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MASTER THESIS

Exploring English as a Foreign Language Students' and Teachers' Attitudes Towards the Use of Code Switching in EFL Learning Setting

The Case of Master One Students at Biskra University

Dissertation submitted in partial fulfillment of the requirements for a Master Degree
in Sciences of Language

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Declaration

I, Asma Badari, hereby declare that the dissertation titled "Exploring English as a Foreign Language Students' and Teachers' Attitudes Towards the Use of Code-Switching Among English Students in Educational Settings at Biskra University" is the result of my own research and work. This dissertation has not been submitted, in whole or in part, for any degree or qualification at any other university or institution. I confirm that all sources of information and data utilized in this dissertation have been duly acknowledged and appropriately referenced. Additionally, any assistance or contributions received during the research and writing process have been clearly stated and credited.

Signed,

Asma Badari

Date: _____

Dedication

To my parents, for your constant support and love. You are the wind beneath my wings.

To my sister, Nadine, who was always there for me. A friend in need is a friend indeed.

To my twin sisters, Safa and Maroua, for their constant encouragement.

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and for always steering me in the right direction.

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Abstract

The present study aims to explore English as a Foreign Language (EFL) students' and teachers' attitudes towards the use of code-switching among English students in educational settings at Biskra University. This research seeks to investigate the psychological motivations, social impacts, and pedagogical responses to code-switching among EFL students at Biskra University using online questionnaire for 20 Master's students and interview with 7 teachers. The data were collected through semi-structured questionnaires and interviews using a descriptive approach. The findings show that code-switching facilitates self-expression and engagement; however, it also causes anxiety about negative perceptions from peers. Our study also revealed that teachers employ various strategies to manage code-switching, promoting inclusivity and linguistic development. The results serve our research objectives and underscore the importance of supportive educational interventions, illustrating the importance of having teaching methods and school policies that effectively support students in their learning and development.

Keywords: Code-switching, EFL students, Attitudes, Pedagogical strategies, Psychological motivations, Social interactions.

List of Acronyms

BIA: Bilingual interactive Activation

CS: code switching

EFL: English foreign language

ELT: English language teaching

ESL: English as a second language

ESP: English for specific purposes

WTC: willingness to communicate

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General Introduction

Introduction

The linguistic and cultural context of Algeria makes it an appropriate context to investigate code-switching, a vital communication process. Arabic is recognised as the official language in the nation; however, English is fast emerging as a dominant language in education and work-related environments. The existence of several languages in Algeria can be viewed as beneficial for the population as it provides a better chance at getting a job and access to more information.

Biskra EFL University captures the general linguistic landscape in Algeria. In this particular academic context, students are also known to self-identify as code-switching between Arabic and English. This practice emerges not solely as a vital strategy to meet the academic requirements and navigate through materials in English but also as a way of constructing linguistic competence and managing the educational context. Code-switching has both sociolinguistic and psycholinguistic motivations and the university environment enhances these aspects. Students employ this linguistic repertoire to assert their proficiency, guarantee their membership, and exhibit cultural versatility. Thus, exploring the use of code-switching at Biskra EFL University, this study moves beyond the surface level to better understand the complexities of this practice and its potential impact on the language learning process and social relations.

Statement of the Problem

The context of Biskra EFL University is characterized by dynamic bilingualism which make the learning process challenging due to code-switching between Arabic and English. It is thus important to gain insight into the psychological and sociological causes of this behavior since they affect language competence and scholastic performance. Others have attempted to establish direct reasons for code-switching; for instance, Grosjean (1982) conducted a study on the motivations of code-switching among bilinguals, with factors such as linguistic proficiency, communicative effectiveness, and identity. Furthermore, Li Wei (2005) research explored the perception of code switching among bilingual communities and established that it is a fluid phenomenon influenced by social and cultural factors. However, a longitudinal study by Genesee and Lambert (1989) to determine the effects of code-switching on language and academic achievement of bilingual children in the long run provided some insight on the issue. To this end, this study seeks to fill this research gap by focusing on the reasons that underlie code-switching, the perception of the community towards it, and the possible impact of such practice in the bilingual context of the university.

Objectives of the Study

This study aims to achieve three primary objectives. Firstly, it seeks to delve into the psychological motivations behind code-switching among EFL students at Biskra University. By focusing on the seamless integration of Arabic and English during linguistic interactions, this objective aims to uncover the underlying reasons why students engage in code-switching.

Secondly, the study aims to explore the social motivations associated with code-switching and its impact on social outcomes and interactions within the university's setting. This objective is particularly interested in understanding how code-switching influences language performance and proficiency, especially within the linguistic and academic environment of the university.

Lastly, the study aims to examine teachers' perspectives on code-switching. This involves investigating teachers' perceptions, responses, and approaches to addressing code-switching in the classroom. By shedding light on educators' navigation of the psychological and social aspects of code-switching among students, this objective aims to provide insights into effective pedagogical strategies in multilingual educational settings.

Research Questions

The current research seeks to answer the following questions:

1. In what ways do EFL students' psychological motivations for code-switching relate to the frequent integration of Arabic and English in linguistic interactions?
2. How does the seamless blending between Arabic and English in code-switching practices impact social outcomes and interactions within the multicultural setting of the university?
3. What are the English as a foreign language teachers' perceptions towards the use of code switching among students at Biskra University?

Methodology of the study

This study adopts a qualitative research approach, utilizing questionnaires and interviews. The methodology section is divided into sub-sections to provide a detailed description of the research design and procedures.

Population and Sampling

Target Population

General Introduction

The research focuses on Master One English as a Foreign Language (EFL) students and teachers at the University of Mohamed Kheider in Biskra.

Sampling Technique

Random sampling is employed to select participants, ensuring that each individual in the target population has an equal chance of being included. This method provides a representative sample and eliminates selection bias, allowing for generalized insights into code-switching in the context of EFL education.

The student participants include 20 Master One EFL students from the University of Mohamed Kheider in Biskra. These students are selected from various classes and backgrounds to ensure a diverse range of perspectives and experiences related to code-switching. The diversity is crucial to capture the different contexts in which code-switching occurs and its impact on language learning and communication.

The teacher participants consist of 7 EFL educators from the same university. These teachers have varying levels of teaching experience, ranging from early-career to veteran educators. This range of experience provides a comprehensive understanding of the phenomenon of code-switching from different pedagogical perspectives. By including teachers with different amounts of experience, the study aims to uncover a broad spectrum of insights into the strategies used for managing code-switching in the classroom, as well as the perceived benefits and challenges.

Data Collection procedures

The student questionnaire gathers qualitative data on attitudes, motivations, and outcomes of code-switching. It identifies the frequency and context of code-switching, understands the reasons behind it, and explores its perceived impact on language learning and communication. Participants provide detailed responses, offering rich qualitative data.

Teacher interviews further explore teachers' attitudes and experiences regarding code-switching. The interview protocol, shaped by initial questionnaire insights, aims to understand strategies for managing code-switching in the classroom and gain insights into the perceived benefits and challenges. Participants elaborate on questionnaire responses, share anecdotes, and offer deeper insights into their experiences.

Data Analysis procedures

Questionnaire Data

Thematic analysis is employed to identify key themes and patterns in the collected data. This method helps in organizing and understanding participants' attitudes, motivations, and experiences regarding code-switching in EFL education. By identifying common themes and variations, it provides valuable insights that inform practice and policy. Thematic analysis ensures rigor and credibility in the research process, contributing to a comprehensive understanding of the phenomenon.

Interview Data

Transcribed interviews are analyzed using qualitative data analysis software called Otter AI. This tool helps us find important themes and patterns in what participants are saying. It listens to the interviews, turns the spoken words into text, and identifies common ideas and topics. Otter AI helps us gain a clear understanding of what students and teachers think about code-switching in EFL education, making our research more thorough and insightful.

Significance of the Study

This study contributes to our understanding of code-switching as a multifaceted phenomenon influenced by both psychological and social factors. It highlights how students' comfort with code-switching is tied to their need for self-expression and effective communication. Conversely, it underscores the psychological tensions faced by students uncertain about code-switching, providing a more nuanced view of the factors driving or hindering this practice. This insight expands existing theories on bilingualism and multilingualism, emphasizing the role of individual psychological experiences in linguistic behavior.

Definitions of Keywords

In the context of this study, it is essential to define key terms to ensure clarity and precision in discussing code-switching behaviors among EFL students and educators at Biskra EFL University.

Code-switching is the practice of alternating between two or more languages or dialects within a conversation, sentence, or discourse. This phenomenon is common in multilingual communities and serves various functions, such as facilitating communication, expressing identity, and navigating social dynamics.

Psychological motivations are the underlying psychological reasons or drives that influence individuals to engage in code-switching. These motivations include factors such as linguistic

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comfort, communicative efficiency, self-expression, and social identity, all of which play a role in shaping code-switching behaviors among EFL students.

Social interactions refer to the processes by which individuals act and react in relation to others within a social context. These interactions involve communication, cooperation, conflict, and other forms of social behavior, and are essential for understanding how code-switching operates in different social settings and influences relationships among EFL students.

Pedagogical strategies are the methods and techniques employed by educators to facilitate learning and teaching. These strategies include instructional approaches, classroom management techniques, and specific activities designed to engage students, foster understanding, and promote linguistic and academic development in EFL contexts.

The structure of the dissertation

The dissertation begins with a general introduction, providing background information and stating the problem. This section gives an overview and sets the stage for the study.

In the first chapter, the theoretical background is meticulously constructed. It is divided into two parts to provide a comprehensive exploration. The first part delves into the linguistic situation of Algeria, the intricacies of code-switching, and its relevance to bilingual education. The second part delves into the psychological dimensions and the sociological perception of code-switching, uncovering individual motivations such as language proficiency and identity. This division allows for a structured exploration of code-switching dynamics, from broader societal contexts to specific pedagogical environments.

Moving to the second chapter, the focus shifts to fieldwork. Here, we delve into the analysis of data gathered through questionnaires and interviews. By examining the responses of EFL students and educators at Biskra EFL University, we gain insights into their perspectives and experiences with code-switching. This empirical phase bridges theoretical insights with real-world observations, enriching our understanding of code-switching practices in the university setting.

The third chapter serves as the culmination of the dissertation, synthesizing the findings from the fieldwork phase. It presents a comprehensive summary of the research outcomes, drawing connections between theory and practice. The chapter discusses the theoretical implications highlighting their significance in advancing our understanding of code-switching in EFL education. Additionally, it offers pedagogical recommendations based on the research findings,

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providing insights for educators on effectively addressing code-switching in the classroom. Moreover, the chapter addresses the limitations of the study and It concludes with suggestions for future research directions, proposing avenues for extending the study's findings and addressing remaining gaps in the literature.

In the conclusion part, we consolidate the key findings and reflect on their significance. Here, we revisit the study's objectives, summarizing the main discoveries and offering recommendations for future research. By encapsulating the journey from problem statement to empirical investigation and theoretical reflection, the general conclusion underscores the study's contributions to the field of linguistics and education.

Chapter One

Review of Literature

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Introduction

In the contemporary world where people communicate using different languages, code-switching has emerged as a common practice. Code-switching is the phenomenon whereby a speaker switches between two or more languages and/or dialects in the course of a conversation. There are several explanations for this linguistic behavior including cultural identity, social context and communicative purposes. It is imperative to know about the perception of code-switching because it plays a significant role in communication, learning, and interpersonal relations. In this analysis, we turn to the focus on attitudes toward code-switching, and evaluate perceptions from social and psychological angles. Through identifying and analyzing the ways in which people think and employ code-switching in various settings, we are able to understand the mechanisms of language use and its effects on society.

Part I : Code-Switching in Algerian Education: A Historical and Linguistic overview

1. 1 Historical Background of The Linguistic Situation in Algeria

Language use in Algeria has a historical background in relation to the widely influences cultures and civilizations. Berber languages were thus spoken by indigenous people of North African origin before the arrival of the Arabic-speaking Muslim armies in the 7th century. Arabic language gained prominence due to the expansion of Islam and the Arabization of the region. The French colonization in 1830 led to the change of the language policy where French was adopted as the medium of instruction, administration and social ladder. (Abdelmadjid Meziane, 2000)

In the pre-colonial era, Arabic became dominant as the medium of communication between the various ethnic groups that inhabited the region, while the indigenous people spoke different berber dialects (Naaman, 1988). Nonetheless, the French colonization brought a linguistic apartheid system in which French was dominant over Arabic and Berber languages. This linguistic domination was an attempt to enforce colonial power and impose the French language as a part of the French culture in Algeria.

1.1.1 Language Education in Algerian

After gaining its independence in 1962, the Algerian government pursued policies that focused on the language and culture of the country. Arabic was language adopted as the official language and the Berber languages were introduced into the curriculum. To address the language issues the Algerian government has put strategies to foster bilingualism and language diversification.

Abdelmadjid Benguedda, a linguist, notes that language is crucial for the development of a nation since the post-colonial linguistic policies in Algeria were meant to create a united nation given the different cultural groups and languages (Benguedda, 2004). This led to the adoption of Arabic as the language of instruction in the schools while the Berber languages were also granted an official status to facilitate their preservation and development.

1.1.2. The Spread of English in Algeria

In recent years, Algeria has witnessed a growing interest in English language learning and usage. This trend can be attributed to various factors, including globalization, technological advancements, and economic opportunities. English proficiency is increasingly valued in Algeria's job market, particularly in sectors such as business, technology, and tourism.

According to a study by Boumedine, the demand for English language education in Algeria has surged in response to globalization and the need for communication skills in international contexts (Boumedine, 2019). Algerians recognize the importance of English as a global lingua franca and seek to acquire proficiency in the language to enhance their competitiveness in the global economy.

In 2022, Algeria made a significant policy shift by introducing English as a compulsory subject in schools alongside French. This decision reflects the recognition of English as a vital language for international communication and underscores Algeria's commitment to equipping its citizens with the linguistic skills necessary to thrive in a globalized world.(Ministry of National Education, 2022)

1.2 Code switching in Algeria

Code-switching in Algeria is a complex linguistic phenomenon influenced by the historical, sociopolitical, and cultural factors. The country's linguistic landscape is characterized by the coexistence of Arabic, French, and, to a lesser extent, Berber languages. Code-switching occurs when speakers seamlessly alternate between two or more languages within a single conversation

or utterance. Benrabah (2007) mentioned that in Algeria, code-switching commonly occurs between Arabic, French, and, more recently, English, reflecting the country's colonial history, educational system, and globalized trends.

The practice of code-switching in Algeria is deeply rooted in its colonial past, where French colonization left a lasting impact on the linguistic landscape. French became the language of administration, education, and prestige, leading to its widespread use alongside Arabic, the country's native language. This bilingual environment laid the foundation for code-switching between Arabic and French, particularly in formal domains such as education, government, and media. (Benrabah, 2018)

With the globalization of English as a dominant language in various domains such as technology, business, and pop culture, Algerians have increasingly incorporated English into their linguistic repertoire. This trend has led to the emergence of code-switching between Arabic and English, reflecting the influence of globalization, technology, and education.

(Benrabah, 2018)

Contemporary studies on code-switching in Algeria highlight the growing prominence of Arabic-English code-switching, particularly among the younger generation. Researchers such as Bouhjar (2017) and Benrabah (2018) have investigated this phenomenon, shedding light on its prevalence, motivations, and implications within Algerian society. According to a study by Kebab, conducted in 2022, Algerian youth are increasingly incorporating English terms and expressions into their Arabic discourse, reflecting the influence of social media, internet culture, and Western media. Kebab's research, based on interviews and participant observations, demonstrates how young Algerians seamlessly integrate English words, phrases, and slang into their Arabic conversations as a form of linguistic hybridity and identity expression.

For example, Algerian youth may use English terms like "cool," "like," or "selfie" within their Arabic sentences, creating a blend of languages that reflects their multicultural and globalized worldview. This phenomenon is particularly prevalent in urban areas, where exposure to English-language media and digital communication platforms is more extensive.

Furthermore, a study by Belkhir, in 2023, examined the motivations and social dynamics behind Arabic-English code-switching among Algerian youth. Belkhir's research revealed that code-switching serves various functions, including signaling group identity, expressing modernity, and facilitating communication in multilingual environments.

Overall, the practice of code-switching in Algeria reflects the country's linguistic diversity, historical legacy, and contemporary sociocultural dynamics. While Arabic-French code-switching remains prevalent, the increasing influence of English underscores the evolving nature of language use in Algeria, particularly among the younger generation.

