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**The Impact of Code Switching on English Language
Teaching and Learning: The Case of Master Two
Students at Belhadj Bouchaib University.**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's
Degree in Linguistics.*

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Dedications (1)

In the name of Allah, Most Merciful, Most Compassionate

This humble work is dedicated to my wonderful parents: my beloved father “Baroudi” and my dear mother “Khadidja” thank you so much for spending all your life loving me and taking such an endless care of my needs

I am grateful for all the unconditional love, guidance, and support you have endlessly given me.

To my sympathetic family especially my grandmother

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Last but not least, this work is dedicated to the memory of my dear grandfather may his soul rest in peace

Thank you all from the bottom of my heart

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I dedicate this work,

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Abstract

The present study sheds light on the phenomenon of code switching in EFL classrooms. It focuses on investigating the impact of code switching on English Language Teaching and Learning. The study explores the principal reasons that lead teachers and students to code switch in their EFL classroom. The participants of this research are Master Two English students and teachers, who belong to the department of English at Belhadj Bouchaib University in Ain Temouchent. In the data collection, two questionnaires were used; one for students and another was addressed to the teachers of the English language, and the data were analyzed quantitatively and qualitatively. The results of the analyzed data show that the majority of responses exhibit that there is a positive and huge impact of code switching on English Language Teaching and Learning. Besides that, the findings also proved that the reason behind the teachers' and students' use of code switching is to facilitate the processes of Teaching and Learning.

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List of Abbreviations and Acronyms

AA: Algerian Arabic

CS: Code Switching

EFL: English as a Foreign Language

H: High variety

L: Low variety

L1: First Language

LMD: License Master Doctorate

MSA: Modern Standard Arabic

General Introduction

Language is a fascinating means that plays an essential role in the communication process. It helps individuals in expressing their thoughts and feeling through a system of words or signs. For that, it is considered an important part in the life of every person; however, languages differ from one community to another. In some countries people use one language, whereas in other communities the population can speak and use two or more languages, such as Algeria. Algeria is one of the multilingual countries, where in the process of communicating, more than one language is used by individuals, which are: Arabic, French and Berber. As a result of the diversity in the use of languages, many sociolinguistic phenomena have emerged in the Algerian society, and code switching is one of those phenomena, which represents the main subject of this research work.

This research work is intended to investigate the phenomenon of code switching in EFL classrooms. The main aim of this research study is to explore the impact of code switching on English Language Teaching and Learning of students (Master Two) and teachers of English, and it aims also at finding out the reasons that lead the teachers and students to code switch in EFL classrooms. For that reason, the following two questions are stated:

- 1- What is the impact of code switching on English Language Teaching and Learning?
- 2- What are the reasons that lead the teachers and the students to use code switching?

The major hypotheses of this research work are:

- 1- There is a positive and huge impact of code switching on English Language Teaching and Learning.
- 2- Teachers code switch in their EFL classroom in order to facilitate the process of Teaching and to ease the comprehension for the students, also the reason that lead

the student to use this phenomenon is to facilitate the process of Learning and for a better understanding.

The data of this research were collected by means of two questionnaires: one for Master Two English students and another was addressed to teachers who belong to the department of English at Belhadj Bouchaib university of Ain Temouchent.

This research work is divided into three main chapters. The first part is devoted to the literature review, where it deals with describing the language situation in Algeria and sheds light on the phenomenon Code Switching. The second chapter deals with the methodology and data collection methods it contains the research design, the research setting and sample population which has been chosen in this study and describes the research instruments that contribute in collecting data. Finally, the third chapter is about the analysis the data gathered by the questionnaire and analyzing the results.

Chapter One

Overview of Related

Literature

1.1 Introduction

One of the main concerns of sociolinguistics in multilingual classrooms where English is viewed as a second or foreign language is the situation of combining and shifting between languages among students. In some countries, people use one language, whereas in other communities the population can speak and use two or more languages, such as Algeria. Algeria is one of the multilingual countries, wherein the process of communicating, more than one language can be used by individuals, which are: Arabic, French, Tamazight, and English

EFL classroom students often encountered problems concerning their oral performance. This makes them also face problems in mastering speaking skills. This fact leads to code-switching (CS).

C.S is one of the most linguistic phenomena that attracts the interests of many writers, linguists, and researchers. Besides that various studies have been made to scrutinize the occurrence, the reasons, and the functions of code-switching.

Thus, this chapter presents The Language Situation in Algeria, in which two points are scrutinized; the historical background, the Algerian sociolinguistics verbal repertoire, As the study follows; code-switching where the origins and the types of this phenomenon are examined, the following point introduce code-mixing. This chapter discusses and investigates teaching and learning languages and their difficulties.

1.1.1 The language Situation in Algeria

The language situation in Algeria is particular and very complex. Algerian society has been always in contact with other foreign populations, this contact led to diversity in languages. This becomes an open issue. Gumperz asserts that dealing with the linguistic knowledge and social factor, also how they interact in the interpretation of discourse leads to understand the language's role in daily life (1982).

1.2 The Historical Background

North Africa had witnessed various cultures and civilizations. That made Algeria the zone of many invasions, history records that Berbers are the oldest people in North Africa. Algeria is a complex speech community due to its historical, social, cultural, and political factors and strategic geographical position. Historically speaking, Algeria was the center of invasions of many civilizations such as Phoenician, Carthagian, Byzantine, and French, throughout time, it constituted a particular sociolinguistic situation. This latter paved the way to distinct language contact phenomena like bilingualism, CS, and diglossia. Code alternation is remarkable in some of these phenomena like in CS, while in others code choice is done accordingly to the situation. Political factors on the other hand are responsible for today's linguistic situation in Algeria since there is a policy behind language planning.

During the Neolithic era, the principal elements of the Berber culture were already in place: a Libyc language means of communication. Elliman reported that "The essential elements of Berber culture have already existed during the Neolithic era which is: a lybic language, means of communication" (2004, p.32).

Chaker pointed that " certainly of Phoenician origin in its essence and structure". (1980, p.30). So he declared that the script that was developed from ancient lyBico _ Berber is certainly of Phoenician origin in its structure and essence.

When France colonized Algeria in 1830, Algeria had to face a series of cultural problems. French language spread as an outcome of the French invasion of Algeria, and through the linguistic imposition and imperialism. Thus, it gained an important status in Algeria till nowadays.

For 132 years, the colonizer forced the Algerian people to abandon their language and adopt his language. The first step they did was to control the educational system in Algeria by closing some of the Qur'an schools, which were widespread before the French arrival in the

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country. Accordingly, the Arabic language lost its status and prestige. The aim behind that severe policy undertaken by the French colonizers was to spread illiteracy among the indigenous inhabitants of Algeria and thus they would never ask for their rights

1.3 The Algerian Sociolinguistics Verbal Repertoire

Over the years, many civilizations have settled in Algeria .which made the sociolinguistics situation particular and complex. Due to this historical period, Algeria suffered from diverse languages because of the presence of many languages. Algeria is considered a multilingual country. The Algerian language is discussed from a sociolinguistic point of view, as well as considering, its language policy, to analyze the use of such language, including its grammatical rules and pragmatic use. Within Algerian legislation, Arabic is considered the standard as an official language, and French is viewed as the country's first foreign language, and the second language sociolinguistically speaking, but in reality, it is not actually like that. Arabic is taught at school as a first language, but it has never been the main communication language within Algerian society.

The mother language for Algerians is the Algerian Arabic, which is used to express oneself daily. It is a language formed by different languages, which has come about through the coexistence of various civilizations in the North-African lands, like Arab, Berber, French, Spanish, Turkish, Italian, and also, influence from English through it being a global language.

1.3.1 Modern Standard Arabic

Modern Standard Arabic (MSA) is a simplified form of the so-called Classical Arabic, where only a few differences mainly lexical are noticed. It was the national and official language of Algeria after one year of independence in 1963. It is a Semitic language that belongs to the Afro-Asiatic family. In the seventh and eighth centuries, Muslims came to Algeria to spread Islam using their Arabic language. Thus, the language spread especially

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because of its association with religion (Qur'an). MSA is written in official documents of the government and used in formal settings such as education, media, and newspapers, speeches delivered by politicians, literature, mosques, and universities, especially in literary fields.

Algeria is part of the Arab world, thus MSA is considered as a lingua franca among Arabs. MSA has developed out of the classical language. This variety of Arabic was elaborated from the classical one to satisfy speakers 'needs and demands. Ennaji (1991:p.9) defines MSA as being: "Standardised and codified to the extent that it can be understood by different Arabic speakers in the Maghrib and the Arab World at large ". It has the characteristics of a modern language serving as the vehicle of a universal culture.

MSA is considered a High variety as it is considered as a dominant prestige language reserved for official functions and used by educated people since it requires correct usage of rules. It is generally taught in schools because it is thought to be more simplified than Classical Arabic. As Cowan (1986:p. 20) claims that MSA is also the language of formality and written form "Modern Standard Arabic is traditionally defined as that form of Arabic used in practically all writing (forms) of Arabic and the form used in formal spoken discourse such as broadcasts, speeches, sermons and the like. Many intellectuals consciously use MSA nowadays because it is the marker of Arab-Muslim identity. Additionally, they inculcate the use of MSA in their children to facilitate learning at school and to reinforce their identity.

1.3.2 Algerian Arabic

Algerian Arabic or colloquial Arabic is a subdivision of MSA. It is the medium of daily interaction among Algerians. It is acquired at home for communication in informal settings: street, home, market.... Chemami states that "70% of Algerians use it as a mother tongue, while about 30% acquire one of the Berber varieties. (2011).

Algerian Arabic is a vernacular form derived from classical Arabic. It represents the mother tongue of the vast majority of Algerians who use it in their daily life interactions. It is also called "Derja" the latter is a melting pot from various languages, which have existed on

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the Algerian soil through different periods of its history. After the Arab invasions of North Africa, other successive invaders followed them such as the Spanish, the Turkish, and finally the French. Algerian Arabic inherited a lot from the vocabulary of the invading languages. The Algerian speakers for instance have borrowed many words from the French, AA is characterized by borrowing. This is due to many historical events, civilizations, and cultures that Algeria witnessed through many centuries. For example, words from Spanish are adapted to AA due to the Spanish invasion especially in the west of Algeria “Oran” in 1732, because of the Ottoman occupation in the sixteenth century; many Turkish words became parts of AA.

1.3.3 French Language

By the coming of the French invasion in 130 with the idea of civilizing the country with a new language and culture, this invasion lasted in Algeria for 132 years which made this language deeply rooted in the Algerian community. During colonialism, the dominant language French was used by the rulers, and by those who were serving them, their minds were conditioned to French attitude. Although French is considered a foreign language and no official status is given to it in Algeria today, it is widely used in many sectors including education, administration, media, and economy. When talking about the presence of the French language in Algeria, we ought to say that the French settlers intended to assimilate the Algerians by bringing them to their culture and language. They made a lot of changes in the educational and social levels. the colonists started by closing the Quranic schools progressively, they destroyed them and turned buildings into bars for French troops, they converted also the schools into stables for French horses, they wanted to destroy almost everything linked to literacy by forbidding the teaching of the Arabic language.

The French colonial policy did not neglect the social context, they did their best to implement their language and their culture, and they wanted to replace Arabic with their mother language.

1.3.4 Tamazight Language

The term Berber is derived from the Greeks. They used it to refer to the people of North Africa, the Romans and the Arabs retained this term. The Berbers are the earliest recorded inhabitants of Algeria.

