed with this idea. However, 19% of the students showed their disagreement and none of respondents was in strong disagreement. This suggests that the major reason of code switching phenomenon in this case is to make the intentions or the answers of the EFL students more clear and known to their teachers as well classmates. Furthermore, as far as the concept of cultural untranslatability is concerned, that is when the students encounter some barriers in finding out an equivalent that would exactly convey the same cultural meaning in the other system. In this respect, 47, 61% of the questioned students totally agreed that switching-languages helped them to steer clear of any sort of confusion or misinterpretation whilst speaking, whereas a good number of the respondents including, 33,33% showed their strong agreement with the statement. Yet others, out of 19% of the participated students seemed to contradict with it. Interestingly enough, the rates obtained through item 05 were precisely the same as the previous one, item 04, in which 47,61% of the informants just agreed while 33,33% strongly agreed on the ease of transmitting and conveying their intended meaning by alternating different repertoires during their speech; nevertheless, 19% disagreed about this claim. What can be deduced is that, this reason could be of a great importance in helping the students to handle some psychological crisis when using English, but it would not, of course, help them to ameliorate their speaking skills in the target language as it might become a habit for them whenever they find themselves in such situation. Unexpectedly, the

highest number of the participants with 52, 38 % disagreed that code switching was exploited as a means to show solidarity or to build up a report and a good interpersonal relationships with their interlocutors. While, only 28, 57% agreed on the socialization purpose of this linguistic feature. Besides, a small range of the respondents with 9, 52% either strongly agreed or strongly disagreed upon this statement. With reference to data elicited in item 07, it is; therefore, observed that our sample agreed with varying degrees upon shifting to Arabic when facing some challenges in using the right vocabulary item or grammatical structure in the target language in which 52, 38% only agreed while 28, 57% strongly agreed. However, a proportion of 9, 5% represents informants who claimed that they either disagreed or strongly disagreed with this matter.

Item10. In what cases do you, as students, and your teachers switch from English to Arabic in the EFL classroom? (You may tick more than one)

Table 3.9. *Functions of Students' Code Switching*

Options	Frequency	Percentage
To fill in gaps when you have a limited and insufficient vocabulary knowledge	9	42.9%
To fill in a lexical gap	12	57.1%
To express feelings such as anger, fear, solidarity, agreement …	3	14.3%
To attract attention	0	0%
To explain a particular meaning that is best communicated in Arabic instead of English	15	71.4%
To ask for clarifications	3	14.3%
Others Code switching becomes a part of my linguistic behavior	1	4.8%

At this level, this question was incorporated to figure out the main reasons that might potentially result in stimulating the functionality of code switching. This question was designed for student to select from the provided options the communicative functions that might be fulfilled through switching different linguistic repertoires, English and Arabic.

As indicated in table 3.9, the prime reason function that is achieved by this communicative device among our respondents is to explain a particular meaning that is best communicated in Arabic instead of English with a percentage of 71,4%. In simple terms, students use languages alternatively in order to make themselves better understood as sometimes certain items in English do not really have the same emotional value as in their mother tongue. Additionally, 57, 1% of our sample affirmed that what generally lead them to code switch during their speech could be attributed to their linguistic incompetence regarding English which is the reason that deprived them from finding the exact and appropriate terminology. Thus, the use of Arabic might help them to compensate for their language deficiency. Similarly, 42, 9% of the participated students claimed that this linguistic feature is employed when communication blocks occurred, so that, they switch to Arabic, the language they master the most, to fill in this gap due to their lexical limitation. This table; further, illustrates another function with the same percentage of 14, 3% responded that languages were juxtaposed for the purpose of expressing their feelings or emotions and asking either their instructors or classmates to simplify and clarify more some issues related to the subject matter. Accordingly, this linguistic practice used to help them to enhance their comprehension and understanding of the material. Finally, yet importantly, it is worth stating that only one respondent including 4, 8% of the total number of the questioned students added another reason that cause the utility of code switching in which s/he claimed that switching languages happened unintentionally and even out of their consciousness as it is an avoidable and integral part of their daily linguistic behavior. This explicates that this practice used to offer a number of communicative functions to its appliers in their daily life interactions as well.

Table 3.10. *Functions of Teachers' Code Switching*

Options	Frequency	Percentage
To manage the classroom.	5	23.8%
To explain grammar and vocabulary items.	4	19%
To explain difficult and complicated topics	13	61.9
To translate unfamiliar terms.	14	66.7%
To indicate sympathy and friendship to students.	9	42.9%
To assess understanding.	6	28.6

Adding this question, we sought to discover the significant functions for which the EFL teachers used to make a simultaneous use of diverse language systems from their students' perspective. Based on the results displayed in table3.10, it is apparent that varying views were given by the respondents in which 66, 7 % agreed that the fundamental function that caused their teachers to alternate codes could be associated to their emphasis on translating some vocabulary items that might seem unusual or unfamiliar to their students. Besides, another frequent factor with a remarkably close rate to the previous one, that is 61, 9% of our sample replied that teachers shifted codes in their talks with the aim of explaining complicated and difficult topics that cannot be grasped and well understood by students when using English solely. Interestingly, 42, 9 % of the respondents asserted that teachers found it more appropriate to switch between linguistic systems when they have the intention to indicate sympathy and build up an intimate relationship with the students in order to create a more relaxing and supportive learning atmosphere. Whereas in the fourth position, with a percentage of 28, 6% responded that code switching is utilized by teachers to assess the students' comprehension regarding the topic being discussed in the lesson. Furthermore, 23, 8% of the respondents argued that language negotiation was initiated by teachers when aiming to manage and maintain discipline in the classroom as a means to keep certain misbehaviours to the minimum and, thus, ensure that the entire class is focusing on what is being delivered. Therefore, in such cases code switching seemed to help teachers to achieve both

communicative and social functions inside the classroom. A small range of the respondents including 19% answered that their teachers tended to take help of the mother tongue in some grammar classes in order to assist their students to clearly apprehend confusing issues related to grammar and vocabulary. This explicates that switching codes is even a teaching tool for ensuring comprehension among the students. However, none of the participants mention another function.

Section Three: Students' Attitudes towards the Use of Code Switching inside the Classroom

Item11. How often do you employ English-Arabic code switching during your conversation in the class?

Table 3.11. *The Frequency of Students' Use of Code Switching*

Options	Frequency	Percentage
Never	1	4.8%
Rarely	7	33.3%
Often	13	61.9%
Always	00	00%
Total	21	100%
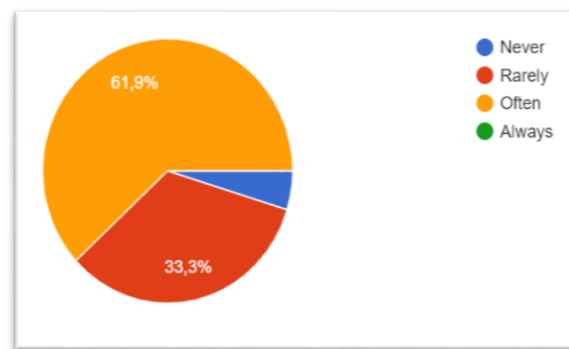
Figure3.8. *The Frequency of Students' Use of code switching*

The main objective of the present question was to figure out the participants' tendency towards the inclusion of English-Arabic code switching in the EFL classes as well as to precisely reveal the frequency to which classroom agents tended to revert to Arabic when communicating in the class. Responses to item 11, denotes that the majority of the respondents that is, 61, 9% stated they did often have a resource to their mother language during their classroom conversational acts whenever the needs arose; however, 33, 3% showed that they rarely went back and forth between these two linguistic systems. Furthermore, 4, 8% of the respondents admitted that they never sought help of other codes when encountering some challenges to carry out their intentions in English. From these results, it could be deduced that code switching is not a frequent practice among our sample; it

is rather employed in some specific occasions by the largest part of the respondents when they were linguistically incapable to well express their thoughts using only English.

Item 12. How often do your teachers use English-Arabic code switching in the classroom?

Table3.12. *The Frequency of Teachers' Use of Code Switching*

Options	Frequency	Percentage
Never	00	00%
Rarely	16	76.2%
Often	4	19%
Always	1	4.8%
Total	21	100%
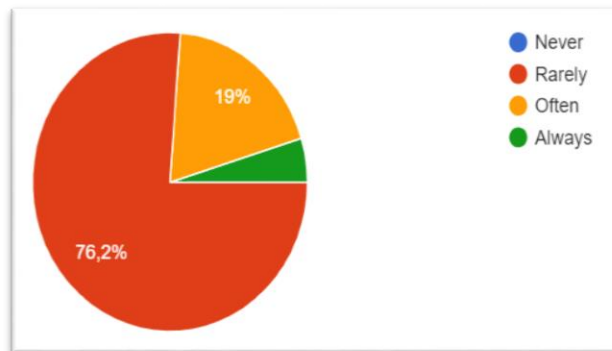
Figure3.9. *The Frequency of Teachers' Use of Code Switching*

As it is displayed in table3.12 and figure3.9 and in contrast to the previous item, 76, 2% which represents more than half of the informants agreed that their teachers did rarely resort to switching-languages during their talks within the boundaries of the EFL classroom. However, 19% acknowledged that teachers often incorporated Arabic because of certain communicative purposes that necessitated from them to linguistically behave as such. Besides, only 4, 8% asserted that instructors always turned back to their daily language while delivering the subject matter. While, none of the respondents 0% answered that their teacher did never utilize their mother tongue in the class. This suggests that most of the EFL teachers were not in favour of overusing code switching in the classroom since its use should be restricted to only some specific situations and circumstances.

Item13. How often do you think that Arabic should be used in the EFL classes?

Table 3.13. *The Students' Perceptions on the Frequency of Employing Arabic*

Options	Frequency	Percentage
Never	3	14.3%
Rarely	12	57.1%
Often	5	23.8%
Always	1	4.8%
Total	21	100%
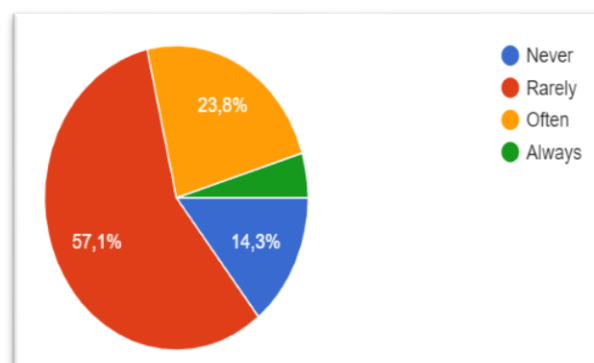
Figure 3.10.*The Students' Perceptions on the*

the Frequency of Employing Arabic

This item sought to discover the respondents' perceptions towards the extent to which the students' native language should be integrated in the EFL classroom. The results displayed in table 3.13 and figure3.10, highlighted that about 57,1% of the questioned students wanted their mother tongue to be rarely integrated in their language class while a proportion of 23,8% elicited that our sample often preferred and enjoyed if their teachers or peers went back and forth between their target and native language. Oppositely, 14, 3% of the respondents agreed that such behaviour of using their dominant code should be totally excluded from the context where English is supposed to be the sole medium of interaction. Then, just 4, 8% selected the always option. It is; therefore, inferred that the respondent would prefer from time to time to include Arabic in their class speech instead of English but not to be employed constantly.

Item 14. Do you feel confused when your teachers use Arabic in the classroom?