1.3 Definition of code switching

According to Carlos D. Morrison (1995), code-switching refers to the process of shifting between different linguistic codes, such as languages or dialects, depending on the social context or conversational setting. Morrison, along with other researchers in sociolinguistics, social psychology, and identity studies, investigates how code-switching, particularly among members of minority ethnic groups, is employed to shape and preserve a sense of personal identity and belonging within larger communities.

According to the Merriam-Webster Dictionary (2023), it involves the alternating or mixed use of languages, especially within the same discourse. The Oxford English Dictionary (2023) describes it as the practice of alternating between two or more languages or varieties of language in conversation. Similarly, the Cambridge Dictionary (2023) characterizes it as the practice of moving between languages or types of language, particularly in conversation. Collins English Dictionary (2023) specifies that code-switching involves the alternating or mixed use of two languages, especially within the same sentence. The Linguistic Glossary by SIL International defines code-switching as the alternation between two or more languages or language varieties in discourse. Moreover, the Encyclopedia of Applied Linguistics elaborates that code-switching involves the alternating use of two languages or language varieties in the same utterance, clause, or sentence. Lastly, the American Heritage Dictionary of the English Language (2023) concurs, defining code-switching as the alternating or mixed use of two or more languages, especially within the same discourse.

1.4 Types of Code Switching:

Each type of code-switching serves different communicative functions and is influenced by various linguistic, social, and cultural factors. Understanding these types can provide insights into how bilingual speakers navigate their linguistic repertoires in different contexts.

Intra-sentential Code-switching: This type of code-switching occurs within a single sentence or utterance, where speakers alternate between two or more languages or language varieties. It often

involves the insertion of words or phrases from one language into a sentence primarily composed of another language (Poplack, 1980). For example, “I need to نروح à la bibliothèque to study for my exam.”

According to Poplack (1980, p. 589), intra-sentential code-switching “involves the alternation of linguistic elements from different grammatical systems in situations where the alternation of the surface structure conforms to a set of constraints that apply to both the insertion and the matrix language.”

Inter-sentential Code-switching. In inter-sentential code-switching, speakers alternate between two or more languages or language varieties at sentence boundaries. Each sentence is typically constructed in a single language, but consecutive sentences may be in different languages.

For example, “She prefers to speak English. Elle trouve que c’est plus facile.”

According to Myers-Scotton (1993, p.45), inter-sentential code-switching “occurs at the junctions of grammatical units, particularly sentences, although sometimes larger or smaller units such as clauses, phrases, or words are involved.”

Tag-switching: Tag-switching, also known as “tagging,” involves the insertion of a single word or phrase from one language into a sentence primarily composed of another language. These tags often serve pragmatic or expressive functions, such as emphasis or clarification. For example, “I don’t know لكن je vais essayer.”

As described by Auer (1998), tag-switching “involves the insertion of isolated elements from one language into a sentence or discourse predominantly in another language, without grammatical integration of the inserted elements.”

Intra-word Code-switching: Intra-word code-switching occurs when speakers blend elements of two languages within a single word. This phenomenon is particularly common in bilingual communities where speakers may combine morphemes, roots, or affixes from different languages to create hybrid words. For example, “I’m going to نشري some bread.”

According to Muysken (2000), intra-word code-switching involves “the use of elements from two languages within the same word, which may involve morphemes, roots, or affixes.”

1.5 Code switching relevance to bilingual education

In the context of bilingual education, code-switching holds significant relevance as it reflects the linguistic flexibility and proficiency of bilingual individuals. This phenomenon has been extensively studied in the field of bilingual education, with scholars exploring its implications for language acquisition, cognitive development, and educational pedagogy. (García, 2009, p. 234; Wei, 2000, p.56).

According to García and Li Wei (2014, pp. 89-90), code-switching is a natural and common occurrence among bilingual individuals, especially in multilingual settings. They argue that code-switching serves various functions, including linguistic creativity, identity negotiation, and communicative competence. In bilingual education, code-switching allows students to draw upon their linguistic resources to express themselves more effectively and to navigate complex linguistic and cultural contexts (García & Li Wei, 2014).

Furthermore, code-switching has been found to facilitate language learning and literacy development in bilingual learners (Grosjean, 2016). By engaging in code-switching, students can clarify meanings, scaffold their understanding, and negotiate language use with peers and teachers (Grosjean, 2016). Additionally, code-switching promotes metalinguistic awareness and reflective thinking, enabling students to analyze and compare linguistic structures across languages (Grosjean, 2016).

In the classroom, educators play a crucial role in harnessing the potential of code-switching for bilingual education. They can create a supportive environment that validates students' linguistic repertoires and encourages code-switching as a resource for learning (García & Li Wei, 2014). Moreover, teachers can strategically incorporate code-switching into instructional practices, such as translanguaging pedagogy, which promotes the seamless integration of multiple languages in teaching and learning activities (García & Li Wei, 2014).

code-switching is highly relevant to bilingual education, offering insights into the dynamic nature of bilingualism and its implications for language learning and teaching. By recognizing and leveraging code-switching as a valuable resource, educators can enhance the educational experiences and outcomes of bilingual learners.

1.6 Language transfer and Code switching

Understanding the dynamics of second language acquisition is critical in the field of linguistics and language education. Among the myriad factors influencing this process, one significant aspect is the phenomenon known as language transfer. This section explores the concept of language transfer, examining how a learner's first language can impact their learning and use of a second language.

1.6.1 Language Transfer

Language transfer refers to the influence of a learner's first language (L1) on their acquisition or use of a second language (L2). It occurs when learners apply linguistic patterns, structures, or vocabulary from their native language to the target language (Odlin, 1989). Language transfer can

manifest in various aspects of language learning, including pronunciation, grammar, vocabulary, and discourse strategies (Cook, 2003).

For example, a Spanish-speaking learner of English might transfer the word order or verb conjugation patterns from Spanish to English, leading to sentences like “I have 20 years old” instead of “I am 20 years old.”

Code-switching, on the other hand, involves alternating between two or more languages or dialects within a conversation or discourse (Gumperz, 1982). Unlike language transfer, which occurs at the individual level, code-switching is a communicative strategy employed in social interactions, often by bilingual or multilingual speakers.

Code-switching serves various functions, including expressing identity, conveying solidarity, marking discourse boundaries, or accommodating interlocutors (Grosjean, 2016). It reflects the speaker’s linguistic repertoire and proficiency in multiple languages, allowing them to navigate between linguistic and cultural contexts seamlessly.

For instance, a bilingual speaker might use code-switching to clarify meanings, emphasize certain concepts, or accommodate the linguistic preferences of their conversation partner. This could involve switching between languages mid-sentence or using one language for formal discourse and another for informal communication

1.6.2 Relationship between Language Transfer and function Code-Switching

Language transfer and code-switching are interconnected phenomena that demonstrate the complexity of bilingual language use. While language transfer primarily occurs at the individual level and reflects the influence of the learner’s native language on their second language acquisition (Cook, 2001), code-switching operates within social interactions and involves the strategic alternation between languages for communicative purposes (Gumperz, 1982). In bilingual education contexts, both language transfer and code-switching play important roles in language learning and pedagogy. Educators must be aware of learners’ potential language transfer errors and provide appropriate instruction to address them (Odlin, 1989). Additionally, understanding code-switching patterns and functions can inform instructional practices that support bilingual students’ language development and cultural identity (Heller, 1988).

1.7 Code switching and Other Linguistic Phenomena

Code switching serves various communicative functions and can occur at different linguistic levels, including the lexical, syntactic, and phonological levels. According to Gumperz (1982), code switching can serve pragmatic functions such as marking discourse boundaries, signaling solidarity with a particular group, expressing identity, or conveying socio-indexical meanings.

Moreover, it can also serve cognitive functions, such as facilitating communication by filling lexical gaps or conveying complex concepts more effectively (Poplack, 1980).

In addition to code switching, other linguistic phenomena such as code mixing and code borrowing are also prevalent in multilingual communication. Code mixing involves the incorporation of elements from one language into another at the level of individual words or phrases. For example, a speaker might say, "Voy a comprar some groceries," blending Spanish and English elements in a single sentence. On the other hand, code borrowing refers to the permanent adoption of words or phrases from one language into another language's lexicon. This process often involves phonological, morphological, and semantic adaptation to fit the recipient language's linguistic patterns.

Researchers include (Grosjean, 1982; Myers-Scotton, 1993). have investigated these linguistic phenomena across various disciplines, including sociolinguistics, psycholinguistics, and cognitive linguistics. Studies have examined the social, cultural, and cognitive factors influencing code switching and other linguistic behaviors in multilingual communities

1.7.1 Code switching versus code mixing

Code switching and code mixing are two distinct linguistic phenomena that occur in multilingual communication contexts. Code switching involves alternating between two or more languages within a single conversation or utterance, whereas code mixing involves blending elements from different languages at the level of individual words or phrases (Poplack, 1980).

Poplack (1980) defines code switching as "the alternate use of two languages within a single speech event," highlighting its dynamic nature within discourse. In contrast, code mixing, according to Muysken (2000), refers to the embedding of various linguistic units, such as words or phrases, from one language into the morphosyntactic frame of another.

The distinction between code switching and code mixing lies in the extent of linguistic integration. Code switching involves complete language alternation, where speakers shift between languages based on various factors such as social context, interlocutor characteristics, or discourse functions (Auer, 1998). On the other hand, code mixing occurs when speakers blend linguistic elements from different languages while maintaining the syntactic and morphological structure of the matrix language (Myers-Scotton, 1993).

While code switching involves the alternation between languages at the discourse level, code mixing occurs at the level of individual linguistic units within a single utterance or sentence. These phenomena reflect the complex nature of bilingual and multilingual communication, highlighting the flexibility and creativity of language use in diverse sociolinguistic contexts.

1.7.2 Code switching versus code borrowing:

Code switching and code borrowing are two distinct linguistic processes that occur in multilingual environments. Code switching involves the alternation between languages within a single conversation or discourse, while code borrowing refers to the incorporation of lexical items or expressions from one language into another language's lexicon (Thomason & Kaufman, 1988). Thomason and Kaufman (1988) define code borrowing as the process by which a word from one language enters the lexicon of another language, usually by undergoing phonological and morphological adaptation. Unlike code switching, which involves temporary language alternation, code borrowing leads to the permanent adoption of borrowed words or phrases into the recipient language.

Code switching and code borrowing serve different communicative functions and occur in distinct linguistic contexts. Code switching is often used for pragmatic purposes such as signaling social identity, marking discourse boundaries, or expressing solidarity with a particular group (Gumperz, 1982). In contrast, code borrowing typically occurs to fill lexical gaps or adopt concepts from another language's culture or technology (Thomason & Kaufman, 1988).

while code switching involves the temporary alternation between languages within discourse, code borrowing leads to the permanent adoption of lexical items from one language into another. These linguistic processes reflect the dynamic nature of language contact and adaptation in multilingual communities, highlighting the complex interplay between languages and cultures in communication.

2.1 Code switching in the EFL classroom

Code-switching in EFL (English as a Foreign Language) classrooms refers to the practice of alternating between two or more languages, typically the learners' native language and the target language (in this case, English), during the teaching and learning process. This phenomenon has been widely observed and studied in various educational contexts.

According to research by Binti and Norlidah (2017), code-switching in EFL classrooms can serve several functions, including aiding comprehension, facilitating learning, expressing identity, and negotiating meaning. Teachers often employ code-switching strategically to clarify instructions, explain concepts, or provide examples, especially when learners encounter difficulties in understanding solely in the target language.

Furthermore, code-switching can also be influenced by contextual factors such as classroom dynamics, learner proficiency levels, and the linguistic backgrounds of both teachers and students (Gardner-Chloros, 2009). For instance, in multicultural classrooms where students come from

diverse linguistic backgrounds, code-switching may occur more frequently as a means of accommodating varying language abilities and promoting inclusivity.

In Algeria, code-switching in EFL classrooms may reflect the linguistic landscape of the country, which is characterized by the coexistence of Arabic (the official language) and French (a legacy of colonialism) alongside English as a foreign language. Research by Bouhadel and Al-Hooti (2018) highlights the complex interplay of these languages in educational settings, where code-switching serves as a pragmatic tool for communication and pedagogy. In such contexts, teachers and students navigate between languages to scaffold learning, negotiate meaning, and bridge linguistic gaps, thereby shaping the dynamics of language acquisition and classroom interaction. Code-switching in EFL classrooms is a multifaceted phenomenon influenced by various linguistic, sociocultural, and educational factors, which merits further investigation and consideration in language teaching practices.

2.2 Functions of code switching in the EFL classrooms

Code-switching in EFL (English as a Foreign Language) classrooms serves multiple functions that facilitate learning and communication among teachers and students. Researchers have identified several key functions of code-switching in this context, each contributing to the language acquisition process and classroom dynamics.

Clarification and Explanation: One primary function of code-switching is to clarify instructions, concepts, or vocabulary that may be challenging for learners to understand solely in the target language (Cenoz & Gorter, 2011). Teachers may switch to the students' native language to provide clear explanations or examples, particularly when introducing new or complex linguistic structures.

Comprehension Aid: Code-switching can help enhance learners' comprehension by providing linguistic scaffolding and facilitating cognitive processing (Cook, 2001). When learners encounter difficulties in understanding English-only instruction, code-switching to their native language can help bridge comprehension gaps and support their understanding of the lesson content.

Expressing Emotions and Attitudes: Code-switching allows teachers and students to express emotions, attitudes, or interpersonal relationships more effectively (Gardner-Chloros, 2009). Switching to the native language may convey warmth, empathy, or humor, fostering a positive learning environment and strengthening rapport between participants.

Cultural and Identity Expression: Code-switching provides opportunities for learners to express their cultural identity and linguistic repertoire within the classroom context (Grosjean, 2010).

Incorporating elements of the students' native language and culture into English instruction can validate their linguistic background and promote cultural diversity and inclusion.

Negotiation of Meaning: Code-switching facilitates the negotiation of meaning between teachers and students during classroom interactions (Canagarajah, 2013). When learners struggle to articulate their thoughts or questions in English, code-switching allows for smoother communication and mutual understanding, enabling collaborative meaning-making.

Pedagogical Strategy: Code-switching can be used as a deliberate pedagogical strategy to promote language development and scaffold learning (MacSwan, 2017). Teachers may strategically switch between languages to model language use, provide contextualized examples, or create opportunities for language practice and reinforcement.

The functions of code-switching in EFL classrooms are multifaceted, encompassing linguistic, cognitive, affective, and sociocultural dimensions. By recognizing and harnessing the potential of code-switching as a communicative tool, educators can optimize language teaching and learning experiences for diverse learners.

Part II: Attitudes Towards Code switching From Social and Psychological Perspectives

3.1 Attitudes towards code switching

In bilingual and multilingual settings where Arabic and English are prevalent, attitudes towards code-switching vary based on cultural, linguistic, and educational factors. Some stakeholders view code-switching positively, recognizing it as a natural and effective communication strategy that facilitates comprehension and promotes language learning (Al-Khatib, 2009). In these contexts, code-switching between Arabic and English is perceived as a pragmatic way to navigate between languages and express complex ideas.

However, attitudes towards code-switching may also be influenced by language ideologies and societal perceptions of language proficiency. While some individuals embrace code-switching as a reflection of linguistic diversity and cultural identity, others may associate it with linguistic incompetence or a lack of language fluency (Al-Sobhi & Fakhri, 2018). In educational settings, attitudes towards code-switching can impact language policies and instructional practices, shaping the way educators and students navigate between Arabic and English in the classroom.

3.1.1 Attitudes towards Code-Switching in the Algerian Classrooms

In Algerian classrooms where Arabic and English are taught as foreign languages, attitudes towards code-switching reflect the country's linguistic diversity and historical context. Research indicates that code-switching between Arabic and English is common among students and educators in Algerian EFL classrooms (Bouhadel & Al-Hooti, 2018). This practice is often

perceived positively as a pragmatic communication strategy that facilitates comprehension and language acquisition.

However, attitudes towards code-switching in Algerian classrooms may also be shaped by educational policies and language ideologies. While some stakeholders support code-switching as a pedagogical tool that accommodates learners' linguistic needs and promotes inclusive learning environments, others may advocate for stricter language policies that prioritize English proficiency (Bouhadel & Al-Hooti, 2018). These differing attitudes towards code-switching can influence instructional practices and classroom dynamics in Algerian EFL classrooms.

3.1.2 Teacher's attitudes

Teachers' attitudes towards code-switching in the classroom play a significant role in shaping language instruction and interaction. Research indicates that educators' perspectives on code-switching are influenced by various factors, including pedagogical beliefs, language proficiency, cultural background, and classroom context.