The speaking zones of the Tamazight language which is known as the Berber language are less homogenous in Algerians than the other countries, especially in Morocco. The Kabyle region contains four full administrative departments: Tizi Ouzou Bejaia Bouira and Boumerdes. The Berber language is considered the mother tongue of many Algerian speakers. It was considered as a national language in April, 10th 2002 by the constitutional amendment, but in February 2016 it became an official language recognized by the Algerian constitution as a joint-official language with MSA, which has a co-status.

During the 1980s, many efforts were made for the elaboration, standardization, and codification of Berber in Algeria. Before its recognition as a national language on May 8th, 2002, the question of Berber identity and language has raised many problems during the 1980s and 1990s however; the new status gained after four decades of independence did not please the Berber-phones speakers as they sought equality between Arabic and their language. Nowadays, Moroccan Berbers use the Arabic script to transcribe the different Berber varieties, however, in Algeria; it is the Latin alphabet, which has been chosen by the Berbers to show their opposition and resistance to the Arabization process led by the Algerian authorities. It is worthy to add that the status of the Berber language has witnessed a remarkable shift recently since it is taught in primary schools for children all across the country.

1.3.5 English Language

Unlike the other Western Countries, Algeria is far left behind in English speaking ability because French colonialism has imposed on Algerians. The presence of the English language in Algeria is due to its worldwide status as a global lingua franca. It has become the

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language of the world because it represents scientific and technological developments. A few years ago, the Algerian authorities designed and enforced new educational programs to promote English and limit and reduce the impact of French. Today, English is taught from the first year of middle school. However, only a small number of Algerians speak English, especially the younger generations. One point left to mention is that the new generation is likely to be more open to the English language especially with the widespread social media and the internet.

In 2001, the Ministry of Education announced the educational reform and many changes occurred concerning the situation of teaching English. However English is still considered to be the second foreign language in the Algerian educational system after French. It is spoken by about 1,5 billion people and is the language of international communication in business, diplomacy Technology, sports, travel, and entertainment (Tiersky and Tiersky 2001).

1.4 Diglossia

Diglossia means two tongues. The term is used to describe a situation where two varieties, a high variety, and a low variety, are used side by side in the same speech community in different contexts. Thus, the speaker is constrained whether to use the H variety rather than the L variety or vice versa. As stated by Ferguson (1972, p.232) diglossia is a situation "... where two varieties of a language exist side by side throughout the speech community with each having a definite role to play». So, there is a high variety that is used in one set and a low variety in a different one. Hence, they are used in complementary distribution. Diglossia key concepts are as follows:

Variety: Variety is a neutral term that refers to either a language or a dialect.

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High Variety: High variety is used in formal situations. It is guided by grammar rules and generally learned at school.

Low Variety: It is used in informal contexts and acquired at home for casual interaction. Ferguson (1959) sets out a framework to show the functional distribution of (H) and (L) varieties under nine rubrics for both of them to allocate each one in its specific context. The following table exposes the specialization of the function of H and L varieties.

For Marçais, Arabic has two forms one is official and classical used for the written form. And another used for oral forms. He considered CA as the language that is used always in writing, however, CA was not written in the period of "Djehlia" and started with the first draft of the Koran

Ferguson described Diglossia as follow:

Diaglossia is a relatively stable language situation in which, in addition to the primary dialects of the language which may include a standard or regional standards", there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a language and respected body of written literature, either of an earlier period or in another speech community, which learned largely by formal education and is used for most written and formal spoken purposes but it is not used by any sector of the community for ordinary conversation. (Ferguson, 1959,p. 16)

Diglossia has two varieties of the same language, one language is considered as high one and another as low. In Algeria the official language is CA and each region has its dialect, Algerian people do not use CA in their daily conversation, they use their dialect and use CA in the official setting.

Diglossia has attracted the attention of many linguists such as. Ferguson who was the first one who tackled this issue in his article "Diglossia" in (1959)

1.5 Code-Switching

For decades CS has been studied using various linguists approaches and due to many factors such as the historical background's as any aspect of language has been investigated by many linguists, Also CS can be used as a teaching technique of keeping the learning and teaching processes faster, as a matter of fact, this will economize energy and time while explaining words. So this title will explain first the meaning of CS from different views, then its origins after that, the types of CS are illustrated in detail. Besides code-switching in Algeria is explained.

Hamers and Blanc point out that code switching deals with changing language in one conversation., “it is a change from one language to another in the same utterance or conversation ,it takes place at various points in an utterance between sentence ,clauses,phrases and words. (Hamers and Blanc, 1989, p. 81) .Also Gafaranga review Code-switching occurs in a bilingual society in which two languages are interpreted and perceived, the participants will switch freely between languages to convey meaning or their knowledge of the subject matter. (1990)

1.5.1 Definition of Code Switching

Over years CS has been studied as a language phenomenon that occurs among bilingual communities. As a term CS is composed of two words “CODE” which refers to any system signals such as numbers beside the continuous form of the verb “Switch” which means changing alternating or exchanging positions. During the communicative event, the speaker alternates between varieties of languages, while each language plays a complementary role. Moreover, CS was first defined by Gumperz as “the Juxtaposition of passages of speech belonging to two different grammatical systems or subsystems, within the same exchange” (Gumperz, 1977, p.1).

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This also makes Brown give his view about these phenomena. So according to Brown " Code-switching is the use of a first or third language within a stream of a speech in the second language" (Brown, 2007, p. 139), Moreover Brown assumed that CS is considered as the use of the first or the third language within in a speech in the second language.

However, other linguists state that CS is only a random behaviour such as Labov "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 an irregular mixture of two distinct systems"(Labov,1971,p.457). He affirmed that this rapid alternation is not ruled and governed by any systematic rules, thus it can be described as a mixture of two systems. According to Heller (1988, p. 1)," code-switching is when a person mixes two languages in a single sentence or a conversation". Thus Heller asserted that CS is when you switch from one language to another in the same conversation or a sentence. According to Dehimi: "CS occurs between advanced learners sub-consciously in a conversation with the use of first common language» (Dehimi, 2010, p.26). So it is a random behaviour and occurs subconsciously in a conversation. 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" (2009, p.59). Song and Andrews view that CS Is a continuously delivered message and keep it without pause during the conversation. Besides CS has various definitions, and each linguist views it in his perspective, so According to Schmidt CS is like borrowing, however, there is a difference between these two. First CS is to switch to another language for words or sentences, Unlike Borrowing is to borrow, adopt, and take words, expressions from another language.

“Consequently although they are similar there is a significant difference between code-switching and borrowing. Code-switching is a complete switch to the other language for a word a phrase or sentence. In contrast, borrowing is taking a word

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or short expression from one language and adopting it usually phonologically and morphologically to the matrix or the base of language.(Schmidt,2014,p.20)”

Schmidt view Code switching as an distinct phenomena from Borrowing ,which defines CS as an complete switch to another language, that can be word ,phrase...However borrowing is to take a word from one language and adopted it to the base of language

1.5.2 Origins of Code Switching

The origin of the phenomena Code switching is broad, and its use differs from one time to another “CS has been known since the early twentieth century, when the first recognizable concerning bilingual research was recorded” (Leopold; 1939, p.49). The phenomenon was taken as a random behaviour as a result of imperfect language learning until the two linguists Bloom and Grumperz (1972) came to publish an article which contains a survey that describes the use of dialects in a Norwegian village and that speakers tend to choose dialect according to the situation. In the following years, many types of research were conducted on the systematic characters of code-switching. From the seventies on, CS has becomes an interesting topic, which a lot of debates and studies were carried out about it as a process, as well as a product.

.Moreover, the term code-switching appeared for the first time in the field of linguistics in Hans Vogt’s (1954) article “languages in contact”. Vogt considered code-switching as a psychological phenomenon but no a linguistic as he states “code-switching in itself is perhaps not a linguistic phenomenon but rather a psychological one. Bilingualism is of a great interest to the linguist because it is the condition of what has been called interference between languages” (Vogt, 1954, p.368)

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

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educational opportunities because their teachers tend to use standard English to teach which 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) was considered as the primary language of the African American students in California, and takes it as the main tool to help those students to learn the Standard English. Due to these issues, many sociolinguists stated to make researches about differences and similarities comparing the structures of the standard English and its other varieties then designing teaching programs for the users of their dialects -especially Black English- to facilitate their acquisition of the Standard English (Gross; 2001).

The emergence of CS in linguistics started from the traditions of prescriptivism, which is stated by Crystal as:

A variety of languages are given more value than other varieties and this has to be mandatory upon the discourse or the speech community for the most part throughout the educational means. (1997)

1.5.3 Types of Code-Switching

There are many debates among scholars and linguists about how to classify categories under CS phenomenon. Each scholar names and deals with CS from a certain angle. For instance, Blom and Gumperz (1972) divide it into situational CS and metaphorical CS. They divide it according to social function. However, Poplack (1980) focuses on the sentence structure in her categorization of CS. Muysken (2000) also deals with CS regarding the grammatical constraints. Here are the definitions of each one of these types:

1.5.3.1 Bloom and Gumperz' (1972) Categorization:

Bloom and Gumperz (1972) classify CS into two main types which are: Situational CS and metaphorical CS.⁸

A-Situational Code Switching: It happens according to the change in a situation, topic, participants or even the setting, Wardhaugh (1998) adds that bilinguals shift from one language to another whenever they want, according to change of setting, when dealing with the same topic.

B-Metaphorical Code Switching: It is also known as conversational CS. It occurs within the same context, setting and participants for different purposes like: to emphasize, to show solidarity, and sometimes, it happens according to a situation by means of a shift from formal to informal and vice versa, like in the Algerian classrooms. Wardhaugh (1998) claims that in this type, people switch for the sake of showing group identity, or even when there is a change in a topic and not the setting.

1.5.3.2 Poplack's (1980) Categorization:

After Blom and Gumperz's (1972) division of CS, Poplack (1980) proposes different divisions of CS. She adds a third type named Grammatical CS which is also divided into three sub-types. It was viewed from a structural and a linguistic angle. It shows that switching between two codes especially if they are different unrelated languages is not random, but rule-governed and requires to be skilful in the target language. The sub-types under grammatical CS are:

Inter-sentential Code-switching:

Inter-sentential switching is the switch that occurs at sentence and /or clause boundary, resulting from that one sentence or part of the sentence can occur in one language and the following part in another Poplack (1980, p. 605) In here Romains means that one sentence or the clause in one language and the sentence or clause in another language, besides Poplack's--

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view Inter-sentential code-switching as: "requires a high degree of proficiency in both language than Tag switching", so, he means that this type has proficiency more than tag switching in both languages. This kind of switch occurs more by educated people in comparison with extra-sentential code switching as it depends on the fluency in both languages.

Intra-sentential code-switching:

The alternation between the two languages occurs at the same sentence boundary. It was called later Classic CS by Myers (1993) and Alternational CS by Muysken (2000). However, it remains largely known as intrasentential CS. Yet; it remains largely known as intrasentential CS. In this type of CS, the combination preserves and respects both grammatical structures, as an example. this type of CS needs an advanced level of bilinguality and language proficiency because one will produce phrases, clauses or whole sentences with respect to the grammar of the foreign language.

According to Poplack (1980, p.589) intra-sentential switching occurs within a sentence. It also involves the greatest syntactic risk as words or phrases from another language are inserted into the first language within one sentence or utterance. As two languages are mixed within a sentence, there are also two different grammars in play. This means that the speaker has to know both grammars in order to produce a grammatically correct utterance.