Table 3.14. Confusion towards Teachers' Code Switching

Options	Frequency	Percentage
Never	13	61.9%
Rarely	4	19%
Often	3	14.3%
Always	1	4.8%
Total	21	100%
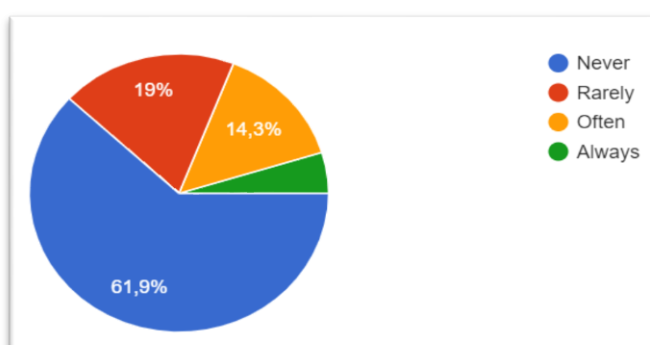
Figure3.11. Confusion towards Teachers' Code

Switching

The present question was designed to reveal the respondents' views on whether or not they feel confused when their teachers resort to Arabic during their regular sessions in order to have an idea about their attitudes towards such implication. Hence, it was denoted that the largest part of the respondents that is 61, 9%, reported that they were never confused when this linguistic phenomenon was initiated by their teachers; on the contrary, 19% of the other respondents confirmed that in some rare occasions they used to find it a bit challenging to easily apprehend the discussed matter when their teachers shifted to the other code. Similarly, 14, 3% stated that the major source of their confusion and misunderstanding of the subject matter could be often attributed to the teachers' alternative use of languages. Addedly, 4, 8% of the remaining respondents selected the always option.

Please, justify your answer

Fundamentally, this question was added to display some justifications of the respondents regarding the aforesaid question. Correspondingly, the majority of the informants agreed that using the native language while teaching English could rather strengthen their comprehension and grasp of the target language especially when the content being discussed was, to some extent, complicated. Thus, such behaviour could pave the way to a better understanding and acquisition of the knowledge explained by the teacher as one of the respondents declared '*it generally helps us to easily understand difficult topics that are not easy to be grasped when explained only in English'*. From an opposing perspective, a group of the questioned students argued that integrating Arabic inside the classroom could be the main evidence of confusion which had been arisen when their teachers kept employing their mother tongue, and even it negatively affected their desire to learn and ameliorate their competencies in English. As it was claimed by one of the respondents, '*It feels like am attending an Arabic literature class like I used to do before, so it becomes disadvantage for me and somehow will affect my motivation to use English and improve it'*. This explicates that it is a matter of attitudes and not complexity or even confusion.

Item 15. Do your teachers code switch to explain certain points during the lesson.

Table 3.15. *The Use of Code Switching for Simplifying Learning*

Responses	Frequency	Percentage
Never	1	4.8%
Rarely	6	28.6%
Often	13	61.9%
Always	1	4.8%
Total	21	100%
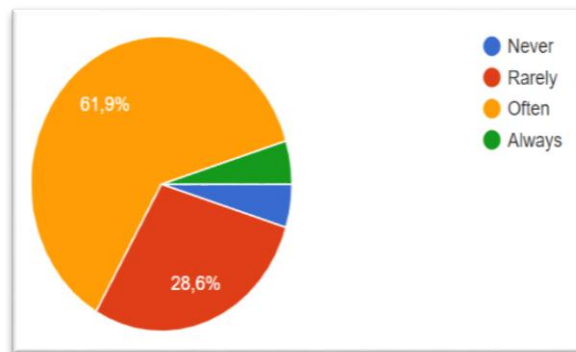
Figure3.12. *The Use of Code Switching for*

Simplifying Learning

The goal of this question was to indentify the teachers' frequent use of code teaching for the purpose of explaining some points during the lesson. As noticed in table 3.15 and figure 3.12 above, a total of thirty students which represents 61, 9% of the respondents affirmed that their teachers often sought the assistance from Arabic in order to highlight and easily clarify some key learning points. While, six students that is 28, 6% admitted that teachers rarely made use of code switching to attain such an objective. Furthermore, each of the last two options 'never and always' was selected only by one participant including 4, 8%.

Item 16. From your perspective, what is the impact of using code switching in EFL classes?

Table 3.16. *Students' perspective towards the impact of Code Switching* on learning *in the EFL classroom.*

Options	Frequency	Percentage
Extremely beneficial	2	9.5%
Beneficial	14	66.7%
No impact	2	9.5%
Harmful	3	14.3%
Total	21	100%

Having the purpose to spot some light on the questioned students' dogmatism concerning the effect of employing code switching on learning English as a foreign language inside the classroom, this question was asked. Apparently, there was a strong agreement among the majority of the respondents represented by 66, 7% who confirmed the utility and the beneficial impact of switching-languages on their learning process. By contrast, a percentage

of 14, 3% of our sample affirmed that using languages alternatively was harmful and unwholesome, which demonstrates their desire to minimize their exposure to the mother tongue. Moreover, the same rate of 9, 5% represents the respondents who either selected the 'extremely beneficial or no impact option'.

Please, justify your answer

This question was included in order to have an overall idea about the participated students' views and reasons regarding the facilitative or debilitative effect of code switching. Based on their responses, the largest part of the respondents revealed their preference for using English-Arabic code switching in the EFL classroom, which they considered as a legitimate pedagogical choice to serve some communicative functions; they based their argument on the assumption that such linguistic practice simplified the process of comprehension of some pieces of information that are better understood when explained in Arabic. As one of the students argued by saying *'I believe that code switching should only be used to convey certain messages that are better said in the native language, because a foreign language can never hold the same communicative value as the native one'*. Besides, a small range of the respondents among the majority emphasised the necessity of including code switching during classroom discussion which is viewed as a valid asset for the category of low proficiency students to fill in the gaps of their talk and even gave them a sense of security to openly share their ideas. As one of the informants wrote, '*code switching helps students with low-proficiency level to keep up with their teachers, as well as to communicate ideas that are better explained in the students' native language rather than a non-native one'*. However, contrary to the aforementioned perspectives, the group of the sample population who were opposed to switching languages inside the classroom justified their answers by claiming that the extensive application of the mother tongue would rather weaken and slow down their acquisition of the target language and that was why they called for the elimination of code switching from the EFL classes. Simply put, they did not consider it as an effective tool that would increase both the linguistic input and output of the foreign code. As claimed by one of the respondents saying, *'I believe that using code switching in EFL classes can be harmful, because after all, the aim behind learning a foreign language is to be able to communicate effectively in the target language'*. Then, some of the respondents answered that it neither benefits nor impedes their learning when it is judiciously and skilfully employed. As affirmed by one of the respondents, '*I don't think it harms or benefits students as it just depends on the way it is used'*.

Item 17. To what extent do you agree or disagree to the following statements?

Table 3.17. *Students' Attitudes towards Teachers' Use of Code Switching in the EFL Classroom.*

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1.Instructors who code switch from English to Arabic are not proficient in English.	9,52%	9,52%	57,14%	23,80%
2. Instructors who switch-codes frequently tend to pollute languages.	4,76%	47,61%	28,57%	19%
3. Instructors who use code switching can better maintain discipline in the class	14,28%	71,42%	14,28%	00%
4. Instructors who use Arabic besides English can better direct their students' attention to particular information.	33,33%	57,14%	4,76%	4,76%
5. Instructors' code switching makes the discussion more interesting.	9,52%	61,90%	19%	9,52%
6. Instructors who use code switching makes me feel more confident, comfortable and motivated in learning English.	14,28%	57,14%	14,28%	14,28%
7. Instructors who employ code switching help me to focus on the lesson without worrying about unfamiliar	23,80%	47,61%	19%	9,52%

words and expressions.				
8. *Students who code switch are not proficient in the targeted language, English.*	*9,52%*	*52,38%*	*38%*	*00%*
9. *Instructors should make use of English solely in the classroom.*	*23,80%*	*38%*	*33,33%*	*4,76%*

By asking this question, we aimed to discover the attitudes of the sample population towards their teachers' alternative use of distinct grammatical systems. The table above indicates to what extent the respondents agreed or disagreed with a set of statements related to the linguistic behaviour of code switching.

Items1 and 2 collectively sought to reveal the participants' perceptions towards the linguistic competence of their teachers who tended to switch-codes in the classroom. According to the statistics displayed in table 3.17, it was highlighted that the majority of the participants including 57, 14% disagreed that code switching is a sign that reflects their teachers' deficiencies or lack of competence in the target language while 23, 80% strongly disagreed upon the same idea. Yet, a percentage of 9, 52 % indicates those who either agreed or strongly disagreed. However, contrary to the previous one, the following item denoted that 47, 61% of the respondents agreed that languages are polluted when they are amalgamated within the teachers' talk; likewise, a very small proportion of 4, 76% reported their strong agreement. While about 28, 57% just disagreed and 19% strongly disagreed with this claim. As for the third statement, 71, 42% representing more than half of the respondents came into agreement that their teachers usually shifted to the other code for maintaining discipline and managing the learning environment in a more effective manner than using only English. Interestingly, the same rate of 14, 28% appeared in both strongly agree and disagree options. This contradiction in students' responses, in fact, could be attributed to various factors that might affect the teachers' choice of language in the classroom. None of the respondents strongly disagreed. Furthermore, responses to item four demonstrates that the highest proportions of the respondents including 57, 14% denotes those who just agreed and 33, 33% represents the category who strongly agreed and advocated the efficiency of integrating the mother tongue to boost interaction and direct students' attention to some important learning points related to the content of the lesson which would in return get students involves and,

thus, increase interaction in the classroom. However, 4, 76% varies between the respondents who either disagreed or strongly disagreed upon the above claim. In response to item five, most of the respondents about 61, 90% showed their agreement and confirmed their enjoyment of learning English when languages are juxtaposed during the discussion, which helped them to easily comprehend the classroom materials and get benefits of a valuable input. On the other hand, 19% of the informants disagreed and contradicted this statement. Additionally, a small rate of 9, 52% introduces the respondents who showed their strong agreement or disagreement on that. Item six was a follow-up to the previous one, the data collected reveal that 57, 14% of the respondents agreed that their teachers' mixture of the mother tongue with the foreign code used to give them a sense of belonging and creates a sympathetic learning milieu which made them more confident and increased their motivation to learn; meanwhile, 14, 28% strongly agreed with this claim. As opposed to them, the same rate of 14, 28% indicates the respondents who disagreed or strongly disagreed that their comfortableness and confidence were boosted by teachers' alternative use of languages. This suggests that code switching in this case was rather a counterproductive strategy in rising up their level of motivation in learning English. With reference to the results elicited in item seven, it could be noticed that 47, 61% of the respondents revealed their agreement and advocated the application of code switching which served as assistance in ameliorating their comprehension of the subject matter through clarifying the difficult and unfamiliar term and expression. Similarly, 23,80% strongly agreed upon this statement. However, 19% of the respondents just disagreed while 9, 52% strongly disagreed, which reflects that this category of the sample population holds a sufficient linguistic capacity that enables them to clearly understand different vocabulary items in their targeted. In response to item eight, the majority of the respondents about 52, 38% agreed that students who tended to resort to their mother tongue were not proficient and fluent in English and only 9, 52% strongly agreed. 38% of the respondents disagreed that code switching was a sign of deficiency and aptitude in the foreign language while none of them strongly disagreed. Finally, according to the analysed data in item 9, the highest proportion which represents 38% of the respondents who just agreed on the exclusion of Arabic from the EFL spheres while 23, 80% admitted their strong agreement with the same claim. On the other hand, 33, 33% of the respondents disagreed and admitted their preference of using code switching in the classroom. Similarly, 4, 76% strongly disagreed upon this idea.

Item 18. Do you think that code switching enhances your communication in the EFL class?

Table 3.18. *The Effectiveness of Code Switching as a Communicative Strategy*

Options	Frequency	Percentage
Yes	12	63,2%
No	7	36,8%
Total	21	100%
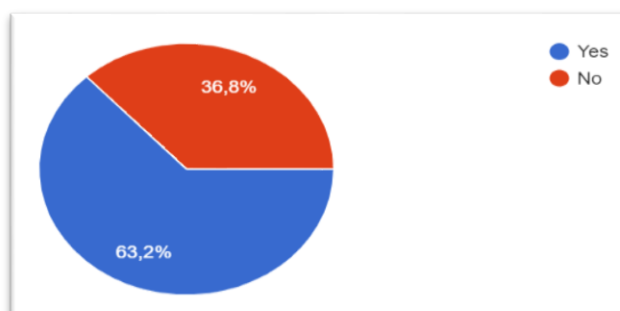
Figure 3.13. *The Effectiveness of Code Switching as a Communicative Strategy.*

By asking this question, the researcher intended to depict whether or not the use of code switching contributes in enhancing communication in the EFL classroom. Approximately, 63, 2%, more than half, of the respondents confessed that language alternation gave them the opportunity to better interact and maintain the successiveness of their communication acts with no cuts or interruptions. However, about 36, 8% of the remaining respondents refused to admit this communicative function of code switching.