Pedagogical Beliefs: Teachers' attitudes towards code-switching are often shaped by their beliefs about language learning and teaching. Some educators view code-switching as a valuable pedagogical tool that enhances comprehension, facilitates communication, and supports language development (Macaro, 2001). They may employ code-switching strategically to scaffold learning, clarify concepts, and engage students in meaningful interaction.

Conversely, other teachers may hold more traditional views that prioritize monolingual instruction and target language use. They may perceive code-switching as a hindrance to language acquisition, preferring strict adherence to the target language as a means of promoting linguistic immersion and proficiency (Cook, 2001).

Language Proficiency: Teachers' own language proficiency levels can influence their attitudes towards code-switching. Educators who are proficient in both the target language and students' native language may feel more comfortable using code-switching as a means of facilitating communication and supporting learners' comprehension (Cenoz & Gorter, 2011). In contrast, teachers with limited proficiency in the students' native language may be more hesitant to code-switch, fearing misunderstandings or linguistic inaccuracies.

Cultural Background and Classroom Context: Teachers' cultural background and the sociolinguistic context of the classroom also shape their attitudes towards code-switching. In multicultural and multilingual settings, where students come from diverse linguistic backgrounds, teachers may view code-switching as a natural and effective means of accommodating linguistic diversity and promoting inclusivity (Canagarajah, 2013). Conversely, in contexts where there is

pressure to prioritize a particular language or cultural identity, teachers may adopt more rigid attitudes towards code-switching.

Teachers' attitudes towards code-switching in the classroom are complex and multifaceted, influenced by a combination of pedagogical beliefs, language proficiency, cultural factors, and contextual considerations. Understanding teachers' perspectives on code-switching is essential for designing effective language instruction and creating supportive learning environments that meet the diverse needs of students.

3.1.3 Students attitudes

Students' attitudes towards code-switching in the classroom can significantly impact their language learning experiences and interactions with teachers and peers. Several factors influence students' perspectives on code-switching, including their language proficiency, cultural background, classroom environment, and attitudes towards bilingualism.

Language Proficiency: Students' language proficiency levels in both the target language and their native language can influence their attitudes towards code-switching. Research suggests that students who are more proficient in the target language may prefer strict adherence to the target language in the classroom, viewing code-switching as a hindrance to language acquisition (Zentella, 1997). In contrast, students with limited proficiency in the target language may appreciate code-switching as a helpful tool for comprehension and communication.

Cultural Background: Students' cultural backgrounds and experiences with bilingualism shape their attitudes towards code-switching. In multicultural and multilingual environments, where code-switching is common in everyday communication, students may view code-switching positively as a natural and authentic aspect of language use (Rampton, 1995). Conversely, students from monolingual or less linguistically diverse backgrounds may hold more negative attitudes towards code-switching, associating it with linguistic confusion or lack of proficiency.

Classroom Environment: The classroom environment and teaching approach can influence students' attitudes towards code-switching. Research suggests that students' attitudes are often shaped by the attitudes and practices of their teachers (Grosjean, 2010). Teachers who endorse code-switching as a pedagogical tool and model its appropriate use in the classroom may foster positive attitudes towards code-switching among students. Conversely, a classroom environment that discourages or stigmatizes code-switching may lead to negative attitudes among students.

Attitudes towards Bilingualism: Students' attitudes towards bilingualism and multilingualism also impact their attitudes towards code-switching. Students who value and embrace their bilingual or multilingual identity may see code-switching as a valuable skill and asset (Hornberger, 2003).

Conversely, students who hold negative attitudes towards bilingualism may view code-switching as a sign of linguistic deficiency or cultural inferiority.

Students' attitudes towards code-switching are influenced by a complex interplay of linguistic, cultural, and contextual factors. Understanding students' perspectives on code-switching is essential for educators to create inclusive and supportive learning environments that cater to the diverse linguistic needs and preferences of their students.

3.2 Language attitudes and code-switching

Language attitudes and code-switching are complex phenomena that are influenced by various sociocultural, psychological, and linguistic factors. Understanding the theories related to language attitudes and code-switching is essential for comprehending the dynamics of language use in diverse contexts.

Language Attitudes Theory:

Language attitudes theory examines individuals' beliefs, feelings, and evaluations towards languages and language varieties (Giles & Billings, 2004). It suggests that language attitudes are shaped by social, cultural, and historical factors, impacting language choice, identity formation, and intergroup relations. This theory provides insights into how perceptions of language varieties, including code-switching, influence communication and social interaction.

Social Identity Theory:

Social identity theory posits that individuals derive their sense of identity from the social groups to which they belong (Tajfel & Turner, 1986). Language is a central component of social identity, and attitudes towards language varieties, such as code-switching, are influenced by group membership and intergroup relations. This theory helps elucidate how language attitudes are shaped by factors like ethnicity, nationality, and social class, impacting language behavior and group dynamics.

Language Variation Theory:

Language variation theory explores systematic variations in language use across different social contexts (Labov, 1972). It recognizes that language is inherently variable, and code-switching is a manifestation of this variability. This theory considers the social and situational factors that influence code-switching, including the speakers' linguistic repertoire, audience, and communicative goals, offering insights into the functions and patterns of code-switching.

Accommodation Theory:

Accommodation theory examines how speakers adjust their language use in response to their interlocutors (Giles et al., 1973). Code-switching can be viewed as a form of accommodation, where speakers align their linguistic behavior with that of their conversation partners to establish

rapport or convey social identity. This theory elucidates the interpersonal dynamics of code-switching and its role in communication strategies and social interaction.

Ethnography of Communication:

The ethnography of communication studies language use within its cultural and social context (Hymes, 1974). It considers code-switching as a communicative practice embedded in specific cultural and situational contexts. Ethnographic approaches provide rich insights into the cultural meanings and functions of code-switching in diverse communities and settings.

3.3 Psychological and sociological perspectives for code switching

Understanding the psychological processes and social dynamics underlying code-switching provides valuable insights into its functions, motivations, and implications in diverse linguistic contexts.

Psychological Perspectives

Psychological perspectives on code-switching delve into cognitive processes, language acquisition, and individual psychology to understand how and why individuals engage in this linguistic behavior.

Bilingual Language Processing: Psycholinguistic research, such as the Bilingual Interactive Activation Plus (BIA+) model, explores how bilingual individuals access and integrate linguistic information from multiple languages during communication (Dijkstra & Van Heuven, 2002). These models offer insights into the cognitive mechanisms underlying code-switching and how factors like language proficiency and contextual cues influence language selection.

Identity and Language: From a socio-psychological standpoint, code-switching can reflect aspects of individuals' identity and social positioning (Grosjean, 2010). Psychosocial theories highlight the role of language in identity construction and the negotiation of social relationships (Pavlenko & Blackledge, 2004). Code-switching may serve as a means for bilingual speakers to express multiple identities and navigate diverse social contexts.

Sociological Perspectives:

Sociological perspectives on code-switching examine the phenomenon within broader social structures, cultural norms, and power dynamics that shape language use and interaction.

Social Identity Theory: Sociolinguistic theories draw on social identity theory to explain how code-switching reflects individuals' social identities and group affiliations (Giles & Billings, 2004). Code-switching can be a strategic communicative tool used to signal belonging to specific social groups or to negotiate social status and power dynamics.

Sociological approaches to code-switching emphasize its role in language and social interaction (Gumperz, 1982). Code-switching patterns are influenced by situational factors, including the

participants' social roles, the setting, and the topic of conversation. Sociolinguists analyze code-switching as a form of contextualization cue, where speakers adapt their language use to fit the communicative needs of the interaction.

4.1 The psychological dimension of code-switching

The psychological dimension of code-switching encompasses various cognitive processes, language mechanisms, and individual motivations that underlie the phenomenon. Understanding the psychological aspects of code-switching provides insights into how bilingual individuals navigate between languages in their interactions and how code-switching influences language processing and communication.

Bilingual Language Processing

One key aspect of the psychological dimension of code-switching is the cognitive processes involved in bilingual language processing. Models such as the Bilingual Interactive Activation Plus (BIA+) model propose mechanisms for how bilinguals access and integrate linguistic information from multiple languages during communication (Dijkstra & Van Heuven, 2002). According to these models, when bilingual individuals encounter language input, lexical items from both languages are activated, and the most appropriate word is selected based on contextual cues and language proficiency.

Identity and Language

Another psychological aspect of code-switching relates to identity construction and social positioning. Code-switching can reflect aspects of individuals' identity, cultural affiliations, and social roles (Grosjean, 2010). Psychosocial theories (psychological and social factors in shaping human behavior and experiences) highlight the role of language in identity negotiation and the expression of multiple identities (Pavlenko & Blackledge, 2004). Bilingual individuals may code-switch to align with specific social groups, assert their cultural identity, or adapt their language use to fit different social contexts.

Language Proficiency and Contextual Cues

Additionally, the psychological dimension of code-switching considers factors such as language proficiency and contextual cues that influence language selection. Bilingual individuals may code-switch strategically based on their proficiency levels in each language and the situational demands of the communication (Grosjean, 2010). Code-switching may occur more frequently in contexts where speakers are proficient in both languages and where code-switching serves specific communicative functions, such as clarifying concepts or expressing emotions.

4.2 Personal Motivations (Language Proficiency and Identity)

Individual motivations for code-switching are influenced by language proficiency and identity considerations, particularly regarding the use of English and Arabic languages.

Language Proficiency: In Algeria, where Arabic is the official language and French is widely used, individuals may also have proficiency in English due to its global importance. Code-switching between Arabic and English, for example, may occur among bilingual Algerians who are proficient in both languages. Individuals may code-switch to English in domains such as education, business, or technology, where English is the dominant language. Conversely, code-switching to Arabic may occur in informal settings or discussions about local culture and identity (Bouhadel & Al-Hooti, 2018).

Identity: Code-switching also reflects individuals' identities and cultural affiliations. For Algerians, Arabic is not only a linguistic tool but also a marker of cultural heritage and national identity. However, English proficiency may be associated with modernity, globalization, and access to opportunities. In certain contexts, individuals may code-switch to English to express cosmopolitan identities or to align with global trends. Conversely, code-switching to Arabic may signal a connection to Algerian heritage and local traditions (Bourdieu, 1991).

4.3 Cognitive Factors in Language (Language Processing and Learning Strategies)

Cognitive factors play a significant role in code-switching behavior among Algerians, encompassing language processing mechanisms and learning strategies for both English and Arabic.

Language Processing: The cognitive processes underlying code-switching involve accessing and integrating linguistic information from multiple languages. Models like the Bilingual Interactive Activation Plus (BIA+) shed light on how bilingual Algerians process and produce language. For example, when conversing with colleagues in an international business setting, Algerians may code-switch to English to discuss technical terms or industry-specific topics, leveraging their cognitive flexibility and linguistic resources (Dijkstra & Van Heuven, 2002).

Learning Strategies: In Algerian educational contexts, code-switching serves as a learning strategy to facilitate comprehension and language acquisition. Teachers may use code-switching to provide explanations or clarify concepts in both Arabic and English, catering to students' diverse linguistic backgrounds and learning preferences. For instance, in science classes, students may benefit from code-switching to Arabic for theoretical discussions and to English for accessing international research and resources (Cook, 2001).

4.4 Pedagogical Influences on Code-Switching

Language Instruction: In Algerian schools, where Arabic is the language of instruction, code-switching between Arabic and English may occur in bilingual classrooms. Teachers may use code-switching strategically to enhance students' understanding and engagement. For example, in language classes, teachers may code-switch to English to introduce new vocabulary or explain grammar rules, providing students with exposure to authentic language use and promoting bilingual proficiency (Cenoz & Gorter, 2011).

Teacher Practices: The attitudes and practices of teachers influence students' code-switching behavior and language learning outcomes. Teachers who embrace students' linguistic diversity and incorporate code-switching into their instructional strategies create inclusive learning environments that support language development. For example, in history classes, teachers may encourage students to code-switch between Arabic and English to analyze historical documents or engage with different perspectives, fostering critical thinking skills and linguistic competence (Bouhadel & Al-Hooti, 2018).

5.1 Sociological Perspectives

Sociological perspectives offer a comprehensive framework for understanding language use, including code-switching, within the context of societal structures, cultural norms, and power dynamics. In the case of Algerian society, these perspectives provide valuable insights into the complexities of language practices in various settings, particularly within classrooms.

Societal Structures: Societal structures encompass the organization of institutions, hierarchies, and systems within a society. In Algerian society, these structures influence language policies, educational systems, and linguistic hierarchies. For instance, the Algerian educational system, shaped by historical legacies of colonization and post-colonial language policies, often reflects linguistic hierarchies where Arabic is promoted as the language of instruction, while French holds prestige as a second language associated with education and administration (Bentahila & Davies, 1994).

Cultural Norms: Cultural norms encompass shared beliefs, values, and practices within a society, shaping language attitudes and behaviors. In Algerian society, cultural norms influence language choices, perceptions of linguistic identity, and social interactions. Arabic holds cultural significance as the language of heritage, identity, and religious expression, while French is associated with modernity, education, and social mobility (Bouamama, 2010). These cultural norms impact language use in classrooms, where students and teachers navigate between Arabic and French to negotiate social meanings and assert cultural identities.

Power Dynamics: Power dynamics refer to the distribution of authority, privilege, and influence within a society, impacting language practices and interactions. In Algerian classrooms, power dynamics shape language policies, teacher-student relationships, and patterns of code-switching. Teachers, as authority figures, wield power in determining language use and enforcing language norms within educational settings. However, students also exercise agency in negotiating language practices, especially through code-switching as a means of asserting linguistic identities and challenging linguistic hierarchies (Bouhadel & Al-Hooti, 2018).

5.2 Impact on Classroom Dynamics

Code-switching in Algerian classrooms influences the social dynamics, communication patterns, and power relations among students and teachers.

Communication Patterns:

In Algerian classrooms, code-switching between English and Arabic impacts communication patterns. Students may switch languages based on the context of the conversation, with Arabic used for informal interactions and English for formal discussions or academic tasks (Bouhadel & Al-Hooti, 2018).

Power Dynamics:

Code-switching can also reflect power dynamics within the classroom. Teachers who code-switch between English and Arabic may exert authority or establish rapport with students. For example, using Arabic may create a sense of cultural connection, while switching to English may signify academic proficiency and expertise (Bourdieu, 1991).

5.3 Students' Interaction During Code-Switching

Code-switching influences how students interact, collaborate, and negotiate meaning in Algerian classrooms, reflecting their linguistic backgrounds and social identities.

Collaboration and Peer Learning:

In Algerian classrooms, students' code-switching facilitates collaboration and peer learning. They may switch between English and Arabic to share ideas, clarify concepts, and support each other's learning during group discussions or collaborative projects (Amara, 2008).

Negotiation of Meaning:

Code-switching enables students to negotiate meaning and express complex ideas effectively. In classroom settings, students may switch languages to access specialized vocabulary, convey cultural nuances, or express emotions, enhancing communication and comprehension among peers (Benrabah, 2013).

5.4 The Role of Code-Switching in Shaping the Relationship Between Students and Teachers

Code-switching influences the dynamics of the student-teacher relationship in Algerian classrooms, reflecting shared cultural identities, communicative strategies, and power dynamics.

Shared Cultural Identities:

Code-switching can strengthen the bond between students and teachers by acknowledging their linguistic and cultural backgrounds. Teachers who incorporate both English and Arabic into classroom interactions demonstrate inclusivity and respect for students' diversity, fostering a sense of belonging and mutual understanding (Bouhadel & Al-Hooti, 2018).

Power Dynamics:

Code-switching may also reflect power dynamics between students and teachers. Teachers who code-switch strategically can engage students effectively, promote participation, and facilitate understanding, shaping the dynamics of the student-teacher relationship (Bourdieu, 1991).

5.5 Societal Influences on Code-Switching

Societal factors such as language policies, historical legacies, and cultural norms shape code-switching practices in Algerian society, influencing language ideologies and educational practices.

Language Policies: Language policies in Algeria, which promote Arabic as the primary language of instruction, impact code-switching practices in educational settings. Teachers and students navigate between Arabic and English to adhere to curriculum requirements, societal expectations, and language ideologies, reflecting the linguistic landscape of Algerian society (Bentahila & Davies, 1994).

Historical Legacies:

Historical legacies of colonization and language contact continue to shape code-switching practices in Algeria. The history of colonial rule has influenced language attitudes and social hierarchies, impacting the status and use of English alongside Arabic in various domains (Bouamama, 2010).

5.6 The Role of Cultural Factors in Determining the Language Choices of Individuals

Cultural factors, including identity, social norms, and symbolic meanings attached to language, shape individuals' code-switching behaviors and language choices in Algerian society.