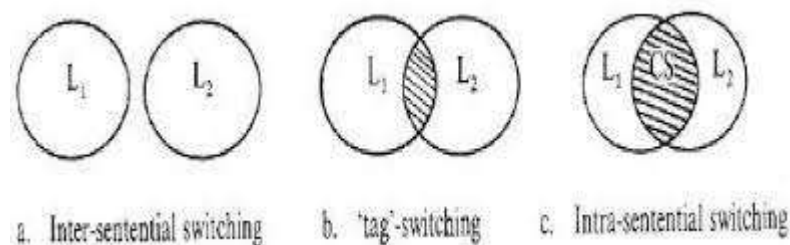


Figure I-0-1Characterization of Poplack's typology (1980, p.615)

1.5.4 Code Switching in Algeria

Code-switching can be defined briefly as the switch between two languages or more or even varieties of language in a single conversation. This phenomenon occurred in bilingual societies or speech communities that can switch between two or more distinct languages or varieties of language at the same place.

Code-switching is a bilingual process and a practice used by bilinguals and interpreted as a bilingual practice used by bilingual people. Since it is an important and essential process, many scholars try to define it, which leads to various definitions by distinct scholars, and it has been studied from different angles. Code-switching and related phenomena were depicted as deviant bilingual behaviour that is not important to be studied (Bloomfield, 1927,p. 395). Hamers and Blanc (2000) report it as a process and form of incompetence in the two languages. However other positive scholars and researchers view and discuss CS as a governed and well-structured process, besides to its organization in terms of structural constraints that consist and carry many motivations and social meanings.

Code switching in Algeria takes a position between the country's first languages, Arabic has two forms: Modern standard Arabic (MSA) or Algerian Arabic (AA) and the second language is French because of historical factors such as Colonization. The existence of Arabic and French led to the emergence of language phenomena, besides code switching in Algeria occurs in all and distinct settings or places, in sentences, clauses, or phrases. Algerian people used to switch in their conversation between two languages which are: Arabic and French due to their historical background.

The study of code switching summarises that 2005 showed more than 1800 articles that have discussed code switching in every branch of linguistics such as neurolinguistics, psycholinguistics, and sociolinguistics.

Many scholars define code switching in different distinct perspectives and dimensions, that means that till now the linguists have no common agreement on one definition of the

term, however defining the term of code switching is not our central issue, at present, there is only one definition that we will use it in our work is that of Myers when he reported that CS is to switch from one language to another or more in a single conversation.1993.

1.6 Teaching and Learning English as a Foreign Language

Being fully aware of the importance of English as a foreign language, both at the national as well as the international level, especially, as the world has become a global village, the Algerian curriculum developers incorporated English as another foreign language (besides French) to be taught in the national educational program. As the potential of teaching this foreign language in a more positive environment in Algeria is available, this work attempts to conduct a brief exploration of the teaching of English as a foreign language (EFL) in the Algerian context. It also attempts to shed the light, and in depth on the syllabus and the objectives suggested by the Algerian authorities (June 1999) for both Middle and Secondary school education.

English is taught as a mandatory form in the Algerian middle and secondary schools and universities (also in some military, security, cultural and economic institutions).

English in Algeria is not the students' natural communicative environment. Moreover, the entire cultural context in Algeria is different from the lifestyle in Great Britain, or any other English-speaking country for that matter, as stated by Hayenne English is considered by some Algerians as "a language of an ex-colonial and imperialist country". (1989, p.43), Despite all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language. It's considered as the second foreign language besides the French language, however, it does not particularly play an important role in the social and the

national life of Algeria people. Moreover English is a part of the historical period of Algerian society.

1.6.1 Teaching English as a Foreign Language

Teaching English as a foreign language (TEFL) refers to teaching the English language in distinct first languages, and for an English language learner he has already studied more than one language and TEFL can occur in public schools or languages school.

Teaching is a difficult and Nobel Mission, Paulo declared that before being a teacher you have exposed yourself. (1993). (As cited in Teaching English as foreign language book second edition. Geoffrey)

Starting from 1993 a new decision to start teaching foreign languages at an early age creates the opportunity for students to choose between the two languages French, English and become a compulsory foreign language.

1.6.2 Learning English as Foreign Language

Learning a foreign language refers to the learning of a non-native language outside of the environment where it is commonly spoken. There is an agreement that the rate of second/foreign language acquisition and the ultimate level of attainment is to a large extent affected by individual variation among learners, with a range of cognitive even though individual variation plays a role in both first and second/ foreign language acquisition, determining the rate at which learners master the different components of communicative competence, Recent trends in foreign language research have increasingly focused on multilingualism and the interplay of multiple linguistic systems in the language learner

. One domain of multilingualism that has been much examined is cross-linguistic influence (also known as language transfer, linguistic interference, the role of the mother tongue, native language influence, and language mixing). Studies point to the complexity and dynamic nature of the multilingual system and have identified several factors involved in

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cross-linguistic influence in the acquisition of a foreign language, particularly of a third language.

Some of these factors include (Psycho) typological distance (e.g., the similarity of the languages or perceived similarity), foreign language affect a coping strategy used as a type of 'foreign language cognitive mode, proficiency level, and recency of use or context of the interaction. Studies also provide evidence for stronger language transfer between L2 and L3 rather than L3 and L1. Moreover, current studies of cross-linguistic influence tend to treat each aspect of language acquisition separately (e.g., phonological transfer and transfer of literacy skills) and reveal that not each type of transfer works in the same way or is influenced by the same factors. However, according to the Skill Acquisition theory, there is conscious processing in language acquisition that requires explicit instruction for deliberate learning to occur.

1.7 Difficulties of Teaching and Learning English as a Foreign Languages

What makes a foreign language so difficult is the effort we have to make to transfer between linguistically complex structures. It's also challenging to learn how to think in another language. Above all, it takes time, hard work, and dedication. EFL learners often encounter some difficulties while dealing with such a difficult skill, even those who have a clear idea about the language system face the same problems. Teaching and learning are both important processes that have many positive angles that contribute to society, however, this process faced many difficulties while conducting the English language.

The negative side of learning the English language is that when the country does not consider English their first language. So learning a second language is difficult for L2 learners because they cannot use English in real life situations. After all, they learn this language from books, textbook not in real-life setting. Also Teaching have difficulties while Teaching the English language, In here the responsibility is for the teacher to pay attention to the four skills

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(writing listening, reading and speaking) those skills should be learned by students and taught by Teachers, there are distinct strategies proposed by many researchers, first Nassaji reported that there is a relationship between the teaching and research (2012) it means both of researcher and teacher learn from each other.

1.8 Conclusion

Throughout this chapter, we have illustrated the language situation in Algerian where it has examined the different languages in this country. Besides, it has given an overview on language phenomena such as Diglossia, Thus, it covered the main concepts related to the phenomenon of code switching. The following chapter will tackle the research methodology and the data collection methods of the present research.

CHAPTER TWO

Research Methodology and Data

Collection Methods

2.1 Introduction:

The present study is mainly descriptive, it provides both descriptive and statistical information to show the impact of Code Switching on English language teaching and learning, and to provide statistical measurement about this sociolinguistic phenomenon. Hence the nature of this research determines the methodological design which should be implemented all along the inquiry.

In the previous chapter, we have dealt with the theoretical background of the phenomenon of code switching from sociolinguistic prescriptive. The second chapter is devoted to the practical part that is concerned with the methodology which is used in this research work. First, it gives an overview of The Aim and objectives of the Research then tackles the research design. It sheds light on the research setting and sample population and includes the informant's profile.

This section is concerned with describing the methods of data collection (instruments), which include the questionnaire as a research tool, teachers' questionnaire, and students' questionnaire. All the data that have been collected will be presented and analysed and discussed to reach a general conclusion.

2.2 Data

Data can be defined as a collection of scores obtained when a subject's characteristics and/or performance are assessed. It is used to describe things by assigning a value to them. The values are then organized, processed, and presented within a given context so that it becomes useful. Seliger and Shohamy define data as follows: "The data is in numerical form, or some form which can be converted into numbers, and the analysis almost utilizes statistics, qualitative data analysis techniques deal with non-numerical data usually linguistic units in oral or written form". (Seliger and Shohamy, 1989, p.201).

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First of all, Antonius (2003) succinctly states that the word data points to information that is collected in a systematic way and organized and recorded to enable the reader to interpret the information. As such, data are not collected haphazardly, but in response to some questions that the researcher wishes to answer. In contrast, and Schostak (2008) captured the essences of capturing data well when he further adds that data are not given as a fixed, but are open to reconfiguration and thus alternative ways of seeing and finding answers to questions one wishes to answer.

As far as the research about code switching is concerned the primary data have been used in order to collect the information about the occurrence of code switching in the Algerian context.

2.3 Analysis

Analysis is the step that comes at the end after all the data are collected. To analyse something is to ask what that something means: it is to ask how something does what it does or why it is as it is. Analysis is the kind of thinking you'll most often be asked to do in work, life, and in school; it is not the rarefied and exclusive province of scholars and intellectuals. It is in fact, one of the most common in our mental activities.

2.4 Data Analysis

Data analysis is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research experiment

Data from various sources are gathered, viewed, and then analysed to form some sort of finding or conclusion. There are a variety of specific data analysis methods; some of which include data mining, text analysis, business intelligence, and data visualizations

Hatch (2002, p.148) defines data analysis as follows:

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Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding..

According to Hatch, data analysis is a system used in research in order to find the answers for questions, to explain the case and to evaluate the hypotheses.

2.5 The Aim of the Research

This research is an investigation used to collect the needed data for the present research, and this research paper present the methodology that is used for gathering data, the main objective of this research is to find out the impact of code switching, also the reasons behind people's switching from one code to another. It is also noticed that people often mix different languages in one sentence. It is observed that master two English students and teachers of the same department (English) switch languages in their speech and conversations, it also happens that they use more than one language in one sentence or speech.

As far as our investigation is concerned, the main purpose of this chapter is to shed light on the methodology which is used in the process of collecting data, in order to figure out what is the impact of code switching on English Language Teaching and Learning and the reasons that lead Master Two English students, besides the teachers that belong to the same department (English) to code switch in their EFL classroom.

2.6 The Research Design

To conduct the present study, an experimental design has been adopted, to examine and draw a clear image and conclusion on the impact of code switching and the reason behind student's and teacher's switching. In this research work, the method which is used is the

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questionnaire for the sake of having both quantitative and qualitative data to obtain reliable and valid data. Hence the quantitative method points to the kinds of methods which is related with measurement and quantity, however, the qualitative method is the one that deals with non-statistical Techniques in the process of gathering data.

The following diagram summarizes the design of this chapter.

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Figure II-0-1: The Research Design

2.7 The Quantitative and Qualitative Framework of Study

To conduct the investigation, the researcher deals with the methods of data collection as an important step in his study. There are two main methods as the quantitative and qualitative methods and both of them are different, and each one is specified about some study. First Method is the quantitative data

Quantitative data is data that is expressed with numbers. it is data which can be put into categories, measured, or ranked. Length, weight, age, cost, rating scales, are all examples of quantitative data. It can be represented visually in graphs and tables and be statistically analysed.

