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**Using code- switching as a factor to foster teachers' role in  
EFL classes. The case of Master one teachers at Mohamed  
Khider University.**

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Using Code Switching as a Factor to Foster Teacher's Role in EFL Class

The case of Master One teachers at Mohamed Khider University

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*Dedication*

*I dedicate this work to my dearest parents*

*I would like to thank them for all their efforts, motivation, support, and  
prayers.*

*To my dear brothers*

*To my treasured sisters*

*To all my family*

*To my friends*

*To all my classmates and colleagues*

*Haroun*

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**Abstract**

The present research attempts to investigate the use of code switching as a factor to foster teacher's role in EFL class. In other words, the research is concerned with finding whether the teachers have anything to do in enhancing the EFL learners' communicative abilities especially if they have classes with learners of different needs. The hypothesis that we set forth at the very beginning of this study is that, "Could code switching reinforce the role of teachers in EFL classes". Therefore, the investigation is about whether the teachers' decisions and behavior that are hold by learners would strengthen their success in using English. However, teachers should focus more on the communicative language teaching methodology, which helps the students to build up their communicative abilities in using the target language and move from using the old approaches of teaching English as a foreign language. Our work is divided into 03 main chapters. Chapter One introduces the concept of Code-switching. Chapter Two covers up Teaching using Code-switching and highlights motivational factors in using Code-switching in teaching Master one students. Chapter Three is devoted to the field-work wherein we use SPSS as a research tool to investigate the use of Code-switching with concluding results of its relevance. Then, we do present a number of pedagogical recommendations for users of Code-switching in EFL classes.

*Key-words:* EFL, Teachers, Code-switching, Master One, Biskra University.

**List of Abbreviations and Acronyms**

<b>AA</b>	.....	Algerian Arabic
<b>CS</b>	.....	Code Switching
<b>CA</b>	.....	Classical Arabic
<b>EFL</b>	.....	English as Foreign Language
<b>L1</b>	.....	First Language
<b>L2</b>	.....	Second Language
<b>MSA</b>	.....	Modern Standard Arabic
<b>TEFL</b>	.....	Teaching English as a Foreign Language
<b>TL</b>	.....	Target Language

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## **General Introduction**

## **General Introduction**

Teaching and learning English are not easy tasks that can be achieved. They are complex processes, which require more efforts to take their places effectively in a foreign context. Teaching English was emphasized in Algeria, although it is a foreign language since it becomes a global and official language of communication.

The ability to communicate our thoughts, emotions, and opinions to others is truly a remarkable skill. But not only does our language communicate who we are, but our use of language can influence our self-concept and identity. It goes both ways: Cultural influences are reflected in our language and influence how we conceptualize who we are and where we come from.

Bilingual communities use certain strategies to make communication more effective and meaningful. One of these tricks is "code switching," which we can observe mostly in second- or foreign-language classes. Code switching refers to the use of two languages within a sentence or discourse. It is a natural conflation that often occurs between multilingual speakers who have two or more languages in common.

Code-switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate. Being able to speak more than one language, bilinguals can code-switch and use their languages as resources to find better ways to convey meaning. Code-switching occurs in English classrooms.

Teachers use a number of strategies to enhance input to optimize uptake in the EFL classrooms. Among these strategies, code-switching (CS) to the learner's L1, according to observations, is a widely occurring phenomenon.

That is why we choose Case of master one teachers at Mohammed Khider University.

**Statement of Problem**

Code-switching refers to the communicative exchange of two language codes by people who contribute to such particular codes. Code-switching is manifested in this exchange by a number of social and linguistic factors.

we will conduct our research to investigate whether this factor can enhance the teacher's role and how it can be?

**Significance of the Study**

This work is to look for the addition that code switching in teacher's role in EFL class also to facilitate problems that can face teachers, and give us.

This study is significant because it will help you to know how Code-switching can ease the difficulties that students of English face when they learn it in large classroom at Biskra University, and it will provide the you with information about teachers and their opinion about the code-switching; so, they can diagnose the problem and also it will provide valuable recommendations.

**Aims of study**

The current study aims to:

- Using code switching lead to facilitate role of teachers
- The effectiveness of teacher's role in EFL class
- Promoting cooperative learning

**Research Question**

- What are the functions of code-switching used by the teacher in class?
- What are the teacher's feedback and attitudes towards the use of code-switching in class?
- Does the use of CS not demonstrate the lack of proficiency EFL class?
- How satisfied are students with the CS method?

### **Research Hypothesis**

We suggest the following hypotheses as an attempt to answer the research questions:

- using code- switching to foster the role of teachers in EFL class.

### **Methodology**

#### **Research method.**

In order to confirm the hypothesis, we will use the experimental method. We believe it is the most appropriate for our investigation and the context where it takes part. The purpose of this method in this study is explore code switching as a factor to enhance teacher's role

#### **Population.**

The population will be limited to EFL teachers of master one at Mohammed Khider University of Biskra. This study will not be generalized to all teachers of other universities in Algeria or another places.

#### **Sample of study.**

Given the large number, of population, our sample will consist of group of ( N =5teachers) from total number ( N= 15teachers ).

#### **Data gathering tools.**

In order to collect sufficient information that will confirm or refute the hypothesis and answer the research questions, are the tools we will use: a questionnaire for teachers.

### **Limitation of the study**

This dissertation is limited in scope and time. It represents the use of code switching as a factor to enhance the role of teacher in EFL class in English department at Mohammed Khider University in Biskra.



**The structure of the Dissertation**

This dissertation will split into 3 chapters. **The first chapter** it contains code of switching, definition, types, its use. **The second chapter** it deals with teacher's role (what is it?), the importance of teacher role and the strategies. **The last chapter** is dedicated to the research methodology, discussion, conclusion and finally the pedagogical implication.

# Chapter One

## **Introduction**

In this chapter, we deal with code switching, its definitions, and its history, and then we move to the reasons and goals behind teaching the language using it. Learning English language also affected by some factors, which will also be discussed later, in addition to studies about the difficulties and problems in learning English with and without using it.

## **The Concept of Code-switching**

Code-switching, as a term, is composed of two words: “code” which refers to any system of signals such as numbers, words and signals which carry concrete meaning (Wardhaugh , 1998); and, the continuous form of the verb “switch” which means changing, alternating or exchanging position ,i.e., the speaker alternates between a variety of languages within a communicative event, while each language plays a complementary role

Moreover, CS defined by Gumperz (1977) as “the Juxtaposition of passages of speech belonging to two different grammatical systems or subsystems, within the same exchange” (p.1).

CS as a concept is defined by (Montes-Alcalá, 2001, p.28). as “a natural linguistic phenomenon in bilingual communities where two or more languages come into contact and alternate at the level of clauses and sentences”

Pragmatists came to specify more with their view that CS is the alternation between two languages within a single utterance. The term “utterance” is a stretch of speech followed and preceded by a pause from a discourse analysis perspective. The most prominent scholars who theorized CS are Poplack (1980) and Gumperz (1977) because they are the first who shed light on this linguistic phenomenon including its effect and consequences among bilingual community members.

Poplack (2000 p.264) defined it as “alternation between two linguistic systems in the course of speaking”.

The first definition was given by Gumperz (1977) who stated that code switching is “the juxtaposition of passages of speech belonging to two different grammatical systems or subsystems, within the same exchange” (p.1). A common belief that the CS is a random behavior.

According to Labov (1971) “no one has been able to show that such a rapid alternation is governed by any systematic rules or constraints and we must therefore describe it as irregular mixture of two distinct systems” (p.457).

Going back through the last three decades, researchers in the field have proved that CS is not a one hundred percent idiosyncratic behavior; it has many functions, such as filling linguistic gaps, expressing ethnic identity and achieving particular discursive aims (Bullock & Toribio 2009:2). This leads directly to the creation of the term restricted code-switching, which has resulted from the comparison between the two opposite views concerning CS, is neither a result of a full linguistic competency nor an insufficiency in L2 (Hamers & Blanc 2000 p. 267). Song & Andrews (2009 p.59) describe restricted code-switching as “an attempt to keep the conversation flowing without having to pause or abandon the message”.

CS as a communicative performed behaviour is mainly reflecting the socio-economic identity of the speaker i.e., the choice of languages within the same speech community members is influenced by their identity as far as their social class is concerned. Thus, “The use of code switching is nationally, socially, culturally, geographically, and linguistically predetermined. As a result, this implies the complexity of the issue in the modern multilingual and globalized context”. (Al-rowais, 2012, p.17).

According to Phillipson, (1992), the roots of CS including the duality of identities and the conflicts of power relations, which are embedded within language in some countries, are related to the notion of linguistic imperialism. Because of colonization for example, Algerian society has become more likely inclined to code-switch between

dialectal Arabic and French.

Since CS and the sociolinguistic phenomenon of style shifting have the same base of alternation, they are interrelated

CS is about the alternation between codes in bilingual (or multilingual) societies, style shifting is concerned with the alternation between styles within the same language like Milroy and Gordon (2003) stated that “Monolingual and mono-dialectal speakers who do not have a clear sense of different codes in the community repertoire are usually said to shift between styles” (p.198).

Now we see that CS in Algeria is mainly occurs between the country’s first language (Arabic: the standard variety or the dialect) and second language (French) because of some historical factors as colonization.

According to Ahmed SID (2009) “In Algeria, the coexistence of Arabic and French is for a certain period of time is has to led to the emergence of language phenomena which is be found with varying degrees in many bilingual societies”

### **Origins of Code-switching**

The phenomenon was taken as a random behavior, as a result of imperfect language learning, until the two linguists Bloom and Grumperz (1972) came to publish an article, which contains a survey describes the use of dialects in a Norwegian village.

He survey showed that the speakers tend to choose dialect according to situation, In the following years many researches were conducted on the systematic characters of code switching .From the seventies and on CS has become an interesting topic, and a lot of debates and studies were carried out about it as a process, as well as a product (glottopedia,2009).

The emergence of CS in linguistics started ,on the one hand, from the traditions of prescriptivism stated by Crystal (1997) as the view that one variety of language is given, an

inherently higher value than other varieties and that this ought to be imposed on the whole of the speech community, especially through educational means and Semi-linguicism.

On the other hand, is the popular belief that bilingual speakers who code-switch do so because of their lack of linguistic competence in their repertoire (Edelsky, Hudelson, Flores, Barkin, Altwerger, & Jilbert, 1983).

These false theories have been re-hypothesized and investigated again from two of the founding fathers of linguistics Leonard Bloomfield and Ferdinand de Saussure, starting with the observation which has been made by Bloomfield on a native American speaker, which was concluded that the native speaker was code-switching.

But he was characterized by the lack of linguistic competence in both languages he has in his repertoire; Bloomfield (1927) stated that:

White Thunder, a man around 40, speaks less English than Menomini, and that is strong indictment, for his Menomini is atrocious. His vocabulary is small, his inflections are often barbarous, and he constructs sentences of a few threadbare models. He may be said to speak no language tolerably. (p. 395)

In addition, Weinreich (1968) described the ideal bilingual as the one who

Switches from one language to the other according to appropriate changes in the speech situation, (interlocutors, topics, etc.), but not in an unchanged speech situation, certainly not within a single sentence (p. 73)

For example, in EFL the teacher may code switch to Arabic in case he wants to illustrate from his personal experience. After that, it has occurred the concept of *imperfect*

*bilingual*, which defined later on according to Boztepe (2002) as “who supposedly has less than ideal competence in either of the languages at his disposal. In turn, CS has become part of the performance of the imperfect bilingual.” (p.2)

In language teaching field, CS is mainly has been observed during the application of the grammar translation method (GTM) is used in the early 1500s in order to teach Latin due to its prominence in government, academia and business, in addition to its consideration as a character of intellectual societies not as a mean of communication. The application of GTM based on the use of the mother tongue during the explanation of the courses, giving instructions during exercises and during the correction, as well through translation, so

the teacher speaks a little in one language, and then translates what was said into the other language. When this happens, students listen to the message in their own language and pay no attention to the English input. In addition, the teacher does not have to attempt to make the English message more comprehensible by using gestures, realia or paraphrase, since a translation is available (Krashen, 1985: 81).

In 1977, according to Carol Myers-Scotton and William Ury, CS was about alternation between one language’s various varieties, Smithman (2004) described a sociolinguistic issue of a small group of martin Luther king elementary school’s African American learners (AAL) who suffer from the lack of educational opportunities because their teachers tend to use standard English to teach and this was not clear to the AAL.

This leads to the legitimacy of AAL within a legal framework. Later, in 1996 African American Vernacular English (AAVE) considered as the primary language of the African American students in California, and took it as the main tool to help those

students to learn the Standard English (pp.168-196). Due to this issues many sociolinguists stated to make researches about differences and similarities comparing the structures of the Standard English and its others varieties then designing teaching programs for the users of their dialects -- especially Black English-- in order to facilitate their acquisition of the Standard English (Koch,gross, & kolts (2001) pp.30-37).