Please, justify your answer

The present question was posted to have a clear idea about the students' views on how this linguistic feature might enhance or hamper their communication. Accordingly, some of the respondents encouraged the incorporation of other systems as this linguistic practice generally used to help them enrich their vocabulary zone to freely communicate their thoughts and idea without the fear of facing some challenges in using the correspondent lexical item. Furthermore, they expounded that code switching was an effective technique not only in enhancing their communication but also in ameliorating the overall process of learning a foreign language. As claimed by one of the respondents saying, '*it really enhances communication in the class as it gives us the space to use both languages alternatively which maintains the flow of communication also it helps us to learn some new terms when they are used in Arabic*'. In a very similar way argued another respondent, '*it enhances the learning process as it helps students to communicate more freely*'. What could be deduced is that the respondents were really aware of the multiple functions and purposes that code switching could fulfil inside the classroom situation in addition to its significance as a tool to improve

the quality of teaching and learning a foreign language. However, some of the respondents about 36, 8% of the total number of the sample answered in the full conviction that employing Arabic alongside English in the classroom could not be seen as a beneficial tool to improve their skills and acquire the minimum of fluency in the target language. For this reason, it would be more advisable to rely on only one linguistic system which is English. As reported by one of the respondents declaring, '*I think code switching would hamper my communication in the EFL class because it makes me think not only in one language, but in two which is difficult. I prefer to communicate using only one language*'.

Item19. If you want to add any comments or suggestions with respect to the Teachers' and Students' Use of English-Arabic Code Switching in the EFL classroom, feel free.

This open question was included to offer the participated student the opportunity to voice their opinions, remarks or any suggestions with respect to our research work. It is; therefore, noteworthy to state that only one student out of twenty one respondents affirmed that the use of code switching should be limited to only some specific situations when students encounter some difficulties in getting the exact meaning that the teacher tries to convey saying that '*I think teachers should sometimes use Arabic specially for unfamiliar terms that they are sure that students will not get them but they do not have to use Arabic all the time because students will get used to that and this is wrong in learning language*'.

3.3.2 Teachers' Interview

1. *Teachers' Background Information*

Table 3.19. *Teachers' Background Information*

Variable	Responses	Number
Years of experience	5-10	3
	11-16	1
	More than 16	1
Levels of teaching	Third year + Master One	2
	Third year + Second year	1
	Third year + First year	1
	Only Third year	1
Average number of the class	20-30	5

The first three questions collectively sought to reveal what might influence the teachers' language choices inside the ELF classroom, which is why we started by this set of questions. Since we thought that asking these questions with regard to teachers' years of experience, levels they are in charge of teaching in addition to the number of students in the classroom would serve us to point out whether or not these elements impact their attitudes towards the integration of the students' mother tongue in the EFL classes. In light of this, Table 3.19 demonstrates that respondents are of a varied teaching experience in which three of our interviewees are newly recruited. Whereas the two other respondents have a longer teaching experience, and they have been teaching English at the tertiary level for a period that ranges from 11 to more than 16 years. Besides, as far as the levels of teaching is concerned a sort of commonality appeared in the respondents' responses in which all of the teachers are in charge of teaching third year students in addition to other levels that varies from 1st year licence to master one. As for the average number of the students in the classroom, the majority of teachers argued that it ranges approximately between 20-30 students per group. Therefore, this diversity in responses regarding the posed questions would invigorate and strengthen the collected data which may help the researcher in measuring the teachers' attitudes towards language alternation in the EFL classes.

2. The Frequency of Teachers' Code Switching

Before we dive deeper into the interviewees' perceptions towards the application of code switching inside the classroom, it was crucial to realise first to what extent do the teachers think that Arabic should be included in the EFL classes and how often do they code switch?. Based on the analysis of the teachers' responses, the majority of the interviewees come into agreement that being member in a poly-lingual speech community as the case in Algeria, where a verity of genetically unrelated language systems co-exist; code switching then is viewed as natural linguistic phenomenon that tended to appear frequently in their daily life conversation acts but with differing degrees. For this reason, they confirmed that the foreign language classes could never be free from this linguistic behaviour as well claiming that it becomes an inevitable practice in the EFL classroom. Therefore, what could be deduced in this case is that the social environment and the phenomenon of language diversity do influence the EFL teachers and students use of languages inside the classroom. Thus, this impact of their social identity may also have an effect on their attitudes towards the behaviour of language alternation.

In this respect, two teachers considered Arabic as an essential element of the students' identity. For this reason, they agreed that the elimination of such linguistic system form the EFL classroom especially in the initial stages of the learning process might seem impossible and even unreasonable. As declared by one of the teachers saying, '*I think we cannot ask our students not to use their mother tongue, it's a part of their identity and culture, they cannot just come to class into a non native environment and they have to speak from day one 100% in English that's impossible and it's quite challenging.*'

Similarly, another teacher affirmed that he was not opposed to code switching in the classroom, yet the respondent insisted on the moderate use of the mother tongue, which should be limited to only specific occasions to attain some pedagogical or pragmatic functions, which would positively affect the EFL learning environment stating that, '*I am not against this idea of using mother tongue in classes; especially, when it is not over used*'. This reflects that, only a judicious use of the mother tongue could be accepted in order to respect the main principle of the EFL instruction.

In the same train of thought, teacher 4 asserted that he is not against employing code switching inside the classroom from time to time when they find themselves in certain situations that required them to linguistically behave as such. However, during the interview, the teacher declared that he thought that the best way to help the students to improve their linguistic capacities and to master the fluency in the speech is through the sole use of English. Therefore, what could be deduced is that our teachers are not opposed to the integration of the mother tongue inside the EFL learning milieu; however, they are just concerned with the amount and the time dedicated for this linguistic practice.

Teacher (5) and from a different note, stated that switching to Arabic should be left as the last solution to be taken claiming that this system is completely distinct from the target language at multiple levels. For this, shifting to French language sounds more appropriate and reasonable saying that *"I do not find similarities between English and Arabic that's why I do not think they hold similarities to the point we may switch at any moment. I may switch to French'.*

 Having a quick peek over the subject, we can notice that the EFL teachers did rarely sought refuge to the students' mother tongue during their instructional process what demonstrates that the teachers did not object the phenomenon of inserting Arabic inside the foreign language classroom for achieving various communicative and pedagogical purposes

when they arise. This comes in congruent with the findings revealed by the students in the questionnaire where the majority of the respondents agreed that their teachers tended to shift only in a very rare occasions for several reasons and functions related to the target language acquisition.

3. Reasons for Teachers' Code Switching

In order to be aware of the major reasons and motives that typically lead the EFL teachers to shift to the use of Arabic inside the classroom, the teachers were asked to precisely indentify the situations in which they feel the need to alternate languages. Correspondently, the respondents provided a variety of responses that can be grouped into three basic recurrent reasons namely: semantic significance, students' lack of register competence and Class size.

3.1. *Semantic Significance*

The large part of the interviewed teachers asserted that code switching is the communicative strategy that they used to opt for to clearly convey particular intentions or essential meanings that are better communicated in Arabic instead of the targeted code. As one of the teachers declared saying, '*sometimes I switch to Arabic when I feel that the word in English does not hold the emotional value that will clearly transmit my idea.*' Similarly, other teacher confirmed that '*there are some key learning points for which you need to use some mother tongue terms to guarantee the students comprehension ,especially, those which are unfamiliar them.*' Consequently, such linguistic shift to the student' mother tongue can be considered as a beneficial tool inside the classroom as it helps to ameliorate the students comprehension and even accelerate their acquisition of the language. As affirmed by one of the teachers '*I code switch when the word does not have an equivalent in English so I say it in Arabic because it conveys the origin and authentic meaning of the term or the concept which allows the student to grasp well the idea*' . This suggests that teachers tended to have a resource to Arabic to effectively express and explain the newly discussed concepts or notions instead of using only English.

3.2. *Lack of register competence*

Students' limited level of proficiency in their targeted, English, generally does not qualify them to easily seek out the adequate meaning of some lexical items which might seem difficult or unknown to them when some new topics are discussed during their regular session. Accordingly, four out of five teachers agreed that the vocabulary limitation of their

students is typically what requires them to go back to the language that is best understood and fully mastered by their students. This shift is intended as a way to provide the students with the equivalent word, term or expression with which they have familiarity in order to avoid any sort confusion, which may deprive their students of a valuable input in the foreign language. As confirmed by one of the teachers *'some students understand better a concept when it is translated or when it is given an equivalent in their L1 especially those with low level proficiency who really suffer from vocabulary deficiency'*. Therefore, code switching in this case works as a facilitative and significant instructional instrument for attaining a clear conception. This idea was confirmed by another teacher who acknowledged the utility of code switching with less proficient students who did not have the required linguistic competence to comprehend some complicated expressions used in the teacher's. The teacher affirmed this idea saying, *'I usually switch to Arabic for those students who lack some proficiency in English, and they need of summary of what happened in the lesson in Arabic.'*

3.3. *Size of the Group*

As far as the number of the students in the classroom is concerned, the teachers' responses diversified between those who showed their agreement and others who disagreed.

Three teachers affirmed that the size of the group is another factor that used to affect their linguistic choice during their instructional process of English. Teacher (1) considered the alternation between languages to be more appropriate in large classes, where a variety of learning styles exist and, more importantly, the degree of the learning capacities is not equal among all students. As he declared saying, *'a large class would be better, because in large class you find different types of students and with mixed abilities'*. This suggests that code switching might be useful in this situation due to the significant variation in the students' level of proficiency as it assists less proficient students to catch up with their classmates and to have a kind of summary of what happened in the lesson.

Whereas, the two other teachers linked their level of comfort when teaching English with the number of students claiming that the smaller the class, the more comfortable they are. As explained by one of the interviewee *'The less the number of students makes you more relaxed , and the more you feel the need to lighten up the atmosphere and tell jokes and integrate code switching , the number has definitely an effect.'*

From an opposed perspective, the remained teachers confirmed that the size of the group be it large or small did not affect their linguistic behaviour inside the classroom because what really required them to switch between distinct linguistic repertoires during their talk is the attainment of the concept saying that *'the size does not matter as much as the subject itself and the difficulty of the topic, so the number of participants in class is not a factor for code switching'* the same idea was confirmed by the other teacher expounding that *'there is no specific decision here because I cannot see the difference if it is small or large class'.* Accordingly, it could be noticed that the number of students in the classroom is a controversial matter among the EFL teachers between those who associate their language use with the size of the group and the ones who totally reject this assumption.

4. Functions of Teachers' Code Switching

After identifying the main factors and motives behind teachers' manifestation of code switching inside the classroom, it is, therefore, clear that shifting languages is no longer a random choice in this context, which demonstrates the functionality of this linguistic feature inside the foreign language learning environments . For this purpose, the interviewees were provided by a set of functions that did already exist on the literature about code switching, and they were asked to show the extent to which they agree or disagree with each statement. Based on the analysis of the teachers' agreement upon some items, a number of functions have been revealed.

4.1. Code Switching for Enhancing Comprehension

Four out of five teachers indicate their agreement about the juxtaposition of linguistic systems to ease the burden of understanding among the students. In this regard, teacher (1) asserted that inserting the mother tongue while teaching English used to be beneficial because it could help them first to create a shortcut to the process of comprehension and to ensure the successful transmission of an idea whose value is more powerful and meaningful in one code rather than the other. The teachers, also, stated that such a linguistic shift doesn't break any EFL instructional rule claiming that *'I use Arabic when I feel that a particular idea is best communicated and grasped when using this code than English and I don't feel that this practice is irrelevant to the EFL instruction'.* He further added that the students on their part enjoyed and even liked their teachers to make this kind of a short cut from time to time as it used to facilitate their comprehension of the discussed matter saying that *'Sometimes students also appreciate the use of expression in its mother tongue so that they can relate what I am*

saying ;especially, when you explain an idea and then you re-explain it then it is not obtained and understood here you resort to L1 and say for example as we say in Arabic …'.