The quantitative data refers to the recorded data of the structured questionnaire and are presented according to the various sections and subsections of the questionnaires. Schegloff (1993, p.103) defines quantitative data analysis as follows:

Quantitative analysis requires an analytically defensible notion of the denominator. I will call it “environments of possible occurrence,” or, more explicitly, “environments of possible relevant occurrence.”[...]second, quantitative analysis requires an analytically defensible notion of the numerator ,the set types of occurrence whose presence should count as events and[...]whose non-occurrence should count as absences. That requires [...] an understanding of what sorts of occurrences or practices are alternatives to one another for the participants. Third, quantitative analysis requires an analytically defensible notion of the domain or universe being characterized. Here I refer [...] to [...] relevant organizational domains of activity for the participants in interaction

.The quantitative study is considered as measuring phenomenon, not explaining them. This approach is specialized in dealing with the data collection by structured techniques and instruments such as the questionnaire. Quantitative research is expressed in numbers and graphs. It is used to test or confirm theories and assumptions.

Unlike quantitative data, qualitative data analysis is data that use words and descriptions. It can be observed but it is subjective and therefore difficult to use for the purposes of making comparisons. Descriptions of texture, taste, or an experience are all examples of qualitative data.

Qualitative data collection methods include focus groups, interviews, or open-ended items on a survey. First of all, Cohen. (2007, p.461) describes qualitative data analysis as: “the process of making sense from research participant’s views and opinions of situations, corresponding patterns, themes, categories and regular similarities”. In addition, Nieuwenhuis (2007, p.100). captures the essence of data analysis well, when he provides the following definition of qualitative data analysis that serves as a good working definition: “[...] qualitative data analysis tends to be an ongoing and iterative process, implying that data collection, processing, analysis and reporting are intertwined, and not necessarily a successive process”. Furthermore; Gibbs (2007,p. 6) so aptly points out :“qualitative data analysis is a process of transformation of collected qualitative data, done by means of analytic procedures, into a clear, understandable, insightful, trustworthy and even original analysis”. Others scholars such as, Marshall and Rossman (1995, p.150) state that: “qualitative data analysis is a search for general statements about relationships among categories of data”.

In contrast with quantitative methods that examine cause and effect, Muijs (2004) views that qualitative method are more suited to looking at the meaning of particular events or circumstance.

2.8 Research Setting and Sample Population

The Research work occurred at Belhadj Bouchaib University in Ain Temouchent, and the system of learning in this university is the L.M.D system, at the Department of English language, where the English language is considered to be a foreign language

This study consists of students who study at the level of Master Two. , since they use various languages and code switching is clearly observed in their conversations

.Therefore, this sample was chosen as a case study.

Sampling is the process where the researcher chooses his/her target population that he/she will research with. It aims to limit the scope of the study, to save time and efforts, answer research questions, to prove or reject the hypotheses, and finally to achieve generalization.

2.9 Research instruments

In any research, the instruments that are used in the collection of data are very essential. They are divided into two diverse categories: the qualitative and the quantitative instruments. As far as our research is concerned, the quantitative and the qualitative tool are represented by means of two questionnaires, one for the students and the other for the teachers of English. In addition to that, the quantitative instruments are an approach that concentrates on statistics and numbers.

The questionnaire given for both Teachers and students, gained a lot and distinct answers. The responses of such a kind of questions offer various answers and supplies many useful information and sometimes contribute to provide new ideas to the researcher .However, most scholars agree that the only limitation associated with this category of questions is that it is difficult to be analyses especially when the answers are unpredictable

2.10 The Objectives of the Questionnaire

The ultimate purposes of the collected data obtained from the questionnaire, which is about the use of code switching by Belhadj Bouchaib master Two English students are as follows:

- 1- To find out the language that is extremely used by those students.
- 2- To discover the reasons which lead those students to switch codes.
- 3- To make the students aware about the phenomenon of code switching.
- 4- To pave the way for further researches for the ones who are interested in learning about language contact phenomena.
- 5- To discover the impact of CS on English Language and Learning for Teaching and Learning.

2.11 Informants' Profile

The informants to whom the questionnaire has been addressed were master two English students at Belhadj Bouchaib University. The whole population consists of all Master Two students, enrolled in the English Department University during the academic year of 2020- 2021. They are majoring in Linguistics, and Literature Their age vary between twenty two and twenty seven years old.

These students dealt with Arabic and French from the primary school to the secondary school, they also dealt with English from their first year in the middle school until now. The majority of them were from the literature stream in the secondary school which means that they also dealt with Spanish for two years

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Table 2.1 The Students' Participants

Age Group	Female	Male	Total	Percentage
24-27	28	7	35	70%
28-35	10	5	15	30%
Total	38	12	50	100%
Percentage	76%	24%	100%	

From the provided table, it is clear that the participants were selected randomly, where the majority of the students are females and a minority is males. The table indicates the differences in the age of the participants, where there is from the age of 24 till 35 years old.

The second group of participants includes 10 EFL teachers at the department of English at Belhadj Bouchaib University. The questionnaire has been addressed to the teachers who are teaching Master Two students of Linguistics and literature. To gather as much data as possible to support the study with more evidence about the impact of code switching on English language Teaching and learning.

2.12 Methods of Data Collection

In this current research, we are interested in studying the impact of code switching on English Learning and Teaching for both students and teachers in addition to the reasons behind using this strategy sometimes within the classroom. For that reason, this research has been studied from different angles relying on certain methods of data collection, and that in order to gain relevant and helpful data that make us understand and perceive the impact of CS for the two processes of learning and Teaching.

The method of data collection plays an important role in the process of investigating about a certain topic. As far as our study is concerned, we focus on adopting the quantitative method, which provides us with data that are needed and related to the topic, which is studied.

Although there are various tools to gather the needed data such as the questionnaire, interview group focus and other instruments, in this study, only the questionnaire was used in the collecting of data (information).

2.12.1 The Questionnaire as a Research Tool

When conducting any research, the instruments, which are selected for the process of gathering the needed data, are very important, and from those tools there is the questionnaire. The latter is considered to be a useful and helpful research instrument where it facilitates the procedure of collecting the information from the participants.

In addition, this tool allows the researchers to gather the maximum quantitative and qualitative information from the respondents and that in order to obtain reliable and useful results from the individuals within a short period of time. The questionnaire is one of the most effective research instruments; it is used to gain both quantitative and qualitative data since “Asking questions is an obvious method of collecting both quantitative and qualitative information from people “(Walliman, 2011, p.97).

It is adopted by the researcher to depict the whole scenario of the observed situation on the purpose of adding additional information to complement the observation and to include the students view on their own language use inside the classroom. Also, it is an attempt to include the learners’ perspectives and perception towards code switching as strategy to which they resort to express their ideas and grantee a better communication when speaking in English. In addition to that, a questionnaire is good means to collect reliable data because it allows soliciting information directly from the learners (Nalunga, 2013, p. 16). In addition Winkinson and Birmingham (2003, p. 8) advocate that:

Questionnaires can be designed and used to collect vast quantities of data from a variety of respondents. They have a number of benefits over other forms of data collection [...] and

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effective questionnaire, is one that enables the transmission of useful and accurate information or data from the respondent.

Moreover, questionnaires can either be in paper or computerized format. Problems faced during questionnaire design include: deciding what questions to ask, how to best word them and how to arrange the questions to yield the information required. The goal is to obtain information in such a way that survey respondents understand the questions and can provide the correct answers easily in a form that is suitable for subsequent processing and analysis of the data.

While there are well established principles for questionnaire design, crafting a good questionnaire remains an art requiring ingenuity, experience and testing. If the data requirements are not properly transformed into a structured data collection instrument of high quality, a 'good' sample can yield 'bad' results.

Questionnaires include forms used for sample surveys and censuses as well as administrative forms. The questions posed must conform to the survey's statement of objectives and provide information that is useful for data analysis. All information requirements must be met, but each question should have an explicit rationale for being on the questionnaire. It must be known why each question is being asked and how the information is to be.

Moreover, usually the questionnaire is given to the respondents either in a direct way, that is to say the researcher personally handed the written questionnaire to the participants, or it can be an online questionnaire, this means that the researcher can send this latter by mail. Furthermore, in order to design an effective questionnaire that can be answered easily by the respondents, the questions should be simple and clear; this means that the researcher has to avoid the complicated and ambiguous questions.

2.12.1.1 Types of Questionnaire

In addition to that, through the fieldwork of a questionnaire, the researcher can include two or more types of questions in his research which are Open-ended questions and Closed-ended questions:

2.12.1.1.1 Open Questions

Open questions are those where response categories are not provided to the respondent. The respondent provides exact numerical figures or answers the question in his or her own words which is either written down, in the case of self-enumeration, or recorded verbatim by the interviewer. Open questions should be followed by sufficient space to record the response.

Open questions allow the respondent to express an answer without being influenced by the response categories that would be provided by a closed question. However, this allows the question to be interpreted in different ways. An open question therefore generally expands the scope of the question while the closed version gives the respondent clues about how the question is to be interpreted. Closed questions also restrict the respondent to a predetermined set of responses

There are several applications of open questions. One advantage of open questions is that they give the respondent the opportunity for self-expression or elaboration. This is important when examining an issue that is not well understood or is very broad. Consequently, open questions are often used during questionnaire development and testing. For example, they are used in focus groups to obtain comments and opinions on the question presented and to generate discussion. Open questions also allow to obtain the respondent's own 'natural' wording. This is important when examining question wording and response categories for a closed question.

In addition, another advantage of open questions is that they can be used to obtain exact numerical data. For example, a respondent's exact age. Business surveys often ask for exact amounts for reported revenues and expenses. Exact numerical data are necessary for certain types of data analysis. For example, to calculate an average or median. Another use of open questions is to provide follow-up to closed questions.

2.12.1.1.2 Close Questions

Closed questions are those where response categories are listed with the question. Closed questions are answered by checking a box or circling the proper response from those provided. The possible responses listed for a question are called response categories. There are numerous advantages to closed questions, the most important ones being that they are less burdensome to respondents, data collection and capture is cheaper and easier. They are quicker and easier to answer since respondents simply choose the appropriate response categories rather than formulate a response and state it in their own words.

The respondent is more likely to answer the question as intended because the response categories indicate the focus of the questions. It is easier to analyse data that has been collected using closed questions, since the answers are more consistent and already grouped. Also, if a question is being used for several surveys, using the same response categories facilitates comparisons across surveys.

There are several disadvantages to closed questions. When drafting the questions, effort is sometimes required to develop the response categories (i.e., coding is done before collection, but it can still be difficult). As with all coding, the response categories must be mutually exclusive and exhaustive. If the response categories are not clearly formulated, the respondent could have more problems than if an open question were used

Another concern with closed questions is that because response categories are listed, the respondent may feel obliged to choose one of the response categories whether or not he or she

has formulated an answer or even has the knowledge required to answer the question. For questions where an opinion is asked, this can force the respondent to choose a category that does not correspond to his or her opinion, or to express an opinion when in fact he or she has none. Categories can oversimplify an issue by restricting a respondent's possible answer.

There are several kinds of closed questions: the most frequently used are two choices, multiple choice and checklist, ranking and rating questions.

A- Multiple Choice and Checklist Questions

The multiple choice question asks the respondent to select one response from a list of choices, whereas the checklist question asks the respondent to pick one or more responses from the list. It may not be evident to the respondent whether the question is multiple choice or checklist. Therefore, instructions should be included. Other specify category is normally provided to ensure that the list is exhaustive. The response categories for multiple choice and checklist questions require careful drafting. The list of response categories should be mutually exclusive and exhaustive.

B- Ranking Questions

Another type of closed question is the ranking question, where the respondent is asked to order the response categories. Respondents often find it burdensome to rank categories, especially if the items to be ranked are very different from each other, or if the interview is conducted over the telephone. Another problem with ranking questions is that the sizes of the rank intervals are unknown and unlikely to be equal. This complicates data analysis. For example, if three items are listed to be ranked, a respondent will rank them 1, 2 and 3, but it may be that the respondent considers the first two to be very close and the last item to be a distant third. Such information cannot be gleaned from the simple ranking.

