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Exploring Algerian English Teachers use of code switching in the classroom:

The case study ofEnglish as a foreign language teachers at the English Department, University of Biskra

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Declaration

I, Miss Margouna Feriel, hereby declare that this submitted Master Dissertation entitled

"Exploring Algerian English Teachers use of code switching in the classroom:The case study

of English as a foreign language teachers at the English Department, University of Biskra".

Supervised by Dr. Amrate Moustafa is written up by me, and it was fully authored in my own

words. This work has never been published before, at any university or institution, all sources

are acknowledged as References.

This study took place at Biskra, Algeria in 2021-2022

Author's name: Miss Margouna Feriel

Acknowledgments

Dedications

I would like to dedicate this modest work to:

First of all to my great parents who supported me throughout my life and provided me with their love,

To my lovely sister Hadil, and my naughty brothers Mohamed and Anis, to my besties;

Sirine who was a special and a great friend and sister to me, which motivated me to keep working on this humble work, without forgetting mysecond besty Lyna who was also an amazing friend and sister to me

To my close wonderful friend Hadjer who spent with me five years of study,

To all my colleagues in the EFL class,

To all my teachers of English Department.

Abstract

The current study aimed to explore Algerian EFL teachers' use of code-switching in their teaching and perceptions of it. A qualitative exploratory research design was implemented to address the study's aim. Eight first, second, and third-year English sessions at Biskra University were observed to track Algerian EFL teachers' use of code-switching. In order to generate insights into the eight teachers' perceptions of code-switching from first to third year licence. The classroom observations were followed by a semi-structured questionnaire. To analyze the collected data, Microsoft Excel was used to calculate the frequency of code-switching interactions in the classroom for quantitative items, and thematic coding was employed with the open-ended questionnaire answers. According to the study's findings, although code-switching has an influential role in the English classroom, Algerian EFL University teachers rarely use it. The results also showed that Algerian EFL teachers' perceptions of the use of code-switching were classified into two categories: positive perceptions, where they think it helps students grasp ideas and notions, and negative perceptions, where it harms students' target language learning. The findings also showed that the Algerian EFL University teachers used the MSA to code-switch more than French and Darija.

Keywords: Code-switching, English Foreign Language (EFL), English language teaching (ELT), Modern Standard Arabic (MSA), Darija.

List of abbreviations

CS: Code Switching

EFL: English Foreign Language

ESL: English as Second Language

L1: Mother tongue

L2: Target language

MSA: Modern Standard Arabic

TEFL: Teaching English Foreign Language

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CHAPTER

ONE

GENERAL

INTRODUCTION

Chapter one: General Introduction

1.1.Background of the study

The EFL is a language of worldwide conversation in business, diplomacy, technology, education, and journey (Tiersky, 2001). Teaching English is becoming an increasingly important aspect of education across the world. The EFL teachers aim to have the students speak English as much as possible, especially in the English classroom. Using other languages in EFL classes is the most significant problem that EFL teachers face in teaching EFL to students wherein the EFL isn't their native language.

Algerian curriculum developers included English as a third foreign language (in addition to French); thus, Algerian EFL teachers teach it in the national educational program because it is possible to introduce this foreign language in a more positive atmosphere in Algeria. To succeed in English, learners need to understand the basics of grammar and syntax. In addition, they need to be proficient in vocabulary and idiomatic expressions; these are all essential skills for communicating in English.

TEFL teachers encourage students to improve their English skills through listening, speaking, reading, and writing. In addition to formal instruction, informal exercises, such as role-playing and language games, are often used. Course books, audio-visual aids, and technology-based materials sometimes assist learners in learning EFL.

For learners, it is trustworthy to speak their native language or different languages, which they can talk approximately without problems in preference to the English language. It is very frustrating for the students to borrow words and sentences from another language to express what they want to say.

Code-switching defines as shifting between two different languages or dialects (switching within the same sentence) in a discourse at university or work.

Ahmad (2009), stated that code-switching allows learners to communicate and improve skills. Furthermore, it saves time since teachers do not have to explain or search for simple terms to clarify conception.

1.2.Statement of the Problem

Code-switching is a practical means for teachers to explain new concepts and communicate with their learners. This study will spotlight the linguistic phenomenon of code-switching

used by EFL university teachers within the same discourse or speech event inside a classroom.

POPLACK (1980) defines Code-switching as "the alternation of two languages within a single discourse, sentence or constituent" (p.583). He sees code-switching as a phenomenon where an interlocutor passes from one language to another from one variety of the same. This study attempt to investigate how teachers shift from one language to another. Considering the changes in vocabularies and the grammatical structures of each language, they do not share the same linguistic structures.

According to previous studies, CS is a practical means for teachers to explain new concepts and communicate with their learners. This study focused on whether EFL teachers use CS in their classes and avoid using their mother tongue. This research allows teachers to express their thoughts about using CS through a questionnaire.

During the English as Foreign Language (EFL) teaching and learning process, it is inevitable for teachers and learners to be engaged in various cases involving L1 use. Hence, teachers think that students did not understand what they read in English and made some misconceptions to preparing their papers or presentations. Therefore, the teacher wanted to give students a straightforward procedure and direction for English and their mother tongue. Hence, to some extent, it is believed that code-switching is a help for both teachers and learners in achieving the learning target.

Thus, the previous studies above were about the widespread use of code-switching in EFL classrooms and discovering its effectiveness in enhancing learners' language skills. Little is known about the elements affecting teachers' use of code-switching within the language EFL classroom and their point of view about it. That's why the current study aims to explore the following issues:

1. Explore the extent to which Algerian EFL teachers use code switching.

2. Investigate the factors affecting teachers' use of code switching.

3. Explore teachers' views about the effectiveness of code switching.

Thus, to explore the above aims, the study analyzed the following questions:

RQ1: How often do Algerian EFL teachers use code switching in their classrooms?

RQ2: What do Algerian EFL teachers think about code switching?

RQ3: What factors affect Algerian EFL teachers' use of code switching?

1.3. Research Methodology

The study is descriptive and exploratory, investigating Algerian EFL teachers' use of CS in EFL classrooms, employing a qualitative data collection approach. It took place at the three levels of Algerian university with 8 EFL teachers as a sample. Collecting data was done through a semi-structured questionnaire distributed by hand to teachers, besides to the classroom observation. The qualitative data resulted from teachers' open-ended answers and thematic coding; usingMicrosoft Excel.

1.4. Main Results

After analyzing the collected data, results evidentially showed that EFL teachers of Algerian universities rarely used code in their sessions. Two of them stated that they often shift between languages, and one teacher always uses it.

1.5. Implications

This research attempt to explore to what extent Algerian EFL teachers use CS in their classes. The study showed that CS is beneficial for both teachers and learners, for teachers to facilitate some challenging conceptions, and for learners to enhance their learning skills.

1.6. Limitations

Despite the apparent findings of this study, there were various limitations that the researcher faced. Firstly due to the time limitations, I didn't have enough time to conduct a long-term study. Secondly, concerning data collection tools, teachers did not have enough time to answer the questionnaire; some of them took it to their homes to answer it, and that prevented me to finish a study on time.