Additionally, two of the interviewed teachers expressed the efficiency of making a simultaneous use of English and Arabic to clarify the exact meaning of some grammatical structures or lexical items with which students find some challenges in getting their sense due to their unfamiliarity with them. As explained by one of the teachers '*if certain unfamiliar vocabulary is used and needs a specific clarification and the student still does not understand ; in this case I have to switch to put them in the context to grasp the full meaning of the expression.*' Therefore, this reflects that code switching can be an effective solution that teachers resort to for conveying clear conception to ensure their students comprehension of the content knowledge, which will help them to learn new vocabulary items and use them appropriately later on.

Similarly, Teacher (4) made a clear connection between difficulty of the topic being delivered and the usefulness of switching languages in resolving any sort of ambiguity or confusion regarding the topic declaring that '*when I explain a topic which is a bit intricate in English, and the students take notes then I notice confusing eyes or faces, so I use code switching. I believe that the best and easiest way to get my idea across is to use Arabic.*' Consequently, teachers' responses clearly demonstrate the utility of this linguistic phenomenon in the EFL classes, especially, when it comes to the clarification of some complicated and difficult issues and how it opens the doors to those students to easily apprehend and grasp the delivered lesson.

Oppositely, only one teacher insisted that code switching could be a counter-productive, in that it would not ameliorate the students' acquisition of the foreign language, as he acknowledged saying '*I don't think it is appropriate, I prefer my students to understand and reproduce the information they understood in English. That's why it would be better to understand it in English without the use of Arabic*'. The teacher seems to severely object the use of code switching as it might become as a barrier that hinders the processing of language acquisition, which will absolutely reduce their chances to attain an advanced level in English.

4.2. Code Switching for Building Report

The total number of the interviewees argued that showing care and giving attention to the students' problems generally cause to step out of the teacher of English role. Furthermore,

they considered language alternation as an effective way to create and maintain a healthier and friendlier student- teacher relationship, which used to help cultivate good habits in learning a foreign language, as expressed by one of the teachers who said '*I code switch when I am talking or discussing some personal issues with my students or when exchanging opinions about how things go in general'*.

In this respect, another teacher confirmed that integrating the mother tongue creates a sympathetic and supportive learning atmosphere especially for the category of less proficient students, who encounter some problems when using English due to their limited lexical bank which makes them linguistically incapable to openly share or express their ideas as the teacher explained '*you feel this kind of intimacy a kind of learning comfort zone when a teacher talks in Arabic , you feel students enjoying and involved in what is saying especially with low level proficiency students. So for them, it is a way to make them involved especially if they suffer from vocabulary deficiency.'* Thus, this reflects that code switching could be taken as a strategy to boost interaction inside the classroom and to reduce the students' degree of anxiousness especially those with low proficiency level in the target code, which will give them sense of security to communicate their ideas and become more motivated in learning English as the psychological state of the students have a strong effect on their willingness to speak and develop their abilities in the foreign language.

4.3. Code Switching for Emphasizing

Another function fulfilled by the insertion of the mother tongue was identified by the interviewee, who considered the use of code switching as a means of emphasizing some key learning points. Four teachers agreed upon this function.

Teacher (1) admitted the students' capacity to retrieve a particular idea, which was addressed in a different system, Arabic in our case. He stated that *'I agree with that because sometimes the word in Arabic is easily memorized especially if the term is very important'.* This assumption may not be generalized as not all of the students have the same style of learning English especially when it comes to vocabulary.

Teacher (2) related the use of Arabic besides English inside the classroom with their selection of some vocabulary items that students found it difficult to get their meaning across. Then, the teacher explicated that, in this situation, clarification happened only when the teacher shift to the students' native language. He asserted that '*when I use a difficult*

vocabulary that students may not understand when explaining an important idea; in this case I have to refer to Arabic.' Similarly, Teacher (3) considered the alternative use of English and Arabic as an arm that helps teachers to simply explain some new or novel tasks for their students. Besides, teacher (4) noticed that switching from English to Arabic during the session is a successful strategy to catch and direct the students' attention towards a particular notion, which is most of the time an important one saying *'I code switch whenever I want to put emphasis on some important points in the lesson'.* Then, he added *'for me code switching is a good way to catch your students' attention'.*

Conversely, teacher (5) contradicted with the other teachers and advocated the sole use of English as an instrument for the EFL instruction. During the interview, the teacher insisted on the idea of maximizing the students' exposure to the target code even if some new concepts or notions with which students have no familiarity are discussed. Since he thought that using English only in the classroom gives the students the chance 'to learn in English and about English using English' as he confirmed. Therefore, through adopting this strategy in teaching students will be able to effortlessly reproduce later what they have learnt relying only on their targeted language without seeking resort to their mother tongue.

4.4. Code Switching For Translating

Attempting to know whether code switching is the first solution the EFL teachers tended to have resource to when their students fail to communicate or understand the information lay out in their teacher's talk, or they opt for other pedagogical strategies.

Two teachers agreed that translation is the strategy that works the best to fill in the linguistic gaps of their students. In this regard, teacher (1) confirmed that providing students with words, terms or expressions in Arabic which share the same or similar meaning in English usually helps the teacher to get his idea across and resolves any kind of confusion or misunderstanding in the students' mind as he explicated saying, *'translation is a good strategy to do to help students to be familiar with the terms'.*

In the same line of thought, teacher (2) showed the importance of translation in situations where the meaning of some lexical items is related to the native speakers' culture, which students are not really aware of. Additionally, the teacher gave idioms, sayings and proverbs as examples that require translation in Arabic in order to help the students to fully grasp its meaning, which go beyond the literal language. Thus, inserting the mother tongue seems to be

an important step in clarifying some cultural concepts as it helps the students to make some connections between the elements of the lesson.

Teacher (3) and teacher (4) considered translation as the last solution since they thought that in the EFL classroom, everything should be conducted and explained in English by using some techniques when the needs arise as stated by teacher (3) claiming '*I am not in favour of translation actually, so I keep it the last resort. I try to give examples, draw. I also let students explain to each other with simpler terms, and I try to simplify the term as much as possible when this technique does not work them, I may resort to translation.'* Furthermore, teacher (4) seemed to be more aware of his role as a teacher since his main objective in teaching English was not the content conveyed; instead, he was more concerned with training and improving his students' competencies in the language. As he declared '*Teachers primary purpose is to be concerned with your students training and skills that's why you need to teach them English and I do not deny the usefulness of translation used in sane healthy proportions. That's why I prefer to explain everything in English then at the end I may use Arabic'*.

In brief, what could be deduced from the responses of the four interviewees is that the strategy of code switching, more particularly, translation should be wisely and skilfully employed by the teachers inside the EFL classroom since the successive use of such linguistic behaviour will certainly have a negative effect on the students' learning process of English.

Oppositely and from a rigid perspective, teacher (5) severely objected the insertion of Arabic or the use of translation to clarify the meaning of words, which he viewed it as unnecessary in the EFL educational environment especially at tertiary claiming that '*I cannot see the necessity of translation at this level may be at lower levels, middle and secondary school, it might be workable'*. The teachers explained that being a teacher at university, which is considered as an advanced level where a variety of other pedagogical techniques can be relied on in order to ease comprehension for students and even gave them the opportunity to benefit as much as possible from a valuable input in English. However, it should be kept that code switching still can be considered as an additional device to facilitate classroom communication.

5. *Teachers' Attitudes towards the Use of Code Switching in the EFL Classroom*

This section was purposefully designed to shed light on the EFL teachers' perceptions concerning the implication of English-Arabic code switching inside the EFL classes. A total

of five teachers have been asked a set of questions starting by (If you code switch in the classroom would you say that this practice is planned or improvised?). Data Analysis reveals that, the majority of the participated teachers that is, three teachers, asserted that their switching from English to Arabic is most of the time a subconscious and spontaneous process, which means that they do not plan before when, how and with whom to code switch. As one of the interviewed teachers declared '*For me it is improvised, I never planned for code switching everything I plan is in English sometimes when you plan things in English you always have the idea of code switching, which I can use but I never plan it.*' Therefore, this reflects that the use of this linguistic behaviour depends on the situation in which teachers find themselves shifting from English to Arabic unknowingly and unpredictably. However, two teacher showed that they are really so watchful about not to mix up languages inside the classroom. Accordingly, one of the teachers pointed out that *'preferably to be planned. If you plan it is better then you improvising it.'* So, the last two teachers' awareness of the importance of language choice could be caused by the mixture of learning styles and abilities that exist inside the same classroom in which sometimes not the whole class needs the integration of Arabic, may be only some members with lower proficiency level, that in return could be a source of confusion for others.

Attempting to have more insights and to precisely discover their attitudes, teachers were asked whether or not they tolerate their students' use of code switching inside the classroom situation. In response to the question, the largest part of the teachers asserted that they do tolerate and accept their students to resort to Arabic; especially, when they fail to communicate some interesting thoughts and ideas due to their vocabulary restriction. Thus alternating between languages helps them to fill in those communicative gaps by their mother tongue terms that should be used to maintain the flow of communication. One of the teachers argued *'I tolerate it when needed especially when they are communicating an idea which is important and they need to say the word or the concept in Arabic to continue explaining the message or the idea.'* Consequently, it can be assumed that providing students with an opportunity to employ Arabic alongside English will increase classroom interaction as students feel ease to openly and freely share their intentions. Similarly, another teacher added *'I do encourage students to code switch when communication fails they need to fill in the gap by their mother tongue.'* Hence, giving permission to students to use code switching makes them more willing to speak and get involved in different classroom activities, which will help them to become more motivated and confident in learning English. Since most of the time,

students used to have the intention to express their ideas, but they usually suffer from either vocabulary deficiencies or other extra- linguistic factors such as anxiety or lack of self-confidence in their capacities. It is worth noting that only one teacher did not encourage and objected the use of code switching initiated either by the students or the teachers in the EFL classes saying '*I do not tolerate students at all even I stop students who do not have a fully structured sentence in English in their minds.*' In this case, the teacher considered this linguistic behaviour as a barrier hindering the students' acquisition of the target language; for this reason, he insisted only on the use of English as medium of communication and instruction regardless of the challenges that the students may encounter. Therefore, the teacher seems to be afraid that his students will get used to this practice and remain restricted to their mother tongue, which will not push them to make efforts to ameliorate their competence and fluency in English.

In brief, according to the majority of the teachers who participated in the interview, code switching is an effective strategy to be explored and employed in the EFL context but in a more systematic and strategic way. According to them, this behaviour is a good way to boost classroom communication and help students to find better ways to fill in their communicative gaps and compensate for their linguistic lacks, which will assist them to speak, convey their meanings and intentions and assimilate the subject matter that leads to a better comprehension as it was illustrated by the teachers who advocated the functionality of code switching when it comes to enhancing students' comprehension.

5.1 Advantages and Disadvantages of Classroom Code Switching

Table 3.20. *Advantages and Disadvantages of Classroom Code Switching from EFL teachers*

Perspective

Advantages	Disadvantages
Teacher One. it may facilitate the task for them and the understanding, comprehension of different topics ...and so on.	**Teacher One.** Students will get use to it and will not learn new vocabulary.
Teacher Two. it could be ease understanding of the concept, term a newly introduced vocabulary - Minimizing the social distance between	**Teacher Two.** It becomes a habit for students, when they don't find a word in English they directly resort to CS without making efforts to look for the word in

teachers and learners and creating a sort of safe environment for learning. - it okay for both teachers and students to communicate in an informal way especially when the nature of the lecture is a bit rigid and the teacher feels that students get a bit board so switching to tell an anecdote in students' L1 would be a way of realising from the stress of instruction in English.	English.
Teach Three. It helps students to understand that particular word in the mother tongue just to have an idea what does that mean and to help the weaker students to understand and if the expression or the phrase is in the form of proverb, saying ... it can be a big help.	**Teacher Three.** The frequent use of CS may not help students to grasp the essentials of the language.
Teacher Four. It breaks the bound between classmates and the teacher. -It reduces anxiety.	**Teacher Four.** It prevents them from develop their speaking skill.
Teacher Five. Not to create some sort of distance between your native language and target language.	**Teacher Five.** Only in case of using CS too much because I am not against CS but I am just concerned with the amount then it will really impedes the process because if you keep switching students will not find a way.