C- Rating Questions

With rating questions, respondents are asked to rate their answer. There are several considerations when formulating a rating question. First, the categories which the rating scales consist of. It could have just two – agree, disagree – or as many as 10. Second, there is the issue of whether or not the rating scale should have a neutral alternative, for example, neither satisfied nor dissatisfied. In the absence of a neutral alternative, the respondent is forced to make a choice.

On the other hand, when a neutral response category is offered, respondents tend to choose it. One option is to include the neutral alternative in an interviewer-assisted questionnaire but not offer it to the respondent. This way it is selected only if the respondent spontaneously expresses it

The third consideration when formulating a rating question is whether to include a category. Not know no opinion' or 'not applicable'. This depends on the question being asked. For example, when asking about a particular service that the respondent may have never used, it is necessary to include a 'not applicable' category.

Moreover, for each of these issues the number of categories on rating scale, the use of a neutral alternative and the use of 'not applicable'. Also, the solution depends on the survey objectives, the item to be rated, the method of data collection and the statistical agency's own preferences. While the rating question version would take longer to ask in an interview, it is much easier for the respondent to rate each response category than to rank the response categories. This is particularly true for telephone interviews. Questions should be formed so that they are clear and meaningful to survey respondents.

2.13 Teachers' Questionnaire

The data gathered from the teachers were collected by means of a questionnaire. The target population consists of teachers of English in Belhadj Bouchaib University. The aim of this questionnaire is to investigate the attitudes of teachers regarding code switching implication in EFL classroom and the main reasons that lead teachers to use this strategy in the process of learning the English language.

This questionnaire was written in the English language since it was addressed to teachers that belong to the English Department. It starts with a small introduction about the topic, and it contains seven (7) questions; open-ended questions and closed-ended questions that focus on the attitudes of teachers towards this implication moreover, the questions of the questionnaire also examines the purposes behind its use in EFL classroom.

2.14 Students' Questionnaire

In this research work, the questionnaire was given to students from Belhadj Bouchaib University at the department of English. Fifty questionnaire sheets were distributed randomly for both genders, Thirty eight (38) copies for females and Twelve (12) for males. In addition to that, the questionnaire was written in the English language. It begins with a brief introduction to demonstrate what the subject of this study is about. It is composed of sixteen questions which are reparative into two sections, the first part is composed of three (3) questions and the objective of those questions is to provide the researcher with a piece of general information concerning the participants, such as gender and age.

The second section of the questionnaire includes thirteen (13) questions that have a relation with the topic of the research besides that the questions were designed to examine the use of code switching by the students and their attitudes towards its implication in EFL classroom.

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Subsequently in this section, the questions consist of open-ended questions where the participants answer by using their own words, in addition to closed-ended questions which require from the students to select an answer from the provided options. Thus, this questionnaire is set in order to achieve a certain purposes which are answering the major research issues.

2.15 Conclusion

This chapter has dealt with the methodology that is adapted in this extended essay to find out reliable results and to answer the two main research questions that were raised in this extended essay. It has provided a description of the sample selected which is a master Two English linguistics student, since they are in contact with many languages.

In addition, this chapter has described the research method, which is the quantitative and the qualitative methods, which seem to be the most appropriate methods for such a kind of research topics. As well as the research topic, which was a questionnaire that consists of a close and open- questions? Since the nature of our topic needs precise answers, and at the beginning of the chapter we have provided a set of objectives that are intended to be realised by the process of data collection. These data are going to be analysed in the following chapter to approve or disapprove the hypotheses that were assumed for the research questions.

Chapter Three

Data Analysis and Discussion

3.1 Introduction

The third chapter is concerned with the data analysis and discussion, where we are going to analyse the data that were collected employing a certain instrument. As far as our research is concerned, the tool that was used in the process of data collection is the questionnaire, to answer the research questions and check the validity of the hypotheses in order to confirm or infirm them.

This research was conducted at Ain Temouchent University. The researchers used a questionnaire that was addressed to the students and another one was directed to the teachers, and both participants belong to the department of English of Belhadj Bouchaib University of Ain Temouchent. The results obtained from these tools were analysed quantitatively and qualitatively

3.2 Data Analysis and Interpretation

The main aims behind data analysis are to present the results of the questionnaires. The questionnaires that were used in this research were separated into two parts. The first part is devoted to gather general information about the participants, such as the gender, age and Degree (s).

The main objective of the section is to determine the reasons that lead Master Two students to switch between different varieties (English, French, and Algerian Arabic). In order to attain such an objective, the researcher attempted to interpret the results obtained from students' as well as teachers' questionnaires.

Moreover, the second part is composed of 14 questions and that in order to investigate the impact of Code switching on English Language Learning and Teaching. It is also worth mentioning that in this chapter only the important questions are analyzed which means only the second section of the questionnaire.

3.2.1 The Analysis of Students' Questionnaire

The questionnaire was answered by fifty (50) students from both genders, thirty eight (38) females and twelve (12) males, and their ages are between twenty-four (24) and thirty five (35). The results of the gathered data from part two are as follows:

Question 01: How is your level in English?

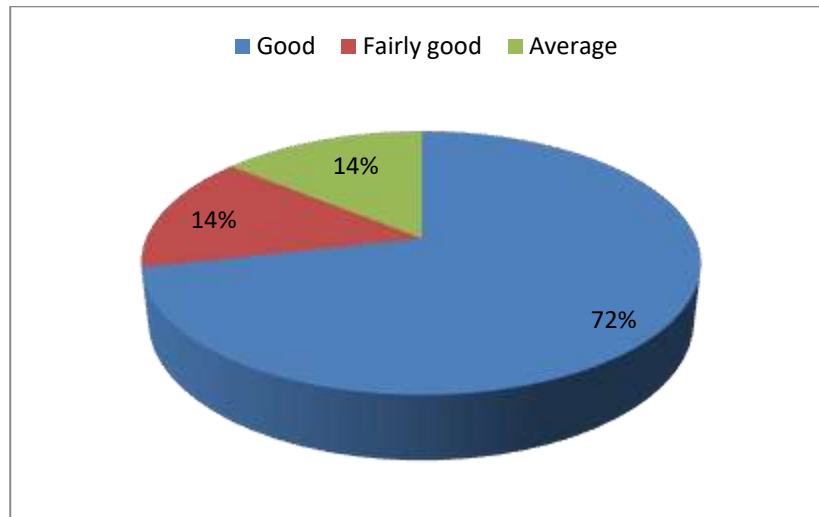


Figure III-0-1: The level in English among EFL students

The pie-chart above displays the level of the students in speaking the English language. The results provided from the questionnaire show that the highest percentage (72%) maintained that they have a good level in the English language. Some of them (14%) mentioned that it is fairly good. (14%) said that their level is average. Therefore from these results, it is deduced that the majority of EFL students level is good.

Question2: What language (s) do you often speak in the classroom?

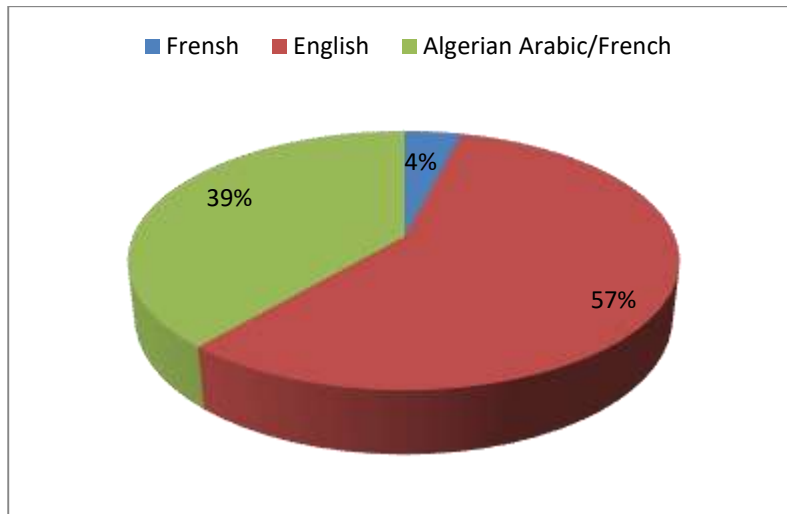


Figure 3-0-2The language that students favour to speak in EFL classroom

. This question deals with the language that students prefer to speak. Thus, from the above pie-chart, we view that there is diversity in the choices of the participants. Fifty seven students (57%) reported that they prefer to speak the English language. Besides that, thirty nine students (39%) responded that they favour using Algerian Arabic language in EFL classroom. In addition to that, two participants (4%) answered that they like speaking French.

Hence, the results for this question show that a big percentage of EFL students prefer talking with the English language, it might be a helpful way to develop their English language in EFL classroom.

In analysing the results of the second question, we noticed that the majority of answers fall on the next views:

-They are EFL students; therefore, it is obvious to use English.

-An English student, so he has to use it in classroom.

-Since it is an English classroom, they have to speak English language.

CHAPTER THREE: Data Analysis And Discussion

From these results, we deduce that the students favour to speak English language in EFL classroom, also because he is an English language student, so he is obliged to use it in his classroom in order to deliver the message to his classmates/teacher. And probably, because English language is the language of their field of study and they encourage themselves to speak it in the classroom in order to develop their competence in English.

Question 3: Do you mix English, French, and Algerian Arabic inside the classroom? and why?

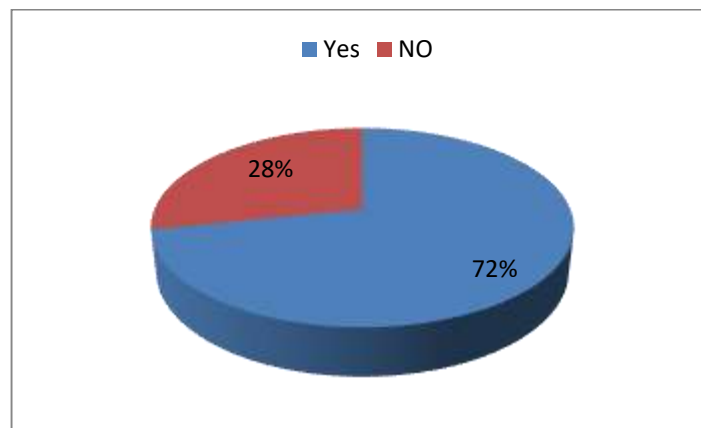


Figure 3-0-3The students' preference to mix between languages in EFL classroom

Question 3/1: In this question, the students were asked whether they mix codes between the English language, French and Algerian Arabic in EFL classroom. For that the results show that 72% state that they do mix codes between the three languages in their class, and that might be due to various reasons. However, others (28%) declared that they do not mix between them in EFL classroom.

The results of the third question, show that most answers fall on the following points:

- Yes, in order to convey the appropriate message.
- Yes, because it's needed or it depends on the situation.
- Yes, to clarify difficult words or concepts.

Question 3/2: From these results, we find that the major reasons that lead the students to mix between the three languages English, French and Algerian Arabic are to clarify unclear words, and to make the speech easy and the conversation more understandable. ,in addition that Master Two English students tend to mix between English, French and Algerian Arabic languages in some situations into the classroom in order to share ideas or to discuss certain topics related to their language field.

Question 4: How often do you switch codes in the classroom? and Why ?