Identity and Social Norms

Cultural factors play a significant role in determining individuals' language choices and code-switching behaviors. In Algeria, where language is closely tied to national identity and historical heritage, individuals may code-switch between English and Arabic to express cultural affiliations, assert linguistic identities, or navigate social contexts (Boumans & Blommaert, 2010).

Symbolic Meanings: Language choices and code-switching practices in Algeria are also influenced by the symbolic meanings attached to English and Arabic. Arabic may be associated with national pride, cultural authenticity, and religious identity, while English may signify modernity, education, and global connections. Individuals navigate between these languages to negotiate social meanings, construct identities, and position themselves within Algerian society.

Conclusion

The attitudes towards code-switching are influenced by a multitude of factors, including cultural norms, educational policies, and individual preferences. From a social perspective, code-switching reflects identity, social affiliations, and power dynamics within a community. Meanwhile, psychological factors such as language proficiency, cognitive processes, and identity construction also play a significant role in shaping attitudes towards code-switching. By understanding these diverse perspectives, we can promote inclusive communication environments, celebrate linguistic diversity, and bridge cultural divides. Embracing code-switching as a natural aspect of multilingualism enriches our understanding of language and fosters meaningful connections in our increasingly globalized world.

Chapter two

Fieldwork and Analysis

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Methodology**Introduction**

In this chapter, we present the analysis of the fieldwork conducted to explore code-switching among students and teachers. We begin by examining the responses from the questionnaire completed by 20 students. This is followed by an analysis of the interviews conducted with 7 teachers. The data collected from these sources highlight the patterns and contexts in which code-switching occurs, providing a comprehensive understanding of its role in the educational setting.

Student's Questionnaire

The goal of this study is to explore the code-switching practices of 20 English as a Foreign Language (EFL) students at Biskra University. Participants were invited to complete the questionnaire via Jotform data collection platform in order to gather information into their code switching practices and motivation . Jotform platform allowed student to submit their responses online at their convenience

Each of the 20 students provided their own unique perspectives and experiences, contributing to a comprehensive exploration of code-switching within the EFL context. The questionnaire was carefully designed to extract detailed responses, with open-ended questions allowing participants to articulate their thoughts and experiences without constraint.

This study was able to explore the diverse code-switching practices and attitudes among EFL students, providing valuable insights into the complexities of language use in educational settings.

Description of participants

All participants in this study are Master's program students at Biskra University, specializing in Applied Linguistics and Literature and Civilization. They represent a diverse group of individuals with varying backgrounds and experiences in language learning.

Questionnaire inquiries

As part of this questionnaire, we aim to gather demographic information and insights from Master's students programs at Biskra University regarding their language learning experiences and attitudes towards code-switching in EFL education.

Firstly, we are interested in understanding the demographic makeup of our participants. This includes basic information such as gender, age, and the Master's program in which they are enrolled. Additionally, we seek to learn about their previous language learning experiences,

including the number of years they have studied English as a foreign language and any other languages they have learned in the past

Moving forward, we delve into students' attitudes towards code-switching in EFL education. We aim to explore their perceptions of the benefits and challenges associated with code-switching, as well as their personal experiences with this linguistic phenomenon.

Furthermore, we inquire about students' broader language learning experiences. This includes their motivations for studying English as a foreign language, their overall language proficiency levels, and their preferred language learning strategies and resources. By examining their past experiences and current approaches to language learning, we can better understand their individual learning needs and preferences. Moreover, we explore students' academic backgrounds to gain a deeper understanding of their educational journeys so we can identify potential connections between their prior education and their current interests in language learning.

Lastly, we inquire about students' future expectations, so we can tailor our educational programs to better meet their needs and goals. Overall, these general questions aim to provide a comprehensive understanding of Master's program students at Biskra University and their perspectives on language learning and code-switching in EFL education.

Reporting the Questionnaire data

Within the participant information section, we find a diverse group ready to engage with our program. By delving into their gender, age, master's program focus, years of studying English, and previous language experiences, we aim to understand their backgrounds and how it might shape their learning journey

Section 1. Personal informations

Gender distribution

Q1:What is the gender distribution among participants?

Our participant group comprises 12 female and 8 male individuals. We notice a mix of genders among our participants, with slightly more females than males

This mix gives us a chance to explore how different perspectives might influence learning. By acknowledging and embracing this diversity, we can foster an inclusive learning environment where every voice is valued and respected.

Q2: What is the age range of the participants?

The majority of our participants fall within the age range of 21 to 23 years old. This pivotal stage in their academic and personal development suggests a cohort that is primed for learning, open to new experiences, and eager to engage with our program's offerings. Understanding their developmental stage allows us to tailor our teaching methodologies to suit their unique needs and learning preferences effectively.

Q3: What are the master's program field of the participants?

Our participants come from varied academic backgrounds, with 10 focusing on Applied Linguistics and another 10 on Literature and Civilization. This distribution indicates a diverse set of interests and skills among our learners, which can be leveraged to create dynamic and interdisciplinary learning experiences within our program.

Q4: How many years have participants studied English as a foreign language?

Participants have studied English for varying lengths of time, ranging from 7 to 12 years. This diversity in experience levels offers an opportunity to tailor our teaching methods to accommodate a wide range of proficiency levels, ensuring that every participant can progress and thrive in our program.

Q5: What are the previous language learning experiences of participants?

Many participants have previous experience learning languages beyond English, with French being the most common. This reflects the linguistic landscape of Algeria, where French is widely spoken alongside Arabic. It also shows their openness to learning new

Additionally, some participants have studied languages such as Spanish, Italian, Chinese, Korean, and others. This rich linguistic background reflects the diverse cultural landscape of our participant group and presents an opportunity to integrate their existing language skills into our English language learning curriculum effectively.

Table 2.1: Participant's information

Gender distribution	Age Range	master's program	years of studying English	previous language experience
12 Female 8 Male	majority :21-23 years old	10 applied linguistics 10 Literature and civilization	7 to 12 years	French : all participants Other languages : Spanish - Italy - Chinese - Korean etc

Q6: How do you perceive your proficiency in Arabic?

Participants universally expressed confidence in their proficiency in Arabic, considering it their mother tongue. One participant asserted, *"Arabic is my forte. I communicate effortlessly with friends and comprehend conversations seamlessly."* This widespread comfort with spoken Arabic is expected, given its inherent familiarity. However, nuances emerged when discussing formal Arabic skills. Some participants acknowledged challenges, particularly in writing formal essays. One participant humbly admitted, *"While conversational Arabic comes naturally to me, I encounter difficulties when it comes to formal writing tasks, like essays."*

This highlights potential areas of improvement, possibly due to limited exposure to formal Arabic writing conventions or academic vocabulary. Nevertheless, participants' overall proficiency in Arabic remains strong, rooted in their cultural and linguistic backgrounds.

Q7: How do you perceive your proficiency in English?

Responses to this question revealed a range of attitudes towards English proficiency. One participant expressed confidence, saying, *"English is my jam. I've been speaking it since forever, so I'm pretty comfortable with it."* This response highlights a strong command of English gained through long-term exposure.

However, not all participants shared the same level of confidence. One participant admitted, *"English is alright, but sometimes I stumble over my words, especially when I'm nervous."* This acknowledgment shows a realistic appraisal of English skills, acknowledging areas for

improvement. Participants' perceptions of their English proficiency may also be shaped by educational experiences and interactions with English-speaking communities

Section 2. Code-Switching Practices

Q8: How often do you switch between Arabic and English in educational settings?

Analyzing participants' responses to this question helps to get deeper insights into their language usage patterns and preferences within educational contexts. Approximately 12 participants indicated that they switch languages daily. This group expressed that their frequent code-switching reflects a high level of bilingual proficiency and comfort in both Arabic and English. They mentioned that daily language alternation enhances their adaptability in multicultural educational environments, allowing them to seamlessly navigate between linguistic contexts. Conversely, a smaller group of participants, who rarely or never switch languages, expressed a preference for one language over the other or a lack of confidence in their bilingual abilities. This variation in code-switching frequency suggests that individual language backgrounds, educational experiences, and cultural influences play significant roles in shaping language practices within educational settings.

Table 2.2: Frequency of language switching in educational setting

Frequency	number of participants
daily	60%
rarely	25%
never	15%

Distribution of Language Switching Frequency in Educational Settings



Figure 2.1: Distribution of language switching frequency in Educational setting

Q9: In what situations do you most commonly switch between languages?

Participants' viewpoint to this question shed light on the specific contexts and reasons driving code-switching behaviors. Approximately 10 participants mentioned that they most commonly switch languages during classroom discussions. They claimed that code-switching in this context enables them to access specialized vocabulary or concepts that are more readily available in one language over the other, thereby facilitating comprehension and participation.

Additionally, 8 participants noted that presentations often prompt language alternation as individuals strive to convey complex ideas or emphasize key points using their preferred language. Furthermore, informal conversations emerged as another common context for code-switching, with approximately 6 participants mentioning social bonding and accommodating language preferences of interlocutors as primary reasons. The range of situations where code-switching takes place illustrates the diverse ways language is used in educational settings. It underscores the significance of considering context in shaping language behaviors.

Table2.3 Common situations for language switching

Situations	number of participants
classroom discussions	35.71%
presentations	28.57%
informal conversations	21.43%
others	14.29%

Q10: What are the main reasons for your code-switching?

This study unveils the intricate motivations and attitudes towards bilingualism in educational environments through an exploration of participants' reasons for code-switching. One prominent motivation identified by approximately 14 participants is convenience. They argue that alternating between Arabic and English facilitates effective communication, particularly when certain concepts or ideas are easier to express in one language over the other. One participant remarked, "Switching languages helps me convey complex ideas more accurately." This quote highlights how code-switching is perceived as a tool to enhance clarity and precision in communication.

Furthermore, cultural expression emerges as a significant driving force behind language alternation, as emphasized by 10 participants. They underscore the importance of maintaining linguistic and cultural identity within educational settings. A participant expressed, "Code-switching allows me to incorporate aspects of my cultural heritage into academic discussions." This statement illustrates how code-switching serves as a means of cultural preservation and self-expression within the academic sphere.

Moreover, 8 participants view code-switching as an opportunity to demonstrate their bilingual proficiency and competence to peers and instructors. One participant stated, "I code-switch to showcase my language skills and stand out in academic settings." This perspective highlights how code-switching is perceived as a strategy for enhancing social status and academic reputation through the display of linguistic prowess. These varied reasons for code-switching underscore the complex interplay between individual preferences, social dynamics, and educational goals in shaping language practices within diverse learning environments.

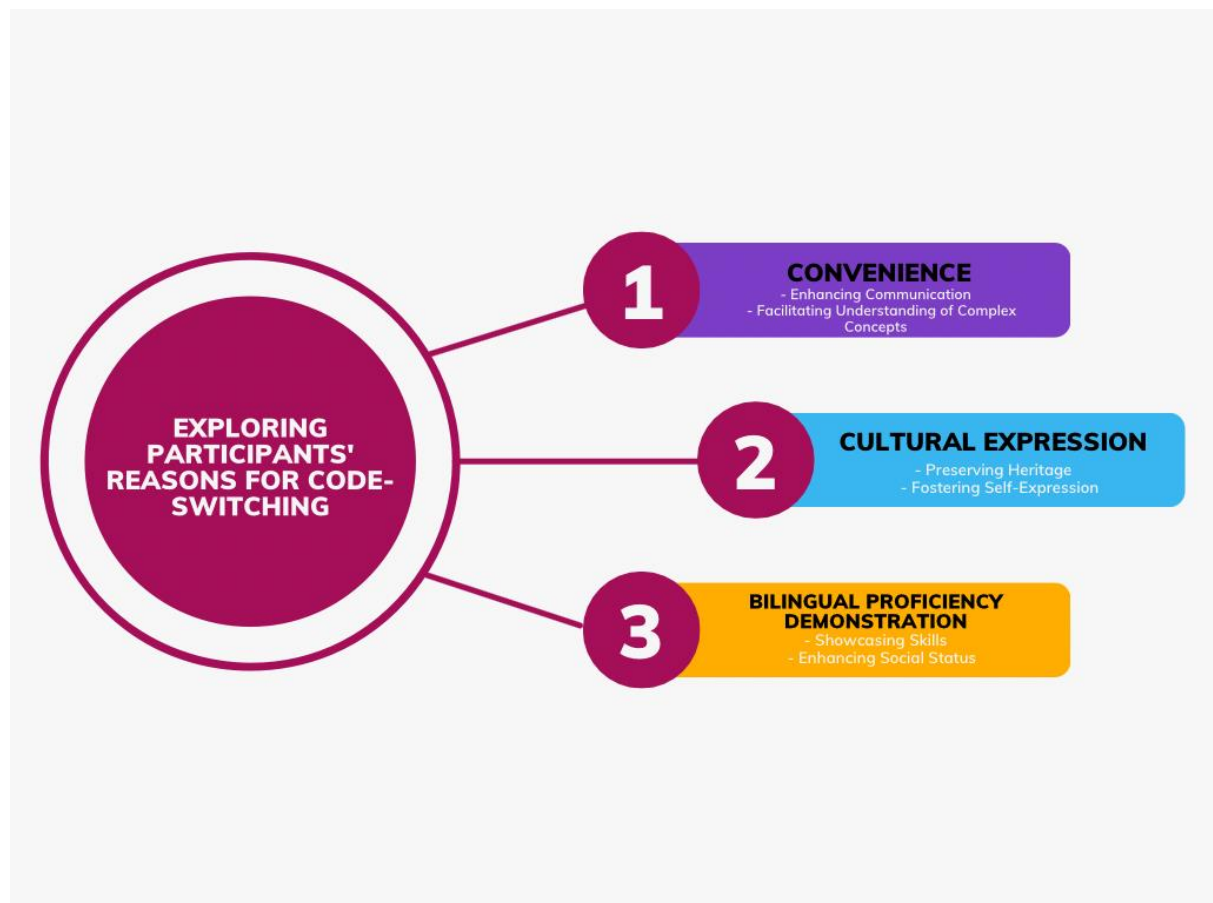


Figure 2.2: Participants' Reasons for Code Switching

Q11: How does code-switching affect language learning and communication in educational settings?

Participants' perspectives shed light on how code-switching affects language learning. One participant shared their experience, saying, "Switching between Arabic and English helps us learn both languages better 'cause we get to practice 'em in different situations." This reflects a real-life scenario where students engage in code-switching to enhance their language skills. For instance, during group discussions or project collaborations, students may seamlessly switch between languages to convey ideas more effectively, thereby facilitating a deeper understanding of both languages. This suggests that code-switching serves as a practical tool for language practice and application in authentic contexts, ultimately contributing to enhanced language learning outcomes. Conversely, another participant voiced their concerns, stating, "Switching too much can mess with our learning. It confuses us and makes it hard to get good at one language." This sentiment resonates with real-life experiences where excessive code-switching can impede language acquisition. For example, in classroom settings where code-switching occurs frequently without

clear boundaries, students may struggle to distinguish between languages and internalize language rules effectively. This highlights the potential challenges associated with indiscriminate code-switching, emphasizing the importance of maintaining linguistic clarity and consistency to support effective language learning.

These real-life experiences underscore the need for educators to strike a balance between leveraging the benefits of code-switching and addressing its potential drawbacks. As one participant aptly noted, "Code-switching has both pros and cons." Educators can draw upon students' diverse linguistic backgrounds and experiences to create inclusive learning environments that promote language diversity while ensuring clarity and coherence in communication. By implementing strategies such as structured code-switching activities and language scaffolding, educators can harness the benefits of code-switching while mitigating its potential challenges, thereby fostering effective language learning and communication in educational settings.

Section 3 Attitudes Towards Code-Switching

Q12: How do you personally feel about code-switching in the classroom?

Student's personal feelings towards code-switching in the classroom varied. Out of 20 participants 10 students expressed comfort and confidence in code-switching, with one stating,

"I find code-switching helpful as it allows me to express myself more comfortably."

This suggests that for individuals who embrace code-switching, it serves as a valuable tool for effective communication and self-expression in the classroom. On the other hand, 6 participants who expressed uncertainty or reservation about code-switching may indicate concerns about potential disruptions or perceived norms within the educational environment. For instance, one participant mentioned,

"I feel unsure about code-switching as it might disrupt the flow of the conversation."