In response to the last question in this section, teachers revealed that code switching has both facilitating and impeding effects on the EFL students' learning process. Accordingly, the majority of the teachers acknowledged the efficiency of employing language alternation inside the language classes; meanwhile, they are totally aware of its major drawbacks. Correspondently, the participated teachers agreed that inserting the mother tongue inside the classroom facilitates the burden of comprehension among students who find it uneasy to understand the content delivered especially if some intricate or novel topics are discussed. Thus, as advantage, the strategic use of code switching ensures students' understanding as it

gives them the opportunity to convey their thoughts and ideas without any fear to fail their communication when some linguistic crisis arises. Therefore, code switching may help the students to learn and widen their vocabulary zone and make an appropriate use of these newly learned lexical items in their context. In addition, from the teachers' perceptions alternating between English and Arabic gives a sense of formality in the classroom which should not be that formal and rigid because over all, it is a community where teachers and students can communicate using some mother tongue terms mainly when the content of the lesson is to some extent difficult. This will create a relaxing and supportive leaning atmosphere for learners to share their interests with their classmates and teachers and, thus, participate in the overall learning process. This suggests that teachers suppose that this inter-personal and intimate relationships developed through switching English and Arabic is a significant way for increasing motivation and confidence and reducing the degree of anxiety and inhibition among the students to speak English.

Even though teachers admitted the efficiency of using code switching in addition to its educational and interactional values, they did not ignore the negative effects that could be generated from its practice inside the EFL classroom. According to the participant teachers, the major disadvantage of switching to Arabic may become a habit for the students who will not make efforts to look for equivalents in English whenever they face some communicative troubles. Therefore, the over reliance on the mother tongue leads to lack of proficiency in English which will slow down their acquisition of the language and makes them unwilling to speak or think to construct meaning employing the foreign code. Differently stated, encouraging the students to keep switching to their fully mastered system, Arabic, instead of encountering their linguistic weakness will impede their fluency in English as well as their learning process in general.

The survey results demonstrate that the practice of code switching inside the EFL learning environment is viewed with suspicion by the EFL teachers who displayed some contradicting views about the inclusion of Arabic while teaching a foreign language. All of the participated teachers confirmed that the frequent use of these two languages in an alternative way may lead to a number of linguistic choices that might not be accepted in the EFL spheres where English should be the main instrument of communication. At the same time, they acknowledged the effectiveness of switching languages and its facilitating role in enhancing comprehension and participation in the classroom, which may have positive results on the students' level and knowledge especially when it is used strategically. To conclude, it

could be said that code switching should not be perceived negatively because it remains a linguistic tool that helps students to learn this foreign language for this most of the time its positive effects over shadow the negative ones.

Concerning the teachers' attitudes and from the analysis of the their responses in the whole interview, it can be concluded that the EFL teachers who partook in this research investigation showed that they are not opposed neither to the use of code switching nor to the integration of Arabic inside the EFL classroom at the same time they are not in favour of overusing this linguistic practice especially for non educational purposes because it will become irrelevant to the EFL context , where the main objective is to learn and teach English. Additionally, based on their responses to several questions the teachers did not deny the usefulness of code switching as a strategy to fulfil various communicative functions and the fruitful impact of using all the richness of the students' mother tongue for some pedagogical and pragmatic purposes. Yet, they believe that only through a moderate, judicious and controlled implication of code switching, students will be able to gain the proficiency level they aim to attain in English.

3.4 Discussion and Summary of the Findings

The main objective of the aforementioned section was to summarise and describe a set of data gathered through this research journey from two main data collection instruments, which are respectively a semi-structured questionnaire and a semi-structured interview. The two data collection tools were deliberately designed and administrated in attempt to achieve the main objectives of the present work and provide answers to the raised questions, which will pave the way to a better and a thorough understanding and conception of the research problem under study. Thus, this section is meant to display a review of the research findings along with discussion for general conclusions to be drawn.

The principle aim of the present study, which arose from sociolinguistic interests, was to investigate 'the EFL Teachers and Students' Attitudes towards the Use of English-Arabic Code Switching in the Classroom'. More specifically, our research investigation was undertaken to explore the merits of the linguistic behaviour of switching languages in boosting classroom communication and interaction. Furthermore, this study is an attempt to identify the paramount reasons that might push either teachers or students to make use of their mother tongue inside the EFL classroom as well as to discover the communicative functions and purposes that might be fulfilled through the juxtaposition of English and Arabic. In

addition, we tried to explicitly unravel whether the EFL teachers and students stay nearly the same stance on their attitudes and perceptions towards the implication of code switching. Finally, we intended to examine and elicit the effectiveness of employing code switching as a communicative strategy in the EFL learning environment for developing the classroom discourse.

Accordingly, the first research question was: what are the main reasons and functions that lead the EFL teachers and students to stimulate language-switching in the classroom?

Having the purpose to get more meaningful answers to the abovementioned question, we employed a semi-structured questionnaire that was electronically distributed to a number of students in an effort to receive as clear and relevant responses as possible about the motivational factors that might push the EFL teachers and students to stipulating code switching. In addition, we aimed to explore the main communicative functions and intents that such linguistic behaviour might offer to them while engaging in various classroom conversational acts.

First and foremost, the analysis of the questionnaire confirmed the occurrence of code switching within the EFL context. In precise terms, it was revealed that alternating between languages is a common practice that characterises the students' linguistic behaviour, which a mixture of diverse systems that tended to be employed simultaneously and frequently in their speech either outside or inside the classroom despite of their full awareness of the main principle of the EFL instruction, which insists on the sole use of English. This point was well documented, in the conducted interview, where it was confirmed that code switching is a natural and an inevitable strategy in the foreign language classes. According to their views, the elimination of such behaviour seems to be illogical and even impossible as it represents a part of the students' identity and culture. This reflects that the subject of language alternation is a linguistic peculiarity in this learning environment which can never be free from such behaviour.

In order to detect the leading causes behind the EFL teachers' and students' use of code switching, we tried to discuss the matter based on diverse sources. In the case of students, it had been pinpointed that the vast majority of the participants used to shift from English to other existing linguistic systems ,especially, their mother tongue, Arabic, which is the first operative substitute the students resort to as it is the language that they are linguistically more acquainted with. Accordingly, the survey results demonstrated the major

linguistic factors that urged the EFL students to immediately shift to Arabic while speaking their targeted language, which are the inadequate level of proficiency, the lack of grammar and vocabulary knowledge, maintaining the flow of communication, avoiding any sort of confusion or misunderstanding whilst speaking English, retrieving what have not been well understood and conveying the intended meaning. In similar vein, these key findings come in congruent with the results reported by Hussien (2020).

As pointed out earlier, students whose level of proficiency was to some extent low, used to frequently shift to their mother tongue because of their inadequate command or mastery of the phonological, morphological, syntactical, and lexical aspects pertinent to English. This reflects that, the communicative challenges that students encounter could be attributed to their linguistic incapacity to make an appropriate use of words, terms or expressions, their incompetence to find out or construct a well-formed grammatical structure, to correctly pronounce some lexical items or extract their semantic aspect in the target language. These challenges are usually caused by their limited knowledge of grammar and vocabulary, which are considered as the basis of the language. Consequently, it was understandable that switching languages is exploited by the EFL students as a linguistic feature that assists them to fill in the limitation or insufficiency knowledge of English lexicon and to hide their linguistic incompetence. It can be concluded that these communicative troubles might spring from more than one source including the lack of practice from one hand and the lack of classroom oral discussions from the other hand, which are of great importance in the development of the students' accuracy and fluency in English.

Furthermore, we noticed that the majority of the students showed their strong agreement upon the efficiency of integrating some mother tongue terms to keep on the communication, whenever they face some problems in using the target code in order to clearly convey their ideas and intentions as well as to avoid any sort of confusion or misunderstanding by their surroundings. With regard to what students have reported, it can be argued that code switching might germinate from both linguistic and extra-linguistic factors. That is to say that, initiating code switching inside the classroom may not be associated only to their proficiency in English, instead to their psychological state. Since students might be fluent and proficient in the target code; however, they lack self-confidence in their abilities to successfully transmit their messages relying only on the use of English. It is important to note that, from the analysis of the questionnaire, we remarked that students seem to be aware of their strengths and weaknesses in the language, yet they still lack awareness of other affective

factors that might affect their linguistic choices while engaging in classroom communication acts.

In addition, we recognized that code switching is also used intentionally as a way for expressing some ideas and notions, which are better communicated and well comprehended in Arabic instead of using only English. In this case, switching to the other code is not necessarily related to the students' linguistic deficiencies, it rather might be related to the fact of being bilingual. Since some students seem to find it difficult to keep themselves away from their native life or even to think only on the target system without referring to their mother tongue, which explicates the utility of this linguistic feature inside the EFL classroom. For this, it should not only be received as a strategy that the EFL students resort to in attempt to compensate for their inadequacy.

Concerning the reasons of the teachers, in the conducted interview, the majority of the interviewees admitted their use of English and Arabic languages during the lesson. Based on the analysis of their responses, integrating Arabic inside the classroom depends largely on the topic of the lesson and the level of the students. More specifically, it was noticed that facilitating and simplifying the content knowledge seemed to be something that holds great importance for all the teachers, who asserted the effectiveness of integrating the Arabic language in situations when some complicated and intricate issues are the focal point of the lesson. Thus, code switching is intended to ameliorate the students' comprehension and help them to benefit as much as possible from a valuable input in the foreign language. In this respect, shifting to the other language is among the main strategies that teachers directly opt for to impart knowledge and to ease the burden of comprehension for students. However, it should be kept in mind that code switching is a counter-productive, in that it might stand as a linguistic hindrance which deprives a mutual intelligibility in situations where the students engage in communication acts with the native speakers of English. Consequently, teachers should always think of the drawbacks and the long-term damages that might be resulted from code switching, which should be used strategically but not constantly. The other reason stems from the students proficiency level which does not qualify them to seek out the semantic aspect of some utterances and expressions, which are unfamiliar or unknown to them. Besides, we recognized that students' lack of register competence is a common reason of code switching between teachers and students. In this case, the teachers have a vital role for improving their students' acquisition of the language through integrating some interactional activities that motive the students to become more willing to speak up and share their ideas

because in some occasions students may not only lack vocabulary, but also the confidence to take turn in the learning process using their limited bank of lexis.

Finally, it is worth noting that these are the only two main reasons that the majority of the teachers agreed upon and provide us with during the interview. Meanwhile, they confirmed that code switching is an improvised process which is tied to the situation. Therefore, it can be argued that there are other reasons that used to lead the teachers to stimulate switching languages inside the classroom, but they do not seem to be really aware of since these unmentioned occasions may not occur as many times as others.

After pointing out the main reasons of classroom code switching, a number of communicative functions that might be fulfilled through the strategy of code switching were revealed. In case of students, participants asserted that having the capacity to shift between codes generally provides them with the opportunity to fill in lexical gaps, to explain and emphasize certain notions, to ask for clarification and to express their feelings. These findings tie in well with the results reported by Adder and Bagui (2020). However, the function of getting others' attention was not reported in the present study as none of the respondents agreed upon this function. In this sense, teachers also detected a number of functions, namely switching for enhancing comprehension, building solidarity, emphasizing and translating. Al-Adnani and Elyas (2016) findings have three functions similar to the results reported here, namely, translating, putting stress on essential points and showing sympathy for students.