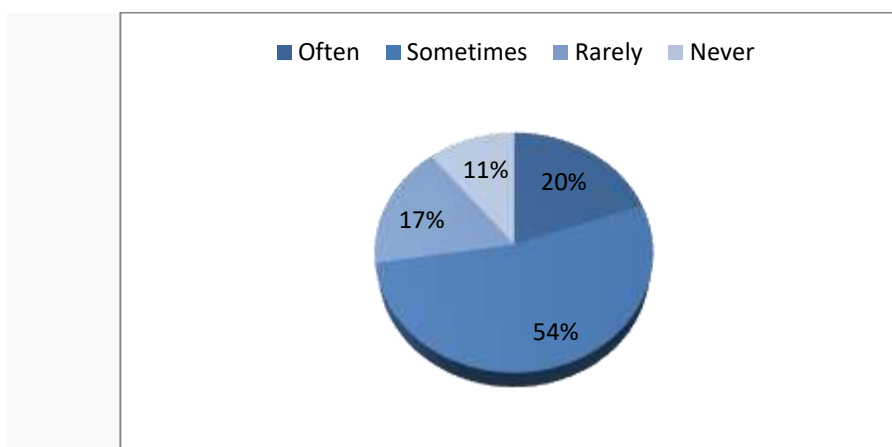


Figure 3-0-4The students' frequency of code switching use in EFL classroom

This question has a relation with the previous one. It aims to figure out which language is highly used among students in EFL classroom. The pie chart shows that generally 54% of the informants sometimes switched freely between many languages during the classroom, and the application of this phenomenon is due to the lexical gap and Clarification for example a speaker may engage in code-switching when listeners have difficulty in comprehending specific words or concepts initially, or when the speaker does not know or remember the appropriate words in one of the languages. In addition, to that 20% of the informants often use code switching to express their ideas, and thoughts. However, 17% of the respondents rarely switch between the languages in the classroom. The figure shows that 11% of the respondents never switch to another language in EFL classroom.

CHAPTER THREE: Data Analysis And Discussion

According to the majority of responses code switching plays an important role in facilitating the process of learning, and leads to communicate with teachers and peer, beside that it's considered as enhancing academic achievement because it enhances learners' learning of the English language.

Question 5: I use code switching to maintain the flow of conversation.

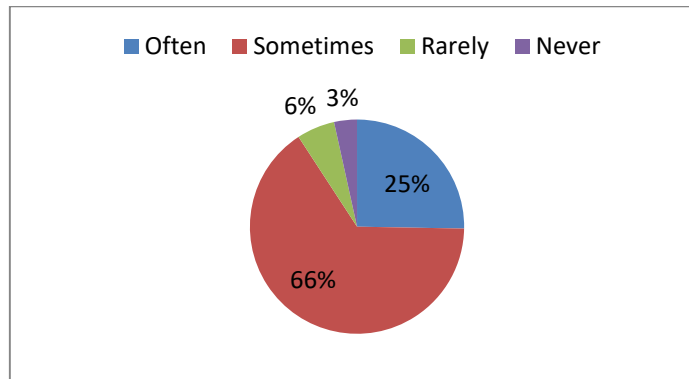


Figure 3-0-5 Code Switching as a Strategy to Maintain the Flow of Conversation

This Illustration highlights that 66% of the informants sometimes use code switching as a helpful tool to maintain the flow of communication in EFL classroom. While, only 25% often include such strategy to continue speaking when they face problems using the target language.

Besides, 6% said that they rarely alternate between languages to keep on the communication. . Finally, 3% of the participants never resort to switching codes to keep on the conversation because they consider themselves as fluent English speakers and it is useless for them to make such choice. From the obtained results, it is determined that the majority of the questioned students use code switching strategy to compensate for their communication gaps and save their interaction.

So, what pushes them to introduce expressions from their mother tongues or French could be for overcoming the crisis that they face when communicating in English. Also, it is utilized as an easy way for complete and clear message and continuous conversation,

especially when taking into account the fact that all the participants in this EFL classroom master more than two languages.

Question 6: Does code switching reflect the speaker's profile? and why?

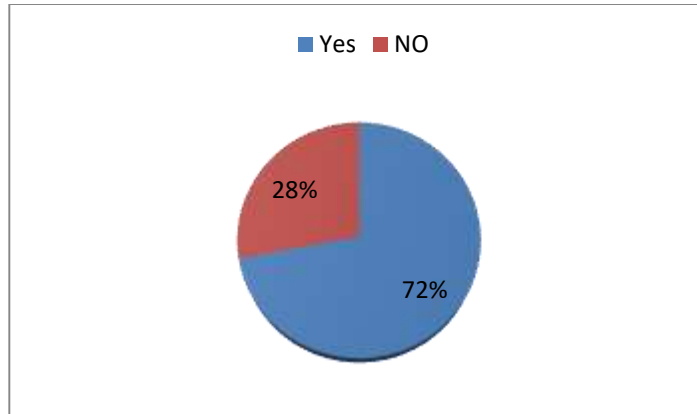


Figure 3-0-6 : The impact of code switching on the speakers' profile

.Question 6/1: Students' responses vary from one to another .As it is shown in the figure 06, about (72%) of students confirmed and answered that Code Switching reflects the speaker's profile, However, (28%) among them stated the opposite , they claim that the phenomenon of code switching has nothing to do with the speaker's profile .

Question 06/2: The majority of participants their responses were proved by explaining that code switching is the reflecting mirror which reflect the speaker's degree of mastery of the languages. They said that it also manifests whether a speaker is an active or passive bilingual.

Question 7: Do you use code switching only with your classmates or with your teachers too?

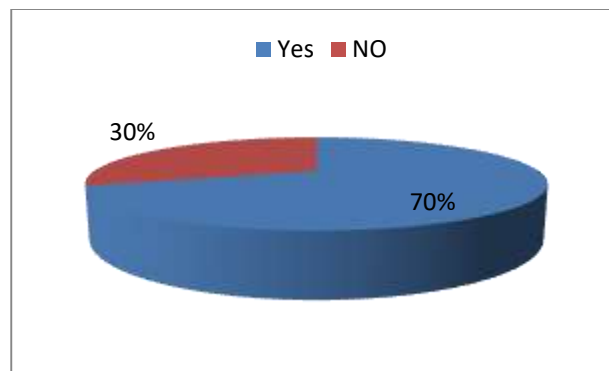


Figure 3-0-7 Student's answers for using code switching with both teachers and students

It is obvious from the pie-chart that the majority of the respondents 70% assume that code switching is something they resort to not only with their classmates but it involves teachers.

However, 30% denied using code switching and the use of other languages when interacting with their teachers and students. From the results above, it is made clear that code switching is an unavoidable sociolinguistic phenomenon, which is frequently practiced by the learners in their EFL classrooms.

CS is used as a medium to communicate thoughts and ideas without any fear of falling in vocabulary gaps or communication problems. As a consequence, it occurs in the students' speech and it involves both their classmates, and, their teachers. In addition, students claimed that most of their language alternations with teachers take place at the end of each session or during free times.

Question 8: What is the impact of using Arabic\French code switching on learning English as a foreign language in class?

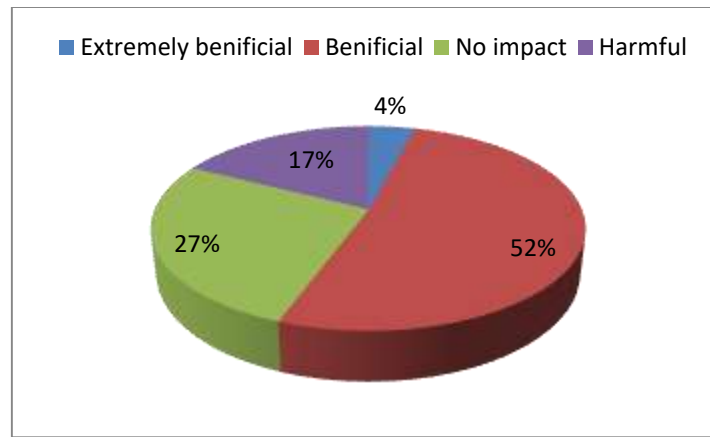


Figure 3-0-8The students' view on the impact of Arabic\French code switching on learning the English language

In the eighth question, the students were asked about the impact of Arabic\French code switching on learning the English language as a foreign language. As a result, we found that the dominant answer is that code switching in the learning of the English language is beneficial, where about 52% of the respondents show that the students hold positive attitudes towards its use in the EFL classroom. While 27% of the informants claim that the use of Arabic\French CS has no impact on the learning.

17% of the participants reported that it is harmful for the learning of English as a foreign language. Furthermore, however 4% of students state that the implication of code switching is extremely beneficial when studying EFL.

Question 09: what do you think about teachers who use code switching during the lesson?

In this question, the majority of participants claim that teachers who use code switching during the EFL classroom are active teachers and their application for this method is useful and helpful to achieve their objective in their lecture , beside that it is also used to build solidarity and intimate relationships with the students. However the minority declared that they do not agree with this method because it is not professional to use in EFL classroom,

and there is a tendency to view code switching as barrier to learning and as being disruptive to the learning environment.

Question 10: What is the important role of code switching according to you?

Students' opinions differ from one to the other, they were as follows:

- It is beneficial for classroom setting.
- It allows to express oneself in different contexts and situations.
- Pass the idea to another person and emphasize on its importance.
- Attractive way of speaking and showing off language skills.
- It is important because some languages have words that are not available in others.
- A linguistic strategy to exclude someone from a conversation.
- The best way to perform linguistically with no hesitation and to show the ability of mastery of more than two languages.
- Best way to convey the linguistic message and facilitate speech to reach mutual intelligibility.

Question 11: For how much time can you carry out speaking in one language?

In analyzing the findings of the question, we deduce that most answers fall on the following points:

- It depends on the context
- it depends on the speaking skill if he is fluent or not

In this question, the result can be seen that the situation, the subject and the person are the necessary factors for people to speak a language.

Question 12: Do you think that code switching enhances your learning of the English language?

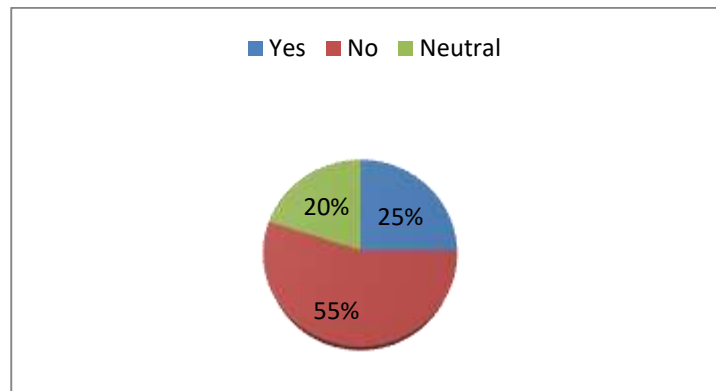


Figure 3-0-9The Use of Code Switching to Enhance the Learning of English

Approximately 55% of participants view that code switching do not allows to continue the flow of communication and solve problems when speaking, and it does not enhance the learning of English. On other hand 25% declared that these methods do enhance their learning English Language. Moreover 20% of students were neutral in answering this question.

3.2.2 The Analysis of Teachers' Questionnaire

The second questionnaire used in this study was distributed to 10 English Language teachers who belong to the English department of Belhadj Bouchaib University. Due to very difficult circumstances, the questionnaire was published online.