1.7. Outline of the Dissertation

The current study is divided into main parts. The first part is devoted to the theoretical background and literature review. The second part is devoted to the practical part, including the methodology and results. The first chapter summarized the thesis; the second chapter dealt with so-called code-switching and its definitions in two areas; in the sociolinguistic and educational context, its three types, and its effectiveness. The third chapter dealt with

research methodology; it consisted of the participants and their ages (sample and population), the place and the reason for choosing the context, and the research design (qualitative exploratory design). The fourth chapter dealt with discussing and analyzing the study's findings. The last chapter was a conclusion which consisted of answering the three research questions, implications, and some limitations that the researcher faced while conducting his study, besides some recommendations for future researchers to avoid those limitations. Beside, to the references, appendices and the summarized Arabic abstract.

CHAPTER TWO

LITERATURE REVIEW

Chapter 2: Literature review

This second chapter covered an overview of code-switching, divided into sections including its definitions in two different areas, which are sociolinguistic and educational contexts. Besides, this research took Algeria as an example of a multilingual society; they use extraordinary languages. In addition, types of code-switching which are Inter-sentential code-switching, Intra-sentential code-switching, and Extra-sentential code-switching, were defined and provided with examples for each. Finally, after reviewing the literature on the study variable, the identified relationship by previous studies is critically evaluated and summarized to discuss its gap and show that code-switching positively impacts teaching and learning EFL in the classroom.

2.1. Code-switching as a sociolinguistic phenomenon

In sociolinguistics, code-switching or language alternation occurs when a speaker alternates between two or more languages or language varieties in the same context of a single conversation or situation. This phenomenon attracts the interest of gifted sociolinguistic researchers, and it is the most common shared phenomenon among researchers these days. According to Gardener (2009), "code" refers to language, accent, and speech style. However, the idiom "switch" refers to switching from one language to another, either dialects or styles. Code-switching is considered an evolving linguistic phenomenon within the diglossia, bilingual, and multilingual groups, in which speakers frequently move from one language to another.

Code-switching, as a sociolinguistic phenomenon, refers to language shifts, dialectal variants, stylistic pragmatic, and syntactic or structural changes at the word, phrase, or sentence levels. According to Thomason and Kaufman [pp113], the link between sociolinguistics as the study of language in social situations and code-switching stems from the idea that 'contact-induced' elements influence language usage and language change in the language situation. Linguists investigate code-switching to learn when people switch, such as when bilingual speakers move from one language. In addition, Sociologists study it to know why people do it, such as how it connects to their group membership or the discourse context. Code-switching refers to choosing or changing linguistic elements to contextualize talk in interaction. Nilep (2006) stated that code-switching refers to selecting or shifting linguistic items to reflect the interaction's context.

The study of code-switching has generally been conducted within a sociolinguistic framework, in which researchers and linguists investigate the communication symptoms that occur in bilingual and multilingual societies. Sociolinguistics specializes in language use and

deviations from one region to another, from one social elegance to another, and from one idiom to another. A tangle of sociolinguistic characteristics and qualities govern code-switching.

Code-switching is the distinct linguistic conduct of bilingual audio systems or overseas language newbies and a critical characteristic of their communicative competence. It happens in speech communities when there are diverse languages and when speakers switch between languages and linguistic variations in the same conversational discourse.

The phenomenon of code-switching occurs when a speaker shifts between two languages or varieties of the same language inside or between utterances, referred to as intra-sentential or inter-sentential code-switching, respectively. Furthermore, bilingual persons display divergent and distinct linguistic behavior due to their communicative skills. Cook [2008] describes code-switching as how bi/multilingual continue to "move from one language to the other in mid-speech when both speakers know the same two languages. That means code-switching includes multiple languages, and speakers of other languages insert alternate linguistic aspects into their source language; As such, multilingual speakers speak two or more languages in a conversation simultaneously.

Code-switching is not just for transmitting conversation activities but also covers all aspects in the social sense. As cited by Heller (2005), CS is considered a bilingual or multilingual practice used as a speech tool and a means to establish, maintain, and determine borders and ethnic identities. The target language often does not have the exact word needed to maintain a smooth discussion, and code-switching is necessary. According to Hughes et al. (2006), CS is a beneficial tool for various reasons; it provides a native language to utilize when words in a foreign language are insufficient due to the limitations of the speaker's proficiency in English.

2.2 The use of code switching in Algeria

Algeria's linguistic situation is complicated since it has more than one language of communication. Algeria is considered a diglossia and multilingual network sinceAlgerian people alternate between multiple languages in their daily life communication,and they use extraordinary languages; among those languages: are standard Arabic, Algerian Arabic, Berber, and French, which makes the sociolinguistic state of affairs a complicated and widespread area to address as a subject of research. Thus, Algeria is a bilingual/multilingual community since more than one language is utilized for daily communication, especially Arabic, French, and English.

2.3 Types of code-switching in sociolinguistic

Poplack and Romaine (1995:122-123) discussed three types of code-switching:

   Inter-sentential code-switching involves a significant amount of syntactic complexity and conformity to the rules of both languages; therefore, speakers performing this kind of switching are usually reasonably proficient in the participating languages. Code-switching occurs at sentence boundaries, where the speaker says a sentence entirely in one language. It means that all phrases in one turn may produce in Arabic in an English context. The former requires a greater fluency and deftness in using both languages than tag switching. In addition, this type requires switching between sentences, in which each sentence is in a different language. i.e., the first sentence is in L1, and the second in L2, e.g., haste makes waste, prend ton temps.

 Intra-sentential code-switching refers to switching inside the same clause or sentence containing elements of both languages. This type refers to switching within sentences, i.e., this type is known as a mixing of two languages without a change in a topic, interlocutor, or setting; for instance, they say: do not think qu'il VA accepter, do not even ask him. Poplack [p. 589] stated that intra-sentential code-switching requires interlocutors to be the most skilled and fluent in both languages bilinguals switch in.

Extra sentential code-switching refers to switching a single word, tag phrase, or both from one language to another. It is also known as tag switching, which refers to inserting a tag phrase from one language into a sentence in another. Tag switching usually includes inserting a tag or a short expression like discourse markers or fillers in one language into a sentence in another language not currently used during a conversation. Such a tag inclusion like a discourse marker or conversational fillers can introduce into the discourse without breaking the syntactic structure of the matrix language or the language used in the conversation. For instance: c'est une blague, isn't it?

2.4. Code-switching in language education

   In every educational system, language plays a crucial role in communicating with each other. It enables participants (teachers/learners) to expand their knowledge and express their ideas and opinions in the classroom. Some of authors argue that code-switching is a careful strategy employed by the teachers and the students while teaching-learning a second or foreign language. Code-switching is widespread behavior of bilingual students in the EFL context. It is a unique linguistic phenomenon that describes communicative language usage. Previous research demonstrated that EFL students who resort to code-switching with

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different conversational partners indicate that their language proficiency is still in a developing stage. EFL learners typically and systematically use code-switching as a function of the participants, the setting, the message, and to some extent, the topic of conversation.

Code-switching in a foreign language classroom has recently been the subject of considerable study. Various researchers have studied code-switching in bilingual classrooms over the last two decades. Many researchers start with educational research into the classroom interaction styles of language teachers. Code-switching refers to using more than one language in the classroom by any classroom participants (e.g., teacher, students.). Norrish (2007) described code-switching as a transition between two or more linguistic codes to ease the acquisition and comprehension of an idea or metalinguistic element as part of an organized or unstructured learning experience. Herzog's theory (1968) examined the phenomenon of code-switching in the classroom, where a teacher switches from one language to another when teaching a student in a foreign language.