### **Code-switching terminologies**

During reviewing the literature concerning CS, the interrelation between the phenomenon and the multiple traditions of scholarship and investigation: sociology, sociolinguistics, psycho- neurolinguistics, and language first and second language acquisition, and clinical linguistics, to name only a few .Different traditions bring different terminologies (Müller and J. Ball , 2005, p.49).First of all , according to Eastman (1992) who states that “efforts to distinguish code-switching, code-mixing and borrowing are doomed” (p. 1)

### **Code-mixing**

Code mixing is defined as “the use of elements (phonological, lexical, morph syntactic) from two languages in the same utterance or stretch of conversation. If it can occur in the same utterance, that is to say *intra-utterance mixing* or between utterances referred to as *inter-utterance mixing*. (Hoff & Shatz, 1996). The rates of code-mixing are depending on the type of mixing, the nature of the mixed elements (content or functional words), the degree of proficiency of the speaker and the context (with interlocutors who are bilingual versus those who are monolingual, for example)” (Genesee & Nicoladis, 2005, p.12). Code mixing is a thematically related term, but the utilization of the terms code-switching and code mixing varies. Some scholars use either term to denote the same practice, while others apply code-mixing to denote the formal linguistic properties of language-contact phenomena, and code-switching to denote the actual, spoken usages by multilingual



persons (Bokamba & Eyamba, 1989, as cited in Fatemi & Barani, 2014).

Borrowing (or lexical borrowing) from the word meaning is refers to taking something which is not available to you from another source, e.i, it's not optional.

According to E.Daulton (2012)

lexical borrowing is typically the adaptation of individual words or even large sets of vocabulary items from another language or dialect. It can also include roots and affixes, sounds, collocations, and grammatical processes. It has profound implications for various aspects of applied linguistics, including sociolinguistics and foreign language learning” (p.1)

Borrowing affects the lexicon, the words that make up a language, while code-switching takes place in individual utterances (Gumperz, 1982). Borrowing from English to Arabic is up to that.

Arabic and western European cultures were in close, and not surprisingly, middle English loaned most of its Arabic words through French since it was the language of the educated class in England.

In England, there was also more contact between France and England than between England and Arabs. For example, Arabs often borrow words as a result the English is the dominant language in the fields of technology, furniture and fashion (Khmis, 2012). The expression code-alternation described according to Boztepe (2001) that

Some researchers (e.g., Auer, 1995) use the term code-alternation as a hyponym to replace CS, but it is marginally used in that sense. The term *alternation* is, in fact, used in the literature to refer to instances of one language being replaced by the other halfway through the sentence, and it is mostly, but not

always, associated with longer stretches of CS” (P.4)

Also, as a terminological issue, there is an incorrect use of the term CS to mention the use of L1 in EFL/ESL classes when there is a difference between the two. Tian and Macaro (2012), in line with many other researchers (Ferguson, 2003; Üstünel & Seedhouse, 2005) in the field of ELT.

Researchers would rather choose the term ‘teacher's code switching’ rather than ‘teacher's use of L1’ in order to draw a distinction between them. In the naturalistic environment, code-switching is defined as the ‘alternation of two languages within a single discourse, sentence or constituent’ (Poplack, 1980), and there is a wealth of research evidence (Auer, 1998; Tay, 1989) that code-switching, far from being a sign of linguistic deficit, is a sign of bilinguals having superior control of two or more languages compared to monolinguals.

### **Types of Code-switching.**

According to Milroy and Muysken (1995) CS is classified into two different types: *inter-sentential* when the speaker code switches between sentences, in contrast, the *intra-sentential* CS is when the speaker switches within the same sentences (as cited in Boztepe (2000-2001) p.4). In addition to this classification Miriam Meyerhoff reorganized CS types from another view taking into consideration the context when and where CS as a behavior is occurred, she (2006) stated that: “When code switching is constrained by where Speakers happen to be, it called **domain-based** or **situational** code switching. When it is constrained by who a speaker happens to be talking to it can be called addressee-based” (p.116).

Recently, Liu Jingxia (2010) comes detailing more CS through mentioning three main types: *tag-switching*, *inter-sentential switching* and *intra-sentential switching*. He explains his classification as the following: the tag switching is concerning adding a full phrase from

the native language to the second language, for instance greeting phrases or parting phrases. The inter-sentential is when switching is appears at the clause or sentences boundaries. Intra-sentential CS occurs within clauses and sentences when it is considered as the most complex CS type (Jingxia ,2010, p.11)

According to Müller and J. Ball (2005) explanation of CS research investigation, “the distinction between a process focus and a product focus sometimes becomes somewhat blurred in language research” (p.51).

In order to investigate CS the first question should be answered is: are we going to analyze CS as a process or as a product?

On the one hand, analyzing CS as a process is focusing the most on the linguistic behavioral performance and its relationship with speaker’s *linguistic knowledge or competence*.

On the other hand, analyzing CS as a product is mainly about treat it as a feature of text or texts (Müller and J. Ball, 2005 p.51). In our research CS is viewed as a process, as well as, it represents the dependent variable (the immeasurable), it the variable which we suppose to apply in EFL class.

### **Code-switching in EFL classrooms**

As a reaction to the observed issues concerning the use of the mother tongue (CS) in EFL or ESL classes, a lot of research were done to investigate the case, but before trying to investigating the effect of CS in EFL classrooms; the first question to be answered is why teachers CS? Then what is the EFL teachers and learners’ attitudes toward to use of CS?

Many scholars discussed the point of why teachers code switch? In order to answer this question a summary of the roles of teachers CS is includes the following :Classroom management, Opening the class, Negotiating directions, Requesting help, Managing discipline, Teacher encouragement, Teacher compliments, Teacher’s command, Teacher

admonitions, Mitigation, Pleading, Unofficial interactions, Content transmission, Review, Explanation, Negotiating cultural relevance , Parallel translation and Unofficial student collaboration ( Canagarajah,1995, pp 173-195),

Then, Ferguson came to narrow and reorganize this classification into three main functional categories; the first category is CS curriculum access the switching to serve the lecture needs.

the second category is CS for classroom discourse management which concerned with CS for retain classroom discipline and to manage the learners' behavior, and the third categories is about CS for interpersonal relations which means the teacher CS in order to build a social relationship with his /her students. (2003, pp 3-51)

Generally, the practice of code switching in the ESL and EFL classroom is a highly debated issue among ELT practitioners, educators and policy makers. Despite stringent monolingual education policies which insist on the exclusive use of the target language (English-only) in classroom discourse (Cummins ,2007,pp 221-240), for example (The Swedish National Agency for Education, 2011) it is said that English should be used to increase the input and output of the target language and that the L1 should be avoided. However, CS now in use in EFL/ESL classes and many teachers have positive attitudes towards it .Lee, (2010)

In his journal articles concerning '*Code-Switching in the Teaching of English as a Second Language to Secondary School Students*, he discovered that a majority of the Malaysian ESL teachers in his study have positive opinions of code-switching use in the classroom. They believe that code switching should be used in the classroom and that it helps students to learn English. However, at the same time, they also believe that it should only be used when necessary, which suggests that the teachers prefer to minimize code switching use (pp. 1-45). N. S. Ja'afar, N. Maarof, as well, (2016) concluded that "the

teachers believe that code switching is advantageous for second language learning, especially when both teachers and students share a common L1” ( p.212). According to Ja’afar & Maarof (2016), Ahmad and Jusoff examined the opinions of 299 undergraduates enrolled in University English Communication I proficiency course towards the teachers’ use of code switching during lessons. Most of the participants agreed that CS was used by the teacher to perform various classroom functions including checking for understanding, explaining unfamiliar words, managing classroom activities and providing affective support. It was also observed that the teachers’ code switching influenced the affective state of the learners. This is based on the responses of the participants who indicated that code switching by teachers enabled them to feel more comfortable and less anxious during lessons as they were able to comprehend the L2 input. (p. 214).

Usually EFL/ ESL learners showed a positive attitude towards CS, as long as they are beginners but since the level is more advanced the learners become more intolerant with the teacher switching. It was concluded that during the investigated of learners’ attitudes that Less proficient they were students were more tolerant towards code-switching as it facilitates comprehension and the more proficient students had a less favorable attitude towards the use of code switching in the classroom. ( Ariffin and Husin ,2011 , pp 220-247).

The Algerians take English as a foreign language for teachers; community of teaching language generally view the use of Arabic in their classrooms has a negative impact on the students’ learning development ,they also feel guilty during its use , but it is still a strategy that they cannot get rid of it totally especially in the elementary levels ; we notice during our observation that the amount of CS the English teachers commit depends on their pedagogical beliefs .For example, from the same school, but with a different English teacher is a teacher whom barely code-switched, focused on content.

However, during a lesson focused on grammar, the same teacher code-switched

extensively. The teacher explained all grammatical rules orally in Arabic, but gave examples of sentences where the rules applied in English.

it still a behavior that teachers perform in some obligatory cases and it is mainly justified as a response to the demands in the classroom as the lack of teaching materials that used to explain meanings or as to give a kind of support or as checking understanding. We, as English learners, directed from our teachers, to avoid using Arabic since we were beginners, even when we must try to explain an ambiguous word, we advised to use English/English dictionary in the same time.

CS in general ( teachers or learners CS) was seen, on one hand as a positive behavior which serves the foreign language learning process as a whole specially improving interaction within the classroom atmosphere ,according to Greggio and Gil (2007) states that: “and suggests that code switching in teacher-learner(s) interaction in the foreign language classroom may have an important role in facilitating interaction among classroom participants as well as in facilitating foreign language learning in general”(p.390) this finding reconfirms a lot of previous studies with similar conclusions .

According to Chowdhury (2011) “code switching has the power to facilitate greater understanding and to involve and cohere the entire classroom population in the lesson”( p.57).In addition, Al-rowais (2012) during his investigation concerning CS between Arabic and English social motivations and structural constraints ,stated that “Examination of code switching in various contexts, with various interlocutors, involving different power and attitude relations is likely to offer much richer material for analysis”( p.50) .

As well as CS seen as a motivator factor which play a significant role in decreasing the students anxiety through simplifying the input perception, in addition to the comprehensible input which allows them to be relaxed and enjoy the learning ( Modupeola,2013,p.93) . Cipriani (2001), investigated oral participation strategies in a

beginners group, observed that code switching was one of the strategies that fostered oral participation among the teacher and learners. She also found out that the teacher made use of code switching to clarify vocabulary, communicate tasks and to encourage learners to speak in English. The learners, on the other hand, used code switching as an oral strategy which enabled them to carry on speaking in English (as cited in Griggio & Gil ,2007, p.373).

Recently in April 2016 in Malaysia N. S. Ja'afar, N. Maarof worked on teachers' CS and their beliefs about its use in ESL classes, the findings were extremely positive as they argued that

the finding show that code switching is mainly used to facilitate teaching and learning such as to explain difficult words and meaning, to guide in making interpretations, to illustrate grammar rules, in editing content and in organizing and managing the classroom. In general, the teachers believe that code switching is advantageous for second language learning, especially when both teachers and” (p. 212)

As it has been proved that CS is play a positive role in foreign language learning classes but still this use is not infinite, the teacher should be aware of the when and where he/she can code-switch, taking into consideration the learners needs in the first place.

The use of CS inside EFL/ ESL classrooms has a negative effect on the development of the learning/ teaching process. The switching between the target language and the learners mother tongue represents an incomplete sample of input, which students are supposed to get as a platform, which they will build their language skills.

According to R.Modupeola (2013)

it is evident that the reason for switching language is due to inability of the teacher to express himself/herself in one language so switch to other language to compensate for the deficiency then there is the tendency to be passing a wrong message to the learners” (p.93)

Which means that teachers CS is a reflection of their incompetence in the L2 , that’s why they found themselves in a situation when CS is a must not an option .Practically , when the learners get used to the teacher’s pattern of retelling information which he/she gave with the target language again using the mother tongue , they will certainly not taking seriously to what being taught and this lead to the slowing down of the rate of learning the target language (R.Modupeola ,2013, p 94).

Additionally, O l a g u n j u Robert Modupeola(2013) in his investigation of CS as a teaching strategy: Implication for English Language teaching and learning in a multilingual society concluded that

in the English language learning environment, the application of the code switching strategy should be minimal to ensure that teaching and learning of the target language- English language is given the prominence it requires”(p.94).

Teaching a language as it is supposed to be ,i.e., in its fundamental version without strange externals which may harm its fluency , accuracy and meaning ; all in all, its authenticity.

According to Weng, Pei-shi (2013)



teaching through the target language makes the language authentic and helps learners to be familiar with the whole English environment. This statement supports Krashen (1981)'s comprehensible input and natural order hypothesis (p.1).

### **Conclusion**

To sum up, the views concerning CS either of teachers or students present a diversity between who with and who against, but the most important point is not to prevent students from using their first language but to encourage them to use the second language in as many situations as possible and to find out when and why code-switching should occur.

as well as, in EFL classes we arrive to the era of prioritizing the learners needs and the demand of every single class, so the teachers should pay attention to their teaching strategies and how to be more flexible to modify them according to the requirements of the class. Teachers should make their students think and talk in both languages as a use of the code switching.

# Chapter Two

## **Introduction**

In this chapter, we are going to deal with the teacher's definition and types in the first part, and learners in the second part, then, we will classify the various roles of the teacher.