Question 1: Is it necessary to use more than one language in the classroom? Justify

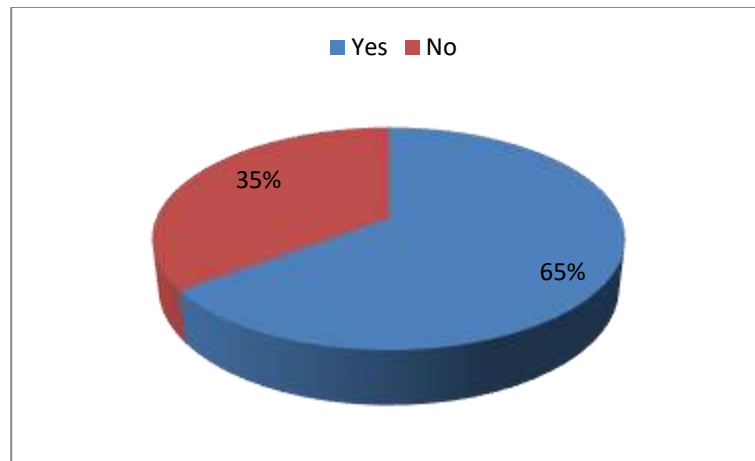


Figure 3-0-10Teachers’ view concerning the use of multiple codes.

Question 1/1: In this question, the teachers were asked whether they switch codes from one language to another during their lesson. The majority (65%) stated that it is requirement to use more than one code in EFL classroom, whereas (35%) denied.

Question 1/2: Majority of answers show that, teacher uses code-switching to transfer the necessary knowledge to the students in order to convey clarity. In order to clarify the meaning of the instructions.

Question 02: Do learners switch in your class?

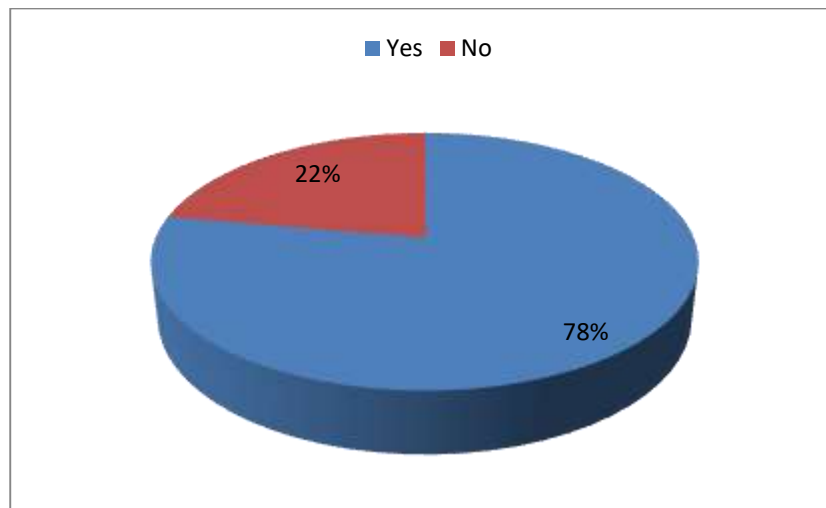


Figure 3-0-11Learners’ code switching.

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In this question, the teacher was asked if learners switch in his classes, and as the pie-chart illustrates the majority of them (78%) answered with yes, which means in EFL classes learners switch codes in order to clarify matters .However minority (22%) declared their response with No, which means using only English language in EFL classes.

Question 03: As a teacher, do you switch codes from English to another language during your lesson? and Justify

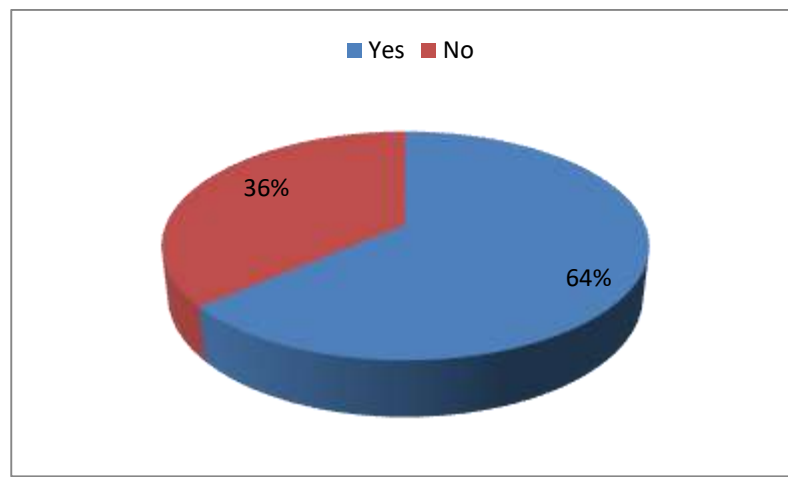


Figure 3-0-12 Teachers code switching.

From the participants answers, we deduce that most answers fall on the following points:

- Yes, to save time and to avoid misunderstanding.
- Code switching is needed, to transfer the message.

Question 03/1: This illustration shows that most of teachers adopted this method in their EFL classrooms to contribute to the flow of conversation, however some of them respond to this question with No, and see it as unusual and unhelpful method.

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Question 03/2: According to the teacher's responses, most of them indicate that they use code-switching in order to help the learners to understand the classroom instructions, and helps them to understand the meaning of words, also to make them improve their English language.

Question 04: What is the impact of Arabic\French code switching on learning English as a foreign language?

According to the answers obtained from our respondents, four teachers answered that code switching is beneficial in the process of learning the English language. The same number is attributed to those participants who responded by 'harmful'; more, those teachers consider the switch to other languages as negative when learning a foreign language. Furthermore, only two teacher state that the use of code switching has no impact on the learning of the English language.

Question 05/1: Does code switching facilitates the language learning process?

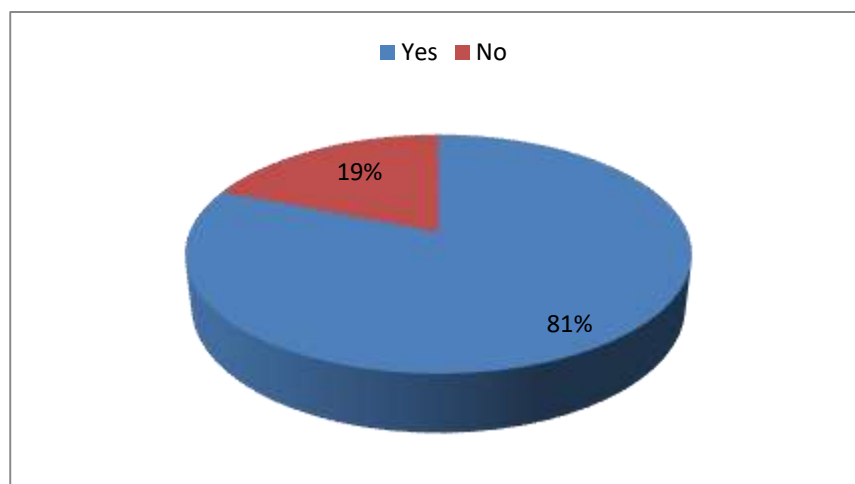


Figure 3-13The teachers' opinion on whether code switching facilitates language learning process

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The table above shows that the majority of teachers 81% reported that 'yes' code switching can facilitate the language learning process. However, other teacher 19% responded that 'no' code switching does not facilitate the language learning for the EFL students.

Question 5\2: How?

According to the answers obtained from our respondents, the teachers suggested that code switching facilitates the language learning process. It helps in the transmission of the message or the idea. Besides that, code switching contributes to avoiding misunderstanding and it saves the time of both teachers and students.

Question 06: In your perspective, what is the reason behind the use of code switching by teachers?

In analysing the results of the sixth question, the majority of the teachers said that CS facilitates comprehension of the lessons, and it is a helpful strategy used to well transmit the message and for further explanation.

From these findings, we noticed and observed that the application of code switching occurs for the teacher to make the student understand the message, so they switch from one code to another in case they find it difficult to make him understand a certain idea.

Question 07: what is your opinion as a whole about code switching behaviour if we consider it as an unavoidable occurrence in student's speech in EFL classrooms?

In analyzing the results of the seventh question, we observed that the majority of answers fall on the next views:

-It is a natural process in multilingual society like Algeria.

-It is a helpful strategy for better understanding in some cases (translation keyword of a topic).

These results, it show that most of the teachers agree on the advantages of this strategy in EFL classroom. However, some of them do not support the application of this method in such classes.

3.3 Discussion and Interpretation of the Findings

The main aim of the section is to determine the reasons that led Master Two students to switch between different varieties (English, French, and Algerian Arabic). In order to attain such an objective, the researcher attempted to interpret the results obtained from students' as well as teachers' questionnaires.

Concerning the students' questionnaire, the first question shows that all students from both genders, male and female, whose ages vary from 24 to 35 years old. The first question was asked to know about their level in English. The results show most of the students believed that they have a good mastery of that language, while a few of them esteemed their level in English as fairly good. Others qualified their levels as being average. It is deduced that the student's level in English varies from one to the other. The findings show also that females have a good level of English than males.

In the second question: the students were asked to respond on what language(s) they often speak in the classroom, and the majority of the participants prefer to use the English language since they are in EFL classes, they have to use it with their peers and teachers to develop their speaking skills. However, others prefer to use Algerian Arabic and French in such classes, which means that they favour using their dialect and French since they use them with no difficulty, and they are more familiar with it. However, the rest of them use the French language because they are also familiar with it in their daily life.

In addition, the third question is asked to know whether or not student mix English, French and Algerian Arabic in the classroom setting. The results show that the great majority

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confirmed that they mix between these three varieties, others said that they switch only between French and English, it is assumed that the students who tend to switch between the three varieties even outnumber those who switch only between English and French and those who do not.

Moreover, in question four (4) the responses of students show that a great number of participants declared that they sometimes use code switching when they are unable to express themselves in English, Whereas, a few of the participants said that they rarely resort to language switching when they are incapable to convey their ideas using the target languages. Besides, the rest of the informants stated that they never tend to use other languages when they meet difficulty carrying out meaning in the English language and other informants stated that they often use this strategy in class. From this outcome, it is deduced that code switching is employed by the majority as a strategy to boost communication in EFL classrooms and to continue their friendly interaction without any risk of facing communicative barriers such as the missing of the right expressions or due to a lack of vocabulary. Besides, it is used in order to well express their thoughts using other languages such as mother tongue or French.

From the data provided in question five (5), we notice that the majority of the questioned students use code switching strategies to compensate for their communication gaps and save their interaction. So, what pushes them to introduce expressions from their mother tongues or French could be for overcoming the crisis that they face when communicating in English. Also, it is utilized as an easy way for a complete and clear message and continuous conversation, especially when taking into account the fact that all the participants in these EFL classrooms master more than two languages.

Regarding question number six (06), the majority of the students assured that code switching reflects the speaker's profile while the rest of them denied it. The results obtained from the collected data show that code switching mirrors the speakers' linguistic and

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communicative competence of the languages they switch between and the extent to which they are fluent in a given language. Thus, code switching is believed to reflect the students' language abilities for some and not really for others.

In question seven (07) the results reveal, that code switching is an unavoidable sociolinguistic phenomenon, which is frequently practiced by the learners in their EFL classrooms. It is used as a medium to communicate thoughts and ideas without any fear of falling in vocabulary gaps or communication problems. As a consequence, it has occurred in the students' speech and it involves both their classmates, as well as, their teachers. In addition, they commented that most of their language alternations with teachers take place at the end of each session or during free times proving the findings of the observation.