It seems to be that teachers frequently resort to their native language when they can't find an appropriate term to express themselves in a foreign language. As cited by Modupeola (2013), the reason for switching languages is the inability of the teacher to express himself since they are only proficient in one language. Hence, they switch to another language to compensate for the imperfection. According to [Creese & Martin, 2003, 27, 44, 52], EFL teachers used code-switching strategically to construct and transfer learning, sustain social relations, and maintain discipline in classroom management mechanisms.

Code-switching seems to be a valuable tool in assisting the English language teaching and learning process. It is also a chance to improve your language skills. Exposure to code-switching in the early studying levels gives newcomers a head start toward powerful and successful studying. Since it effectively transfers ideas from the sender to the hearers. Cook (2008:179) pointed out that it is prevalent for teachers and students to share the same L1, and both teachers and learners know that they do not need to speak the L2 to communicate with one another. They also understand that, if necessary, they can use their first language.

2.5 Reasons for using code-switching in the language classroom

According to cook (1989), code-switching can be exploited as a teaching method for teaching second languages or can ease language development by providing language samples. The authors argued that code-switching is a careful strategy employed by the teachers and the students while teaching and learning a foreign language. According to some EFL teachers, claimed that code-switching is a valuable tool in EFL classes and is used for several reasons; those reasons are the following:

When teachers introduce a new unit, introduce the meaning of concept words to build solidarity and good rapport with the students to convey clarity.

To clarify the meaning of the instructions.

To explain and make learners understand the subject.

Explain aspects of the foreign language, translate ideas or sentences, and give instructions.

Checking to understand concepts, talk, text, instructions, eliciting language, focusing learners' attention, testing, talking about learning, and providing feedback.

Boosting Student's comprehension, curriculum access, classroom management, and interpersonal relations.

To illustrate new concepts, show teachers' emotions, save time in their teaching, and motivate students.

EFL teachers use CS to build a bridge from known to unknown vocabulary, to show identity, and to show the teacher's emotion.

Among the crucial reasons to use code-switching in EFL class are the followings: when learners are noisy, bored, or do not understand the meaning of words or sentences; thus, the teacher wants to solve the problem, such as making a joke, emphasizing the material, warning the students by raising their voices, and translating the material into the first language.

2.6. Effectiveness of the use of CS in language education

2.6.1. Previous studies about the use of CS in EFL class

This section represents some previous studies that discussed the EFL teachers' use of code-switching in EFL classes. Each study used different research methods, data collection tools, and samples. Besides, each study has its aims, findings, and results. Those studies indicated the critical use of code-switching in EFL classes. These studies are described as follows:

Bhatti et al. (2018) indicated that code-switching is a significant phenomenon. It appears as a graphic speech pattern used to attract interactional effects and achieve communicative goals. The study aimed to investigate and look for the teacher's perceptions of using code-switching (CS) through teachers in EFL lecture rooms. The participants of this research were 32 EFL teachers. The former collected the data by using a questionnaire. The findings show that teachers' perceptions are positive toward using code-switching in EFL lecture rooms, wherein they find out that using code-switching could assist them in eliciting content, handling the Classroom, and showing interpersonal relations within the EFL classes.

Dujmović (2007) stated that in an English classroom, the teacher tends to change from native language to English or vice versa. Therefore, EFL teachers cannot separate EFL from using the native language. This qualitative research aimed to investigate students' perception of

code-switching in English classrooms and determine its advantages in learning English. The sample of this study was 36 students. This study collected the data through the use of a questionnaire. The results showed that their positive perceptions toward code-switching in English classrooms were proved by 75% - 95% of classrooms. It enables them to understand the material quickly and helps them increase new vocabulary, helping them learn EFL faster and avoid confusion.

Kasperczyk (2005) confirmed that Teachers might use code-switching to switch from one subject to another, or vice versa, as a tool for the transference of information and social interaction. Introducing a new unit can also submit the meaning of concept words. The participants of this study were: One of the participants was a native speaker of English and teaching English, unlike the other, who was a non-native speaker working in the same workplace and teaching English as a foreign language. This study investigates university-level language teachers' views on how their usage of code-switching affects their classroom management in EFL classes. The study collected the data through the use of reflective reports and interviews. This study showed that participants accepted that code-switching could help learners reach many meanings; therefore, CS is a meaning clarifying factor and a reminder feature when teaching complex vocabulary.

Yusuf (2009) confirmed that code-switching usually occurs during foreign language teaching-learning processes, especially when studying English based on different backgrounds. This study aims to determine the code-switching features teachers use when teaching students while teaching and learning English. This qualitative research used the methods for the ethnography of communication. The tools for collecting data were observation, recordings, and transcription. This study showed that CS has several functions, including the following tasks, which were clarification, reiteration, and explanation or redirection. In addition, it showed that switching to L1 necessarily serves some essential functions that may benefit the foreign language learning environment.

Lin (2007), in her study, explained classroom code-switching as the switching using of more than one language in the classroom by any of the class participants, such as teachers and students. Gumperz (1982) added in the same study that classroom code-switching would be considered a form of situational code-switching. This study aimed to examine teachers' attitudes toward code-switching in TEFL to Malay learners atone of Malaysia's local universities. The data was collected through observations, questionnaires, and interviews. The researcher observed every teacher, and their language use was recorded, transcribed, and analyzed. The research showed that teachers code-switch in the language classroom, despite

claiming that they do not. The data analysis showed that, in most cases, code-switching by teachers was for serving pedagogical purposes.

Some researchers have argued that in the EFL classroom context, CS helps assist the teaching and learning process of English. Code-switching can no longer be considered error interference but a bilingual resource. In addition, it allows low proficiency students to gain better comprehension, especially when given classroom procedures. Code-switching should not be considered a defect in the EFL classroom, yet, it is a careful strategy employed by the teachers. This study aims to determine the teachers' beliefs and perceptions about using The Indonesian language (L1) as a pedagogical tool in EFL courses to teach English. The researcher selected a sample of 40 EFL teachers to give their responses. The questionnaire was an instrument for collecting the data. This study showed that teachers applied code-switching to serve pedagogical aims and facilitate EFL teaching and learning. In addition, they used code-switching when explaining difficult words, managing and structuring the classroom, and promoting student engagement. Another conclusion showed that instructors thought the benefits of applying code-switching exaggerated the disadvantages in EFL classrooms.

Some researchers (2015) indicated that if a classroom management perspective discussed code-switching, it would claim that language teachers utilize code-switching not always on purpose; That is, it occurs naturally. However, sometimes, they do it without realizing it, primarily when teaching. This study investigates university-level language teachers' views on how their usage of code-switching affects their classroom management in EFL classes. This study investigates university-level language teachers' views on how their usage of code-switching affects their classroom management in EFL classes. The sample of this study is selected randomly from the same university and is a member of the English Preparatory School. The tools of this study were reflective reports and interviews. The results revealed a need to raise EFL teachers' awareness of when and not to use code-switching. There are specific ways to promote code-switching in EFL classes: by providing seminars, workshops, and weekly or monthly organizational meetings.