In many cases, code switching is commonly viewed with suspicion in EFL classes. Teachers and researchers in English as a second or foreign language have been concerned to minimize code switching in the classroom, taking it that the switches either indicate a failure to learn the target language or an unwillingness to do so. Willis (1981), for instance, suggests, "If the students start speaking in their own language without your permission... it generally means that something is wrong with the lesson" (p. xiv). Cummins and Swain (1986) similarly argue, "Progress in the second language is facilitated if only one code is used in the classroom, asserting that the teacher's exclusive use of the target code will counteract the 'pull' towards the native code" (p. 105). There also seems to be a feeling that languages should be kept strictly demarcated despite the fact that code switching is employed "in the repertoires of most bilingual people and in most bilingual communities" (Romaine, 1989, p. 2). In the case of monolingual native speakers, the concern is perhaps compound by the fact that they are often unable to determine why the switching is taking place. In English teaching methodology and teacher training, it had been assumed that code switching in the classroom was a counter-productive behavior, and the whole focus of discussion centered on ways of preventing it, with almost no consideration of what caused it in the first place.

## **Definition of the teacher**

The Oxford Word Power Dictionary gave very a simple definition to the teacher, which could never reflect the fact of the teacher; when it defines the teacher as "a person who teaches, especially in school" (792). Nevertheless, this definition describes only the standard surface image of the teacher among society.

The following is a very interesting description of teachers: “Sometimes they say they are like actors because “we are always on the stage”. Others think they are orchestral conductors “because I direct conversation and set the pace and tone”. Yet others feel like gardeners, “because we plant the seeds and then watch them grow” (Harmer 56).

### **Types of teachers**

#### **Boss teachers.**

An authoritarian type of teachers creates awe and specific features such as characterize fear atmosphere. They: Authoritative, imposing, demanding, controller, punisher, severe, intolerant, dominant, discipline-maker, and oriented. They seem to be impatient and sometimes look like hating their job.

#### **Leader teachers.**

It is a democratic type of teachers, who inspire their students, the following features characterize them: democratic, motivator, open-minded, easygoing, tolerant, and rewarding, counsellor, instructor, facilitator, helper, friendly, and collaborator, compassionate and guide.

### **Roles of the teacher**

Within the classroom, the teacher has many roles according to the given situation. Hedge identifies the roles of the teacher by stating that he/she is consider as:

A controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work (26).

Hedge had generally provided us with some of the teachers' roles in summary. Besides that, Harmer views teachers' roles as the following classification in details.

**Facilitator.**

“Aim to facilitate the students' progress”. Therefore, teachers' role as facilitator includes the other roles because all teachers' roles aim to facilitate the EFL input to the learners which will be used in their communication.

**Controller.**

The teacher is the responsible for the teaching and learning processes by presenting the lesson and giving activities to students. The common view about the controller is as a boss because of his orders and questions. Harmer asserts that the teacher's job here is to transmit knowledge from himself to his students.

**Organizer.**

According to Harmer, it is the most important role that the teacher acts in a classroom where many things must be set up. Things such as organizing pair- group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over, in addition to the classroom management and lesson plan where the teacher organizes the smoothness of the lesson according to the divided time.

**Assessor.**

Harmer argued that the teacher must show to the learners that their accuracy is develop through giving correction or by praising them. The students have to know how they are assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to concentrate on.

The assessor teacher should pay attention to students' feeling while judging them through explaining his assessment, for example, why he punishes or praises them.

**Prompter.**

Because of the lack of vocabulary, sometimes learners do not find the words when they talk to each other or with the teacher whose role then is to encourage the

Learners to think creatively and use their own knowledge. By acting as a prompter, the teacher must prevent himself to help the students even if he wants so that they depend on their selves and use their abilities to be creative in their learning.

**Participant.**

The learners enjoy when the teacher joins them. Thus, the teacher is more likely to be active rather than passive. Therefore, teachers should participate in the activity better than standing off waiting until learners finish the response, and then they will correct the mistakes. Nevertheless, teachers as participants need to pay attention to avoid dominating the proceedings.

**Resource.**

The job of the teacher here is to clarify and to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of an utterance or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information. Harmer points out that, the teacher here should be available and helpful because he considered as the most direct source to the foreign language students.

**Tutor.**

Harmer stated that it is a combination of the teacher's roles as a prompter and a resource. Tutor is when teacher is the one who works with students who have long projects. He ought to take care of all students and to make them feel supported, only as much as necessary.

**Observer.**

For Harmer, the teacher observes all what students do, especially in oral communicative activities. Teachers must be careful not to distract students from their tasks when they are to be observing them. However, teachers' observations need to be valued for the learning success by evaluating students' performance at all periods of the lesson, even when teachers are working (For example, explaining the lesson). Moreover, their observation is a good factor in determining the appropriate feedback that learners need and in evaluating the materials and activities used (57-67).

**Teachers and learners' interaction**

Classroom interaction refers to the interaction that occurs between the teacher and learners inside the classroom. It focuses on the language used by the teachers and learners like teachers' questions and learners' responses, and its characteristics, which are the results of various factors such as their beliefs, social and cultural background, in addition to the psychological aspects of EFL (Marshall).

In the educational process, teachers' and learners' interaction is a very necessary element in facilitating the learning process and in making the input understandable especially, for English language learners because of the limitation of knowledge sources. Indeed, teachers must try to draw out the quiet students and calm down the more talkative ones. Teachers should push their students to participate and to engage them into the learning process, inside the classroom through asking questions and giving drills about the discussed subject as well as outside the classroom by giving them homework and researches.

**The learners' profile**

In this point, we are concerned with the learner's definition and characteristics such as age, gender, attitude, learning styles and learning strategies.

**Definition of the learner.**

According to Oxford Word Power Dictionary, the learner is “The person who is learning” (446). In addition, learning is “To get information or knowledge about particular subject from studying” (446). Therefore, the learner is the one who gets or receives this knowledge; usually this process occurs in formal settings like in schools and universities.

**The learners' differences.**

The learners have different characteristics which impact their acquisition to English as a foreign language. Such differences could be summed up in age, gender, attitude...

***Age.***

Learners' age is an important element in the learning process. The linguist Collier claimed that the students' age is a basic factor in realizing the foreign languages' success (Gömleksiz, 218). Teachers should consider this important factor while they are deciding which of the language elements to taught.

However, young learners have characteristics that vary from those of old learners who also called adults. Observe such differences in the learners' needs, competencies, cognitive skills, learning styles and strategies.

As a stronger claim agrees, because of the brain plasticity, young learners realize a higher level in foreign language proficiency, though young learners described as less motivated learners, who have lower self-confidence, and they seem to be harder to satisfy (Yule 82).

The teacher should take into consideration the specific needs of those learners such as simplified language input to facilitate the foreign language acquisition process to them. Since this group of learners is still young and they do not understand the complex structures of the FL yet because they still are in the process of developing the complex skills of their first



language. According to Troike (2000), the young learners are not analytical and they are less inhibited (84).

As a result, the teacher has to be very careful and patient while dealing with young learners.

Adult learners in contrast are respectful and cooperative. They have a previous language background and they bring to class a wide range of experiences and they learn faster than young learners do as Collier claimed; this is due to their ability to remember the vocabulary and to understand the complex structures (Gömleksiz, 219). In addition, adult learners have the ability of mastering foreign language skills as pragmatic skills and analytic ability, which is resulted from their positive transfer from their native language (Troike , 82). Moreover, adult learners seem to have much desire to raise success in foreign languages.

### ***Gender.***

English language learners, males and females, rise different levels of foreign language acquisition process and this difference in many learning issues like the preferred way of learning of each gender. The most common belief about ELLs on this point stated that females realize greater results in acquiring FLs when compared with males.

As Yule stated: "...Women out perform men in some tests of verbal fluency (such as finding words that begin with a certain letter), and women's brains may be less asymmetrically organized than men's for speech" (84).

Women tends to be explicit and clear because they always try to keep their social image and prestige save, they choose standard language. For this reason, women's language is more polite than men's language (Holmes, 208).

Females prefer social context's subjects; they like to talk about weddings, shopping, traveling, education ... unlike males who prefer to talk about political topics, and they also

have greater aptitude for scientific fields. Furthermore, males seem to be active rather than females who are less active and tend to be more passive. Men join and share their opinions and views in very organized discussions with others and this makes their speech valued.

### ***Attitude.***

A strong relationship between attitude and mastering English language learners has been proposed. So, ELLs' attitude plays a basic role in motivating them toward the target language. As Wilkins highlights, the learners may make negative attitudes about EFL learning if they feel undesirable and unmotivated to acquire it (1974).

The goal behind learning the foreign language, which is English in this case, varies from one learner to another. Each student has his own objectives; one's attitude could be communication. In this kind of attitude, learners look for language as a social means to communicate with members of the FL society. Here, the learner's motivation toward the target language is due to their aim to be communicatively competent. Other's attitude could be limited for the sake of gaining information; learners in this type of attitude learn the language for the purpose of learning and getting the English language knowledge. ELLs' attitude is not fixed; it could be changed according to unlikable objects that may face the students during the learning process. Learners with positive attitudes would change to become negative attitudes and vice-versa (Mantle Bromley, 437).

Consequently, a great impact observed to learners' attitude while measuring the level of success in learning EFL.

### **Learning styles and learning strategies.**

Since there are various learning styles, English language teachers have to know each student's learning style and learning strategy to achieve a higher degree in mastering foreign

languages. However, first and before getting in this point, let us define what we mean by learning style and learning strategy.

In an attempt to define the learning style, Lightbrown and Spada state: “Learning style has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills” (58). From what he said before, we understand that learning styles are the students' enjoyable and beneficial ways to understand and get the language input.

Learning style is “A characteristic and preferred way of approaching learning and processing information” (Hedge 18). We can clearly notice that all the scientists who wrote or used this concept, generally agree about the meaning of learning styles as the preferred techniques to process new knowledge. For instance, Brown stated that: Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning that pertain to you as an individual and that differentiate you from someone else. For example, you might be more visually oriented, more tolerant of ambiguity, or more reflective than someone else might. The styles that characterize a general pattern in your thinking or feeling (112).

Therefore, a learning style defined as the specific way by which the learners express their own preferable method to learn. According to a number of researchers, as Brown, most learners prefer one of the following learning styles: Visual, auditory and kinesthetic who called also tactile. Chamot et al stated that visuals are those learners who learn better through the visual displays.

they get the information better if they receive it as an observed or seen object like pictures, diagrams, and handouts, while auditory learners benefit more from audiotapes, dialogues, conversations... They enjoy listening to others and understand better the input if

they hear it rather than seeing it. In contrast, kinesthetic or tactile learners are those who prefer to learn by doing and touching objects (78-79).

The following are other various four learning styles, described by Harmer:

***Converger.***

These are students who, by nature, prefer to avoid groups, and who are independent and confident in their own abilities. More importantly, they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.

***Conformists.***

These are students who prefer to emphasize learning 'about language' over learning to use it. They tend to be dependent in authority and are perfectly happy to work in a non-communicative classroom and to do what they told.

A classroom of conformists is one, which prefers to see well-organized teachers. They focus on learning the language items such as the morphology, syntax, and phonetics. In other words, they learn the language rules, utterances..., they do not pay much attention to the language function or use, and this is the reason behind their negative attitude to the communicative classes.

***Concrete Learners.***

Though they are like conformists, they also enjoy the social aspects of learning and like to learn from direct use and language as communication rather than language as a system. They enjoy games and group work in class experience. They are interested in language.

***Communicative Learners.***

These are language use oriented. They are comfortable out of class and show a degree of confidence and willingness to take risks, which their colleagues may lack. They are much more interested in social interaction with other speakers of the language than they are with

analysis of the language works. They are perfectly happy to operate without the guidance of a teacher. The more successful learners are the ones who tried to communicate in the FL (43).

Since each student has a preferred learning style, there also must be a specific learning strategy for each one. We mean by the latter, learning strategies, the operations employed by the learner aid the acquisition, storage and use of information to make the learning process easier, faster and more transferable to new situations (Carter and Nunan, 1996).

According to Hedge learning strategies are: "... Techniques used by learners to deal with input, assimilate new language, store, retrieve, and practice using it" (19).

In this context, Jordan defines learning strategies as a method used by learners to facilitate understanding and remember the FL knowledge (95). Consequently, learning strategies are the ways that the students use as facilitating means to understand and use

The English as a foreign language input. They classified into various types; Carter and Nunan suggest the following:

### **Cognitive strategies**

In such kind of strategies, by mental operations like thinking, analyzing and reasoning, learners use their already existing information as a tool, which aids them to store, and retrieve the new information.

### **Mnemonic strategies.**

Here, the learner relies on the stimulus-response method; indeed, he makes a link between the new information and the known one. The mnemonic strategies have similar categories to the cognitive strategies but the first type is useful for memorizing.

**Metacognitive strategies**

Learners use the metacognitive strategies because they help them in organizing and identifying their needs to raise the learning success they wish (167). For a better understanding, the term metacognitive is defined as “previewing a concept or principle in anticipation of a learning activity; deciding in advance to attend to specific aspects of input; rehearsing linguistic components which will be required for an upcoming language task; self-monitoring of progress and knowledge states” (Troike, 91).