The fact that students' attitudes towards code-switching in the classroom vary is evident. Some students feel comfortable and confident using code-switching, finding it helpful for communication and self-expression. These students embrace code-switching as a beneficial tool, allowing them to express themselves comfortably within the classroom environment. However, 4 others express reservations or uncertainty about its use. This uncertainty may stem from a desire to adhere to established communication norms or avoid perceived judgment from peers or instructors. Concerns are voiced regarding the potential interruption of conversation flow or judgment from peers and instructors. Despite these varied perspectives, the diversity of responses

underscores the importance of recognizing and respecting individuals' preferences and comfort levels with code-switching in the classroom. By acknowledging these diverse attitudes, educators can create inclusive learning environments that empower students to navigate linguistic diversity while promoting effective communication skills.

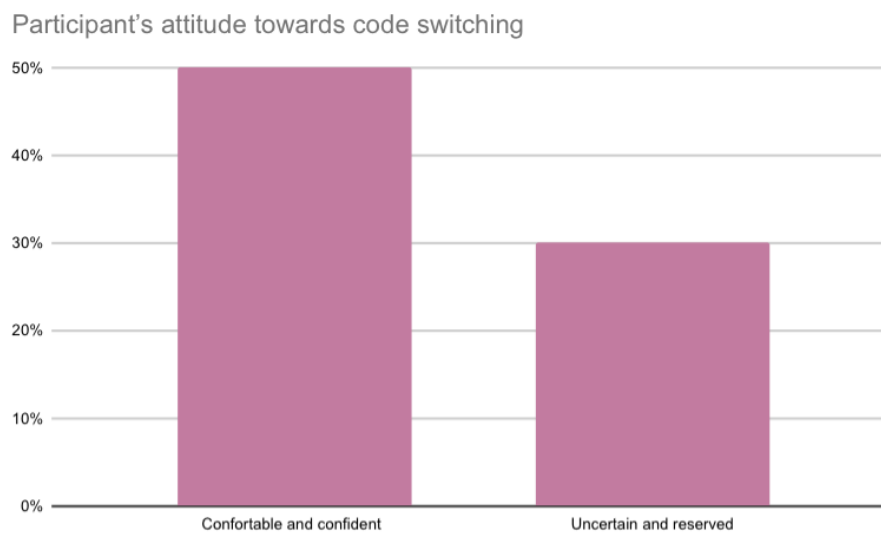


Figure 2.3: Participants Attitude Towards Code Switching

Q 13: Do you believe code-switching helps or hinders language learning among EFL students? Please explain.

Participants' beliefs regarding the impact of code-switching on language learning among EFL students differ, reflecting differing perspectives on its efficacy. Out of the 20 participants, approximately 14 (70%) believed that code-switching helps in language learning, while around 6 (30%) expressed the belief that it hinders it. For example, one participant asserted, "*Code-switching helps EFL students understand difficult concepts in their native language.*" This viewpoint suggests a recognition of the potential cognitive benefits of code-switching, such as providing linguistic scaffolding and facilitating deeper understanding of academic content. However, other participants expressed reservations about the potential drawbacks of code-switching, such as reduced exposure to the target language and interference with language immersion. For instance, one participant noted,

"I believe excessive code-switching may hinder language learning by reducing exposure to the target language." This concern reflects a cautious approach to code-switching, emphasizing the

importance of maintaining a balance between utilizing native language support and promoting proficiency in the target language. participants' perspectives highlight the nuanced considerations involved in assessing the role of code-switching in language learning and suggest the need for tailored instructional approaches that leverage its potential benefits while mitigating potential challenges.

Q 14: What do you think others' perspective towards code-switching at Biskra University are?

This question helps us to find out if it is okay to use different languages when people talk at Biskra University. Understanding this can help us to know if it is common or accepted to code switch there, which can help you talk with others in a way that fits in better.

Students' perceptions of others' attitudes towards code-switching at Biskra University provided insights into the prevailing cultural norms and expectations within the university community. Some participants believed that code-switching was generally accepted and normalized, reflecting a culture of linguistic diversity and inclusivity. For example, one participant stated, *"I think most people at Biskra University are open to code-switching and see it as a normal part of communication."* This positive outlook suggests a supportive environment where individuals feel comfortable expressing themselves in multiple languages without fear of judgment or stigma. However, other participants perceived a more conservative stance towards code-switching, indicating potential tensions or divergent attitudes within the university community. For instance, one participant mentioned, *"I believe there may be some individuals who view code-switching negatively and prefer strict adherence to one language."* This observation highlights the existence of differing perspectives and suggests the presence of cultural norms or institutional expectations that may influence individuals' attitudes towards code-switching. participants' perceptions underscore the importance of fostering a culture of linguistic acceptance and understanding within educational institutions, where individuals feel empowered to communicate in the language that best serve their needs and preferences.

Q15: Have you faced any challenges or negative reactions related to code-switching in the educational environment? Please explain

Participants shared vivid accounts of their experiences with code-switching challenges, providing real-life examples that resonate with readers:

Participant A: *“I remember one time during a group discussion, I switched to Arabic to clarify a concept, and my classmates looked at me strangely. The teacher later commented that we should stick to English to maintain consistency.”*

This narrative highlights the subtle pressures students face to conform to linguistic norms and the potential consequences of linguistic diversity being undervalued in the classroom.

Participant B: *“In my literature class, I used an Arabic phrase to express a nuanced idea, but my teacher dismissed it as ‘off-topic’ and urged me to ‘stick to the English text.’”*

underscoring the disconnect between students’ linguistic authenticity and educators’ expectations of linguistic uniformity.

Building upon participants’ experiences, we can notice that Participants’ narratives suggest a struggle to balance linguistic authenticity with academic expectations. The tension between expressing oneself comfortably and adhering to institutional norms underscores the need for a more inclusive language policy that acknowledges and accommodates diverse language practices. Also the experiences shared by participants reflect broader issues of cultural identity and belonging. The reluctance to embrace code-switching may stem from a desire to conform to dominant cultural norms, potentially marginalizing individuals who identify strongly with their linguistic heritage. The challenges reported by participants underscore the importance of adopting culturally responsive pedagogical approaches that validate students’ linguistic repertoires and promote inclusive classroom practices. Embracing code-switching as a valuable linguistic resource can enhance student engagement and foster a more inclusive learning environment.

Q 16: Do you feel more comfortable expressing certain ideas or emotions in Arabic compared to English, or vice versa? Please explain.

One participant mentioned, *“I feel more at home expressing deep emotions in Arabic. There’s just something about the language that hits differently.”* This sentiment reflects the emotional connection individuals may have with their native language.

Conversely, another participant stated, *“When it comes to explaining complex stuff, I prefer English. It just feels clearer and more precise.”* This preference for English in specific contexts underscores the pragmatic considerations individuals make when choosing a language for expression. Moreover, participants’ comfort levels may be influenced by linguistic features unique

to each language. For example, some participants mentioned using Arabic expressions like “والله” (meaning “I swear to God”) or “يعني” (meaning “I mean”) for added emphasis or clarity in communication. This demonstrates how code-switching can enhance expression by drawing on linguistic resources from multiple languages.

Yeah, I guess I feel more comfy saying stuff in Arabic when I'm really serious or want to make a big point. Like, when I say 'والله,' it feels more real, you know? It's like saying 'for real' in English, but stronger Or when I say ya3ni يعني this made me feel so good like huh they will get me

Example 01

Sometimes, I find it easier to explain things in English, especially in class or when I'm talking about school stuff. Like, I use 'كيما' a lot to give examples or compare things, and it just flows better for me

Example 02

Section 4 Classroom dynamics and interaction

Q17: How do you think code-switching impacts interactions among students in the classroom?

One participant remarked, "*Code-switching keeps the conversation flowing smoothly. It's like we're all on the same page, even if we're speaking different languages.*" This suggests that code-switching facilitates communication and fosters unity among students, making discussions more inclusive and engaging. Conversely, another participant offered a different perspective, stating, "*Sometimes code-switching can create confusion, especially if not everyone understands both languages. It's like some people are in on a secret while others are left out.*" This observation highlights the potential for code-switching to create barriers to effective communication and inclusivity in the classroom, leading to misunderstandings and disengagement.

Despite these differences, most participants recognized the dynamic nature of code-switching in shaping interactions among students. However, further investigation into the reasons behind these contrasting viewpoints could shed light on the varying experiences and perceptions of code-switching in the classroom.

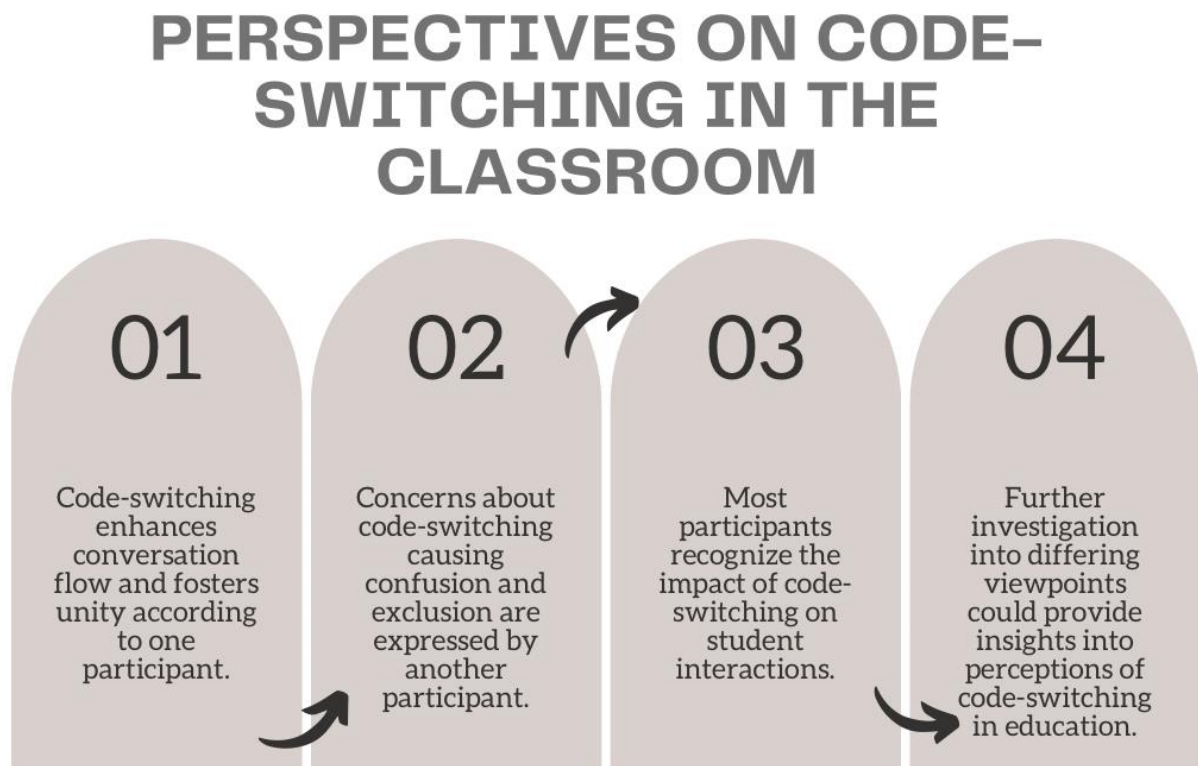


Figure 2.4: Perspectives on Code Switching within the Classroom

Q 18: How do you think code-switching impacts the relationship between students and teachers in the classroom?

One participant expressed, "*Code-switching can break down barriers between students and teachers. When we speak each other's languages, it shows mutual respect and understanding.*"

This viewpoint emphasizes the role of code-switching in fostering rapport and cultural exchange between students and teachers, creating a more inclusive and supportive learning environment. By code-switching, students and teachers demonstrate a willingness to engage with each other's languages and cultures, fostering mutual respect and understanding. This can contribute to a positive classroom atmosphere where students feel valued and connected to their

teachers. However, another participant claimed that, "*Sometimes code-switching blurs the lines between student and teacher roles. It's like we're all just peers instead of respecting authority.*" This perspective suggests that code-switching may challenge traditional power dynamics in the classroom, potentially undermining the teacher's authority and disrupting the learning process. When students and teachers code-switch, it may create a sense of informality that blurs the boundaries between student and teacher roles. This can lead to a loss of respect for authority and a breakdown in classroom discipline. Most participants acknowledged the complexity of the student-teacher relationship in the context of code-switching. While some view it as a means to foster mutual respect and understanding, others perceive it as potentially challenging traditional power dynamics. This recognition highlights the multifaceted nature of code-switching in the classroom and the need for educators to navigate its implications thoughtfully. Code-switching can indeed have both positive and negative impacts on the student-teacher relationship, depending on various factors such as cultural norms, classroom dynamics, and individual perspectives. The differing perspectives on how code-switching impacts the student-teacher relationship underscore the need for educators to approach its use with careful consideration. While code-switching can promote inclusivity and cultural exchange, it may also introduce challenges related to authority and classroom management. Educators must strike a balance between fostering rapport with students and maintaining the necessary structure and discipline in the classroom. This may involve setting clear expectations for language use, addressing any concerns or misunderstandings that arise, and continuously reflecting on the dynamics of the student-teacher relationship in the context of code-switching. Ultimately, understanding and navigating the complexities of code-switching can contribute to creating a supportive and inclusive learning environment where both students and teachers feel respected and valued.

Q 19: What differences have you observed in classroom dynamics when code-switching is present compared to when it is not?

"When code-switching happens, there's more energy in the room. It's like everyone is more engaged and participating." This observation noted by one of the participants shows that code-switching can enhance classroom dynamics by fostering active involvement among students, making lessons more lively and interactive. However, another participant mentioned, "*Sometimes code-switching can derail the discussion and lead to off-topic conversations. It's like we lose focus on the main lesson.*" This viewpoint highlights the potential downside of code-switching in

disrupting the flow of classroom activities and detracting from learning objectives, resulting in decreased productivity and effectiveness.

Despite these varying observations, most participants agreed that code-switching influences classroom dynamics significantly.

Q 20: What do you see as the benefits of using code-switching in EFL education?

Participants highlighted several perceived benefits of integrating code-switching into English as a Foreign Language (EFL) education. One mentioned, "Code-switching helps clarify complex concepts. Sometimes, there are just no English words that capture the depth of Arabic expressions." This observation suggests that code-switching allows for a more nuanced understanding of concepts by drawing on the rich linguistic resources of both Arabic and English. Another participant noted, "Using Arabic in between English sentences helps us catch up if we miss something. It's like having a safety net during discussions." In educational settings, some believe code-switching supports comprehension and participation among students, especially those struggling with English proficiency. This perspective suggests that code-switching serves as a valuable tool for facilitating understanding and engagement with classroom material, allowing students to grasp concepts more effectively and actively contribute to discussions. By seamlessly transitioning between languages, students facing challenges with English proficiency can access content in their native language, bridging comprehension gaps and fostering greater participation in classroom activities.

However, it's important to acknowledge that while code-switching can offer benefits in terms of comprehension and expression, its effectiveness may vary depending on individual learning styles and language preferences. Despite its potential advantages, code-switching may not be equally beneficial for all students. Some may thrive in bilingual environments, finding code-switching supportive of their learning process, while others may prefer a more monolingual approach. Therefore, educators must consider the diverse needs and preferences of students when incorporating code-switching into instructional practices, ensuring that it enhances rather than hinders learning outcomes. By recognizing and accommodating these individual differences, educators can create inclusive learning environments where all students have the opportunity to succeed..

Q21: What are the potential drawbacks or challenges of using code-switching in educational settings?

Despite its perceived benefits, participants also identified potential drawbacks and challenges associated with code-switching in educational settings. One participant expressed concern, stating, *"Overreliance on code-switching could hinder our English language development. We might get too comfortable relying on Arabic instead of challenging ourselves to improve our English skills."*

This apprehension highlights the risk of code-switching becoming a crutch rather than a tool for language development. Moreover, another participant mentioned, *"Code-switching can create confusion if not used consistently. It's like mixing two puzzle pieces from different sets."* This analogy underscores the potential for code-switching to disrupt the flow of communication and comprehension, especially if students and teachers are not consistent in their language use. Addressing the challenges of code-switching in school might mean making clear rules and plans for when and how to switch languages. This is important because switching languages without a plan can confuse students and make it harder for them to learn. By having clear rules, teachers can help students use code-switching in a helpful way that supports their learning.

It's also important that these rules match what students are trying to learn. This means that code-switching should help students learn new languages, not make it harder. By making sure that code-switching helps students reach their learning goals, teachers can make the most of its benefits and avoid any problems.

having clear rules and plans for code-switching in school can make learning better for students. By giving students clear ways to use code-switching, teachers can help them understand and communicate better in the classroom. This helps students learn more and makes school a better place for everyone..