According to (Cook 2001:404), While the focus on input and output in the target language is an essential aspect of language acquisition, it has been pointed out that code-switching in the language classroom does not prevent students from using it to acquire their L2. This study investigated when and why teachers in upper secondary school code-switch when teaching L2 English. Besides, it aimed to examine what language the students preferred in different classroom situations. The tools of this study were a questionnaire and an interview. The

participants were five teachers and 96students. The results revealed that the teachers typically tried to code-switch as little as possible but did code-switch in several cases where the students preferred either a combination of Swedish and English or only Swedish.

Iqbal (2011) illuminated code-switching as a natural, creative, and inventive mode of communication among bilingual instructors in Pakistan, where it facilitates learning for students in classrooms. This study aimed to focus on the teachers' use of code-switching as a language teaching tool in EFL classrooms in Pakistan. Besides, it sought to deal with code-switching functions and types in EFL classrooms. The participants of this study were four EFL speaking skill classes. In addition, the tool for collecting data which was an audio recording. This study showed that code-switching from L2 to L1 in the speaking classes did occur, although English remained the primary medium of instruction.

According to Ajmal Gulzar (2010), code-switching in ESL/EFL classrooms has become a particular area of investigation since teachers' and learners' code-switching can be helpful for many pedagogical purposes (p. 27). This study aimed to determine why Costa Rican bilingual students and teachers switch codes and what factors influence this behavior. The study participants were ten students from the advanced level, ten from the intermediate level, and ten professors, all from the English program at the national university. Besides, the tool for collecting data was a survey. This study showed that Spanish bilinguals prefer to use English to talk about sports, school, television, and American holidays such as Halloween and Thanksgiving.

2.6.2. Research gap

All of these previous studies were about the widespread use of code-switching in EFL classrooms, which shed light on teachers' perceptions of the use of code-switching in EFL classes. They indicated that switching to L1 provides some necessary tasks that may be useful in a foreign language learning setting. Besides, it serves some pedagogical functions and facilitates EFL teaching and learning. However, one of the former studies revealed that code-switching is a valuable tool in EFL classes, but excessive use leads to the destruction of the foreign language. The other studies did not mention the effective use of code-switching in EFL classes. Furthermore, those studies did not include the factors affecting teachers' use of code-switching within the language EFL classroom and their point of view. In addition to that, they did not have the reasons behind code-switching.

That's why the current study aimed to explore the following points:

1. Explore the extent to which Algerian EFL teachers use code-switching.

2. Investigate the factors affecting teachers' use of code-switching.

3. Explore teachers' views about the effectiveness of code-switching.

In order to investigate the above aims, the present study will analyze the questions below in the next chapter:

RQ1: How often do Algerian EFL teachers use code-switching in their classrooms?

RQ2: What do Algerian EFL teachers think about the effects of code-switching?

RQ3: What factors affect Algerian EFL teachers' use of code-switching?

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER 3: Research Methodology

3.1. Introduction

The third chapter is going to cover the methodology of the current section. This research aims to determine whether the Algerian EFL University teachers use code switches in their classes. The methodological procedures are summarized. First, the study presented the participants and the setting. The study discussed the data collection tools. Last, the former addressed the data that was collected and analyzed. The present study deals with code-switching by Algerian EFL university teachers. This study followed the descriptive method. The study uses this method to describe a problem, phenomenon, or situation (Liu. Jingxia, 2010). In the case of our investigation, we seek to explore the extent to which Algerian EFL teachers use code-switching and the factors affecting their use of this strategy.

3.2. Context and participants

Context

This study opts for small-scale research because the findings will not be generalized. The University of Mohamed Khaider faculty of letters and foreign languages, particularly the English department in Biskra, Algeria, was an object of research. The reason for choosing this place is that it was unknown to travel out of the city without knowing whether I would find teachers teaching in the same field. Another reason is teachers whom I know teach in the same place, and some of them teach in the same field. Those reasons were believed to bring an advantage in terms of time and practicality.

Participants

The subject of this study are EFL teachers at the English Department,University of Biskra, Algeria.The sample of this study, were 8 teachers aged 26 to 60 years. Two of them teach oral expression, and the rest teachdifferent modules: linguistic module, civilization, and literature, ESP, theme,and version. Teachers' qualifications differ from one to another: Magister,Ph.D. in English and MA in English. Teachers' teaching experience ranges from(3years) to (17years); the mean is 10.5. Levels of instruction: There are three levels of instruction; ranging from first-year to third-year license.

The ethnographic information of teachers is summarized below:

Profile information of teachers:

Participants	Age	First language	Teaching qualification	Teaching experience	Teaching level	Module
Teacher 1	26	Arabic	Magister	4 years	1st year	Linguistic
Teacher 2	37	Arabic	Magister	9 years	2nd year	Literature
Teacher 3	60	Arabic	PHD.in English	15 years	3rd year	Oral Expression
Teacher 4	40	Arabic	MA.in.English	3 years	1st year	Oral Expression
Teacher 5	41	Arabic	MA in English	15 years	3rd year	Linguistic
Teacher 6	30	Arabic	PHDinEnglish	17 years	2nd year	Civilization
Teacher 7	30	Arabic	Ph.D.in	7 years	2nd year	ESP
Teacher 8	40	Arabic	English Magister	6 years	3rd year	Theme and version

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3.3. Data collections tools

1. Classroom observation

The first tool is classroom observation, designed to investigate whether the Algerian EFL University Teachers code-switch in their EFL classes and look for the factors that influence code-switching by EFL teachers at the university. This tool gathered general bibliographical information about the teachers' teaching methods. It includes (the Participants do not know that they are noticeable). Moreover, the classroom observation sheet is one of the most important research tools. The researcher immerses himself in a research setting and systematically observes dimensions of that setting, events, interactions, etc. this tool includes a schedule divided into five columns, each of which contains the following information: code-switching events, what the teacher said, and the language used: Darija, Arabic, French, and aspect of language explained, and students' response to code-switching; understood, not understood). This tool aims to see if or when a teacher's code switches in their EFL classroom, and it allows us to take notes every time the teacher speaks. Heigham and Crocker (2009, p.167) explain that the observer could have an active or passive role when observing during sessions. When we are noticing in a classroom, the best way to do it is to keep records. It gives us descriptions of what happened and preserves the connection between different occurrences. Algerian EFL University Teachers code-switch in their EFL classes and look for the factors behind code-switching by EFL teachers at Biskra University.

2. Questionnaire

The selected tools for gathering data are the teachers' semi-structured questionnaire, a crucial research tool used to investigate a teacher's use of CS. This questionnaire consists of 12 questions arranged logically and divided into two sections. The first section contains profile information about the teachers, which covers the teacher's background. It inquires about their gender, age, teaching credentials, and experience. These questions were to help the researcher obtain a better understanding of the different sorts of code-switching teachers. The questionnaire contains four types of questions: matrix questions, rating scale questions, checklist questions, and open-ended questions.

Those four questions focused on code-switching, which asked teachers about the frequency of using code-switching and their code-switching languages. Aside from that, the reasons for using CS. These questions asked whether the teachers use code-switching in their EFL classes and why they use it or avoid it.

3.4. Validity and reliability

Both the questionnaire and classroom observation were piloted on a sample group of 8 teachers, respectively, to assure the validity and reliability of the results. The pilot testing helped to determine if the test was straightforward and easily understood by respondents. According to some feedback, the questionnaire was revised, including adding and deleting of some items.