From the above definition, we can notice that the term metacognitive refers to the process when learners take knowledge in advance as an input that will be required in solving different activities and tasks; learners choose specific language elements received which they think that fit their needs.

**Communicative strategies.**

They are suggested for those learners whose aim is using language for communication through their productive skills; either speaking or writing.

**Social strategies.**

Samida claimed that in order to avoid the social negative effects on learning, the learners use these strategies, which adopt the external environment to be assisting in managing the learning process. Nevertheless, it is very important type of strategies since the language use tool of communication between the social members.

**Affective strategies.**

They are strategies used to deal with learners' psychological factors, which may contribute, in the failure of learning as feeling ashamed, fear, angry... (Carter and Nunan, 168).

**Motivation**

Since the factor of motivation is an important one, we are going to define it, we will with its types and finally we will identify its sources.

**Definition of motivation.**

We all argued that motivation defined as the learners' desire and willingness to learn. The term motivation used as a concept that refers to the power, which makes the learners like doing something; for instance, the learner who wants and enjoys learning called motivated learner.

In Woolfolk's view, motivation is “an internal state that arouses, directs, and maintains behavior” (350). Williams and Burden define motivation as “a state of

cognitive and emotional arousal, which leads to a conscious decision to act, and which give rise to a period of sustained intellectual and/or physical effort, in order to attain a previously set goal” (120). It is a set of feelings that encourage someone and gives him the power to achieve a certain goal.

Researchers associated between motivation and attitudes since they are considered as key elements in encouraging and reinforcing the students to realize a successful mastering of foreign languages as English in this case. In this context, learners' motivation as well as attitudes toward EFL classified into different types.

**Types of motivation.**

Yule identifies two main types of motivation: Instrumental and integrative motivation. The instrumental motivation refers to learners' desire to learn the foreign language, English in this case, for the sake of achieving higher academic levels. In this type, learners “...want to learn the L2 in order to achieve some other goals, such as completing a school graduation

requirement or being able to read scientific publications, but not really for any social purpose” (Yule 167).

On the other hand, the integrative motivation refers to the learners' communicative purposes in learning EFL; their desire to acquire the vocabulary, master the language rules and be proficient in interacting with native speakers encourages them to learn the language of this society. “...learners with an integrative motivation want to learn the second language for a social purpose, in order to take part in the social life of a community using the language and to become an accepted member of that community” (Yule, 168).

Therefore, according to George Yule's classification of the motivation types, learners are encouraged to learn English as a foreign language for two main purposes:

Some students learn it to achieve higher academic degrees and go abroad for further education, whereas, others for becoming communicatively competent while interacting with native speakers.

### **Sources of motivation.**

According to Harmer, English language learners' motivation is provided from four important sources: the society, the teacher, the method and significant others. Firstly, the society is one of the important sources from where learners have been provided by motivation. The society's degree of motivation is determined by how much English language is important to this society, and according to what kind of relation is made between them; whether it is positive or negative.

Secondly, the teacher who is the major and basic source of motivation, English language teachers have very clear attitude about English and they have strong positive relationship with it. Acting as a motivator, the teacher will create a positive atmosphere in the classroom and the students will be encouraged, therefore; the learning process becomes easier and



successful (52). According to Qashoa, teachers can motivate their learners and make them satisfied through games, puzzles, role-play...(4).

Thirdly, the method or the way by which the learning process is presented, also contributed in motivating the learners and even the teacher because they have confidence on the method of learning. The last source, significant to others, which refer to, that motivation derived from students' peers, parents, and people who are close to them. Their attitudes about specific subjects affect the learners' attitudes, therefore; learners easily become motivated because of their relatives' attitudes (Harmer 52).

# Chapter Three

## **Introduction**

This part is concerned with the methodology used for this study. Besides, it sheds light on the results achieved. First, this part attempts to describe the research design, research setting and participant and data collection instruments. Then it provides an overview of the qualitative and quantitative methods used in this research, to analyze the data which were collected from different sources, through the use of questionnaire, withal, discussing the validity and reliability of the present study. Finally, it concludes with analyzing and interpreting results

## **Research design**

In order to investigate conjointly teachers' and students' attitudes towards CS implication in an EFL classroom, this study combined both quantitative and qualitative methods in pursuit of obtaining accurate outcomes from participants. Hence, the questionnaire and the interview were selected as research tools to collect data. Furthermore, the diversity and complexity of the present research makes it necessary to use theories from both natural sciences (quantitative) and social sciences (qualitative) to understand the phenomenon. The former, quantitative method refers to type of methods associated with quantity and measurement; it is widely adopted by scientific research dealing with quantifiable data. Qualitative method, on the other hand, is concerned mainly in-depth exploratory studies, where the need of qualitative response is a priority. Further, it involves primarily studying things in their natural setting, dealing and interpreting phenomena from people perspective. (Biggam, 2008; Denzin & Lincoln, 2000)

According to Creswell (2014) these two mixed methods provide more flexibility than either method would alone, as well as, ensure that study findings are grounded in participants' experiences. In the same vein, Jokonya (2016), in her study of the significance

of mixed methods in IS research, states that:

The use of mixed methods research adds rigor and validity to the research through triangulation and convergence of multiple and different sources of information. Mixed methods research may therefore be a solution where a single method does not sufficiently provide insight into a complex phenomenon. (p.7)

Similarly, Myers (1997) pinpointed that most researchers triangulate both quantitative and qualitative methods. Hence, no single research approach is sufficient by itself to capture the breadth and depth of the research complexity

### **Research Setting and Participants**

The present study takes place at BISKRA University, Department of Letters and English Language where English is considered as a EFL. This university adopts the LMD system in which students pass through three main stages: Licence (Bachelor), Master, and Doctorate. The first stage includes six semesters and each semester contains a number of modules. The majority of modules that are included in the syllabus of the licence years are content-based ones. The latter are designed to get students more engaged to their language competence.

The participants of the present study is master one teachers, all from Biskra University.

There are 36 teacher registered in (2018/2019), who were randomly chosen from both genders to answer a questionnaire. We have selected five teachers to have their answers.

### **Teacher Participants**

The total number of recruited teachers at the field of English is 36.

### **Data collection and Analysis**

#### **Ethical considerations.**

All participants informed about the study besides its general purpose and it stressed that their participation was voluntary. In addition, the respondents of the questionnaire guaranteed anonymity. The information conveyed is in English.

The teachers, on the other hand, apprised that the purpose of the present study was to research CS in an EFL classroom by administrating a printed copy of the interview prepared in advance

### **Collection Procedures**

#### **Pilot Study.**

To ensure the validity and reliability of the questionnaire, a pilot study was conducted with 5 teachers from different education levels.

This sample group did not participate in the current study. All of them managed to complete the questionnaire within 20 minutes despite the difficulty they faced to understand some questions. No other problems were encountered.

All the aforementioned remarks were taken into account while revising the final copy of the questionnaire.

#### **Questionnaire.**

The data gathered from Teachers were collected by means of five-scale Likert questionnaire (see appendix A) for the sake of enabling a comparison between teachers and students' CS preferences. Besides, allowing the students to choose the adequate answer per question. The use of Likert scale provides a range of responses to a given question or statement (Cohen, Manion & Morrison 2005). The questionnaire begins with

an introductory paragraph on the researcher's study, the definition of CS and the confidentiality of the survey to ensure that their choices on the items will not be affected by their lack of knowledge about CS. It is divided into three main sections. Section One briefly acquired the respondents' general information within several multiple-choice questions.

Section Two aims to examine subjects' Code Switching'', the questions are correlated to CS functions. Subsequently, several scale-type questions (ranging from *Strongly disagree* to *Strongly agree*), multiple choice questions and open-ended questions are used to test the respondents' attitudes towards CS.

### **Analysis Procedures**

Students' responses to the questionnaires analyzed quantitatively. Thereupon, the data gathered keyed into the software Statistical Package for Social Sciences (SPSS).

So as to analyze data statistically and to obtain frequencies, and percentages. Besides, the aforementioned program processed the mean for each item. On this respect, MacDonald & Headlam stated that:

“SPSS is among the most widely used program for statistical analysis in social science. This is a data analysis package for quantitative research. It is particularly useful for analysis of survey data as it covers a broad range of statistical procedures.” (p19)

Teachers' recorded responses to Survey were analyzed qualitatively. Thus, this data was processed using content analysis approach. According to Texas State Auditor's Office, Methodology Manual:

“Content analysis is a methodology for determining the content of written, recorded, or

published communications via a systematic, objective, and quantitative procedure. Thus, it is a set of procedures for collecting and organizing information in a standard format that allows analysts to draw inferences about the characteristics and meaning of recorded material. Content analysis can be used to make numerical comparisons among and within documents. It is especially useful for tabulating the results of open-ended survey questions and multiple interviews. It can also be used to analyze entity documentation to determine compliance with laws, rules, policies, and procedures; to clarify trends in agency activity; to assess alignment between such activity and stated goals, objectives, and strategies; or to examine differences between groups within the entity on issues of interest.”P (5)

In the same way, Cohen, Manion & Morrison (2007) defined it as a method of analyzing written, verbal data. As per Babbie (2001), content analysis refers to “the study of recorded human communications” (p.304) as cited in Elo & Kynga (2007). Content analysis has been implemented for both qualitative and quantitative purpose. It involves quantifying words and phrases as well as assorting them into distinct categories (Kohlbacher, 2007). According to Elo & Kynga (ibid) this method enables researcher to examine the theoretical aspect so as grasp the collected data. Furthermore, it provides a replicable and valid interpretation of data in their context.

Together with the reason on “imparting knowledge”, “new insights”, and “a practical guide for action” (Krippendorff, 1980 as cited in Elo & Kynga, ibid). The recorded interviews were processed deductively following Lee (2010) and duff & polio (1994) model of CS’s functions. Besides teacher participants were coded by numbers along the process of data analysis.

### **Validity and Reliability**

It is believed that validity is a *sine qua non* key to effective research (Marczyk & DeMatteo & Festinger, 2005). There are two types of validity namely internal validity and external validity (Cohen & Manion & Morrison, *ibid*). Internal validity is concerned with the fidelity of a survey. It is essential in ensuring that the researcher is appropriately measuring what s/he supposed to measure. Henceforth, it needs to be assessed by the researchers themselves (*ibid*). According to Kwan yi (2011) three fundamental types of internal validity that needs to be addressed are: face validity, content validity and construct validity.

Face validity mainly helps to minimize the ambiguity of certain questions (Creswel, 2014). Hence, a pilot study was conducted. Respondents were asked to answer the questionnaire and provide remarks in order to enhance the overall improvements required for the questionnaire. Much of the constructive feedbacks from the pilot test were taken into consideration when preparing the final version of the questionnaire. Generally, the pilot test helped to increase the effectiveness of the questionnaire and the positive impression it will impart when conducted on the intended respondents.

Content validity, on the other hand, is important to ensure the effectiveness of the instrument and that it is able to reflect the actual knowledge required for a given topic (Creswell, *ibid*). In order to establish content validity, expert opinions and literature searches were used. The researchers excerpted current and past literature to support the basis of the instrument, particularly, recent undergraduate studies which employed questionnaires as their research tools. In this fashion, the researchers can determine what should be included in the questionnaire.

Above and beyond, reading the appropriate literature ensured that the necessary



questions are asked to fulfill the purpose of the research. In addition, expert opinions are obtained from the researchers' supervisor who offered advice and revised the questionnaire and the interview thoroughly.

More to the point that, construct validity represents the "theoretical foundations underlying a particular scale or measurement" (Walonick, 2005). These theoretical foundations must be methodically manifested in the instruments. Per se the two theoretical constructs used in the study are clearly applied in both the questionnaire and the interview. For instance, Section one and two of the questionnaires attempted to measure the first theoretical construct – subjects' attitudes towards CS implication at classroom. Conversely, the third part of the interview attempted to measure the second theoretical construct –CS Functions in classrooms. On the other side, external validity is related to generalizing. In other words, it is concerned with the extent to which the conclusions can be generalized to the broader population (Marczyk & DeMatteo & Festinger, 2005).

In order to increase the external validity of this paper, the researchers often cannot work with all EFL students, but instead they randomly selected a smaller sample of that population (license students) so as to draw conclusions about the larger group from which the sample is drawn which is the students of the English department at KMUO. From this point forward, the findings of this study may be generalized to other similar contexts. The reliability of a research has a vital role in establishing an investigation that is trustworthy and dependable (Ortega, 2010). By way of explanation, it is used to test the consistency of the questions based on the previous researches. On this respect, the researchers relied on statistical results of the subjects' answers to questions from both the interview and the questionnaire. So, it can be said that these two instruments were reliable enough to be used for data collection in the present study.

**Results analysis and Discussion**

**Teachers’ Survey**

This section displays the results of the questionnaire. As indicated in the previously mentioned part, section one of this questionnaire is used for the participants’ profile. The other two parts are discussed below.