Q22: How do you think code-switching will evolve in the future of EFL education at Biskra University?

Participants offered diverse perspectives on the future trajectory of code-switching in EFL education at Biskra University. One participant optimistically stated, *"I think code-switching will become more accepted and integrated into our learning environment. It's a natural part of our linguistic repertoire, and embracing it can enhance our language learning experiences."* This

viewpoint suggests a growing acceptance of code-switching as a valuable tool for language acquisition and communication. However, another participant expressed skepticism, remarking, *"I worry that code-switching might become overused and lose its effectiveness. We need to strike a balance between embracing our linguistic diversity and maintaining the integrity of English language instruction."* This perspective underscores the importance of carefully navigating the role of code-switching in EFL education to ensure that it complements rather than detracts from language learning goals.

Description of the interview

In this study, we embarked on an exploration of the perspectives of EFL (English as a Foreign Language) teachers regarding the incorporation of code-switching in language education at Biskra University. The aim was to understand the benefits and challenges associated with code-switching in educational settings, as well as to envision its evolving role in the future of EFL education at the university. To achieve this, we conducted interviews with seven EFL teachers at Biskra University between **March 6th and March 9th**. Prior to Ramadan, we strategically scheduled the interviews to ensure ample time for thorough discussions. Each interview session was meticulously managed to facilitate a conducive environment for open dialogue and detailed insights.

Utilizing Otter AI, an advanced transcription tool, Otter AI played a pivotal role in transcribing the spoken words into text, allowing for accurate documentation and analysis of the interviews. This method ensured that no valuable insights were missed and provided a reliable means of data collection.

Reporting the Semi-structured Interview Data

Q1: Can you briefly tell us about your teaching experience in terms of duration, the levels and modules you've taught ?

Table 2.4: Educators' Pedagogical Profiles: Years of Experience and Specializations

Teachers	years of experience	Teaching experience Description
teacher one	10 years	The Literary Luminary: English Literature and Grammar
teacher two	15 years	oral expression
teacher three	5 years	ESP (English for specific purposes) and writing skills
teacher four	8years	public speaking (oral expression)
teacher five	12 years	English for Specific Purposes
teacher six	7 years	English Language Arts, Creative Writing, Public Speaking
teacher seven	3 years	English as a Second Language (ESL): Grammar, Vocabulary, Pronunciation at Various Levels

This table presents a comprehensive overview of the teaching experiences and specialized areas of expertise of seven educators in the field of English Language Teaching (ELT). Ranging from 3 to 15 years of teaching experience, these educators offer a diverse array of skills and knowledge to the academic landscape.

Teacher One, with 10 years of experience, embodies “The Literary Luminary,” focusing on English Literature and Grammar. Their expertise lies in the intricate analysis of literary works and the mastery of linguistic structures.

Teacher Two, boasting 15 years of experience, is revered as the “Master of Oral Expression.” Specializing in oral communication skills, this educator cultivates students’ abilities in effective communication and presentation.

In the realm of English for Specific Purposes (ESP) and Writing Skills, Teacher Three shines with 5 years of experience. Their dedication lies in equipping students with language skills tailored for specific contexts and honing their writing prowess. Also Teacher Four, an 8-year veteran, stands as the “Champion of Public Speaking.” With a focus on public speaking and oral expression, this educator guides students in articulating ideas with confidence and clarity.

Teacher Five, with 12 years of experience, is a “Strategist in English for Specific Purposes.” Their specialization in English for Specific Purposes prepares students for specific professional or academic contexts with tailored instruction.

Teacher Six, a 7-year veteran, is celebrated as the “Mastery of Language Arts.” This educator delves into English Language Arts, Creative Writing, and Public Speaking, fostering creativity and effective communication among students. Finally, Teacher Seven, with 3 years of experience,

excels as an ESL Specialist. Focusing on English as a Second Language (ESL), this educator's expertise lies in Grammar, Vocabulary, and Pronunciation at various proficiency levels.

The collective expertise of these educators represents a rich tapestry of teaching specializations within the ELT landscape. From literature and grammar to oral expression, ESP, public speaking, and ESL instruction, each educator brings a unique set of skills to the table. Their diverse experiences underscore a commitment to enhancing students' language proficiency and communication skills across various levels and contexts.

Q2: How frequently do you observe code-switching between Arabic and English among EFL students at Biskra University?

Code-switching between Arabic and English among EFL students at Biskra University varies in frequency, as noted by educators with diverse teaching experiences.

Code-switching between Arabic and English among EFL students at Biskra University varies in frequency, as noted by educators with diverse teaching experiences. Teacher 1 observes frequent instances of code-switching during the discussions among students less confident in English proficiency. In contrast, Teacher 4 highlights occasional strategic code-switching when students want to convey complex ideas effectively. Teachers 2 and 3 offer nuanced perspectives based on their teaching contexts, with Teacher 2 emphasizing its sporadic use in debates and presentations, while Teacher 3 notes its occasional occurrence during language practice sessions. Teachers 5 and 6 provide practical observations, they highlighted its occasional use of code switching when they start discussion of the lessons where most of the student use code switching.

Q3: In your experience, what are the most common contexts or situations where students tend to code-switch?

Outlined in the table are insights from educators regarding the prevalent contexts where students engage in code-switching. From informal peer interactions to structured academic settings, teachers offer valuable observations on when and why students navigate multiple languages for communication and expression.

Table 2.5: Code-Switching Patterns and Educator Perspectives

Teachers	code switching context	quotation	explanation
Teacher one	informal group setting	“Students often code-switch during informal group discussions, particularly when more comfortable expressing in their native language.”	This highlights code-switching in informal settings like group discussions and casual peer interactions.
Teacher two	classroom debates and peer conversation	“Students code-switch commonly during debates and presentations to convey complex ideas effectively in their native language.”	Shows instances of code-switching in structured activities and the influence of personal experiences in peer interactions.
Teacher three	academic setting	“Code-switching occurs when students feel less confident in English, especially during complex academic discussions.”	Addresses code-switching in academic and informal settings, indicating its role in navigating challenging content.
Teacher four	collaborative activities	“Students code-switch discussing cultural topics or personal experiences for better self-expression.”	Focuses on code-switching in cultural discussions and collaborative tasks for improved communication in familiar contexts.
Teacher five	informal peer interaction	“Students commonly code-switch during casual interactions, such as sharing anecdotes or daily life discussions.”	Highlights code-switching in casual peer interactions and multilingual environments, where students navigate multiple languages.

Teacher six	cultural discussions	“Code-switching occurs when students encounter complex concepts or culturally specific topics.”	Points to code-switching in challenging topics and culturally specific discussions for better understanding and expression.
Teacher seven	language barriers and emotional expression	“Students often code-switch when facing language barriers or difficulties in expressing emotions effectively in English.”	Addresses code-switching as a tool for students to navigate nuanced communication and emotional expression.

All educators confirm the prevalence of code-switching among students, highlighting various contexts where it occurs. From informal group settings to classroom debates and cultural discussions, code-switching serves as a tool for effective communication and self-expression. In their reflections, Teacher 1 emphasizes the role of comfort and familiarity, noting that students often code-switch in informal settings where they feel more at ease using their native language. This sentiment is echoed by Teacher 5, who observes common instances of code-switching during casual peer interactions, especially when sharing anecdotes or discussing daily experiences. These insights suggest that students naturally gravitate towards their native language when comfort and ease of expression are prioritized. Conversely, Teachers 2 and 4 shed light on code-switching in structured and academic settings. Teacher 2 notes that students often code-switch during classroom debates and presentations, where linguistic precision is crucial for conveying complex ideas effectively. Similarly, Teacher 4 highlights code-switching in discussions related to culture and personal experiences, indicating that students may find it easier to express themselves using familiar language patterns. These observations imply that code-switching serves as a strategic tool for students to navigate challenging topics and express nuanced emotions.

Teacher 3's perspective delves into the intersection of code-switching with confidence and language proficiency. They note that students tend to code-switch in contexts where they feel less confident in their English proficiency, such as during complex academic discussions.

This suggests that code-switching can be a coping mechanism for students when navigating unfamiliar or challenging linguistic terrain. Implications for Teaching Practices the educators'

insights underscore the importance of acknowledging and understanding students' code-switching behaviors in educational settings.

Certainly, here are more sentences:

By recognizing the diverse contexts in which code-switching occurs, educators can adapt their teaching strategies to foster a supportive language learning environment. To promote language comfort and inclusivity, educators can encourage students to express themselves comfortably in both their native language and the target language. Providing opportunities for structured debates and presentations, as suggested by Teachers 2 and 4, can facilitate linguistic precision and encourage students to navigate complex ideas in the target language. Cultural awareness, as emphasized by Teacher 4, is also crucial in fostering understanding and encouraging language expression. Incorporating discussions on culture and personal experiences can create inclusive environments where students feel accepted and understood in their diverse language practices. Explicit instruction in communication strategies, as suggested by Teacher 6, is another valuable strategy for educators.

Q4: From your perspective, what are some of the primary motivations or reasons behind students' code-switching practices?

Presented in the table below are educators' insights into the primary motivations guiding students' code-switching practices. Each teacher contributes unique perspectives on the reasons behind students' engagement in code-switching, offering valuable observations from their experiences in the classroom. By exploring these diverse motivations, we gain a deeper understanding of the complex interplay of language proficiency, social dynamics, and communicative goals influencing students' linguistic behavior.

Table 2.6: Understanding Students' Motivations for Code-Switching

Teachers	code switching motivations
teacher one	Students code-switch primarily to fill gaps in English proficiency, express emotions, and convey cultural nuances
teacher two	Students code-switch for clarity and precision in communication, especially

	when conveying complex ideas or emotions where English proficiency feels inadequate.
teacher three	Students code-switch for convenience, social identity assertion, and linguistic comfort in diverse language situations.
teacher four	Students code-switch pragmatically to express fluency, accommodate linguistic preferences, establish solidarity, and negotiate meaning effectively.
teacher five	Students code-switch influenced by their language repertoires, sociocultural backgrounds, and communicative needs.
teacher six	Students code-switch as a strategic communicative tool to bridge gaps, convey complex thoughts, overcome lexical limitations, and maintain social rapport.
teacher seven	Students' code-switching motivations vary based on language proficiency, social dynamics, and communicative goals in multilingual settings.

From Teacher 1's perspective, students' motivations for code-switching are multifaceted. They primarily engage in code-switching to fill gaps in their English proficiency, especially when encountering vocabulary or concepts that are more readily available in their native language. Additionally, students may code-switch to express a range of emotions effectively, using their native language to convey subtle cultural nuances that might be challenging in English. However, Teacher 2's view on students' code-switching practices revolves around the desire for clarity and precision in communication. Students often switch to their native language to convey complex ideas or emotions more accurately, particularly in situations where they feel less confident in their English proficiency. This suggests that code-switching serves as a tool for students to articulate their thoughts with greater precision and clarity. From Teacher 3's experience, students code-switch for various reasons, reflecting convenience, social identity, and linguistic comfort. This means that students may switch languages to maintain rapport with peers, assert their cultural identity, or navigate complex language situations more comfortably. The diversity in their motivations indicates that code-switching is not just about linguistic proficiency but also about social and cultural contexts. Teacher 4 emphasizes the pragmatic considerations that drive students' code-switching behaviors. Students may switch languages to express fluency and efficiency in communication, accommodating interlocutors' linguistic preferences, establishing solidarity with peers, and negotiating meaning effectively. This pragmatic approach suggests that students use code-switching as a strategic tool to achieve their communicative goals. According

to Teacher 5's observations, students' code-switching practices are influenced by their language repertoires, sociocultural backgrounds, and communicative needs. This implies that students draw on linguistic resources from both their native and target languages, adapt their communication styles to different audiences, and assert their bilingual identity through code-switching. It reflects the complexity of code-switching as a dynamic process shaped by various factors. Teacher 6 views students' code-switching as a strategic communicative tool to bridge linguistic gaps, negotiate meaning, and express complex thoughts or emotions more effectively. Students may switch languages to overcome lexical limitations, convey culturally specific concepts, or maintain social rapport with peers. This strategic approach highlights code-switching as a deliberate and purposeful act to navigate diverse communication contexts. Lastly, Teacher 7's perspective suggests that students' motivations for code-switching vary based on their language proficiency, social dynamics, and communicative goals, particularly in multilingual settings. Students may code-switch to simplify complex ideas, express emotions authentically, or assert their cultural identity within these diverse linguistic environments. This highlights the adaptability of code-switching as students navigate different language situations.

Q5: How do you perceive the impact of code-switching on language learning and communication among EFL students?

In the discourse on code-switching, the majority of educators emphasize its positive aspects. Teachers One, Three, Two, Five, Six, and Seven offer insights into how code-switching can enhance communication, foster inclusivity, and facilitate expression in diverse language environments. They highlight its role in bridging linguistic gaps and accommodating students' diverse linguistic backgrounds.

However, the acknowledgement of negative aspects is less prevalent among educators. Only Teacher Four explicitly addresses potential challenges associated with code-switching. While acknowledging its pragmatic benefits, Teacher Four also acknowledges potential disruptions and issues related to language dominance. This discrepancy in emphasis underscores the complexity of code-switching and the varying perspectives among educators, highlighting the need for a nuanced understanding of its implications in educational settings.

Teachers provided diverse perspectives on the role of code-switching in language learning. Some highlighted its positive aspects, with Teacher 2 noting "*In my view, code-switching allows students*

to access linguistic resources from their native language, fostering comprehension and confidence in the target language." Similarly, Teacher 3 shared "From my experience, code-switching serves as a valuable learning tool, enabling students to bridge linguistic gaps and participate actively in classroom interactions." These insights emphasize the supportive role code-switching can play, especially in multilingual environments like Biskra University, as noted by Teacher 4, who stated "I perceive code-switching as a natural part of language acquisition." Teacher 5 also echoed this sentiment, stating, "Code-switching can be a valuable resource, aiding students in expressing complex thoughts and emotions effectively." However, the teachers also acknowledged potential drawbacks. Teacher 1 cautioned, "Excessive code-switching may impede students' language development by hindering their ability to think and express themselves independently." Additionally, Teacher 2 highlighted, "Overreliance on code-switching may restrict students' ability to communicate effectively in English." Teacher 3 emphasized the need for balance, stating, "Teachers should encourage students to gradually reduce code-switching as their language skills improve." Similarly, Teacher 5 added, "Teachers should be mindful of the potential drawbacks, such as inhibiting language fluency." Finally, Teacher 7 provided a nuanced view, stating, "While code-switching can enhance comprehension and foster a sense of belonging, excessive use may hinder students' language development and fluency in English."

These varied perspectives underscore the complexity of code-switching, highlighting its potential benefits and challenges in language learning contexts.

Q6: What is your personal stance on code-switching between Arabic and English in the classroom?

The responses from the teachers illuminate a spectrum of viewpoints regarding the utilization of code-switching between Arabic and English within the classroom. Teacher 1's emphasis on the strategic application of code-switching resonates with the need to enhance comprehension, while also recognizing the imperative of fostering students' independent English proficiency. This corresponds with the notion that while code-switching can be effective, its judicious application is crucial for promoting balanced language development. In contrast, Teacher 2's perspective underscores the role of code-switching as a means to bridge linguistic gaps, yet advocates for a gradual transition towards English immersion to bolster students' language proficiency. This aligns with my conviction that while code-switching can scaffold learning, it should ultimately serve as a stepping stone towards English language dominance. Teacher 3's viewpoint acknowledges code-switching as an inherent aspect of language acquisition, especially in multicultural settings,

reflecting my conviction in the richness of linguistic diversity within the classroom. Their stance highlights the importance of creating an inclusive environment where students feel empowered to draw upon their linguistic repertoires. Meanwhile, Teacher 4's pragmatic approach acknowledges code-switching's potential benefits for comprehension, while emphasizing the necessity of English immersion for fluency. This pragmatic balance between leveraging code-switching strategically and promoting English dominance resonates with my belief in the importance of adapting teaching methodologies to meet the evolving needs of students. Teacher 5's recognition of code-switching's value as a resource for language learning underscores the importance of establishing clear guidelines to prevent it from impeding students' language development. This aligns with my perspective on the importance of providing structure and guidance to optimize the benefits of code-switching in the classroom. Teacher 6's advocacy for a gradual transition towards English-only communication reflects an understanding of the dynamic nature of language acquisition, echoing my belief in the importance of providing students with opportunities to develop proficiency through immersion. Finally, Teacher 7's cautious approach towards code-switching highlights the need for a balanced and immersive English learning environment, in line with my belief in the importance of thoughtful consideration of pedagogical practices to optimize student learning outcomes.