As revealed earlier, although the performance of code switching is most of the time automatic and unconscious, it serves necessarily a number of communicative and social functions, which were confirmed by the majority of the teachers. In this respect, we remarked that the functionality of switching languages is not only restricted to facilitating comprehension for the students, instead it might be applied for raising motivation, reducing the degree of anxiety and frustration among them regardless of the their level, which would help students to feel psychologically relaxed and increases their willingness to engage in the classroom oral discussions. This in return will have a positive effect on the communicative cooperation inside the class and the learning process in general. Moreover, the strategy of switching languages proves also its effectiveness in creating a sympathetic and supportive learning atmosphere. In this relaxing environment, the feelings of insecurity and inhibition would be decreased among students, who may regard English as a foreign part of their cultural and social identity. Therefore, shifting from English to Arabic inside the classroom

might enhance the learning of English through establishing a harmonious relationship between the two systems. To sum up, based on the varying functions and outcomes that code switching provides its appliers with, it could be argued that the functionality of this linguistic behaviour is not only related to fulfilling linguistic or communicative purposes, but also psychological ones including the mental and emotional state of the students, which are important to be considered as they have a strong influence on their acquisition.

The second research question was: How do EFL teachers and students perceive the inclusion of code switching in the EFL classes?

In this subsection, the EFL teachers' and students' attitudes and perceptions towards the inclusion of English-Arabic code switching in the classroom will be discussed in attempt to answer the prime research question in our investigation. The data analysis revealed a variation in the respondents' responses. For this, we tried to discuss their perceptions under three main subheadings namely, attitudes to CS in relation to respondents' persona, subject access and interpersonal relation.

As far as the students attitudes towards their teachers' persona in employing code switching is concerned, we recognised that the large part of the students displayed positive attitudes to the teachers who frequently shift to Arabic inside the classroom. Responses to item 1 and 2, table 3.17, highlighted that students reject to consider code switching as an indicator of their teachers' linguistic incompetence. They further confirmed that teachers' use of Arabic makes the discussion more interesting and raises their motivation to speak and share their ideas. The same point that was illustrated by one the teachers who confirmed that code switching give the students a kind of comfort zone for communicating their thoughts. Teachers on the other side, showed also their positive attitudes towards their students' use of Arabic as in some occasions their shift was not necessarily linked to linguistic factors. In conjunction with these findings, it can be argued that switching languages is not always a sign of language deficiency as Ferguson (2003) confirmed.

In relation to subject access, the questionnaire results demonstrated that, the majority of the respondents showed positive attitudes towards the juxtaposition of the two systems, which generally paves the way for better comprehension of the content knowledge and hence, strengthen their acquisition and grasp of the English language. However, it should be noted that responses for item 14, table 3.14, indicated that a small portion of the respondents asserted that integrating some Arabic terms used to be their primary cause of confusion. This

suggests that those students may have negative attitudes towards this linguistic practice, and it is not a matter of difficulty, complexity or even confusion for them. In the conducted interview, teachers showed their agreement upon the usefulness of code switching in mediating the meaning for the students. It can be concluded that, language alternation plays an effective role in facilitating some aspects of teaching especially the newly introduced subjects that students are not really familiar with.

Regarding teachers' and students' attitudes towards the use of code switching in relation to fostering interpersonal relation, both groups of participants have contradicted attitudes. In the case of students, they displayed negative attitudes towards this matter, and this was clearly demonstrated from their answers to item 3, table 3.9. Students did not consider this linguistic behaviour as a fundamental or significant strategy to be employed for building rapport and showing solidarity either with their peers or instructors. This suggests that students seemed to be unaware of this function that code switching provides because of the rare situation in which code switching is preformed for this social purpose. For this, they did not acknowledge it. From completely different perspective, teachers displayed positive attitudes as they know the necessity to apply it for enlivening the classroom's atmosphere. The positive attitudes reported in our study are in line with Ahmed (2009) and Yao (2011) and contradicts with Elridge (1996) and Rather (2012) that have been already consulted in the literature of Chapter One.

Research Questions Three: What are the teachers' and students' perceptions towards the effectiveness of CS in the EFL classroom?

Considering the last research question, we intended to succinctly comprehend and elicit the effectiveness of applying code switching as a communicative device inside the classroom. Attempting to answer this question, we relied on the participants' attitudes and views vis-à-vis the incorporation of the mother tongue within an EFL learning environment. It is; thus, interesting to note that the majority of our respondents, teachers and students, developed positive attitudes and even admitted the effective and useful role that this linguistic behaviour play in increasing communication and meaningful interaction inside the classroom; meanwhile, they asserted that these communicative functions are only achieved through its strategic, moderate and judicious use. For this reason, it can be argued that code switching is one of the productive communicative strategies that might be deployed for facilitating comprehension and improving students' motivation and confidence to override their

communicative stumbling blocks and get involved in more classroom talk. To conclude, in conjunction with what have been revealed in this section, code switching proved its effectiveness in fostering teacher-student classroom communication; for this it should be considered as a pedagogical and communicative strategy that enhances the quality of the EFL instruction and not as a problematic in such contexts.

Conclusion

The current chapter sought to present the practical fieldwork and the analysis of the obtained data. It first set the ground to describe the main research instruments used in the study to collect the necessary and relevant data with respect to our research work. Subsequently, the data encompasses both numerical and categorical information that were analysed following qualitative analytical procedures, namely: thematic analysis and descriptive statistics that paved the way to make inferences and draw conclusion. Accordingly, a thorough discussion and synthesis of the findings was provided in attempt to answer the formulated research question at the outset of this study. In brief, the reached findings are positive and quite close to those in previous research works carried out on code switching and, thus; the objectives and questions of this investigation are fulfilled and answered.

General Conclusion

Owing to the fact that the EFL academic setting is considered as a multilingual speech community where users of the language are endowed with a mental and linguistic competence that enables them to make a simultaneous and balanced use of English and a completely different linguistic systems especially their mother tongue. This linguistic practice of moving back and forth between genetically unrelated systems within the same speech is known from a rather sociolinguistic perspective as code switching. Correspondently, the current study was tackled based on our observation that the EFL teachers as well as students at Biskra University tended to resort to English-Arabic code switching as a communicative strategy to effectively communicate their thoughts and successfully convey their intended meanings. To deeply investigate this linguistic behaviour and to delineate its role in increasing communication and interaction in the EFL classroom, 21 third year students were selected as the sample for carrying out this research work by following the non- probability purposive sampling technique. In addition, 5 instructors who are in charge of teaching third year licence further constituted our targeted sample.

The essence of this research work is to find out information and meaningful insights that would assist in addressing the raised research questions at the outset of this study, which sought to examine the attitudes and perceptions of the EFL teachers and students towards the integration of code switching inside the classroom. To achieve this objective, we tried first to explore and determine the major reasons that urged the teachers and students to immediately switch codes, in addition to the main communicative functions and purposes for which they shifted from English to the language that is fully mastered, Arabic. Second, we endeavoured to reveal the attitudes and perception of both teachers and students vis-à-vis the inclusions of this linguistic behaviour as a strategy to better communicate in the classroom. Finally, we attempt to shed some light on the effectiveness of using code switching as communicative device in the EFL setting.

Striving to provide a deep conception and a thorough understanding of the research problem, two qualitative data gathering instruments were utilized, namely the semi-structured questionnaire for the students and a semi-structured interview for the teachers. Having the intention to present a comprehensive analysis of the collected raw date, we opted for qualitative analysis procedures, which are respectively thematic analysis and descriptive analysis as the present study operated under the qualitative approach.

The tabular and graphical presentations of the students' questionnaire findings pointed out that the main motivational reason that caused students and their teachers to stimulate code switching in their acts of communication is the students' inadequate level of proficiency in their target language. However, throughout our study, we revealed that reverting to the mother tongue is not always an indicator of the students' language deficiency since it can be associated with external factors that might urge them to switch codes. Additionally, it was figured out that maintaining the flow of communication, avoiding any sort of confusion or misunderstanding whilst speaking English, retrieving what have not been well understood and conveying the intended meaning are among the reasons that lead them to make use of code switching. From the findings obtained, it can be argued that code switching servers both linguistic and social functions that can help in creating a relaxing and supportive atmosphere that might encourage students to freely communicate and interacted with their surrounding inside the class, and hence foster classroom comprehension and communication. Furthermore, the EFL teachers and students displayed positive attitudes and even showed their satisfaction for adopting code switching as a conversational strategy for boosting communication and interaction inside the EFL learning environment, and to ameliorate the students' acquisition of English. Consequently, it can be concluded that code switching is an effective and useful communicative strategy that might have a positive effects on the EFL learning process; especially, when it is used for the purpose of conveying intentions and increasing students' motivation to communicate. Meanwhile, it should be kept in mind that the exaggerated use of such behaviour might slow down the development of the students' accuracy and fluency in speaking.

Implications and Recommendations

Motivated by the overall research findings, this subsection is devoted to presenting a number of implications and suggestions for both teachers and students on the use of English-Arabic code switching in the EFL classroom as a communicative strategy.

- Both teachers and students are recommended to avoid a random and unnecessary use of code switching inside the classroom; especially, when it is not related to the content delivered

- Following the previous point, it would be advisable to organize workshops and seminars to help teachers to decide and agree upon the amount and time that should be dedicated to the use of code switching.

- Using English as the main instrument of communication and instruction may need to be gradually implemented and encouraged by the EFL teachers in order to maximise the students' exposure to their targeted code.

- It is essential on the part of the EFL teachers to insert some interactional activities such as presentations and role-play, which would increase students' motivation to speak and take turn in the learning process. This in turn would improve their speaking skills and fluency in English.

- Modern technologies should be a part of the EFL instruction; teachers should rely on the use of some audio-visual aids that would help students to realise the correct pronunciation of some lexical items. This would assist them to effectively reproduce them when needed.

- Students on their part need to show some awareness of their learning process by getting involved in some activities, where they have the opportunity to practice their language and widen their vocabulary bank.

- The sociocultural aspect of English should be emphasised for raising the students' awareness towards the appropriate use of some expressions, and enable them to easily comprehend and extract their metaphorical meaning.

Limitations and Suggestions for Further Research

After having answered the main research questions that were formulated in this study, it is worth noting that, there are many other areas and unanswered questions that still require further scientific inquiry to be explored. Besides, highlighting the main limitations is part and parcel of any investigation to open the doors for further studies.

- First and foremost, as our research inquiry opted for a case study design and only a limited number of participants partook; the findings obtained cannot be generalised to the whole population of the EFL teachers and students nationwide.

- In the current study, we investigated the attitudes and perceptions of both teachers and students towards using code switching inside the EFL classroom, however; we have not dealt with the individual factors that might possibly affect their attitudes towards this behaviour. Future researchers can take this limitation as a starting point for their research.

- This study is purely qualitative in nature that was carried out at tertiary level, so further researchers might conduct a study under the quantitative approach using experiments to deeply investigate the effectiveness of code switching as a communicative strategy with beginners' classes.

- Throughout this research investigation, it was revealed that integrating the students' mother tongue reduces the amount of insecurity and inhibition among students. Thus, further studies might investigate the use of code switching as a strategy to decrease the degree of foreign language speaking anxiety.

- Additionally, gender was not taken as a variable in our study; thus, it is suggested for future researchers to take into account the conception of gender to figure out if the female and male EFL teachers or students stay nearly the same stance on the attitudes and perception regarding the use of code switching.

References

Abdul-Zahra, S. (2010). Code-Switching in language : An applied study. *J. Of College Of Education For Women, 21*(1), 283-296.

Abu Hait, S. (2014). The functions of code switching used by secondary students in English classes. 1-83. Retrieved from https://www.academia.edu/8178001/The_Functions_of_Code_Switching_Used_by_Secondary_Students_in_English_Classes?sm=b

ADDER, F. Z., & BAGUI, H. (2020). English - Algerian Arabic code-switching in EFL classroom: Case of EFL teachers and students in the Department of English at Tlemcen University, Algeria. *Arab World English, 11*(4), 114-162. https://dx.doi.org/10.24093/awej/vol11no4.10

Ahmad, B. H., & Juskoff, K. (2009). Teachers' code-switching in classroom instructions for low English proficient learners. *English Language Teaching*, 2(2), 49-55.

Ahmed Sid, H. (2009). Code-Switching and borrowing in Algeria. *Revue Sciences Humaines, A*, 97-107.

Ahmed-Sid, H. (2008). Code-variation among Algerian University Students: A Case Study. Unpublished Doctoral Thesis. Mentouri University, Constantine.