**Profile of Survey Participants**

**Table 01: Description of Teachers participants. Statistics.**

**Statistics**

		Sex	Age	Education_level	Experience
N	Valid	5	5	5	5
	Missing	0	0	0	0

The participants in our survey include 5 teachers with adequate and valid information about their sex, age, education level and experience.

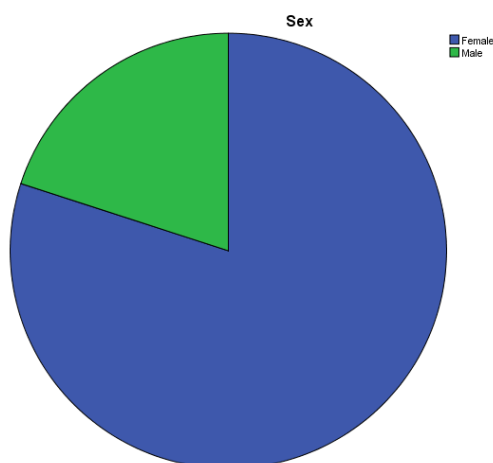
**Frequency Table**

**Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	4	80,0	80,0	80,0
Valid Male	1	20,0	20,0	100,0
Total	5	100,0	100,0	

**Table 1: Description of Teachers Gender**

We have 04 female teachers (80%) and 01 male teacher (20%).



**Figure 1: Description of Teachers Gender**

The pie-chart number (1) indicates the frequency of teachers' participation in our survey, which shows that there are more female teachers' respondents; with the percentage of (80%), than there are male teachers with the percentage of (20%).

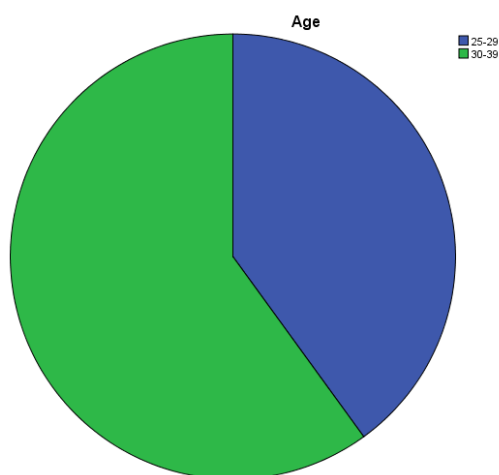
**Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-29	2	40,0	40,0	40,0
	30-39	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

**Table 2: Description of Teachers age**

We got (40%) for (25-29) years old range, and (60%) of (30-39) years old range

we see that the categories are relatively close.



**Figure 2: Description of Teachers age**

The pie-chart number (2) shows the description of teachers' age. It indicates the percentage of their age range, as a result we see that 40% of the participant teachers are aged between (25-29) and (60%) are between (30-39). Consequently, the age categories are evidently close.

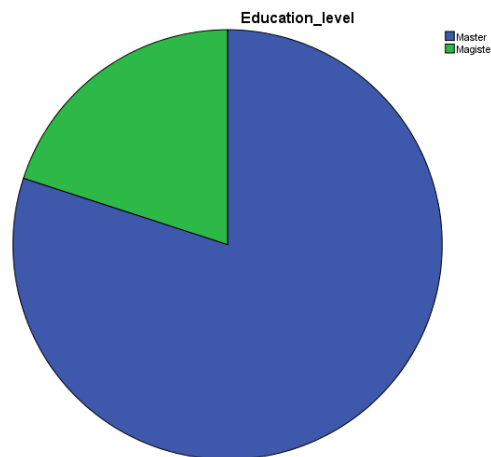
Table 03: Description of Teachers education level

**Education\_level**

	Frequency	Percent	Valid Percent	Cumulative Percent
Master	4	80,0	80,0	80,0
Valid Magister	1	20,0	20,0	100,0
Total	5	100,0	100,0	

**Table 3: Description of Teachers education level**

80% of the teachers have Master degree and 20 percent of the with Magister.



**Figure 3: Description of Teachers education level**

The pie-chart number (3) show description of the education level of teachers. It shows that 80% of the teachers hold Masters degree, while 20% hold Magister degree.

Table 04: Description of Teachers Experience

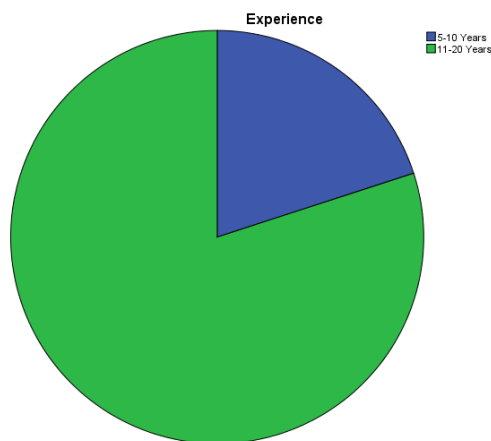
**Experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
5-10 Years	1	20,0	20,0	20,0
Valid 11-20 Years	4	80,0	80,0	100,0
Total	5	100,0	100,0	

**Table 4: Description of Teachers Experience**

80 % of the answers have an experience of (11-20) years and 20 % of the range (5-10) years.

This is good for our study to have such teachers with experiences.



**Figure 4: Description of Teachers Experience**

The pie-chart number (4) is a description of teachers' experience which indicates the percentage of 80% who they have and an experience between (11-20) years and 20 % have an experience of (5-10) years.

**Section Two: Code Switching**

**Question 01**

” Teachers who switch codes from English to Arabic or French or from Arabic or French to English can express themselves clearly in both languages.”

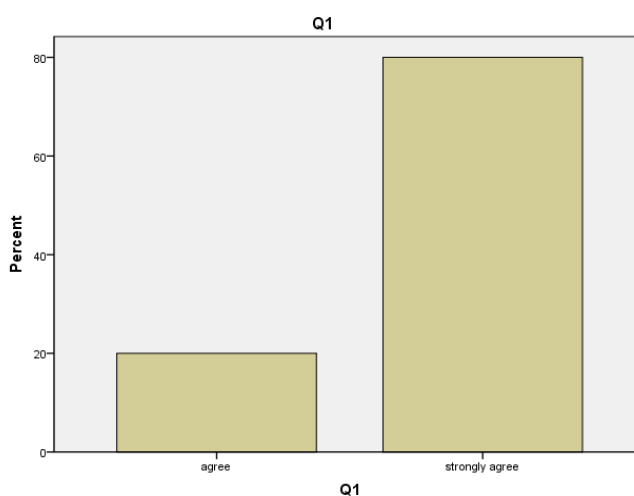
**Table (05) : Results of statement (01)**

**Q1**

	Frequency	Percent	Valid Percent	Cumulative Percent
agree	1	20,0	20,0	20,0
Valid strongly agree	4	80,0	80,0	100,0
Total	5	100,0	100,0	

**Table 5: Results of Question**

All the teachers Agree to the first statement, (20%) agree, and (80%) Strongly agree to the statement.



**Figure 5: Results of Question**

Graph number (5) shows whether teachers agree to the statement mentioned above and the percentage of how many who disagree, agree and how many strongly agree with it. It indicates that all teachers agree to the aforementioned statement with the percentage of (20%) teachers who agree, and (80%) who strongly agree.

**Question 02**

Teachers who switch codes from Arabic or French, or to English, or from English to Arabic, or to French, may cause difficulty in understanding.

**Table (06) Results of Statement (02)**

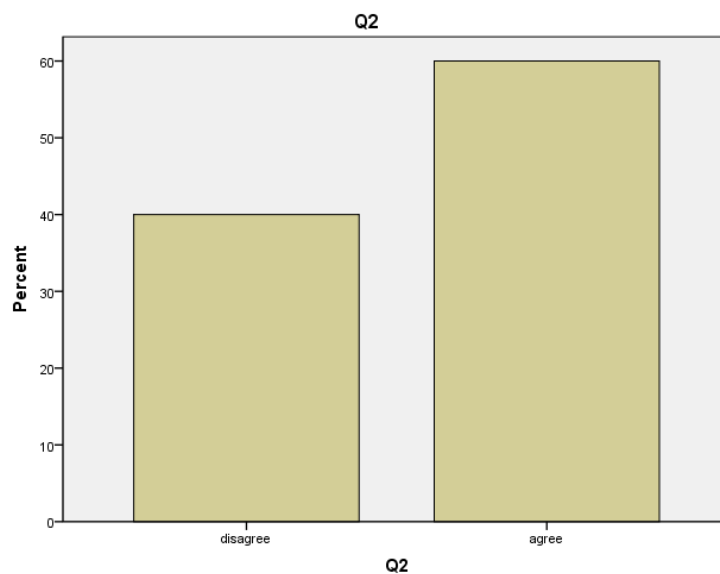
**Q2**

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	2	40,0	40,0	40,0
Valid agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

**Table 6: Results of Statement**

The table shows that (40%) of the answers disagree the statement while (60%) agree with it.





**Figure 6: Results of Statement**

Graph number (6) shows that (40%) of teachers’ answer is an agreement to the statement above, and (60%) are in complete disagreement.

**Question 03**

Teachers, who switch codes from English to Arabic, or French or from Arabic or French, or to English, pollute languages.

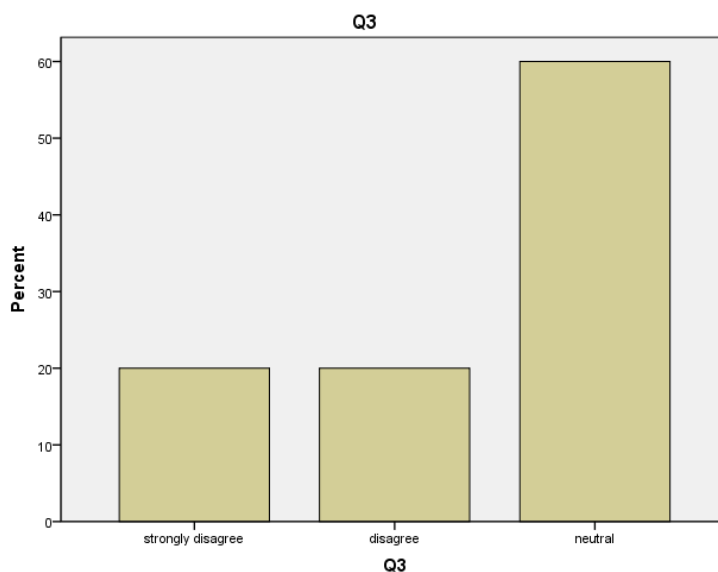
**Table (07) Results of Statement (03)**

**Q3**

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	1	20,0	20,0	20,0
disagree	1	20,0	20,0	40,0
neutral	3	60,0	60,0	100,0
Total	5	100,0	100,0	

**Table 7: Results of Statement**

We got from teachers' answers, 20 % Strongly agree with the statement, and 60 % of them neutral, while 20 percent Disagree the statement.



**Figure 7: Results of Statement**

Graph number (07) show the results of teachers' answers on the aforementioned statement.

To which a percentage of (20%) strongly agree, (20%) disagree while (60%) are neutral about it.

**Question 04:**

Teachers who switch codes from English to Arabic or French are deficient in English.

**Table (08) Results of Statement (04)**

**Q4**

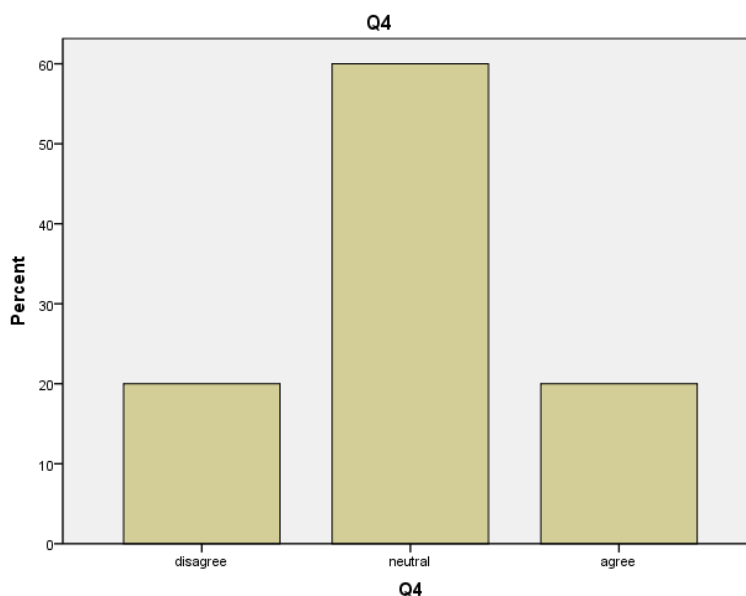
	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	1	20,0	20,0	20,0
Valid neutral	3	60,0	60,0	80,0
agree	1	20,0	20,0	100,0

**Q4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	20,0	20,0	20,0
neutral	3	60,0	60,0	80,0
agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

**Table 8: Results of Statement**

We got from teachers' answers, 20 % Disagree agree with the statement, and 60 % of them neutral, while 20 percent agree the statement



**Figure 8: Results of Statement**

Graph number (08) show that (40%) of teachers agree and equally (40%) disagree while the rest (20%) are neutral about the statement.