The results of the question (08) show that the answers of students varied, and we deduce that a significant number of students claimed that the impact of code switching on the processes of Learning and Teaching is beneficial in EFL classes, so according to this finding, code switching provides more comprehension and facilitates the process of leaning for them. However, for others, they declared with no impact or that has negative consequences for the learner in his classroom.

From the data provided in question nine(09), we noticed that the majority of participants agree on this method, and see it as a beneficial phenomenon to be used in EFL classroom to clarify for them what is not understood, also they claimed that to be a positive strategy to contribute to the Teaching process used to clarify some instruction or difficult word for the students .However minority of them disagree on this idea that considered CS as an obstacle to continue in the learning of English language as example from a student that « Teacher should use the language that the student is looking for , or it will be an barrier for me to focus in my lecture » so it shows that some of them do not accept this phenomenon in their classes and prefer to use English language only.

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According to question number ten (10), the results show that code switching is an important way of speaking which facilitates comprehension, helps to fill lexical gaps, show personal attitudes and express solidarity with a particular group. Consequently, the importance of code-switching lies in its use in different situations.

The results of the question eleven (11) reveal that students can speak much more time in one language such as : Arabic and English language , and others claimed that the time is restricted to the topic , subject , context ,and situation , which means that the speaker's skills plays an important role in carrying out speaking in one language .Context also considered as an important factor, this means that when the subject is difficult it will be also difficult for him to speak a long time in one language.

In the twelve question (12) , most of students view that code switching allows to continue the flow of communication and solving problems while speaking, but it does not enhance the learning of English Language, they consider it as a tool to solve the communicative problems, in contrast some of students agree on the fact that code switching help them to improve their learning on the English language without exaggeration .However the rest of participants declared to be neutral by saying that it enhances our learning in one side and not by saying that it depends when we use it too much.

Concerning the second questionnaire, it was devoted to the teachers of English. The results indicate that most of the teachers use other codes beside English while the minority sticks only to it.

Regarding question number two (02), almost all the questioned teachers confirmed the fact that the majority of the students in their classes use code switching. They all revealed that switching codes is among the daily practices occurring in the students' speech when interacting inside the classroom. According to them, not all the students resort to such strategy. But most of them try to use it, as stated by one of the teachers: "Indeed, most of

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students tend to code switch”. They added that such linguistic behaviour is an unavoidable outcome in the EFL classrooms. Students’ code switching to other languages that they master better than English is one of the features characterizing the departments of English at Belhadj Bouchaib University. This is shown from the results of the teachers’ answers confirming their perception of this sociolinguistic phenomenon in the students’ speech in the EFL classroom. That is, they use it as a strategy to keep the conversation going when breakdowns appear and for ease of expression.

Concerning the third question, this is about describing their reaction when their students use other languages than English. The findings exhibit that the majority of them do not mind using it from time to time, while others do not accept it but do not blame the students when using it.

In question (4), which was about asking the teachers on the impact of code switching on the learning of English. The answers show that teachers are divided into two: for some it is beneficial since it helps them to understand, and for others it is harmful in the process of learning.

Concerning question number (05), the results shows that the majority of teachers agree on the strategy of code switching. They see it as a method to facilitates the flow of information .So this phenomena helps to overcome the barriers of learning environment , which means it helps in the translation from the native language to target language . However the rest of them refuse this idea and see it as a negative method to be used in EFL classes, which means that using this strategy is not helpful and beneficial for them because it is restricted on using English language only.

In the question number (06) teachers were asked to describe the reasons that make teachers use code switching in their lessons. The results of the answers show that they use it for several purposes such as: to help the students to understand better if he did understand in

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the target language, to facilitate the transition of the difficult ideas or words for the student. We deduce from that teachers agree on one point, which helping the students to understand and develop their learning.

The findings of the question number seven (07) reveal that the majority of teachers develop a positive opinion about code switching .They expressed that efficient and proper use of code switching with good and appropriate guidance to reach better results, which means that they see it as an effective strategy to ensure a successful communication and to sustain student's interest in the lesson easily. However other disagrees on using this method on EFL classroom, which means that they want to encourage the students to use English and reduce the use of other language.

From analyzing the findings of both questionnaires, we deduce that the majority of teachers and students claimed that there is a positive impact of code switching on English Language Teaching and Learning which make our hypothesis correct, also the results show that there are many reasons that lead both of teachers and students to code switch in their EFL classroom, and the essential reason for using this strategy is: to ease the comprehension for the students and facilitate the teaching process for the teachers. This confirmed that our hypothesis is correct.

3.4 Conclusion

This chapter has summarized the results drawn from the questionnaires that were submitted to the students of master two and the teachers of English at the department of English of Belhadj Bouchaib University in Ain Temouchent. Besides that, the purpose behind doing these questionnaires is to investigate on the impact of code switching on English Language Teaching and Learning, and to discover the reasons behind using this phenomenon by both teachers and students in EFL classroom. Moreover the results show that there is a positive and huge impact of code switching on English Language Teaching and Learning, it also shows the reasons that make students and teachers use this method which is to facilitate the processes of Learning and Teaching in EFL classroom.

General Conclusion

The present research work has dealt with an interesting linguistic phenomenon in the field of sociolinguistic. This phenomenon is code switching, which represents the heart of this research study. In this research work, the major concern was to explain the linguistic behaviour of code switching within Master Two English students. CS is an inevitable strategy which occurs mostly in bilingual speech communities particularly with foreign language learning and teaching.

The aim of this research paper is to investigate the phenomenon of code switching in EFL classroom. The main aim of this research is to explore the impact of code switching on English Language Teaching and Learning, Master Two and the Teachers of English language. Also it focuses on investigating the reasons that lead the teachers and students to code switch in EFL classrooms.

The research work is composed of three chapters. The first one is theoretical and deals with literature review. The second chapter deals with research methodology and Data Collection Methods. The last one is practical, it is devoted to Data Analysis and discussion.

After analyzing the data gathered from students' and teachers' questionnaires, the analysis of the findings have shown that that the majority of the responses of both teachers and students claimed that there is a positive and huge impact of code switching on English Language Teaching and Learning. In other words, students and teachers have no problem in using code switching in their class since they do not consider it harmful in the learning of language.

Code switching helps in understanding in a better way. This study has also shown that the reasons that lead the teachers to code switch is to ease the comprehension for the students and for the learners to facilitate the process of learning. To conclude, we can say that the

General Conclusion

analysis of the data revealed that the two hypotheses proposed have been confirmed that it is right to a certain extent.

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Appendices

Appendix A

Students' Questionnaire

Dear informants

This questionnaire is a part of research work in sociolinguistics. It is designed for the sake of seeking language information about The Impact of Code-Switching on English Language Teaching and Learning on master two students' English. You are kindly requested to fill in this questionnaire and comment when necessary. Tick when appropriate: please. More than one answer can be given when necessary.

Gender: -Male -Female

Age:.....

1- How is your level in English?

-Good - Fairly good -Average

2- What language (s) do you often speak in the classroom?

-Arabic -French -English -Arabic/French

3- Do you mix English, French, and Algerian Arabic inside the classroom?

-Yes

-No

Why?.....

Appendices

4- How often do you code switch in the classroom?

-Often

- Sometimes

- Rarely

- Never

5-I use code switching to help me maintain the flow of conversation:

-Often

- Sometimes

- Rarely

- Never

6- Does code switching reflect the speaker's profile?

-Yes

-No

-If the answer is yes, say why?

07- Do you use code switching only with your classmates or with your Teachers?

.....
.....

08 - What is the impact of using Arabic/French code switching on learning English as a foreign language in class?

.....
.....

09-What do you think about teachers who use code switching during the lesson?

.....
.....

10-What is the important role of code switching according to you?

.....

Appendices

11- For how much time can you carry out speaking in one language?

.....

.....

15- Do you think that C.S has negative effects on foreign language learners?

.....

.....

-Thank you for your collaboration.

Appendix B

Teachers' Questionnaire

Dear teacher,

This questionnaire is a part of research work in sociolinguistics. It aims to gather data about the impact of code switching and the reasons for which teachers switch between different codes: English, French and Algerian Arabic in the classroom setting. You are kindly requested to fill in this questionnaire and comment when necessary.

-Gender: -Male -Female

1-Degree (s) held:

-B.A. -M.A. - Ph.D.

2- How many years of experience do you have in teaching the English language?

-Less than 15 years -Between 15 to 20 years -More than to 20 year

3-Is it necessary to use more than one language in the classroom? Justify your answer.

-Yes -No

4-Do learners code switch in your classes?

-Yes -No

05-As a teacher, do you switch codes from English to another language during your lesson?

-Yes -No

06- What is the impact of Arabic/French code switching on learning EFL?

Appendices

07- Does code switching facilitate the language learning process? If yes How?

.....

08- In your perspective, what is the reason behind the use of code switching by teachers?

.....

.....

09- What is your opinion as a whole about code switching behaviour if we consider it as an unavoidable occurrence in students' speech in EFL classrooms?

.....

.....

.....

الغرض من هذا البحث هو تحديد أسباب استعمال التناوب اللغوي، والتي بموجبها يقوم أستاذة و طلبة ماستر 2 لغة إنجليزية في جامعة عين تموشنت بالتنقل من لغة إلى أخرى داخل القسم . و كيف يمكن لهذا التنقل اللغوي المستمر و العفوي أن يؤثر على تعلم و تعليم اللغة الانجليزية. أجريت دراسة حالة، تم الاعتماد فيها على الاستبيان تم توجيهه إلى طلبة و أستاذة اللغة الانجليزية ,و أظهرت نتائج هذا البحث أن التناوب اللغوي له تأثير ايجابي و عميق في تعلم و تعليم اللغة الانجليزية و بيئت أن السبب الرئيسي في استعمال هذه الظاهرة بالنسبة للأستاذة هو لغرض إرسال المعلومة بشكل واضح و سريع ، أما بالنسبة للطلبة فهو بغية فهم الدرس و استيعابه بشكل صحيح.

الكلمات المفتاحية : التنقل اللغوي، ايجابي، الأسباب.

Le résumé

L'objectif de cette recherche est de déterminer les raisons de l'alternation de code linguistique, selon lequel les professeurs et des étudiants de Master 2 Anglais à l'Université d'Ain Temouchent passent d'une langue à une autre au sein du département. Et comment cette alternation de code linguistique continu et spontané peut-il affecter l'apprentissage et l'enseignement de la langue anglaise. Une étude de cas a été menée, dans laquelle le questionnaire était adressé aux étudiants et aux enseignants de langue anglaise, et les résultats de cette recherche ont montré que la l'alternation de code a un effet positif et profond sur l'apprentissage et l'enseignement de la langue anglaise, et a indiqué que le principal La raison d'utiliser ce phénomène pour les enseignants est dans le but d'envoyer des informations clairement et rapidement, comme pour les étudiants, c'est pour comprendre la leçon et l'assimiler correctement.

Mots clés : alternation de code, positive, les raisons.

Summary

The objective of this research is to determine the reasons for code switching, according to which teachers and students of Master 2 English at Ain Temouchent University switch from one language to another within the department. And how can this continuous and spontaneous language code switching affect the learning and teaching of the English language. A case study was conducted in which the questionnaire was addressed to students and teachers of the English language, and the results of this research showed that code switching has a positive and profound effect on learning and teaching the English language, and indicated that the main reason to use this phenomenon for teachers is in order to send information clearly and quickly, as for students, is to understand the lesson and l 'assimilate correctly.

Keywords: Code switching, positive, reason.