This different point of view offered by the teachers underscore the complexity of code-switching in language education, reinforcing the necessity for a nuanced approach that considers the diverse needs and backgrounds of students.

Q7: Do you believe code-switching enhances or inhibits language learning among EFL students? Can you provide examples or reasons for your perspective

Perspectives on Code-Switching in the Classroom

Teacher 1

"Enhances comprehension but
may hinder independent proficiency"

|

Teacher 2

"Enhances learning when used judiciously"

|

Teacher 3

"Can enrich understanding but excessive use limits exposure"

|

Teacher 4

"Supports comprehension but can become a crutch"

|

Teacher 5

"Facilitates interaction but excessive use hinders English exposure"

|

Teacher 6

"Supports communication but excessive use detracts from immersion"

|

Teacher 7

"Bridges linguistic gaps but must be used judiciously"

Embark on a journey through the diverse terrain of code-switching in education, where each teacher's perspective serves as a distinct landmark on the landscape of language learning, offering valuable insights into its complexities and implications. Teacher 1 opens the path with a nuanced view, acknowledging the dual nature of code-switching: *"In my opinion, code-switching can both enhance and inhibit language learning among EFL students, depending on how it's used."* Strategic code-switching in this case acts as a guiding light, illuminating concepts and bridging gaps in understanding. Yet, beware the shadows cast by excessive reliance, which may hinder students' fluency and proficiency in English.

As we traverse further, Teacher 2 beckons with a wise decision use: *"Personally, I believe that code-switching can enhance language learning among EFL students when used judiciously."* Here, code-switching becomes a scaffold, supporting comprehension amidst complex topics and new vocabulary. However, tread carefully, as an overreliance may lead students astray from the path of independent language skills development.

Teacher 3 invites us to explore the delicate balance: *"From my perspective, code-switching can both enhance and inhibit language learning among EFL students, depending on the context and frequency of its use."* Here, occasional code-switching serves as a refreshing stream, enriching

understanding and engagement. Yet, beware the torrent of excessive use, which may drown students' exposure to the target language. With Teacher 4, we uncover the strategic potential: *"Personally, I believe that code-switching can enhance language learning among EFL students when used strategically to support comprehension and communication."* Code-switching becomes a sturdy bridge, connecting students to contextually relevant explanations and examples. However, it's essential to consider this advice carefully to avoid potential challenges that may hinder students' development towards achieving independent language proficiency. Teacher 5 beckons us to embrace the power of interaction: *"In my view, code-switching can enhance language learning among EFL students by providing opportunities for meaningful interaction and negotiation of meaning."* code-switching transforms into a conduit for peer collaboration, facilitating comprehension and expression. Yet, tread lightly, for overuse may shroud students' exposure to the English language. Teacher 6 presents a nuanced perspective: *"Personally, I believe that code-switching can both enhance and inhibit language learning among EFL students, depending on the context and purpose of its use."* strategic code-switching acts as a guiding compass, supporting comprehension and communication. However, it's important to be cautious about excessive reliance on code-switching, as it may potentially hinder students' ability to learn the target language thoroughly. Finally, Teacher 7 offers a beacon of guidance: *"From my perspective, code-switching can enhance language learning among EFL students when used judiciously to support comprehension and bridge linguistic gaps."* Code-switching becomes a tool for enlightenment, providing valuable context and clarification within the language environment. Each teacher's perspective provide important insight into the role of code-switching in language learning. While Teacher 1 and Teacher 3 highlight the potential benefits of strategic code-switching, they also caution against its overuse, echoing a balance in finding importance is believed to be important. Teacher 2 and Teacher 7 emphasize the judicious use of code-switching to scaffold learning and bridge linguistic gaps. Conversely, Teacher 4 and Teacher 6 warn against excessive reliance on code-switching, underscoring the importance of fostering independent English proficiency. these varied perspectives underscore the complexity of code-switching in language education and the need for educators to carefully consider its role in facilitating language learning.

Q8: Based on your interactions with students and colleagues, what are the prevailing attitudes towards code-switching at Biskra University?

As we go through the answers of the teacher we noticed that each one of them have different attitudes towards code switching practices. Teacher 1 presents a nuanced perspective, noting the variance in attitudes towards code-switching among students and colleagues. Some perceive it positively, as a natural and effective communication tool, while others view it negatively, associating it with linguistic insecurity. Moving forward, Teacher 2's brushstrokes paint a picture of optimism, portraying code-switching as pragmatic and adaptable, especially in multilingual environments. Both students and educators recognize its benefits in comprehension and fostering a supportive learning atmosphere. Teacher 3 adds layers of complexity, illustrating attitudes as pragmatic and situation-dependent. While some embrace code-switching, others scrutinize it, particularly in formal academic settings. Yet, there's a collective acknowledgment of its role in bridging linguistic barriers, especially in diverse classrooms. Teacher 4 contributes shades of acceptance and inclusivity, depicting code-switching as a reflection of linguistic diversity. There's a growing recognition of its advantages in enhancing understanding and promoting inclusivity, even among proponents of more traditional language instruction methods. In contrast, Teacher 5 brings out splashes of diversity, showcasing a spectrum of attitudes towards code-switching. Some see it as natural and effective, while others lean towards a more standardized language use. However, there's an overarching tolerance for code-switching, provided it serves a communicative purpose. Teacher 6's strokes emphasize pragmatism and acceptance, portraying code-switching as a valuable communication strategy that fosters linguistic diversity. There's a rising acceptance of its role, especially in multilingual educational settings. Lastly, Teacher 7's contributions highlight accommodation and acknowledgment, portraying code-switching as widely accepted and valued. It's recognized as a crucial tool for bridging linguistic gaps, particularly in English as a Foreign Language (EFL) classrooms. Even those who support standard language use agree it helps understanding and inclusivity. Looking at the different viewpoints, we see attitudes toward code-switching are complex and changing. Each teacher's input is important, showing how it helps communication and understanding among learners.

Q9: Have you faced any difficulties or negative reactions concerning code-switching in the educational setting? If yes, how have you managed or addressed them?

In examining the teachers' responses, a pattern of both acknowledgment and contradiction emerges regarding the challenges and negative reactions associated with code-switching in educational settings. Each teacher acknowledges encountering difficulties and negative reactions concerning code-switching, demonstrating a shared awareness of the issue's prevalence within the educational

landscape. They recognize that some students and colleagues may perceive code-switching negatively, viewing it as a sign of linguistic insecurity or questioning its appropriateness, particularly in formal academic contexts. Despite this shared acknowledgment, variations exist in the extent to which teachers describe the frequency and severity of these challenges. While some teachers describe facing "occasional" difficulties, others simply affirm encountering difficulties without further specification. This discrepancy suggests that the perceived impact of code-switching on the learning environment may vary among educators. Furthermore, while some teachers explicitly mention concerns about the validity or appropriateness of code-switching, others emphasize worries regarding its potential impact on language proficiency or academic success. This variation highlights differing perspectives on the perceived benefits and drawbacks of code-switching within educational settings. In response to these challenges, each teacher describes strategies aimed at addressing negative perceptions and fostering a more inclusive learning environment. Strategies include emphasizing the communicative benefits of code-switching, providing guidance on effective strategies, and encouraging reflection on language choices. Looking ahead, it's evident that the presence of difficulties and negative reactions related to code-switching could potentially impact the learning environment by creating tensions or misunderstandings among students and colleagues. However, the varied approaches taken by teachers in addressing these challenges suggest a shift towards promoting a more inclusive and comprehension-focused approach to language learning. Encouraging students to reflect on their language choices and consider the communicative context when code-switching may lead to increased awareness and agency among learners regarding their language use. Ultimately, navigating challenges related to code-switching requires a nuanced understanding of its complexities and the implementation of strategies that promote comprehension, inclusivity, and effective communication in educational settings.

Q10: What Strategies do you follow to Address Code-Switching and Promote Language Proficiency in EFL Classrooms

Exploring Effective Teaching Strategies

↓

Teaching Strategies

↓

The Facilitator of Growth: Nurtures language proficiency through discussions and reflections.



The Supportive Creator: Creates supportive environments for authentic expression through language games and role-plays.



The Navigator of Clarity: Guides students towards effective communication and understanding with clarity.



The Architect of Diversity: Celebrates linguistic diversity through strategic tasks and careful planning.



The Collaborative Innovator: Fosters collaboration and creativity among students for authentic engagement.



The Cultivator of Balance: Promotes inclusivity and honors linguistic diversity in classroom environments.



The Guardian of Awareness: Encourages reflection and metalinguistic insight for deeper understanding.

In analyzing the approaches of EFL teachers towards addressing code-switching in the classroom, each teacher employs a distinct strategy tailored to their pedagogical philosophy and student needs. *The Facilitator of Growth* :“In my classroom, I aim to nurture language proficiency through reflective practice and real-life communication scenarios,” says Teacher 1. Through activities like group discussions and reflective sessions, students are encouraged to reflect on their language choices, fostering a deeper understanding of when and how code-switching can be effectively utilized. *The Supportive Creator*: “I believe in creating a supportive environment where code-switching is embraced as a natural part of language learning, "emphasizes Teacher 2. By incorporating language games and role-playing activities that require code-switching, students are

provided with opportunities to practice language skills in varied contexts, promoting linguistic exploration and self-expression *The Navigator of Clarity* :”For effective communication, clarity and context are paramount,"states Teacher 3. Prioritizing communicative competence, Teacher 3 guides students towards effective communication, ensuring accuracy and appropriateness in diverse linguistic contexts.

The Architect of Diversity : "Respecting linguistic diversity is crucial in my classroom," affirms Teacher 4. Through designing tasks that require strategic code-switching, students develop language skills in varied contexts while maintaining sensitivity to linguistic differences, fostering language proficiency across different registers and settings.

The Collaborative Innovator :”I believe in immersing students in authentic language practice through collaboration,"*declares Teacher 5. Through task-based learning and peer collaboration, students engage in authentic language practice, enhancing language proficiency in both Arabic and English.

The Cultivator of Balance : "Creating a balanced bilingual environment is essential for language development," emphasizes Teacher 6. By valuing linguistic repertoires and promoting meaningful code-switching activities, students develop language proficiency while honoring their diverse linguistic backgrounds. *The Guardian of Awareness* :“Raising students' awareness of code-switching strategies is key to effective communication," highlights Teacher 7. By emphasizing language awareness, Teacher 7 ensures that students understand the impact of code-switching on communication and develop metalinguistic insight for deeper understanding.

Exploring Effective Teaching Strategies

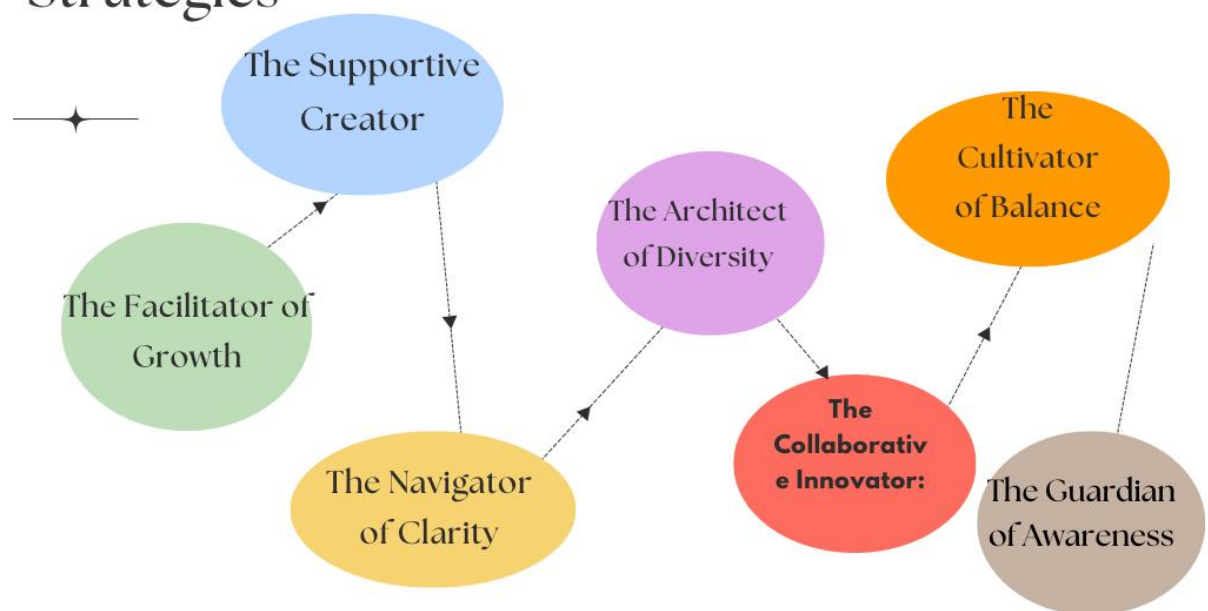


Figure 2.5: Teaching strategies among EFL Teachers in Biskra University

Q11:What do you perceive as the benefits of incorporating code-switching in EFL education?

The analysis of the perspectives presented by the seven EFL teachers sheds light on the different benefits of incorporating code-switching in language education. Each teacher articulates unique view into how code-switching contributes to language learning and communication skills development it was revealed that teacher 1 underscores the role of code-switching in facilitating language learning by leveraging students' existing linguistic knowledge. By drawing on their existing language repertoire, students can bridge comprehension gaps and gain a deeper understanding of language structures and cultural nuances. This perspective emphasizes the practical application of code-switching to enhance communication skills in various contexts. Similarly, Teacher 2 highlights the benefit of promoting language fluidity and flexibility among EFL learners through code-switching. By navigating between Arabic and English, students develop adaptive language skills that enable effective communication in multilingual environments. This perspective emphasizes the practical utility of code-switching in real-life language use scenarios, both inside and outside the classroom. Teacher 3 emphasizes code-

switching as a valuable pedagogical tool for scaffolding language learning, particularly for students with varying proficiency levels. By providing opportunities for differentiated instruction, teachers can cater to individual learning needs and create inclusive learning environments. This perspective underscores the importance of code-switching in accommodating diverse student populations and promoting active engagement in language learning. In contrast, Teacher 4 focuses on the cultural benefits of code-switching in EFL education. By exploring language diversity and socio-cultural contexts, students develop intercultural competence and gain insights into the global linguistic landscape. This perspective highlights the broader understanding of cultural identity fostered through code-switching, enriching students' appreciation for linguistic diversity. Teacher 5 highlights the promotion of authentic language use and communication through code-switching. By reflecting real-world language practices in bilingual and multilingual settings, students develop communicative competence and confidence. This perspective emphasizes the pragmatic benefits of code-switching in enhancing students' language skills and fostering confident and proficient language learners. Teacher 6 emphasizes the empowerment of students in the language learning process through code-switching. By recognizing and valuing their linguistic resources, students feel empowered to express themselves authentically and participate actively in language activities. This perspective underscores the motivational aspects of code-switching in promoting student engagement and investment in learning. Lastly, Teacher 7 emphasizes the role of code-switching in promoting linguistic autonomy and identity development among EFL learners. By embracing their multilingual identities and diverse language practices, students develop a sense of belonging and pride in their linguistic heritage.

In predicting the motivations behind each teacher's perspective, several factors may be considered:

- Each teacher's approach may be influenced by their educational philosophy and beliefs about language learning and teaching.
- The demographics and linguistic backgrounds of their students may shape teachers' perspectives on the benefits of code-switching.
- Teachers' professional experiences and training in language education may inform their understanding of the role of code-switching in language learning.
- The cultural context in which they teach may influence their attitudes towards code-switching and its perceived benefits for students.
- Teachers' pedagogical goals and objectives for language instruction may drive their emphasis on certain benefits of code-switching, such as language proficiency, cultural awareness, or communication skills development.

Q12: Conversely, what are the potential drawbacks or challenges associated with code-switching in educational settings?