3.5. Data analysis

The data collected through the teachers' questionnaire and the classroom observation sheet are now displayed using counts, and qualitative and descriptive analysis, respectively. The answers from the questionnaire and classroom observation analyzed the teacher's use of code-switching. The data collected from the questionnaire and classroom observation used both qualitative and quantitative analysis. The quantitative data generated from the questionnaire were entered into Excel and described using frequency measures and bar graphs. On the other hand, the questionnaire developed the analyzed and the demonstrated data manually through open-ended answers by teachers and thematic coding.

CHAPTER

FOUR

RESULTS

CHAPTER 4: Results

4.1. Introduction

The next chapter covered the results of the previous chapter. The first section covered the frequency of use of code-switching by teachers in their classes. The following part covered the teacher's perception of the effectiveness of code-switching. The third section covered the factors affecting the use of code-switching, whether they motivate or prevent it. The last part covered the reasons for using code-switching. This chapter aims to investigate the following points: the frequency of using code-switching, the teacher's perception of it, and the factors affecting the use of code-switching.

4.2. Frequency of using code switching

 The data were analyzed to identify the frequency of using code-switching in EFL classrooms, and this question provides information about the rate of using code-switching in EFL classes. Thus, from the participant's responses to this question, the researcher arranged the answers as shown below:
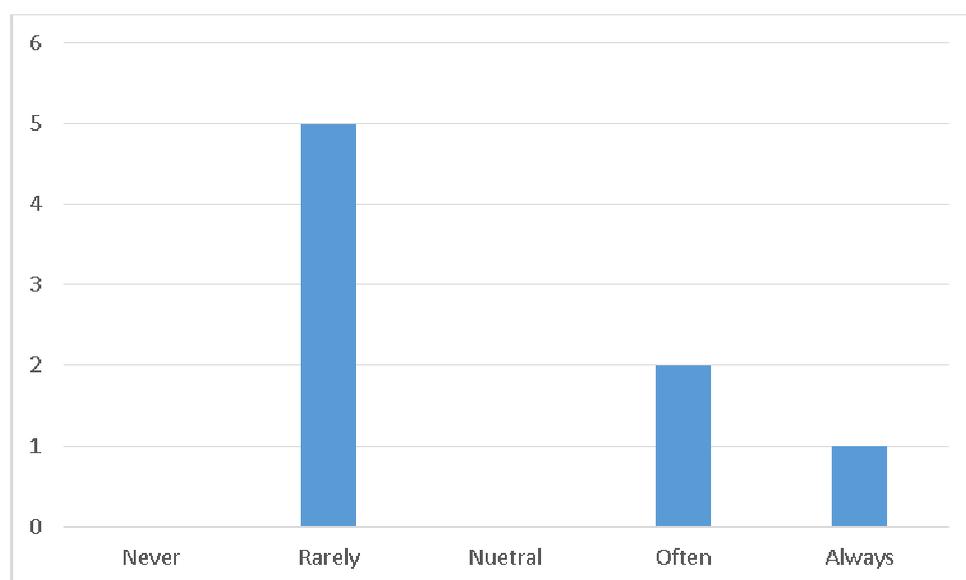
Figure 4.1. The distribution of frequency of using code-switching

The above bar graphshow the distribution of the frequency of using code-switching, which was entered and calculated usingExcel. The former indicates that most Algerian university teachers rarely use code-switching in their sessions. In contrast, two teachers stated that they often shift between languages, and one teacher always uses it. The teachers asked whether they used code-switching in their classes.

4.3. The language switched most

The below figure illustrates that EFL teachers use three languages when using code-switching; However, most EFL teachers switch to Modern Standard Arabic. Hence; from the participant's responses to this question, the researcher organized the answers as shown below:
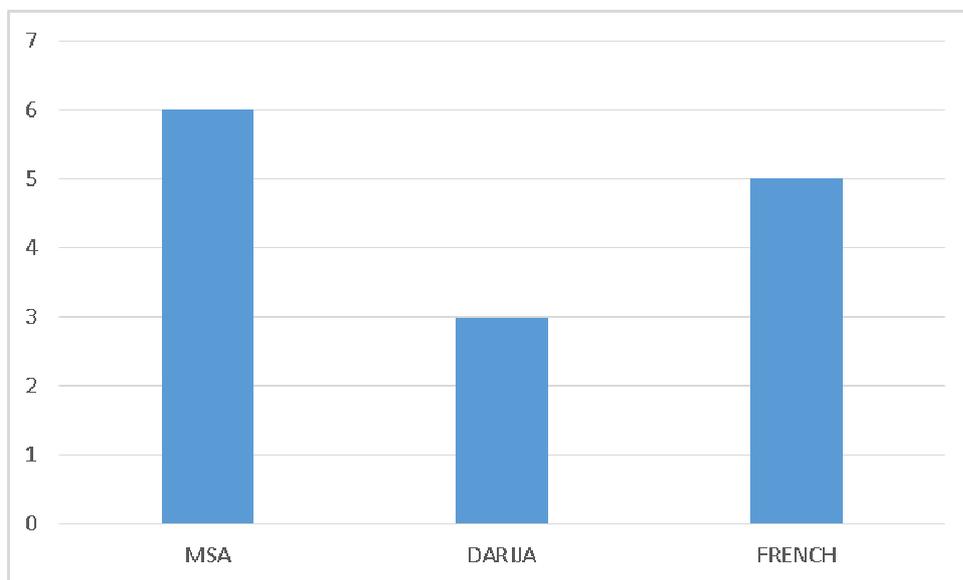
Figure 4.2. The language used most

The above bar graphs present the distribution of the language used most in code-switching, which was entered and calculated using Excel. The former indicates that most Algerian university teachers use the MSA most in their sessions, while five stated that they use French. Three teachers use the Darija.The researcher asked teachers which language they used the most frequently when code-switching in their classes.

4.4. Frequency of use each language in EFL class

The graphs below illustrate the frequency of use of the different three languages in code-switching. The data indicated that EFL teachers use the three languages; however, they use them rarely. From the respondent's responses to this question, the researcher organized the answers as shown below:

Figure 4.3. The rare use of languages

The bar graph above indicates the distribution of the frequency of code-switching for each language. The former suggests that most respondents shift between the three languages but rarely use them.