**Question 05:**

Teachers who switch codes from English to Arabic or French are proficient in English.

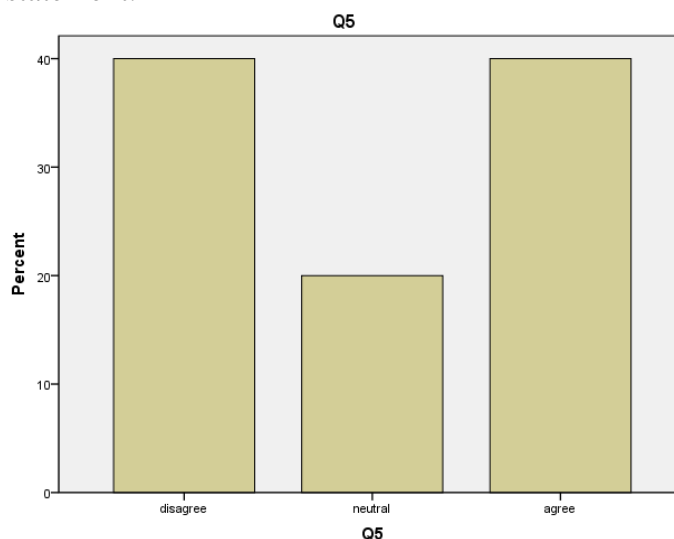
**Table (09) Results of Statement (05)**

**Q5**

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	2	40,0	40,0	40,0
neutral	1	20,0	20,0	60,0
agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

**Table 9: Results of Statement**

Answers: 20 % are neutral with the statement, and 40 % of them agree, while other 40 percent disagree the statement.



**Figure 9: Results of Statement**

Graph number (09) show that (40%) of teachers agree and equally (40%) disagree while the rest (20%) are neutral about the statement.

**Question 06:**

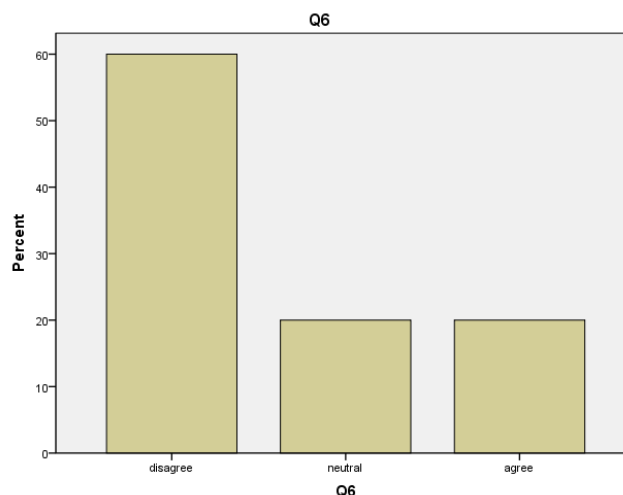
Teachers who switch codes from Arabic or French to English or from English to Arabic or French can do so in all kinds of topics in class.

**Table (10) Results of Statement (06) Q6**

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	3	60,0	60,0	60,0
neutral	1	20,0	20,0	80,0
agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

**Table 10: Results of Statement**

Answers: 20 % are neutral with the statement, and 20 % of them agree, while 60 percent disagree the statement.



**Figure 10: Results of Statement**

Graph number (10) show that 20% of the answers are neutral, and equally (20%) agree while (60%) disagree with the aforementioned statement.

**Question 07:**

Teachers, who switch codes from English to Arabic, or to French, can better explain the grammatical points and lexical items in the text.

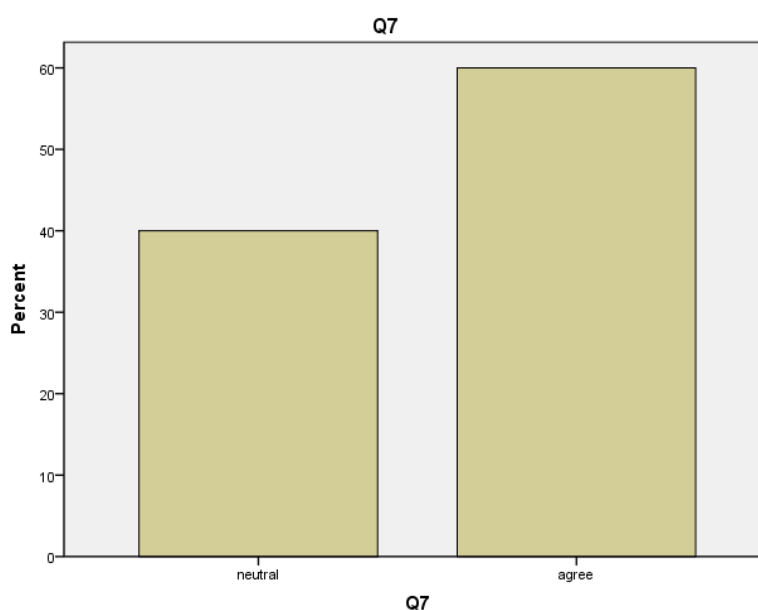
**Table (11) Results of Statement (07)**

**Q7**

	Frequency	Percent	Valid Percent	Cumulative Percent
neutral	2	40,0	40,0	40,0
Valid agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

**Table 11: Results of Statement**

Answers: 40 % are neutral with the statement, and 60 % of them agree the statement



**Figure 11: Results of Statement**

**Question8**

Teachers, who switch codes from English to Arabic, or to French, can better explain cultural topics in the text.

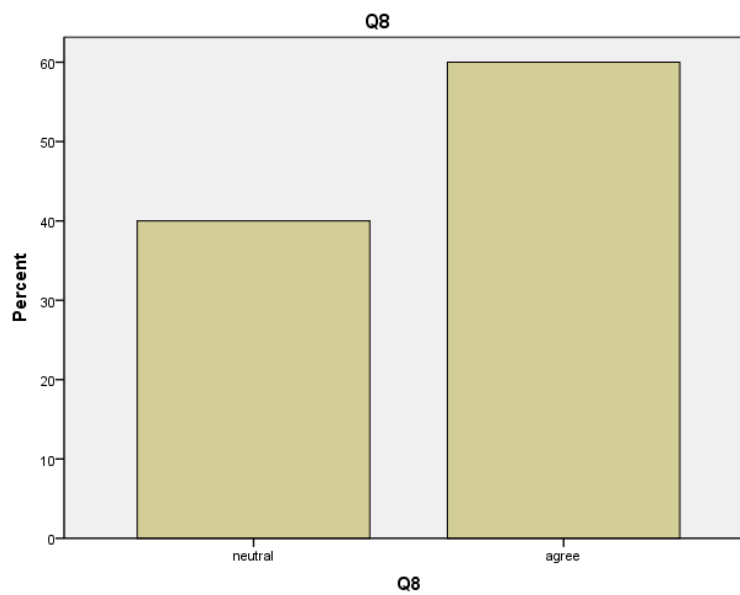
**Table (12) Results of Statement (08)**

**Q8**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	40,0	40,0	40,0
agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

**Table 12: Results of Statement**

Answers: 40 % are neutral with the statement, and 60 % of them agree the statement.



**Figure 12: Results of Statement**

Graph number (12) indicate that the answers show 40 % are neutral with the statement, and 60 % of them agree the statement.

**Question9**

Teachers who switch codes from English to Arabic, or to French, can better elicit responses from students.

**Table (13) Results of Statement (09)**

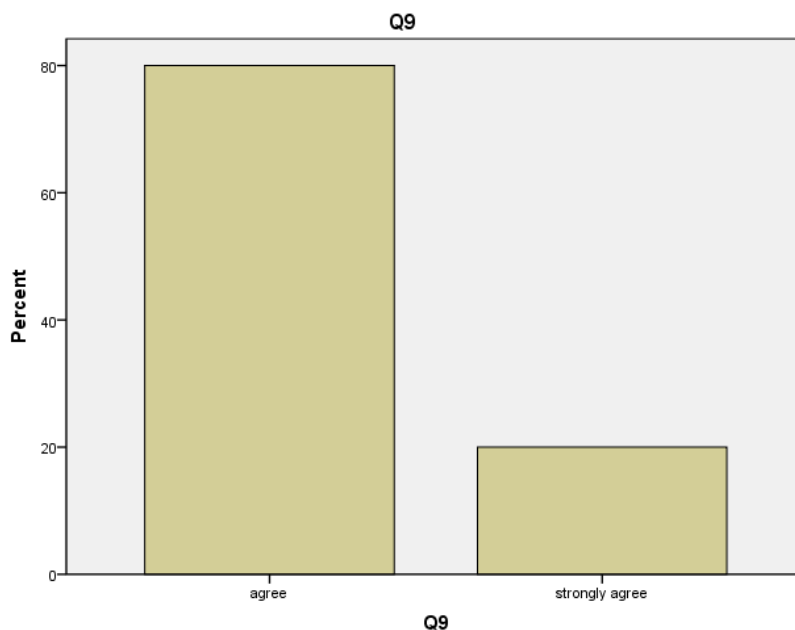
**Q9**

	Frequency	Percent	Valid Percent	Cumulative Percent
agree	4	80,0	80,0	80,0
Valid strongly agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

**Table 13: Results of Statement (09)**

Answers: 20 % strongly agree with the statement, and 80 % of them agree the statement .





**Figure 13: Results of Statement**

Graph number (13) teachers’ answers which show a percentage of (20%) a strong agreement to the statement as opposed to (80%) disagreement.

**Question10**

Teachers who switch codes from English to Arabic, or to French, can better clarify the lesson content taught.

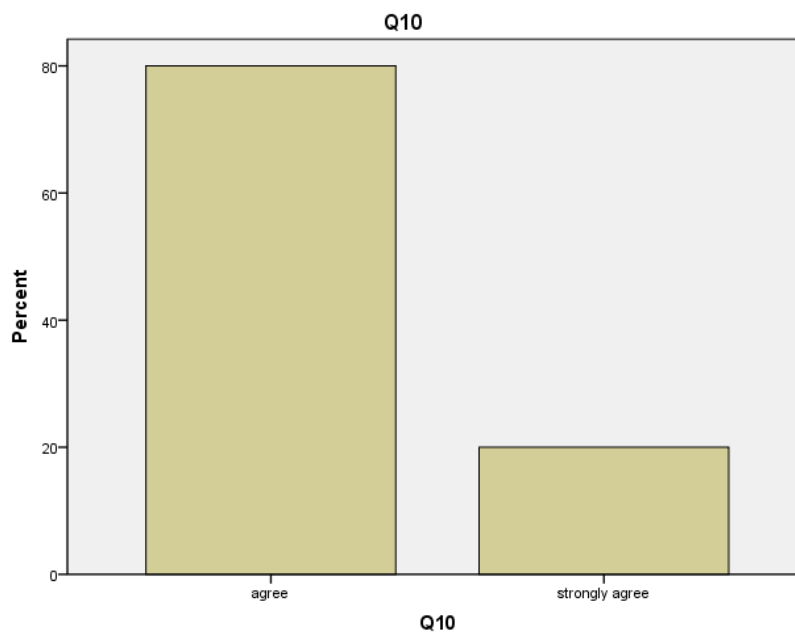
**Table (14) Results of Statement (10)**

**Q10**

	Frequency	Percent	Valid Percent	Cumulative Percent
agree	4	80,0	80,0	80,0
Valid strongly agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

**Table 14: Results of Statement**

Answers: 20 % are strongly agree with the statement, and 80 % of them agree the statement



**Figure 14: Results of Statement**

Graph number (14) show results of statement (3), it indicates that 20 % strongly agree with the statement, and 80 % of them agree the statement.

**Question11**

Teachers who switch codes from English to Arabic or French can better clarify task instruction.

**Table (15) Results of Statement (11)**

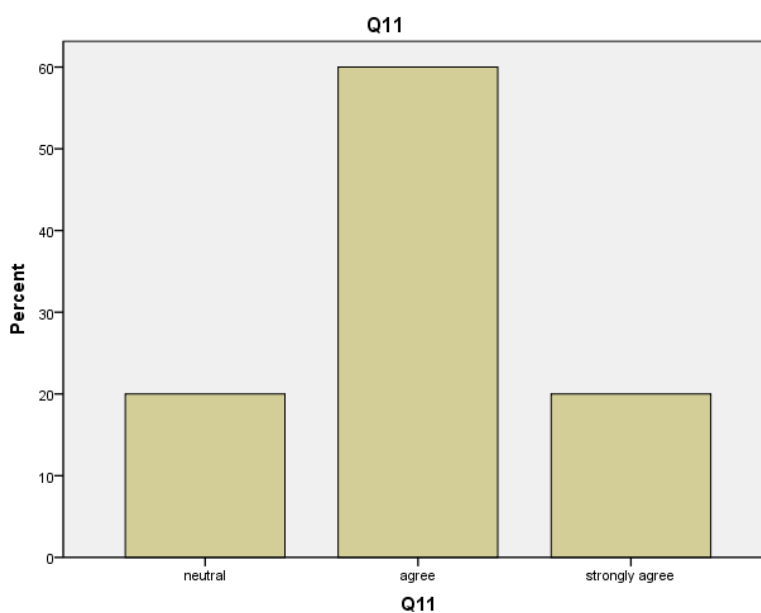
**Q11**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	1	20,0	20,0	20,0
Valid agree	3	60,0	60,0	80,0

strongly agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

**Table 15: Results of Statement**

**Answers:** 20 % are neutral with the statement, and 60 % of them agree the statement while 20 % strongly agree.



**Figure 15: Results of Statement**

Graph number (15) show results of statement. It indicates a percentage of (20 %) are neutral with the statement, while 60 % of them agree the statement and 20 % strongly agree.