Examining the perspectives of all seven teachers offers a comprehensive understanding of the complexities surrounding code-switching in EFL education. Teachers 1, 3, 4, and 6 express varying degrees of support for code-switching, citing its potential benefits in language learning and cultural awareness. Teacher 1 emphasizes its role in facilitating language learning by allowing students to draw on existing linguistic knowledge, stating, *"Incorporating code-switching in EFL education facilitates language learning by allowing students to draw on their existing linguistic knowledge and bridge gaps in comprehension."* Similarly, Teacher 3 views code-switching as a valuable pedagogical tool for scaffolding language learning, highlighting its potential to cater to individual learning needs and create inclusive learning environments. In contrast, Teacher 2 and Teacher 5 raise concerns about the potential drawbacks of code-switching, focusing on issues such as language inequalities and authentic language use. Teacher 2 highlights the risk of reinforcing language hierarchies, stating, *"Code-switching can also reinforce language inequalities, where students may perceive one language as superior to another."* Teacher 5, while acknowledging its potential for promoting authentic communication, also notes the challenges of managing code-switching in the classroom and ensuring effective language assessment. Teacher 4 and Teacher 7 offer perspectives that delve into the cultural and social implications of code-switching. Teacher 4 emphasizes its role in fostering cultural awareness and appreciation, stating, *"In EFL education, incorporating code-switching fosters cultural awareness and appreciation among students."* On the other hand, Teacher 7 underscores its significance in promoting linguistic autonomy and identity development, highlighting its potential to empower students and foster positive attitudes towards language learning and cultural diversity. Through an analysis of these diverse perspectives, it becomes evident that educators' views on code-switching are shaped by a multitude of factors, including pedagogical beliefs, cultural values, and social justice considerations. While some educators embrace code-switching as a valuable tool for language learning and cultural exchange, others express reservations about its potential implications for language proficiency and equity. Ultimately, the nuanced nature of these perspectives underscores the need for ongoing dialogue and critical reflection on the role of code-switching in EFL education.

Q13: Looking ahead, how do you envision the role of code-switching evolving in the future of EFL education at Biskra University?

In these reflections on the future of EFL education at Biskra University, each teacher envisions a shift towards a more inclusive and dynamic approach to code-switching. Teacher 1 emphasizes leveraging code-switching strategically to enhance language learning; meanwhile, Teacher 2 underscores the importance of acknowledging and validating students' linguistic practices. Moreover, Teacher 3 anticipates a greater integration of code-switching into communicative language teaching approaches, aiming to develop students' linguistic flexibility. Similarly, Teacher 4 envisions code-switching as a bridge for cross-cultural understanding and appreciation, while Teacher 5 emphasizes the need for educators to adapt to students' diverse code-switching practices while maintaining learning objectives. Furthermore, Teacher 6 highlights the importance of remaining responsive to evolving language norms and practices. Lastly, Teacher 7 looks towards the integration of code-switching into pedagogy and assessment, utilizing technology and innovative methodologies to empower students in their language acquisition journey.

Conclusion:

This chapter was devoted to the fieldwork of the present study which is Exploring teachers and students attitudes towards the use of code switching in EFL setting, in this current chapter we mainly presented both students' and teachers' attitudes towards code switching. It contains the analysis and interpretation of the obtained data from the two collection methods: student's questionnaire, and teachers' interview. The data gathered has been thematically analyzed and presented.

Chapter Three

**Summary of the findings, Implications and
Recommendations**

Outline of the chapter

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Introduction

This chapter encapsulates a detailed presentation of the summary of the findings, implications, recommendations, limitations, and the general conclusion derived from the study on code-switching among English as a Foreign Language (EFL) students at Biskra University. The chapter is structured to present the following key components:

Summary of Findings

This section presents a summary of the study's findings, which aimed to explore the psychological motivations, social impacts, and pedagogical aspects of code-switching among EFL students at Biskra University. Our study arrived at information that the Questionnaire, and the teachers' interview provided results that help to answer the following research questions:

1. How do EFL students' psychological motivations for code-switching relate to the frequent integration of Arabic and English in linguistic interactions?
2. What are the social outcomes and interactions impacted by the seamless blending between Arabic and English in code-switching practices within the educational setting of the university?
3. How do English foreign language teachers respond to responds to the practices of code-switching among students at Biskra University?

In this study, we aimed to explore and answer our first question: How do EFL students' psychological motivations for code-switching relate to the frequent integration of Arabic and English in linguistic interactions? Through thematic analysis of the gathered data, we found that EFL students at Biskra University exhibit varied psychological motivations for code-switching. Many students use code-switching as a tool for more comfortable and effective self-expression. This group feels that switching between languages allows them to convey their thoughts and emotions more accurately, which is particularly important when their proficiency in English is still developing. By using their native language alongside English, they can participate more fully in classroom activities, leading to greater engagement and a sense of inclusion. This perspective suggests that, for these students, code-switching enhances their learning experience and helps them feel more confident and articulate.

On the other hand, some students express reservations about code-switching due to concerns about disrupting the flow of conversation and experiencing social judgment. These students worry that frequent switching between languages can create confusion or appear unprofessional. They also fear negative evaluation from peers and teachers who might view code-switching as a sign of weak English proficiency. This anxiety can lead to a reluctance to participate in discussions, thereby

hindering their engagement and learning. Research in second language acquisition supports this observation, highlighting that anxiety and low self-confidence significantly reduce students' willingness to communicate (WTC) in both their first and second languages. Conversely, motivation and self-efficacy can enhance their engagement and learning. The Heuristic Model of WTC illustrates how emotional, cognitive, and environmental factors interplay to affect students' communication decisions. Additionally, teacher behaviors that reduce anxiety and increase immediacy are crucial for fostering a supportive learning environment, thereby boosting students' confidence and willingness to use multiple languages. Teachers interviewed noted that this psychological tension impacts students' confidence and willingness to use both languages freely .

Our second objective was to explore the impact of code-switching on social interaction. According to our analysis, we found that the integration of Arabic and English through code-switching significantly affects social interactions within Biskra University's multicultural setting, aligning with studies that show code-switching enhances communication and fosters inclusivity by bridging linguistic gaps and promoting mutual understanding (Auer, 1998; Gumperz, 1982). The data shows that code-switching often enhances communication and fosters a sense of unity among students, making discussions more inclusive and engaging. This suggests that code-switching can help bridge linguistic gaps, promote mutual understanding, and build a stronger sense of community within the classroom. However, the analysis also points to potential drawbacks, such as the risk of confusion and exclusion for students who are not equally proficient in both languages. These social barriers can hinder effective communication and participation. For instance, studies have shown that discrimination, prejudice, and social exclusion can negatively impact students' academic performance and engagement (Steele & Aronson, 1995). Recognizing and addressing these challenges is crucial to ensure that all students feel included and capable of engaging fully in classroom interactions.

Our last objective for this study is to look into the teachers' responses to the practices of CS where they provided us with various strategies designed to navigate these complex dynamics. These strategies identified as:

The Facilitator of Growth nurtures language proficiency through discussions and reflections, while the Supportive Creator creates supportive environments for authentic expression through language games and role-plays. The Navigator of Clarity guides students towards effective communication and understanding with clarity. The Architect of Diversity celebrates linguistic diversity through strategic tasks and careful planning. The Collaborative Innovator fosters collaboration and

creativity among students for authentic engagement. The Cultivator of Balance promotes inclusivity and honors linguistic diversity in classroom environments. Finally, The Guardian of Awareness encourages reflection and metalinguistic insight for deeper understanding. According to our data and thematic analysis, these strategies are instrumental in promoting an inclusive classroom environment. Teachers' responses to students' code-switching practices are influenced by their adherence to these strategies, which aim to promote inclusive environments, enhance linguistic skills, and facilitate effective communication among students with diverse linguistic backgrounds.

The following section we are going to discuss the theoretical and pedagogical implications of our findings, highlighting their significance and potential applications in order to understand the factors driving code-switching and its impacts on language proficiency and academic success.

Implications of the Study

Theoretical Implications

This study makes a substantial theoretical contribution by deepening our understanding of code-switching as a complex phenomenon influenced by both psychological and social factors. It clearly demonstrates that students' comfort with code-switching is intimately connected to their need for self-expression and effective communication. Simultaneously, it uncovers the psychological conflicts experienced by students who are uncertain about code-switching, offering a more detailed perspective on what drives or hinders this practice. These findings challenge and enhance existing theories on bilingualism and multilingualism, highlighting the critical role of individual psychological experiences in shaping linguistic behavior. By providing a more comprehensive and nuanced view, this research sets a new standard for theoretical exploration in multilingual contexts.

Pedagogical implications

The findings of this study offer valuable insights for educators and policymakers. Understanding the psychological motivations and social impacts of code-switching can help teachers create more inclusive and supportive learning environments. By addressing students' concerns and leveraging the benefits of code-switching, educators can enhance classroom communication and foster a sense of unity among diverse student populations. This can lead to more effective teaching strategies and improved language proficiency among students.

Based on the study's findings, several pedagogical recommendations can be made:

- Educators should foster an environment where code-switching is accepted and encouraged as a natural part of language learning.
- Teachers should provide clear guidelines on when and how to code-switch effectively, to minimize confusion and exclusion.
- Teachers should incorporate activities that promote reflective practice and peer collaboration, helping students understand the benefits and appropriate use of code-switching.

By implementing these recommendations, educators can enhance students' linguistic skills and create a more inclusive classroom atmosphere.

Limitations of the Study

In the course of our research, we encountered several challenges. Firstly, there was a dearth of sources addressing both attitudes towards code switching and motivation, as existing literature tended to focus on each variable independently. Additionally, the limited number of students who agreed to participate in the questionnaire necessitated its online distribution. Furthermore, the availability of only a few teachers for interviews due to their busy schedules posed another obstacle. Therefore, the results of our study cannot be generalized.

Recommendations for Further Research

Further research is needed to explore the long-term impacts of code-switching on students' language proficiency and academic performance. Studies could also investigate how different teaching strategies influence students' attitudes toward code-switching and their overall learning experiences. Additionally, research could examine the role of code-switching in other educational settings, such as primary schools or adult language learning programs, to understand how context and age affect linguistic behavior.

Another promising area for future research is the impact of technology and digital communication on code-switching. Investigating how digital platforms (such as social media and messaging apps) influence the frequency, nature, and contexts of code-switching could provide valuable insights. Understanding these dynamics could inform the development of educational tools and strategies that leverage digital communication to enhance language learning and proficiency.

Conclusion

This dissertation investigates the complex phenomenon of code-switching among EFL students at Biskra University, focusing on its psychological and social dimensions. The interplay of Arabic and English in this academic setting creates unique challenges and opportunities for learners, prompting a detailed examination of the factors driving code-switching and its long-term impacts on language proficiency and academic success.

Our study aims to bridge the knowledge gap regarding how code-switching influences EFL students' language skills and academic achievements. By delving into both the psychological motivations and social outcomes, we offer a nuanced perspective on this linguistic behavior, crucial for informing educational practices in a multicultural setting. Additionally, through interviews with teachers, we incorporate their perspectives, enriching our understanding of code-switching dynamics in educational contexts.

We used a qualitative research design and we collected data through questionnaires and interviews. The participants were Master One EFL students and teachers at the University of Mohamed Kheider in Biskra, selected through random sampling to ensure relevant expertise and experience. Self-structured questionnaires and interviews provided qualitative data on attitudes, motivations, and outcomes of code-switching, offering deeper insights into teachers' perspectives. We used thematic analysis to identify key themes from the questionnaire data, while qualitative data analysis software, Otter AI, was used to transcribe and analyze interview data.

Our findings revealed that code-switching is influenced by both psychological and social factors. Students' comfort with code-switching is linked to their need for self-expression and effective communication, while psychological tensions arise from uncertainty about the practice. These insights extend existing theories on bilingualism by highlighting the role of individual psychological experiences.

Our research aligns with previous studies on code-switching in various bilingual contexts, such as those by Nouf Aljasir and Ahmad Alkhalde, which discuss the complex motivations and diverse attitudes among bilinguals. However, our focus on Biskra University's bilingual environment and the long-term effects on language proficiency and academic performance offers a unique contribution.

To sum up, this dissertation provides an in-depth exploration of the psychological and social dimensions of code-switching among EFL students at Biskra University. It addresses the

motivations, attitudes, and impacts of this practice, offering valuable insights for educators and researchers. The findings emphasize the importance of considering individual psychological experiences and social interactions in the study of bilingualism, paving the way for future research and improved educational strategies. This research ultimately aims to enhance language abilities and academic success in diverse educational contexts, contributing to a broader understanding of bilingual education.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

Thank you for participating in this study. Your input is essential for understanding attitudes towards code-switching among English as a foreign language (EFL) students at Biskra University.

Please answer the following questions as accurately as possible. Your responses will be kept confidential and used solely for research purposes.

Participant Information

1. Gender:

- Male
- Female

2. Age:

3. Master's Program:

- Applied linguists
- Literature and civilization

4. Years of studying English as a foreign language:

.....

5. Previous language learning experiences:

- French
- Spanish
- Italy

Others :

Appendices

Code-Switching Practices

6. How do you perceive your proficiency in Arabic?

.....
.....

7. How do you perceive your proficiency in English?

.....
.....

8. How often do you switch between Arabic and English in educational settings?

- Daily
- Rarely
- Never

9. In what situations do you most commonly switch between languages?

- classroom discussions
- presentations
- informal conversations

Other:

10. What are the main reasons for your code-switching?

- convenience
- cultural expression
- proficiency demonstration

Other :.....

11. How does code-switching affect language learning and communication in educational settings?

.....
.....

Attitudes Towards Code-Switching

12. How do you personally feel about code-switching in the classroom?

.....
.....

13. Do you believe code-switching helps or hinders language learning among EFL students? Please explain.

.....
.....

Appendices

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14. What do you think others' perspective towards code-switching at Biskra University are?

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.....

15. Have you faced any challenges or negative reactions related to code-switching in the educational environment? Please explain.

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.....
.....
.....

16. Do you feel more comfortable expressing certain ideas or emotions in Arabic compared to English, or vice versa? Please explain

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.....
.....
.....

Classroom dynamics and interaction

17. How do you think code-switching impacts interactions among students in the classroom?

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.....

18. How do you think code-switching impacts the relationship between students and teachers in the classroom?

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.....

19. What differences have you observed in classroom dynamics when code-switching is present compared to when it is not?

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.....

20. What do you see as the benefits of using code-switching in EFL education?

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.....

21. What are the potential drawbacks or challenges of using code-switching in educational settings?

Appendices

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22. How do you think code-switching will evolve in the future of EFL education at Biskra University?

.....
.....

Thank you for your participation. Your insights are valuable for our research.

Appendix B

Teachers'interview

1. Can you briefly tell us about your teaching experience in terms of duration, the levels and modules you've taught ?

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.....

Code-Switching Practices

2. How frequently do you observe code-switching between Arabic and English among EFL students at Biskra University?

.....

3. In your experience, what are the most common contexts or situations where students tend to code-switch?

.....

4. From your perspective, what are some of the primary motivations or reasons behind students' code-switching practices?

.....

5. How do you perceive the impact of code-switching on language learning and communication among EFL students?

.....

Attitudes towards Code-Switching

6. What is your personal stance on code-switching between Arabic and English in the classroom?

.....

7. Do you believe code-switching enhances or inhibits language learning among EFL students? Can you provide examples or reasons for your perspective?

.....

8. Based on your interactions with students and colleagues, what are the prevailing attitudes towards code-switching at Biskra University?

.....

Appendices

9. Have you faced any difficulties or negative reactions concerning code-switching in the educational setting? If yes, how have you managed or addressed them?

.....

Classroom Strategies and Management

10. What strategies do you follow to address Code-Switching and prompt language proficiency in EFL classroom?

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.....

.....

11. What do you perceive as the benefits of incorporating code-switching in EFL education?

.....

.....

Overall Reflections

12. Conversely, what are the potential drawbacks or challenges associated with code-switching in educational settings?

.....

13. Looking ahead, how do you envision the role of code-switching evolving in the future of EFL education at Biskra University?

.....

Résumé

La présente étude vise à explorer les attitudes des étudiants et des enseignants d'anglais langue étrangère envers l'utilisation du code-switching parmi les étudiants en anglais dans les contextes éducatifs à l'université de Biskra. Cette recherche cherche à examiner les motivations psychologiques, les impacts sociaux et les réponses pédagogiques au code-switching parmi les étudiants EFL à l'université de Biskra. Les données ont été collectées par des questionnaires semi-structurés et des entretiens utilisant une approche descriptive. Les résultats montrent que le code-switching facilite l'expression de soi et l'engagement, mais qu'il cause également de l'anxiété à propos de la perception négative par les pairs. Notre étude a également révélé que les enseignants emploient diverses stratégies pour gérer le code-switching, favorisant l'inclusivité et le développement linguistique. Les résultats servent les objectifs de l'étude et soulignent l'importance d'interventions éducatives de soutien, illustrant l'importance de méthodes d'enseignement et de politiques scolaires qui soutiennent efficacement les étudiants dans leur apprentissage et leur développement.

Mots-clés : alternance codique, étudiants AEL, Attitudes, motivations psychologiques, interactions sociales, stratégies pédagogiques