4.5. Teacher's perception of the effectiveness of code-switching

The figure below illustrates the rate of effective use of code-switching in EFL classes. The graphs indicated that code-switching has an influential role in the EFL classroom. From the respondent's responses to this question, the researcher organized the answers as shown below:
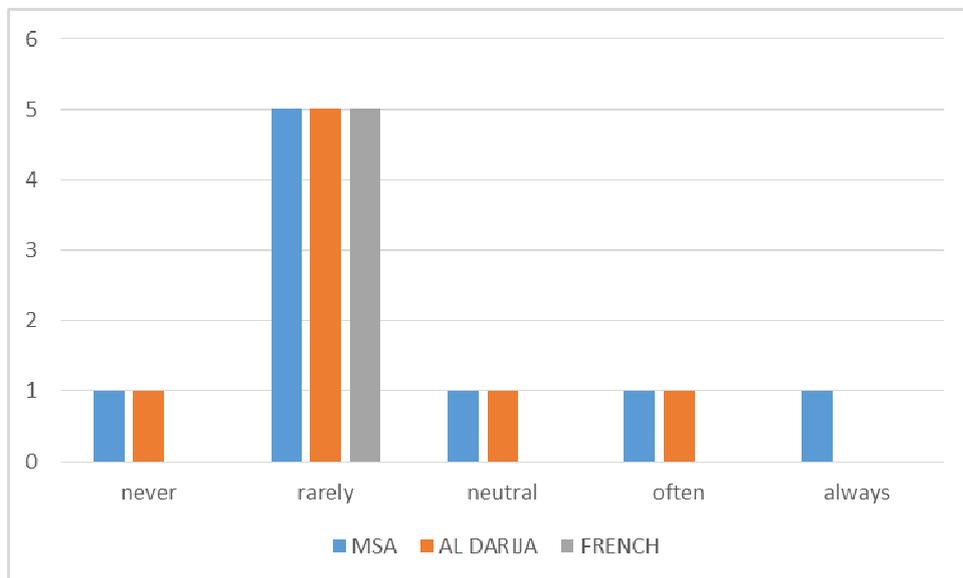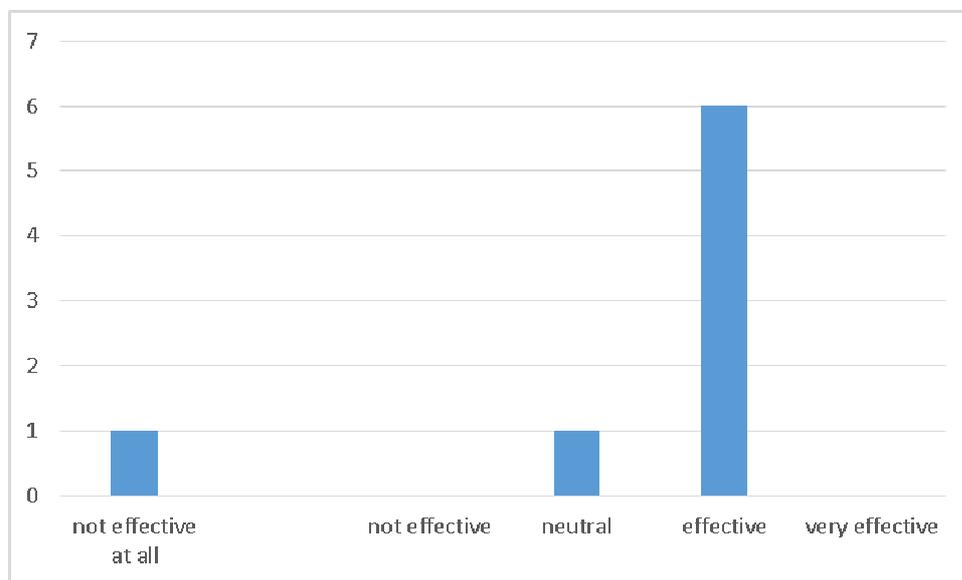

Figure 4.4. The effectiveness of using code-switching

The above bar graphs display the distribution of the effective rate of code-switching. The former indicated that code-switching has an influential role in the classes, in which six teachers stated that it is effective. In contrast, two of them proclaimed that it is ineffective and neutral.

Table 4.1. Teachers' perceptions of the effectiveness of code-switching

Categories	Codes	Quotes
Positive	Differencesbetween the native language and the target language.	Teacher 2: "code-switching effectivelymakes differences between English and Arabic clear thought comparison."
	Promotingstudents'vocabulary.	Teacher 3: "it helps grasp ideas and clarify notions."
	The Context need.	Teacher 5: "Arab learners need certain context."
	The effectiveness explanation.	Teacher 6: "is effective in certain crucial issues."
	Improvement of educational performance.	Teacher 7: "teachers choose to switch code to enhance student's

		educational performance."
	Assistance in grasping ideas.	Teacher 8: "it is often an easy way for students to see ideas through another language."
Negative	CS is an obstacle to acquiring the g target language.	Teacher1**:** "theoveruse of code-switching in classes, can be harmful and not effective."
	Hindering student's language learning.	Teacher4: "if students rely on code-switching each time, their level remains low."

This table represents the thematic coding, which includes the open-ended answers answered by a group of Algerian EFL teachers. The former shows that most teachers stated that code-switching has an influential role in the classroom. Code-switching helps learners understand certain challenging aspects. In addition, it also enhances the teaching and learning of English as a second language. It is effective for teachers to clarify some ideas or attract students' attention. Besides that, other teachers stated that the overuse of code-switching might impair the students' performance. The effective use of code-switching is due to the students' inspiration and arousal of interest in learning English. Teachers believe that this may improve their student's comprehension.

4.4. Factors affecting the use of code-switching

The table below, summarize the teacher's perceptions of the factors affecting their use ofCode-Switching

Table 4.2. Reasons that motivate or prevent teachers to use code-switching

categories	codes	Quotes
Factors motivate the use of code-switching	Code-switching is effective in various aspects.	Teacher1:"for me, code-switchingis another strategy available to organize my discourse and fulfill variousconversational tasks most diversely."
	The commitment to using code-switching during sessions.	Teacher 2:"it is an obligation since we are concerned with both languages."_
	Clarification of complex items.	Teacher3:"avoiding misunderstanding, gaining time and energy, the need for clarification."

	The need to use code-switching in rare cases.	Teacher4: "I rarely use it if students can't understand certain concepts or terms in English."
	Attract students' attention.	Teacher5:"the fact that I'm aware of student's willingness to be attentive and ready for reference language
	Development of communication& grasping of thoughts.	Teacher6: "what motivates me, is the need to solve communicative issues.Theteacher's main aim is to convey a learning message."
	Unfamiliar vocabulary decreases.	Teacher7: "sometimes students face difficulties in comprehension of concepts. That's why we use it."
	Luck of vocabulary/ student's level.	Teacher8: "I feel sometimes that the English language can't address the meaning."
Factors preventing the use of code-switching	Leading to miscommunication & misinterpreting of what has been said.	Teacher1:"code-switching must use strategically, otherwise it will harm the student's target language."
		Teacher2: no factors.
	The appropriateness of specific terminology.	Teacher3: "focusing on specialty terms and notions."
	The dispensing use of code-switching.	Teacher4: "in my opinion, teaching English as a foreign language is done by other means rather than code-switching."
	The absolute difference between each language.	Teacher5:"I avoid code-switching because of the nature of both mother tongue and target language."
	Improvement of learning performance.	Teacher6:"keeping the same code is sometimes necessary to enhance certain learning skills."
	Facilitates the comprehension of the target language.	Teacher7:"to strengthen student's use of English language."

	Avoidance using the first language.	Teacher8:"preventing them fromlearning and acquiring new vocabulary in the target language."

The above table represents the thematic coding, which includes the open-ended answers answered by the group of teachers. This table shows that code-switching is a helpful method for students and teachers. But teachers must use it strategically. Otherwise, it will harm the student's target language.