Alamgir, K., Salahuddin, K., Syed Zia, U.-I., & Manzoor, K. (2017). Communication skills of a teacher and its role in the development of the students' academic success. *Journal of Education and Practice, 8*(1), 18-21.

Appel, R. & Muysken, P. (2006). *Language contact and bilingualism*. Amsterdam: Amsterdam University Press

Arab, S. (2022). Algerians want to replace French with English. *British Algerian Association*.

Aronoff, M., & Rees-Miller, J. (2001).*The handbook of linguistics* (2nd ed.). Oxford, United Kingdom: Wiley-Blackwell.

Auer, P. (1998). *Code-switching in conversation: language, interaction and identity*. New York, USA: Routledge.

Ayeomoni, M. O. (2006). Code-switching and code-mixing: Style of language use in

    Benjamins Publishing Company. childhood in Yoruba speech community. *Nordic*

    Journal of African Studies,*15*(1), 90-99.

Bagui, H. (2014). Aspects of diglossic code switching situations: A Sociolinguistic

    interpretation. *European Journal of Research in Social Sciences*, *2*(4), 87-92.

Benrabah, M. (2007). Language-in-education planning in Algeria: Historical development and

    current issues. *Language Policy, 6*(2), 225-252. doi 10.1007/s10993-007-9046-7

Benrabah, M. (2014).Competition between four "world" languages in Algeria. *Journal of*

    World Languages, 1, 38-59.

Bentahila, A., and Davies, E.D. (1983). The syntax of Arabic-French codes switching.

    Lingua, 302-315.

Berger, C.R. (2001) Miscommunication and communication failure. In: Robinson, P. & Giles,

    H (Eds.), *The New Handbook of Language and Social Psychology (*pp.23-24*)*.Wiley,

    Chichester, United Kingdom.

Bhatti, A., Shamsudin, S., & Mat Said, S. (2018). Code-Switching: A useful foreign language

    teaching tool in EFL Classrooms. *English Language Teaching, 11*(6), 93-101. doi:
    10.5539/elt.v11n6p93.

Blom, J., & Gumperz, J. (1972). Social meaning in linguistic structure: code-switching in

    Norway. In J. J. Gumperz & D. Hymes. (Eds.), *Directions in Sociolinguistics: The*

    Ethnography of Communication (pp. 407-434). New York, USA: Holt, Rinehart

    &Winston.

Bloomfield, L. (1933) *Language* (Holt Rinehart and Winston ed.). New York, USA.

    Retrieved from: https://doi.org/10.1017/S0267190500000441

Bokamba, E. G. (1988). Code-mixing, language variation and linguistic theory: evidence from

    Bantu language. *Lingua, 76*, 21-62.

Cantone, K. F. (2007). *Code-switching in bilingual children*. Bremen, Germany: Springer
    Science & Business Media.

Chaudron, C. (1988). *Second language classroom: Research on teaching and learning.*

    Cambridge: Cambridge University Press.

Clyne, M. G. (1991). *Community languages: The Australian experience*. Cambridge

    University Press.

Cook,V. (2001). Using the first language in the classroom. *Canadian Modern Language*
    Review, *57*(3) 403-423.

Crystal, D. (1997). *English as a global language*. Cambridge, United Kingdom: Cambridge
    University Press.

Dahia, I. (2019). Moroccan Arabic/Tamazight-English code-switching in EFL high school
    Classes:Reasons, functions, and teachers' attitudes. 1-23.

Darweesh, A., Al-Hindawi, F., & Abdullah, N. (n.d). Code switching in Iraqi EFL Context.
    1-33.

DeVito, J. A. (1986).*The communication handbook: A dictionary*. New York, USA: Harper&

    Row. Retrieved from https://www.academia.edu/35962009/

Djennane, T. (2010).*Social Meaning and Linguistic Aspects of Code Switching: The Case of*

    First –Year Students and Teachers in the Biology Department. Unpublished Magister

    Thesis. Tlemcen University.

Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL Quarterly*, *29*(1),

    55-85.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and*

    mixed methodologies. Oxford, UK: Oxford University Press.

Ellis, R. (1984). *Classroom second language development*. Oxford: Pergamen.

Elridge, J. (1996). Code-switching in a Turkish secondary school. *ELT Journal, 50*(4), 303-

    311.

Fathimah, D. (2016). Why is there code swwitching in EFL classrom? : Acas study in a vocatinal school in Cimahi west-Java. *Jurnal Pendidikan Bahasa dan Sastra, 16*(1), 70-77.

Fekkar, M. (2021). *University students and teachers' attitudes towards code-switching in the classroom: The English Department as a case study.*(Master's thesis , University Chouaid Doukkalli , El Jadida , Morocco).

Fishman, J. (1967). Bilingualism, with and without Diglossia; Diglossia with and without bilingualism. *Journal of Social Issues, 23*(2), 29-38.

Foluke, F. (2018). What is communication?. Retereived from

https://www.researchgate.net/publication/337649561_What_is_Communication

Grosjean, F. (1997). The bilingual individual. *Interpreting 2*(2), 163-187.

Guessar, S., Bendjilali, H., Benslimane, N., & Salmi, A. (2019). The Effects of Code-mixing among Béchar University Students in Learning EFL, Case of Study:First Year Master Students of EFL. *8*(3), 62-79.

Gumperz, J. J. (1982). *Discourse strategies*. Cambridge: Cambridge University Press.

Haliza Engku Ibrahim, E., Ismail Ahamad Shah, M., & Tgk. Armia, N. (2013). Code-switching in English as a Foreign Language Classroom: Teachers' Attitudes. English *Language Teaching, 6*(7), 139-150. doi:10.5539/elt.v6n7p139.

Halliday, M. (1978). *In language as social semiotic: the social interpretation of language and meaning*. London, United Kingdom : Edward Arnold.

Henni, A. (2017). Students' attitudes towards the use of code-switching in Algerian EFLClassrooms. *Revue Expressions*, 4,138–148.

Hornby, A.S. (2005).*Oxford advanced learner's dictionary*. Oxford, United Kingdom : University Press

Hudson, R. A. (1980). Sociolinguistics. Cambridge: Cambridge university press.

Hussein, R. F. (1999). Code-alteration among Arab college students. *World English, 18*(2), 281–289.

Hussein, R. F., SAED, H. A., & HAIDER, A. S. (2020). Teachers and students code-switching: The inevitable evil in EFL classrooms. *International Journal of Learning, Teaching and Educational Research, 19*(2), 60-78.

Hvozdíková, S. (2012). The case study method in language pedagogy research. In S. Pokrivčáková (Ed.), *Research in foreign language education* (pp. 88-107). MSD Brno, the Czech Republic.

Jingxia, L. (2010). Teachers' code-switching to the L1 in EFL classroom. *The Open Applied Linguistics Journal, 3*(1), 10-23

Ja'afar, N.S., & Maarof, N. (2016). Teachers' Beliefs of Code Switching in the ESL Classroom. *Open Journal of Social Sciences, 4*, 212-222.

Kachru, B. (1983). *The Indianization of English: the English language in India*. Delhi: Oxford, United Kingdom: university press.

Kamwangamalu, N. M. (2010). Multilingualism and code switching in education. In N. H. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education*. Salisbury, United Kingdom: Short Run Press Ltd.

Kasper, G., & Kellerman, E. (1997). *Communication strategies: Psycholinguistic and sociolinguistic perspectives*. New York, USA: Routledge.

Kelkoula, N., & Djaileb, F. (2018). Functions and reasons for code switching to Arabic in EFL Classes: A Case Study of ENSC Students. *5*(1), 213-223.

Kerma, M. (2018). The linguistic friction in Algeria. *Sociology International Journal, 2*(2), 134-140.

Macaro, E. (2005). Code switching in the L2 classroom: A communication and learning strategy. In E. Burda (Ed.), *Non-native language teachers* (pp. 63-84): Springer.

Marcais, W. (1930). La diglossie arabe. *L'Enseignement Public*, *97*, 401-409.

Mattsson, A. F., & Burenhult, N. (1999). Code-switching in language teaching of French. *Working Papers*, *47*, 59-72.

Mayers-Scotton, C. (1993a). *Social motivations for code switching: evidence from Africa*.

      Oxford, United Kingdom: Clareden Press.

Mayers-Scotton, C. (1993b). *Duelling Languages: Gramatical structurein Code Switching*.

      Oxford,United kingdom: Clarendon Press.

Mayers-Scotton, C. (2001). The matrix language frame model: Developments and responses.

      In R. Jacobson (Ed.), *Code switching Worldwide*. II (pp. 23-58). Berlin,

      Kingdom: Blackwell Publishing.

Mesthrie, R., Swann, J., Demeurt, A., & Leap, W. L. (2000). *Introducing sociolinguistics*.

      Edinburgh, United Kingdom: Edinburgh University Press.

Meyers-scotton, C. (2006) '*Multiple voices: An introduction to bilingualism'*. Oxford, United

Milroy, L., & Muysken, P. (1995).One *speaker, two languages: Cross-disciplinary perspectives on*

      code-switching. Cambridge,UK: Cambridge University Press.

Modupeola, D. R. (2013). Code-switching as a teaching strategy: Implications for English

      language teaching and learning in a multilingual society. *Journal of Humanities and*

      Social Sciences, 14(3), 92-94.

Ndethiu, S. M. (2019). Effective classroom communication. 1-20.

      DOI:10.13140/RG.2.2.28044.05760

Nilep. C. (2006). Code-switching in sociocultural linguistics. *Colorado Research in*

      Linguistics, *19*, 1-2.

Obaidullah, M. (2016). Code switching in EFL classrooms: A Bangladeshi perspective.

      Theory and Practice in Language Studies, 6(5), 924-934. doi:10.17507/tpls.0605.03

Panhwar, F. (2018). *Multilingualism in Sindh, Pakistan: the functions of code switching used*

      by educated, multilingual, Sindhi women and the factors driving its use.

      Unpublished Doctoral Thesis, University of Sussex, United kingdom.

Panhwar, F., & Ali Buriro, G. (2020). An overview of theories and approaches to code-

   switching. *International Research Journal of Arts and Humanities, 48*(48), 275-282.

Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en Español: Towards a typology of code-switching1. *Linguistics, 18*(7-8), 581-618.

Poplack, S., & Meechan, M. (1995). Patterns of language mixture: Nominal structure in In L. Milroy & P. Muysken (Eds.), *One speaker two languages: cross disciplinary perspectives* (pp.199-232). Cambridge: Cambridge University Press.

Qing, X. (2010). To switch or not to switch: examine the code-switching practices of teachers of Non-English majors. *Canadian Social Science,6*(4), 109-113.

Queffélec, A., Derradji, Y., Debov, V., Smaati-Dekdouk, D., & Cherrad Benchefra, Y. (2002). *Le Français en Algérie : Lexique et dynamique des langues*. Belgique: Duculot.

Rahimi, A. & Jafari, Z. (2011). Iranian students' attitudes toward the facilitative and debilitative Role of Code-switching: Types and moments of code- switching at EFL classroom. *The Buckingham Journal of Language and Linguistics*, *4*, 14-28.

Rathert, S. (2012). Functions of teachers' and students' code-switching in an EFL classroom and pedagogical focus: Observations and implications. *International Journal, 1*(1-2), 7-18.

Ritchie, W. C., & Bhatia, T. K. (Eds.). (2006). *The handbook of bilingualism*. Oxford, United Kingdom: Blackwell Publishing.

Sankoff, D., & Mainville, S. (1986) Code-switching of context-free grammars. *Theoretical Linguistics, 13*(1-2).75-90.

Schmitt, N., & McCarthy, M. (1997). Vocabulary: Description, acquisition and pedagogy. *Cambridge*: Cambridge University Press.

Schweers, C. W. (1999). Using L1 in the L2 classroom. *English Teaching Forum, 37* (2), 6-9.

Seedhouse, P. (2005). Why that, in that language, right now? Code-switching and

      pedagogical focus. *International Journal of Applied Linguistics*, *15*(3), 302-325.

Shah, M., Furqan, A., & Zaman, K. M. (2019). A sociolinguistic investigation of the code

      switching practices of students outside classroom in Khyber Pakhtunkhwa, Pakistan.