**Question12**

Teachers who switch codes from English to Arabic or French can better discipline the students.

**Table (16) Results of Statement (12)**

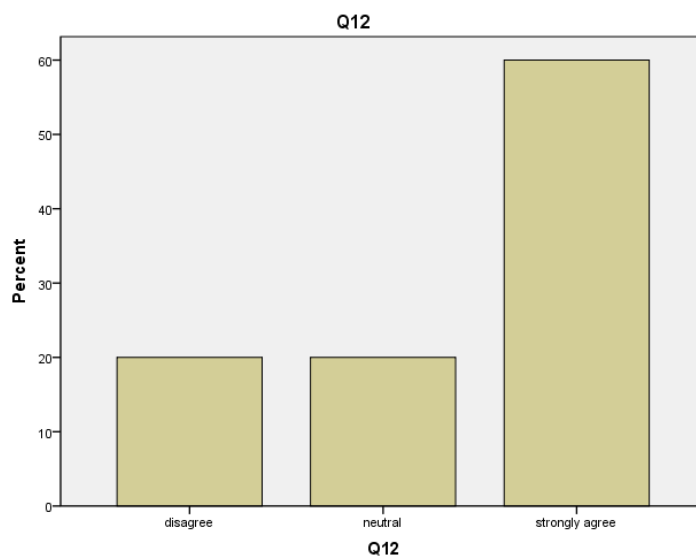
**Q12**

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	disagree	1	20,0	20,0	20,0
	neutral	1	20,0	20,0	40,0
	strongly agree	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

**Table 16: Results of Statement**

**Answers:** 20 % are neutral with the statement, and 20 % of them disagree the statement while 60 % strongly agree.



**Figure 16: Results of Statement**

Table number (16) show results to the statement (12). It indicates that 20 % are neutral with the statement, and 20 % of them disagree the statement while 60 % strongly agree.

**Question13**

Teachers who code-switch from English to Arabic or French can better engage students' attention.

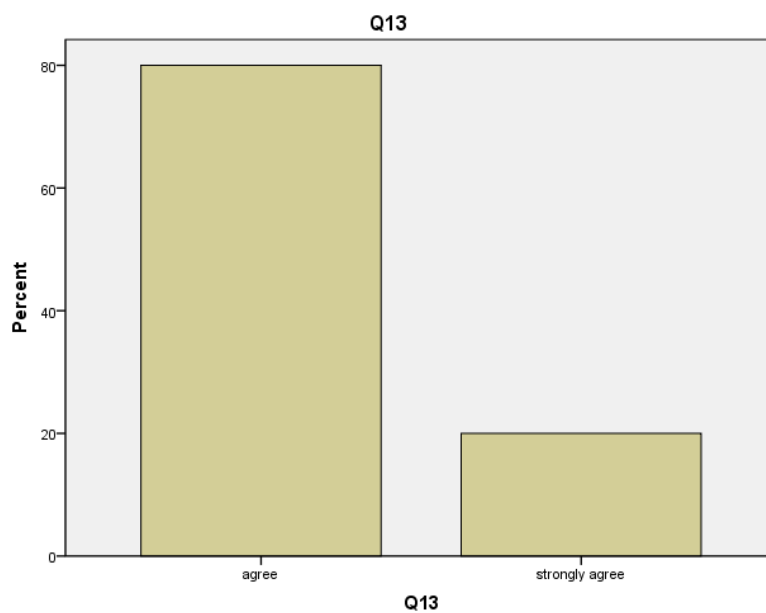
**Table (17) Results of Statement (13)**

**Q13**

	Frequency	Percent	Valid Percent	Cumulative Percent
agree	4	80,0	80,0	80,0
Valid strongly agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

**Table 17: Results of Statement**

**Answers:** 20 % agree with the statement, and 80 % strongly agree



**Figure 17: Results of Statement**

Graph (17) show results of statement (13), it shows that 20 % agree with the statement, and 80 % strongly agree.

**Question 14**

Teachers who switch codes from English to Arabic or French can better request quietness.

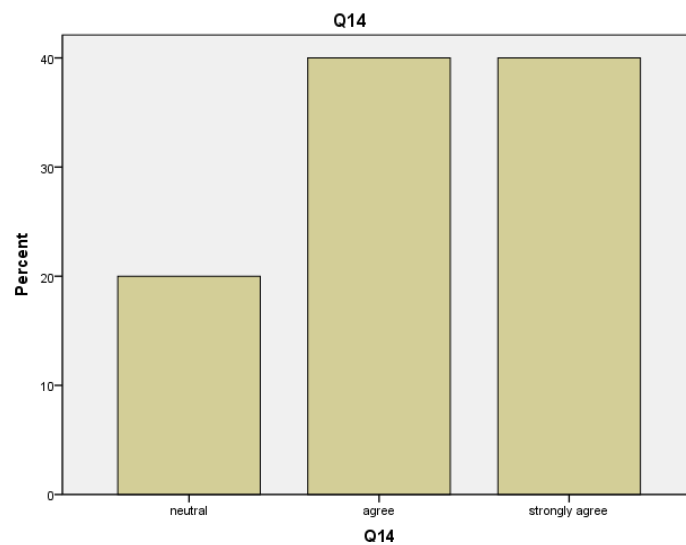
**Table (18) Results of Statement (14)**

**Q14**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	1	20,0	20,0	20,0
agree	2	40,0	40,0	60,0
strongly agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

**Table 18: Results of Statement**

**Answers:** 20 % are neutral with the statement, and 40 % of them agree the statement while 60 % strongly agree.



**Figure 18: Results of Statement**

Graph number (18) show results to statement (14). It indicates 20 % are neutral with the statement, and 40 % of them agree the statement while 60 % strongly agree.

**Question15**

Teachers who switch codes from English to Arabic, or to French can better direct (call on) students.

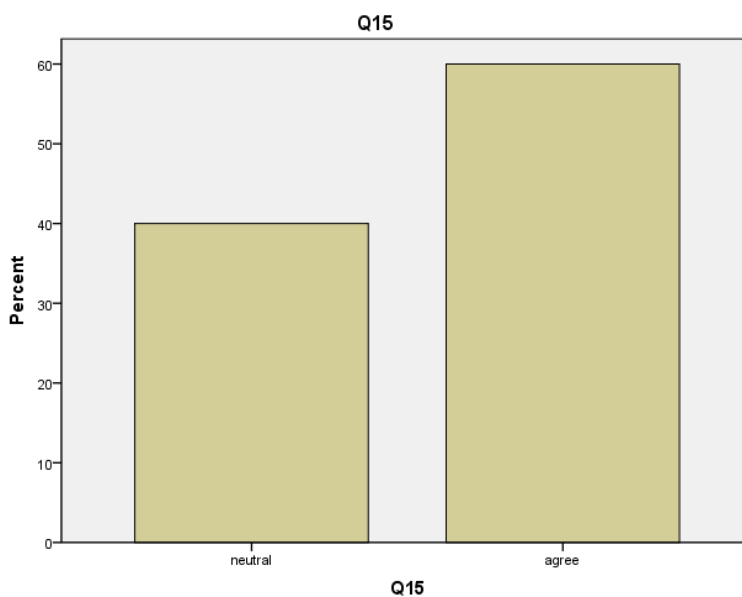
**Graph (19) Results of Statement (15)**

**Q15**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	40,0	40,0	40,0
agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

**Table 19: Results of Statement**

**Answers:** 40 % are neutral with the statement, and 60 % of them agree the statement



**Figure 19: Results of Statement**

Table number (19) shows result of statement (15). The answers show that 40 % are neutral towards the statement, and 60 % agree with the statement.

**Question16**

Teachers who switch codes from English to Arabic or to French can better encourage students.

**Table (20) Results of Statement (16)**

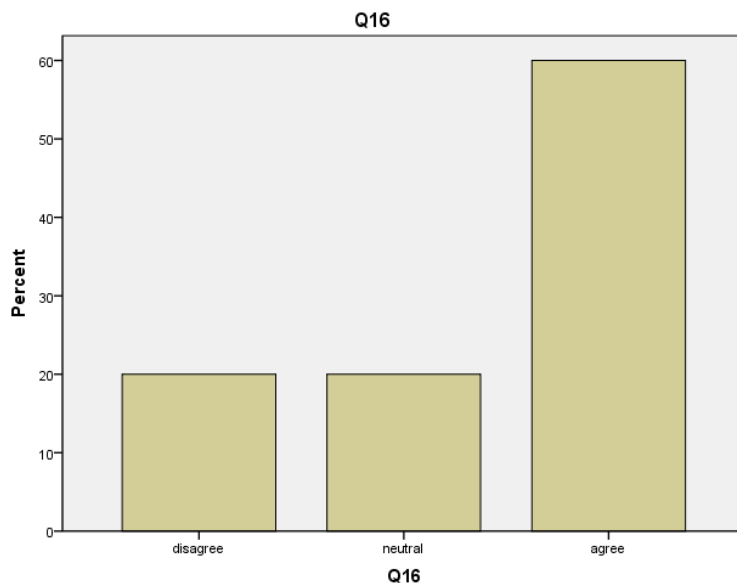
**Q16**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	20,0	20,0	20,0
Valid neutral	1	20,0	20,0	40,0
Valid agree	3	60,0	60,0	100,0
Valid Total	5	100,0	100,0	

**Table 20: Results of Statement**

**Answers:** 20 % are neutral with the statement, and 60 % of them agree the statement while 20 % disagree.





**Figure 20: Results of Statement**

**Question17**

Teachers who switch codes from English to Arabic or French can better praise students.

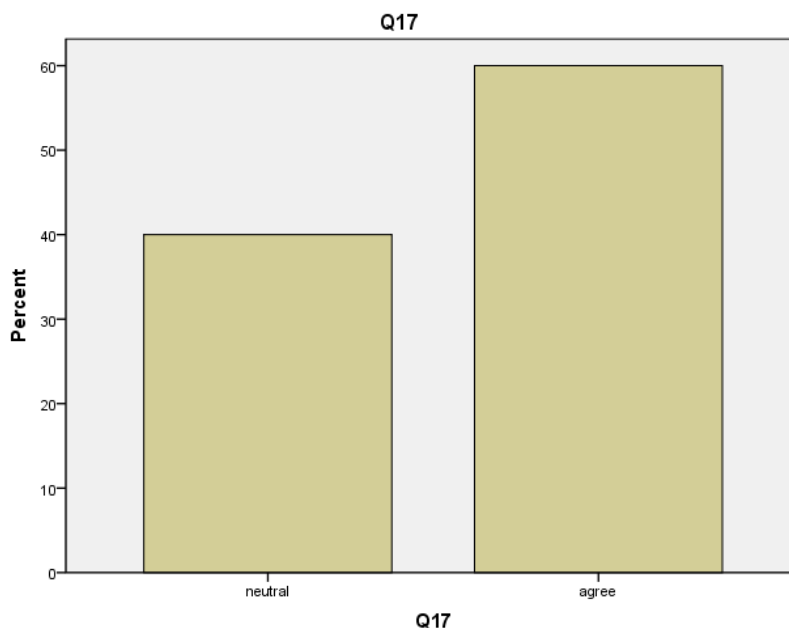
**Table (21) Results of Statement (17)**

**Q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	2	40,0	40,0	40,0
	agree	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

**Table 21: Results of Statement**

**Answers:** 40 % are neutral with the statement, and 60 % of them agree the statement while 20 % agree.



**Figure 21: Results of Statement**

Graph number (21) show results of statement (17). It shows that 40 % of the answers are neutral with the statement, and 60 % of them agree the statement while 20 % show agreement towards the statement.

**Question18**

Teachers who switch codes from Arabic or French, or to English, or from English to Arabic, or to French can better enliven the atmosphere of class (e.g. make a joke for humor).