4.5. Classroom observation events

According to the classroom observation, the table below indicated the events of using the classroom observation tool:

Session number: 5	Teacher	Level (1st year/2nd year/3rd year): second year
Date: 4/12/2021	Time of the Session: 1 hour	Module: linguistic Lesson: European school

Code switching events	What the teacher said	Language used (Arabic, Darija, French, other)	Aspect of language explained	Students' response to code switching (understood/not understood)
Code switching event2	Donc يعني و la langueاهزو عطاوها بعد ثاني	Arabic, French, Darija	Semantic	Understood
Code switching event3	يعني هنا كون نقولو ça dépend	Arabic, Darija, French	Semantic	Understood
Code switching event4	قولولي وش هوما Les fonctions اول حاجة	Darija, french	Semantic	Understood

Code switching event5	lesالعقل يجبدلك لي كيفوmots	French, Darija	Semantic	Understood
Code switching event6	وشهو content بالعربية	Drija, English	Semantic	Understood
Code switching event7	Es que نقولوها gentiment.	French, Darija	Semantic	Understood

4.6.Conclusion

The classroom observation and the questionnaire gathered the data for this chapter. The questionnaire contained three parts. The first part is to answer the first and second research questions. The questionnaire data were quantitatively analyzed using Excel, and the results show that code-switching is beneficial to both teachers and students. The second section, which aims to answer the third research question through the data gathered from the questionnaire, was analyzed qualitatively using thematic coding and open-ended questions due to factors for using code-switching.The following chapter will discuss and interpret the findings in more detail.

CHAPTER

FIVE

DISCUSSION

CHAPTER 5: Discussion

5.1. Introduction

    This chapter aimed to interpret and evaluate the findings of two research tools: a questionnaire given to the Algerian University EFL teachers and a classroom observation for the researcher to observe whether EFL teachers use CS in their class. It also attempts to answer the research questions proposed in the general introduction. This chapter is divided into five sections. The first section discussed the first question about the frequency of use code-switching in EFL classes. The second section analyzed the second question about which language was used more to switch. The third section interpreted the third question: how often do EFL teachers use each language to change in the EFL class. The fourth section discussed the fourth question, which was about the teacher's perceptions of using code-switching, which has positive and negative attitudes. The last team discussed the fifth question, which was about Factors affecting the use of code-switching, and it was divided into factors that motivate the use of code-switching and factors that prevent the use of code-switching.

5.2. Frequency of using code-switching

    The first question will be discussed in this section, including the frequency of code switching in the classroom. The findings showed that among eight teachers, five stated that they use code-switching rarely, two of them often use it, and one teacher uses it always since he is obliged to use it in his module. The former showed that code-switching has an influential role in the classes, which helps to inspire and arouses the students' interest in learning English. It facilitates their comprehension and serves as an impetus to their learning success. In addition, EFL teachers indicated that code-switching might help them transfer thoughts and concepts that might be easier to explain in English.

5.3. The language switched most

    This section will discuss the second question, including the frequency of code-switching in the classroom. The findings showed that the language used most was the MSA, andFrench and Algerian Arabic were the less used in the class. Algerian university EFL teachers shift from English to Arabic for the following reasons: to explain when they feel that the ideasare not conceived as they suppose, to illustrate some teaching points**,** and to give examples. When learners can't understand words, clear thoughts in English facilitate the crucial parts of information and promotes the comprehension of the particular situation in the target language**.**

5.4. Frequency of use of each language in EFL class

This section will discuss the third question, including the frequency of each language in EFL class. Among eight teachers, five rarely used the modern standard Arabic, one often used it, and one was neutral. One teacher stated that he uses code-switching always, unlike another teacher who indicated that he never uses the MSA. According to the Algerian slang language, known as al Darija, five teachers rarely use it, one teacher often uses it, and one is neutral. One teacher always used it, unlike another teacher who said he never used the Algerian slang. As displayed in the former graph, five teachers indicated that they rarely use the french language. From this data, the researcher infers that EFL teachers use each language when they switch; however, they use them rarely.

5.5. Teachers' perceptions of the effectiveness of code-switching

In this section, the fourth question will be discussed, including the teacher's perceptions of the effectiveness of code-switching in EFL classes. The figure's findings showed that code-switching affects learners accurately by conveying meanings and enhancing the teaching and learning of ESL. Besides, CS helps learners understand certain challenging aspects. In addition, it is effective for teachers to clarify some ideas or attract Students' attention. It can also improve students' comprehension. As well as, code-switching is considered a bridge between familiar and unfamiliar vocabulary.

According to the thematic coding, the findings showed that EFL teachers have different perceptions of code-switching in EFL classes. Some teachers stated that code-switching has positive effects on learning EFL, such as it helps clarify ideas and notions and is effective in specific crucial issues. Besides, it allows for enhancing students' educational performance. Code-switching is an easy way for students to see ideas in another language. However, some teachers indicated that code-switching negatively affects learning EFL, such as the overuse of code-switching in classes, which can be harmful and ineffective. In addition, EFL teachers stated that their level remains low if learners rely on code-switching each time.

5.6. Factors affecting the use of code-switching

In this section, the fourth question will be discussed, including the factors affecting the use of code-switching. According to the thematic coding, the teacher's perceptions of the effectiveness of code-switching were different. Some of the teachers stated that factors motivate them to use code-switching. Code-switching is another strategy to organize the discourse and fulfill various conversational tasks. Another teacher indicated that code-switching is obligatory since he is concerned with both languages. EFL teachers stated that code-switching assists learners in avoiding misunderstanding, gaining time and energy, and the need for clarification. Besides the need to solve communicative issues. The teacher's main

aim is to convey a learning message. Those findings showed that code-switching is influential in EFL classes in which CS helps learners understand certain challenging aspects. In addition, it is effective for teachers to clarify some ideas or attract Student's attention. It can also improve students' comprehension. As well as, code-switching is considered a bridge between familiar and unfamiliar vocabulary. However, some EFL teachers claimed that factors prevent them from using code-switching. Such as it preventing learners from learning and acquiring new vocabulary in the target language to strengthening students' use of the English language. Besides, teaching English as a foreign language is done through other means instead of code-switching. Also, the overuse of code-switching will harm the Student's target language. The findings showed that code-switching has adverse effects on learning EFL, which may hinder their learning of a target language. These findings indicated that code-switching is considered a double-edged tool in learning EFL. When EFL teachers use it strategically, it might not harm their learner's learning of EFL; however, the overuse of code-switching might hinder the learners from acquiring the EFL.

5.7. Conclusion

This chapter analyzed and discussed the data obtained through the questionnaire. The teachers' questionnaire results were analyzed and interpreted through the qualitative study using thematic coding and graphs. The former ends with discussing the results and answering the research questions.

CHAPTER

SIX

GENERAL

CONCLUSION

CHPTER SIX: General Conclusion

6.1. Introduction

This chapter summarizes the findings and through answering the three research questions. Besides, this chapter will provide implications and limitations faced by the researcher while conducting his research and also give some recommendations for the future researcher to avoid the rules of the current study.

6.2. RQ1: How often do Algerian EFL teachers use code-switching in their classrooms?

The study's findings indicated that most Algerian university teachers rarely use code-switching in their sessions. In contrast, two teachers showed that they often shift between languages, and one teacher always uses it. EFL teachers might use code-switching to convey thoughts or concepts that might be easier to explain in EFL. Also, to facilitate the explanation.

6.3. RQ2: What do Algerian EFL teachers think about the effects of code-switching?

The results showed that the effectiveness of the use of code-switching differs from teacher to teacher; among them: the Arab learners require a specific context. In addition, it helps learners to grasp ideas and notions. The findings showed that code-switching has an influential role in the classes, allowing learners to clarify some concepts or ideas, and it helps to attract learners' attention.