      Review of Economics and Development Studies, 5(3), 497- 504.

Siemund, P. (2008). Language contact: Constraints and common paths of contact induced

      language change. In P. Siemund & N. Kintana (Eds.), *Language Contact and*

      Contact Languages (2nd ed.,pp. 3–11). Amsterdam, Holland : John Benjamins

      Publishing Company.

Simon, D. L. (2001). Towards a new understanding of code switching in the foreign language

      classroom. In R. Jacobson (Ed.), Code switching worldwide. II. New York, USA:

      Walter de Gruyter. Retreived from https://doi.org/10.1515/9783110808742.311

Skiba, R. (1980). Code switching as a countenance of language interference. *The internet*

      TESL journal, 3(10), 1-6. Retrieved from http://iteslj.org/Articles/Skiba

Then, D. C. O., & Ting, S. H. (2011). Researching code-switching in teacher classroom

      discourse: Questioning the sufficiency of informant reports. *International Journal of*

      Language, Society and Culture, 33, 8-18.

Thomason, S., & Kaufman, T. (1988). *Language contact, creolization, and genetic linguistics*.

      University of California Press.

Uys, D., & van Dulm, O. (2011). The function of classroom code-switching in the Siyanda

      district of the Northern Cape. *Southern African Linguistics and applied language*

      studies, *29*(1), 67-76.

Vogt, H. (1954). Language contacts. *WORD, 10*(2-3), 365-374.

      doi:10.1080/00437956.1954.11659533

Wardhaugh, R. (2006). *An introduction to sociolinguistics* (5th ed). Oxford, United Kingdom:

      Blackwell Publishing.

Yao, M. (2011). On attitudes to teachers' code-switching in EFL Classes. *World Journal of English Language,1*(1), 19-28. doi: 10.5430/wjel.v1n1p19

Zabrodskaja, A. (2001). Multidisciplinary approaches to code switching. *International Journal of Education and Bilingualism, 14*(48), 115-120.

Appendices

Appendix 01

Students' Questionnaire

Dear third year students,

You are cordialy requested to carfully provide accurate answers to the following questionnaire, which serves as a valuable date to examine *"The Teachers' and Students' Attitudes Towards the Use of English-Arabic Code Switching in EFL Classroom".*

We would like to thank you for taking time to complete this questionnaire. We earnestly look forward to read and analyse your responses, wich will trustworthily be kept confidential, anonymous and will be used only for academic purposes.

The researcher

Section One: Language Use

Q1: Which of the following languages do you speak? (you may tick more than one)

▪ Standard Arabic ☐

▪ Algerian Arabic ☐

▪ Tamazight ☐

▪ French ☐

▪ English ☐

▪ All of them ☐

Q2: Which of the following language (s) do you better understand and master?

▪ Standard Arabic ☐

▪ Algerian Arabic ☐

▪ Tamazight ☐

▪ French ☐

▪ English ☐

▪ All of them ☐

Q 3: Do you use these languages alternatively during your act of conversation?

▪ Yes ☐   ▪ No ☐

Please, justify your answer ……………………...

……………………………………………………………………………………..

Q4: As an EFL student, how would you evaluate your proficiency in English?

▪ Acceptable ☐

▪ Average ☐

▪ Intermediate ☐

▪ Advanced ☐

Q5: In an EFL class, which language do you use during your classroom conversation?

▪ Only English ☐

▪ English and Arabic ☐

Q6: In an EFL class, what are the languages that you are allowed to speak?

▪ Only English ☐

▪ English and Arabic ☐

Q7: As an EFL student, do you encounter some challenges when speaking English either with you peers or teachers?

▪ Yes ☐   ▪ No ☐

If yes, what are these challenges? …………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Q8: Once you encounter these challenges, what are the strategies that you usually opt for to overcome them?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

> Side note: code switching is defined as "the alternation of two languages within a single discourse, sentence, or constituent".
> (Poplack , 1980,p.200)

Q 09: To what extent do you agree or disagree to the following statements?

▪ As an EFL student, I code switch because of my low proficiency level in English.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ I usually code switch to keep in line of communication with no gaps or interruptions.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ I switch to Arabic to repeat what may not have been understood either by my teacher or peers.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ I code switch to avoid any sort of conflict or misunderstanding whilst speaking, especially in the case of cultural untranslatability.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ Code switching enables me to say what I really want to say more easily.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ I code switch to maintain rapport and interpersonal relationships.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ I switch to Arabic when I encounter some difficulties in using the right vocabulary item or grammatical structure in English.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

Q10: In what cases do you, as students, and your teachers switch from English to Arabic in the EFL classroom? (you may tick more than one)

	To fill in the gaps when you have a limited and insufficient vocabulary knowledge.		To manage the classroom .
	Not able to find the appropriate term or concept.		To explain grammar and vocabulary items.
	To express feelings such as anger, fear, solidarity, agreement…		To explain difficult and complicated topics.
	To attract attention.		To translate unfamiliar terms.
	To explain a paticular meaning that is best communicated in Arabic instead of English.		To indicate sympathy and friendship to students.
	To ask for clarifications		To assess understanding.

Other...
....
....

Section Three: Students' Attitudes Towards Code Switching

Q12: Put a tick where appropriate

▪ How often do you employ English-Arabic code switching during your conversation in the class?

Never ☐   Rarely ☐   Often ☐   Always ☐

▪ How often do your teachers use English-Arabic code switching in the classroom?

Never ☐   Rarely ☐   Often ☐   Always ☐

▪ How often do you think that Arabic should be used in the EFL classes?

Never ☐   Rarely ☐   Often ☐   Always ☐

▪ Do you feel confused when your teachers use Arabic in the classroom?

Never ☐   Rarely ☐   Often ☐   Always ☐

Please explain why..

....

....

▪ Do your teachers code switch to explain certain points during the lesson.

Never ☐   Rarely ☐   Often ☐   Always ☐

Q13: From your perspective, what is the impact of using code switching in EFL classes?

Extremely beneficial ☐   Benefiacial ☐   No impact ☐   Harmful ☐

Please, clarify your answer…………………………………………….............................

…………………………………………………………………………………………….

....

Q14: To what extent do you agree or disagree to the following statements?

▪ Instructors who code switch from English to Arabic are not proficient in English.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ Instructors who switch-codes frequently tend to pollute languages.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ Instructors who use code switching can better maintain discipline in the class.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ Instructors who use Arabic besides English can better direct their students' attention to a particular information.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ Instructors' code switching makes the discussion more interesting.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ Instructors who use code switching makes me feel more confident, comfortable and motivated in learning English.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ Instructors who employ code switching help me to focus on the lesson without worrying about unfamiliar words and expressions.

☐

Strongly disagree ☐   Agree ☐   Disagree ☐   Strongly disagree

▪ Students who code switch are not proficient in the targeted language, English.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

▪ Instructors should make use of English solely in the classroom.

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

Q15: Do you think that code switching enhances your communication in the EFL class?

▪ Yes ☐   No ☐

Please, clarify your answer ……………………………………………………………………….

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

....

Q16: If you want to add any comments or suggestions with respect to the Teachers' and Students' Use of English-Arabic Code switching in the EFL classroom, feel free.

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

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

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

Thank you for your time, efforts and cooperation.

Appendix 02

Teachers' Interview

This interview is part of a study in the master degree, that will be conducted at the English department at the University of Biskra. The current study aims at investigating ***The Teachers' and Students' Attitudes towards the Use of English-Arabic Code Switching in the EFL Classroom***. All the information you provide will be kept strictly confidential.

We would be grateful if you could respond to the following questions. ***Your co-operation is greatly appreciated.***

 Hello! How are you doing today?

A / General Questions

Q1: Would you please tell us about your teaching experience? For how long you have been teaching English in higher educational institutions?

Q2: What are the levels you are teaching this semester? and how many modules do you teach ?

Q3: What is the average number of students in your language class?

Q4: According to you, to what extent should the students'native language be integrated in the EFL classroom?

B / Reasons and Functions for Teachers' CS

Q5: In light of your own experience, what do you think of CS and the use of Arabic in the English Classroom? do you code switch between English and Arabic in your teaching ?

Q6: If this is the case, how often do you code switch?

Q7: Relying on your professional experience, when do you feel the need to switch from English to Arabic? Are there any specific situations in which you switch to Arabic?

Q8: When I read about CS, I have found a considerable number of examples of distinct situations in which teachers tend to switch to students' L1. I just would like to provide you with some examples and please tell me if there are any of these occasions that you recognise?

a- Switching to Arabic generally helps students to understand and grasp the difficult and complicated topics easily (like some grammatical points)

b- CS is used as a tool to build up solidarity and intimate relationships with students? and helps teachers to create a sympathetic and supportive learning atmosphere (e.g. make a joke for humour) in order to reduce the students' degree of anxiousness especially those with low proficiency level ?

c- Teachers usually resort to students' native language when they hesitate to answer a question or comment on students' questions or answers?

d- CS is a useful tool to clarify any sort of misunderstanding or confusion regarding the topic under discussion?

e- Teachers shift to Arabic to explain and translate unfamiliar terms and expressions?

f- Teachers code switch to give tasks and instructions.

g- Teachers shift to Arabic when there is no similar expression in English.

h- Teacher code-switch for putting stress on important notion.

Q9: Do you code switch more in small class than in large class? if yes, why ?

Q10: Do you employ any other strategies like repetition, reformulation, exemplification to avoid CS in the class? why?

C / **Teachers' Attitudes towards the Implementation of CS**

Q11: As an EFL teacher, do you tolerate students' use of CS in the classroom? why?

Q12: If you code switch in the classroom would you say that this practice is planned or improvised? why ?

Q13: Do you possess negative attitudes towards classroom CS? If yes, then why?

Q14: From your perspective, do you encourage CS initiated both by the teacher and student? why ?

Q15: According to you, what are the facilitating and impeding effects of CS on EFL students?

Teachers' and Students' Attitudes towards Code-Switching

ملخص الدراسة

ان التبديل اللغوي هو ذلك السلوك الذي تم دراسته في بيئات اجتماعية و ثقافية متنوعة خاصة في الاقسام الثانوية و المتعددة اللغات. لطالما كانت الاسباب و الوظائف التواصلية لهذا السلوك نقطة جدل بن العديد من العلماء و مع ذلك فان عدد قليل فقط من الدراسات البحثية كانت قد عالجت هذه الظاهرة في اقسام تعلم اللغة لانجليزية كلغة اجنية على مستوى التعليم العالي. لذلك فان الدراسة الحالية هي مجرد محاولة لاستكشاف اهم الاسباب و الوظائف التواصلية التي تدفع اساتذة و طلبة اللغة الانجليزية لتبديل الشفرات ، كما تتطرق هذه الدراسة الى قياس مدى تأثير و فاعلية هذا السلوك اللغوي على الوظائف التواصلية داخل هذه البيئة التعليمية. من الناحية المنهجية، ، فيعتبر البحث ذو طبيعة استكشافية حيث تبنى الباحث نمط الدراسة الوصفية باعتبارها تتوافق وأهداف البحث أين تم اختيار عينة متكونة من 21 طالبا للمشاركة في الدراسة بإتباع اسلوب اخذ العينات الهادف غير الاحتمالي. فيما يخص البيانات المتحصل عليها، فقد تم جمعها عن طريق استخدام استبيان موجه لطلبة، ومن جهة اخرى فقد تم اجراء مقابلة شفوية مع الاساتذة. كشفت النتائج المتوصل عليها ان ظاهرة التبديل اللغوي لها علاقة بعوامل لغوية و اخرى غير لغوية. علاوة على ذلك فقد اثبتت النتائج ان الاستاذة و الطلبة يشتركون في وجهات نظر اجابية فيما يخص اعتماد هذه الظاهرة كوسيلة تواصل داخل الفصل الدراسي. وفي الاخير جل النتائج المتحصل عليها في هذه الدراسة تجير الى الاثر الايجابي لاستعمال ظاهرة التبديل اللغوي كإستراتجية منتجة للأداء الكلامي لدراسة اللغة الانجليزية كلغة اجنبية.