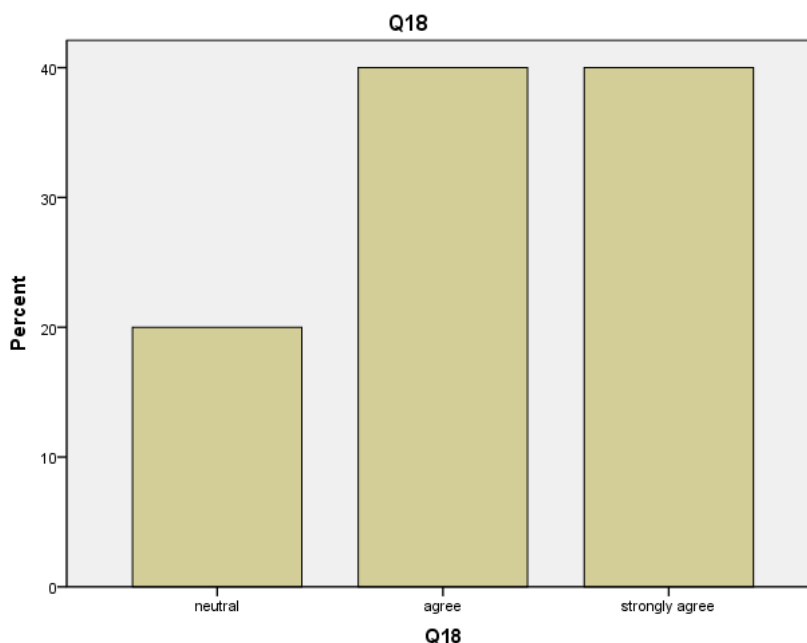
**Table (22) Results of Statement (18)**

**Q18**

	Frequency	Percent	Valid Percent	Cumulative Percent
neutral	1	20,0	20,0	20,0
agree	2	40,0	40,0	60,0
strongly agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

**Table 22: Results of Statement**

**Answers:** 20 % are neutral with the statement, and 40 % of them agree the statement while 40 % strongly agree.



**Figure 22: Results of Statement**

Graph number (22) show results of statement (18). It indicates that 20 % are neutral with the statement, 40 % of them agree the statement while 40 % strongly agree.

**Question19**

Teachers who code-switch from English to Arabic, or to French can better comment on the students’ response.

**Table (23) Results of Statement (19)**

**Q19**

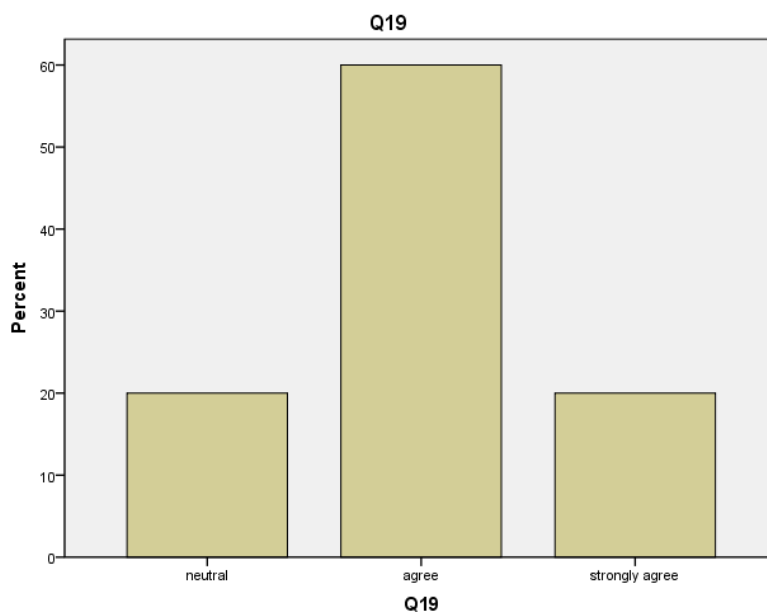
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	1	20,0	20,0	20,0
	agree	3	60,0	60,0	80,0
	strongly agree	1	20,0	20,0	100,0

**Q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	1	20,0	20,0	20,0
	agree	3	60,0	60,0	80,0
	strongly agree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

**Table 23: Results of Statement**

**Answers:** 20 % are neutral with the statement, and 60 % of them agree the statement while 20 % strongly agree.



**Figure 23: Results of Statement**

Graph number (23) show results of statement (19). It indicates that 20 % are neutral with the statement, and 60 % of them agree to the statement while 20 % strongly agree with it.

**Question20**

Teachers who switch codes from English to Arabic, or to French can better negotiate with students (reduce distance).

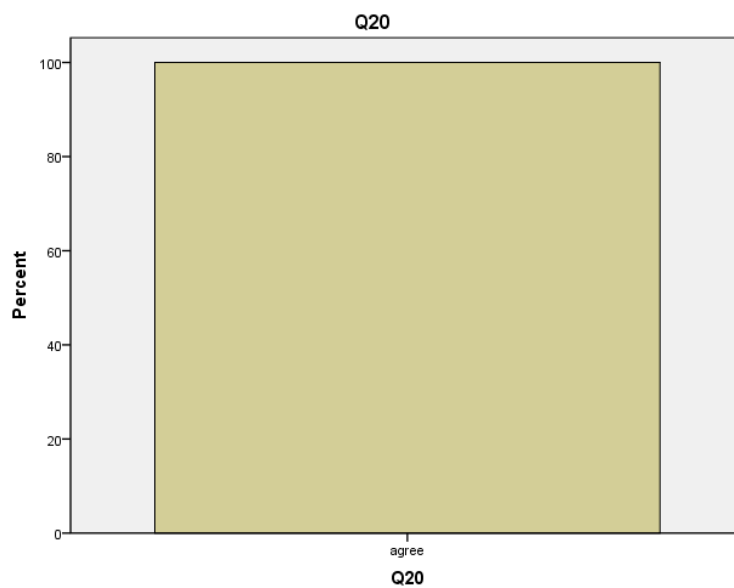
**Table (24) Results of Statement (20)**

**Q20**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	5	100,0	100,0	100,0

**Table 24: Results of Statement**

**Answers:** 100% are agree with the statement.



**Figure 24: Results of Statement**

Graph number (24) show results of statement (20). It indicates (100%) agreement towards the statement.

**Conclusion**

This part covered the key methodological principles underlying the framework of this research project. A detailed overview of the research design, in addition to the population sample chosen for the data collection, is presented here. Further, the researchers outlined the data collection and data analysis methods chosen to fit the purposes of the research. A description for the ethical considerations underlying the present research framework was provided. It also discusses both reliability and validity notions.

### **General Conclusion**

This study has provided significant findings that teachers don't know for which reasons they can/should code switch to cater for the needs of the students. This serious situation is a main reason for EFL students' low proficiency in the target language and due to the same imbalanced situation teachers' effectiveness is also suffering. So, teachers should not treat the use of CS by themselves or learners as a sin, and that CS does have a place in ELT methodology only if not used imprudently.

These findings clearly demonstrate that the overall results are in accordance with the outcome of the studies conducted, mentioned earlier in the literature. On the basis of the results of the present study, it can be emphasized that there is a need to explore other dimensions of code switching because, unfortunately, a true and comprehensive understanding of this phenomenon has not yet been achieved in the EFL Algerian context. Thus, it can be emphasized that the discourses that teachers constitute need to be critically analyzed to consider their effectiveness on students' learning in the EFL classroom discourse. Code switching is a normal, common, and an important aspect of bilingualism.

For the English language learner, the process of code switching (alternating of two languages) requires a sophisticated, nonrandom, rule-governed, cognitive and linguistic manipulation of the two. Therefore, it is found that it is an unavoidable and inevitable phenomenon because almost all the teachers substantiated its use to achieve different purposes and functions through it. Essentially, in the present situation, the teachers need to understand how and why to alter the languages to meet the students' needs. However, this situation demands immediate attention of the policy planners to determine the prerequisites of the classroom discourse for the balanced and judicious use of languages.

Moreover, a clear language policy should be devised for the promotion of effective interactional patterns in the EFL classroom. The findings of this study can be helpful to develop the new pedagogies for classroom interactions. Finally, more researches in this area can open new avenues/dimensions because a better understanding of CS will have positive impacts on the planning for the discourse of EFL classrooms.



### **Recommendations**

TEFL teachers can use of code- switching, by using effective teaching methods such as total the communicative approach. Such a method will enable teachers to explain new meanings, and grammatical rules in the foreign language, by acting or negotiating the meaning to facilitate its understanding for students.

More focus should be on learning by doing to encourage students use the language rather than just being passive one through listening to their teachers.

Teachers should play the role of facilitators rather than translators to L1. The adoption of such techniques in addition to some learning techniques will limit this huge number of switches.

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## Appendices

**PEOPLE'S DEMOCRATIC REPUBLIC OF  
ALGERIA****Ministry of Higher Education and Scientific Research***Faculty of Letters and languages**Department of English***Teacher's Questionnaire**

*Dear Teachers,*

**Good day !** I am currently pursuing Master at Biskra University. I am conducting a survey to investigate **"Using code switching as a factor to enhance teacher's role in EFL class"**. The purpose of our study is determine the effectiveness and the importance of using the code switching in EFL class. The questionnaire consists of 20 questions and will take no longer than 10 minutes to complete . Your cooperation is critical to the success of our study.

**Note:** please, put (x) in the box which expresses your answer, or write in the space provided.

\_\_\_\_\_ **Thank you for your time**

**Academic Year 2018/2019**

**Section One: Personal information**

Within the statements of this section, we would like to know about your educational background and experience of teaching in general .

**Q1** Are you a female or male?      a.Female       b. Male

**Q2** How old are you?

- a. Under 25
- b. 25-29
- c. 30-39
- d. 40-49
- e. 50-59
- f. 60 or more

**Q3** What is the highest level of formal education you have completed?

- a. Master
- b. Magister
- c. Doctorate

**Q4** How long have you been working as a teacher :

- a. 5-10 Years
- b. 11-20 Years
- c. More than 20 Years

**Section Two: Cod Switching**

**Part 1**  
**Teachers'Opinion**

**Question1**  
Teachers who switch codes from English to Arabic or French or from Arabic or French to English can express themselves clearly in both languages.

5	4	3	2	1
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**Question2**  
Teachers who switch codes from Arabic or French to English or from English to Arabic or French may cause difficulty in understanding.

5	4	3	2	1
---	---	---	---	---

**Question3**  
Teachers who switch codes from English to Arabic or French or from Arabic or French to English pollute languages.

5	4	3	2	1
---	---	---	---	---

Question4

Teachers who switch codes from English to Arabic or French are deficient in English.

5	4	3	2	1
---	---	---	---	---

Question5

Teachers who switch codes from English to Arabic or French are proficient in English.

5	4	3	2	1
---	---	---	---	---

**Part 2 Subject access**

Question6

Teachers who switch codes from Arabic or French to English or from English to Arabic or French can do so in all kinds of topics in class.

5	4	3	2	1
---	---	---	---	---

Question7

Teachers who switch codes from English to Arabic or French can better explain the grammatical points and lexical items in the text.

5	4	3	2	1
---	---	---	---	---

Question8

Teachers who switch codes from English to Arabic or French can better explain cultural topics in the text.

5	4	3	2	1
---	---	---	---	---

Question9

Teachers who switch codes from English to Arabic or French can better elicit responses from students.

5	4	3	2	1
---	---	---	---	---

Question10

Teachers who switch codes from English to Arabic or French can better clarify the lesson content taught.

5	4	3	2	1
---	---	---	---	---

**Part3 Classroom management**

Question11

Teachers who switch codes from English to Arabic or French can better clarify task instruction.

5	4	3	2	1
---	---	---	---	---

Question12

Teachers who switch codes from English to Arabic or French can better discipline the students.

5	4	3	2	1
---	---	---	---	---

Question13

Teachers who code-switch from English to Arabic or French can better engage students' attention.

5	4	3	2	1
---	---	---	---	---

Question14

Teachers who switch codes from English to Arabic or French can better request quiet.

5	4	3	2	1
---	---	---	---	---

Question15

Teachers who switch codes from English to Arabic or French can better direct (call on) students.

5	4	3	2	1
---	---	---	---	---

**Part4 CS for interpersonal relations**

Question16

Teachers who switch codes from English to Arabic or French can better encourage students.

5	4	3	2	1
---	---	---	---	---

Question17

Teachers who switch codes from English to Arabic or French can better praise students.

5	4	3	2	1
---	---	---	---	---

Question18

Teachers who switch codes from Arabic or French to English or from English to Arabic or French can better enliven the atmosphere of class (e.g. make a joke for humor).

5	4	3	2	1
---	---	---	---	---

Question19

Teachers who code-switch from English to Arabic or French can better comment on the students' response.

5	4	3	2	1
---	---	---	---	---

Question20

Teachers who switch codes from English to Arabic or French can better negotiate with students (reduce distance).

5	4	3	2	1
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Thank you for collaboration

### Résumé

La présente recherche tente d'examiner le recours au changement de code comme facteur permettant de renforcer le rôle de l'enseignant dans les cours d'anglais langue seconde. En d'autres termes, la recherche cherche à déterminer si les enseignants ont un rôle à jouer dans l'amélioration des capacités de communication des apprenants EFL, en particulier s'ils suivent des cours avec des apprenants aux besoins différents. L'hypothèse que nous avons énoncée au tout début de cette étude est la suivante : le changement de code pourrait-il renforcer le rôle des enseignants en classe d'anglais langue seconde ? Par conséquent, l'enquête vise à déterminer si les décisions et le comportement des enseignants qui incombent aux apprenants renforceraient leur succès dans l'utilisation de l'anglais.

Toutefois, les enseignants devraient se concentrer davantage sur la méthodologie d'enseignement des langues de communication, qui aide les étudiants à développer leurs capacités de communication en utilisant la langue cible et à abandonner les anciennes approches de l'enseignement de l'anglais comme langue étrangère.