6.4. RQ3: What factors affect Algerian EFL teachers' use of code-switching?

The findings showed that different factors affect EFL teachers' use of code-switching. However, some factors allowing them to use it; were as follows:
Code-switching allows EFL teachers to organize their discourse and fulfill various conversational tasks. Besides, it will enable learners to avoid misunderstanding, gaining time and energy, and the need for clarification. Moreover, EFL teachers use CS if students can't understand certain concepts or terms in English. In addition, another factor was the need to solve communicative issues; the teacher's main aim was to convey a learning message. Also another critical factor was that the target language sometimes couldn't address the meaning.

The use of code-switching has positive factors, but it also has negative aspects that prevent EFL teachers from using it; among them, its misuse will harm the student's target language. Another factor that was keeping the same code is sometimes necessary to enhance specific

learning skills. Besides, code-switching prevents learners from learning and acquiring new vocabulary in the target language."

6.5. Implication of the study

The current research explores to what extent Algerian EFL teachers use CS in their classes. The study showed that CS could help teachers with complex topics and improve learners' learning skills. It served some functions for teachers to convey material and for students to receive material and communicate in the classroom, which is considered very helpful for teachers and learners.

It helps EFL teachers to convey their ideas, construct and transmit knowledge, manage the class, and build interpersonal relationships with their learners. Sometimes, EFL teachers encountered difficulty sharing the material in L2 because it was more comfortable to speak in L1. In addition, code-switching serves for the teacher to give procedure and direction. Code-switching assists EFL teachers in translation, clarification, comprehension check, process, recommendations sharing, classroom management, and learning strategy to bridge the classroom level of language proficiency.

6.6. Limitations of the study

Despite the apparent findings of this study, there were various limitations that the researcher faced:

Due to the time limitations, there was not enough time to conduct a long-term study. Concerning data collection tools, teachers did not have enough time to answer the questionnaire; some teachers took it to their homes to answer, which prevented the researcher from finishing the research on time. Also, during time limitations, the study's sample did not include more participants; there were only a few participants.

It was hard to find relevant and enough references concerning the area of EFL teaching.

6.7. Recommendations for future research

This section suggests some recommendations for future researchers to avoid some limitations for future research. Based on this study's results and rules, many things should be considered for future researchers: First, a large population sample is needed to generate more reliable results in the future. In addition, the prospective researcher might employ more data collection tools to understand the context better. Moreover, the future researcher might select a suitable time to avoid wasting time when he wants to collect the data. Also, choose the right place to meet teachers.

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OF

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APPENDICES

APPENDIX1: Teacher's Questionnaire

Summary of the study:

This questionnaire is a part of the study that aims to investigate the **Algerian EFL teacher's use of code-switching in Algerian universities.**

Consent form

Dear Teacher:

Your participation in the study is voluntary and your answers will be securely stored. The data will be used for research purposes and you will not be identified as an individual within the final research.

The Researcher's email: margounaferiel2020@gmail.com

The supervisor's email: moustafa.amrate@univ-biskra.dz

PROFILE INFORMATION

Gender	Female ☐ Male ☐
Age	
Teaching qualification	BA in English ☐ MA in English and related fields ☐ PHD in English and related fields ☐ Other: ☐ , please specify:……….
Year of graduation	
Teaching experience(by number of years)	
Type of teaching position	Part-time(vacataire) ☐ Full-time(titulaire)/permanent ☐
Duration of the teaching experience(by number of years)	
Level taught	1st year ☐ 2nd year ☐ 3rd year ☐

Questionnaire

1.How often do you use code switching in your sessions?

1. Never	2. Rarely	3.Neutral	4.Often	5.Always
☐	☐	☐	☐	☐

2. If you use code switching, which language do you use to switch to?

Modern standard Arabic	☐
Al darija(Algerian Arabic)	☐
French	☐
Other	☐ , specify:………..

3. How often do you use each of these languages in code switching?

	Never	Rarely	Neutral	Often	Always
Arabic	☐	☐	☐	☐	☐
Algerian Arabic	☐	☐	☐	☐	☐
French	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

4. A- On a scale from 1 to 5, how effective is code-switching in your classes?

Not effective at all	Not effective	Neutral	Effective	Very effective
☐	☐	☐	☐	☐

B- Why?

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5. What are the factors that **motivate** you to use code switching?

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6. What are the factors that **prevent** you to use code switching?

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THANK YOU FOR YOUR CONTRIBUTION

APPENDIX 2: Classroom Observation Sheet

Session number	Teacher	Level (1st year/2nd year/3rd year)
Date	Time of the Session	Module and lesson

Code switching events	What the teacher said	Language used (Arabic, Darija, French, other)	Aspect of language explained	Students' response to code switching (understood/not understood)
Code switching event1				
Code switching event2				
Code switching event3				
Code switching event4				
Code switching event5				
Code switching event6				
Code switching event7				

ملخص الدراسة

تهدف الدراسة الحالية إلى استكشاف المعلمين الجزائريين الذين يستخدمون اللغة الإنجليزية كلغة أجنبية للتناوب اللغوي في تعليمهم وتصوراتهم تجاهها. لمعالجة هدف الدراسة، تم تنفيذ تصميم بحث استكشافي نوعي. لتتبع استخدام الاساتذة الجزائريين للغة الإنجليزية كلغة أجنبية للتناوب اللغوي تمت ملاحظة ثماني دورات لتعليم اللغة الإنجليزية للسنتين الأولى والثانية في جامعة بسكرة. لتكوين رؤى حول تصورات المعلمين الثمانية تجاه تبديل الشفرة، أعقب الملاحظات الصفية باستبيان شبه منظم. لتحليل البيانات التي تم جمعها. تم استخدام Microsoft Excel لحساب وتيرة تفاعلات تبديل التعليمات البرمجية في الفصل الدراسي للعناصر الكمية وتم استخدام الترميز الموضوعي مع إجابات الاستبيان المفتوحة. وفقًا لنتائج الدراسة، على الرغم من أن للتناوب اللغوي له دور مؤثر في فصل اللغة الإنجليزية، نادرًا ما يستخدمه مدرسو جامعة اللغة الإنجليزية كلغة أجنبية الجزائرية. أظهرت النتائج أيضًا أن تصورات المعلمين الجزائريين للغة الإنجليزية كلغة أجنبية تجاه استخدام التناوب اللغوي تم تصنيفها إلى فئتين: التصورات الإيجابية، حيث يعتقدون أنها تساعد الطلاب على استيعاب الأفكار والمفاهيم. والتصورات السلبية، حيث تضر بتعلم اللغة المستهدف للطلاب. أظهرت النتائج أيضًا أن معلمي جامعة اللغة الإنجليزية كلغة أجنبية الجزائرية استخدموا اللغة العربية للتناوب اللغوي،أكثر من الفرنسية والدارجة. سلط البحث الضوء على الفجوة بين الدراسة الحالية والدراسات السابقة.

الكلمات المفتاحية: التناوب اللغوي، اللغة الإنجليزية الأجنبية (EFL)، تدريس اللغة الإنجليزية (ELT)، اللغة العربية القياسية الحديثة (MSA)، الدارجة.