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Students' and Teachers' Use of Code Switching as a means of Communication in EFL Classroom

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Master's Degree in Linguistics*

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Dedications

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Abstract

The present study investigates student's and teachers' use of code switching (CS) as a strategy to better communication in EFL classroom. The main aim of this study is to show pupils' and teachers' perceptions and attitudes toward the use of CS as a means to overcome communication gaps, and how it contributes to better learning English as a Foreign Language (EFL). It also sheds light on some negative impacts of CS and how its overuse affects the English language acquisition. To reach this aim, mixed method encompassing quantitative and qualitative methods has been adopted through classroom observation, interview and questionnaire to collect as much data about the students' and the teachers' switching behavior. The findings indicate that the majority of students and teachers use multiple languages in EFL classroom for different purposes and in different situations. In addition, CS plays an important role to keep the flow of communication in EFL classroom. Finally, CS must be reduced and used carefully in order to avoid its negative impact on the acquisition of the Target Language (TL).

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List of Abbreviations and Acronyms

CC: Communicative Competence

CD: Classroom Discourse

CM: Code Mixing

CS: Code Switching

EFL: English as Foreign Language

L1: First Language

L2: Second Language

SLA: Second Language Acquisition

TEFL: Teaching English as Foreign Language

TL: Target Language

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General Introduction

General Introduction

With the development of globalization, it becomes a common thing for people to communicate with each other in more than one certain language. When two or more languages exist in a speech community, speakers frequently switch from one language to another. In many cases, elements of one language can be found with the elements of another language in a number of linguistic phenomena, specifically, lexical borrowing, transferring, interference, code switching (CS) and code mixing (CM). CS is the most predominant linguistic phenomena found in the bilingual speakers' interaction.

CS is the process that occurs when people choose particular code when they speak and they switch from one code to another or even combine codes to create a new code. It is also defined as the use of more than one language, variety, or style by speaker within an utterance or discourse, or between different interlocutors or situations.

Generally, EFL Classrooms in Algeria are places full of a multilingual repertoire and language diversity where many languages are spoken including Arabic, French and Berber. Thus, students and teachers have a great tendency to code switch when they are interacting with each other inside the classroom for different purposes.

On the basis of previous investigations and research done on the field, the present study aims to find out whether the use of code switching in classroom by EFL teachers and students help them for better and easier communication. On the basis of above discussion there are three major research questions involved in this study:

- What are EFL teachers' and pupils' of Hadj Bouziane Abdekader secondary school attitudes toward the phenomenon of CS?
- Is CS a helpful strategy for EFL teachers and pupils of Hadj Bouziane Abdelkader secondary school to better communication in EFL classroom?
- What are the negative effects of CS on the English language learning?

The present research is based on the following hypotheses:

- EFL teachers and pupils in the secondary school have positive attitudes toward the phenomenon of CS as they can convey information without being blocked by language barriers.
- Whenever EFL pupils and teachers code switch in the classroom they will achieve

better communication and interaction, and will easily understand each other without any difficulties.

- The use of CS in EFL classroom has some negative effect on learning the TL because it limits their English vocabulary and affect negatively their speaking skills and pronunciation.

Mixed method encompassing both qualitative and quantitative measurement will be used through observation, interview and questionnaire. These research instruments are employed to give more explanation about the occurrence of this sociolinguistic phenomenon as a communicative strategy in EFL classes. This aim is reached through comparing and analyzing the different results.

Our research paper contains three chapters; the first chapter provides a review of the main existing literature and previous studies related to CS in EFL classroom. It deals also with classroom discourse and communication strategies. Chapter two, deals with research methodology and design including research instruments. Finally, the third chapter is devoted to the analysis of data gathered from the participants. Limitations of the study and suggestions for further research are presented in the general conclusion.

To sum up the present study is useful for both teachers and pupils because it raises their awareness about the language practice in the EFL classrooms. It also provides a whole image about the benefits of using more than one language beside English to help them communicate easily, express themselves freely, and particularly, get the messages clearly understood. All in all, this paper seeks to push teachers and students to look to the communicative significance of code switching in EFL educational setting.

Chapter One :

Literature Review

1.1. Introduction

Algeria is one of the multilingual societies where different languages are used for communication. These are: Spoken Algerian Arabic, Modern Standard Arabic, Berber and French. Therefore, the existence of various languages affects the languages in contact, and this produces such linguistic results as: multilingualism, bilingualism, code-switching, code-mixing (CM), borrowing...etc. When more than one language is in use, speakers select the language that is most appropriate and which suits the speech situation. In such cases, speakers are bound to code mix or to code switch in their language use. In Algeria, code switching (CS) is used in people's conversations especially those who speak more than one language. People move from one language to another in their speech. The most common switching in Algeria is Arabic-French switching since the latter is spoken by the majority of Algerians. The current study presents the use of code switching among EFL students and teachers as a tool to overcome communication deficiencies. Thus, the following chapter deals with the literature review on the term code switching. It sheds also light on classroom communication and some concepts in relation to these terms.

1.2. Bilingualism

Bilingualism is one of the most important and complex processes of language contact. It may be simply defined as the use of two languages by the same individual or by the same language group. Said differently, the term bilingualism means the ability to use two languages or language codes. The term was first introduced by Bloomfield who defines bilingualism as: **"the ability to use two languages, or to have native like control of two languages."** (Bloomfield, 1993:56).

(Grosjean, 1983:1) as well, says that bilingualism involves: **"[...] the regular use of two or more languages."** According to them, bilingualism is a universal phenomenon used by speakers of two languages or more in speech community. On the other hand, (Suan, 1990) states that the concept of bilingualism refers to the fact there are significant language alternation in terms of phonology, morphology, and syntax identified in the verbal behaviors of a particular population. So, it simply means that the speaker has the ability to speak or to use more than two languages with some degree of proficiency at any time. The instance of switching codes is the use of multiple languages alternated by bilingual and multilingual speakers during their conversations.

1.3. Definition of Code Switching

Some bilingual speakers may daily interact in a context where similar speakers use both languages in the same conversation or even in the same utterance of speech. This type of interaction is usually known as code switching. Code-switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate. Over the last twenty-five years, the study of code switching has become a flourishing research field in Second Language Acquisition. It has received attention from many fields such as: Sociolinguistics, Anthropology, Language Teaching, Formal Linguistics, and Psycholinguistics.

Many scholars gave various definitions of code switching and its difference from other terms, each scholar has a personal experience and observation in which the bilingual person can use more than one language rather than his native language as Gumperz (1982:59) says: **“code switching as juxtaposition during the same speech exchange of passage of conversation belonging to two different grammatical systems or subsystems.”** Haugen (1973:565) also defines code switching as: **“the use of two languages in which unassimilated or isolated word is introduced as a phrase or more in the context of the other language.”** Haugen refers to the alternation of two languages where bilingual speaker uses unassimilated words from a different language and introduces them as single words in his language.

More recently, Macswan (1999:37) has given a far simpler definition of CS, stating that: **“code switching is a speech style in which fluent bilinguals move in and out of two (or conceivably more) languages.”** In here, he means that CS is a practice done by speakers who are fluent in both languages through moving from one language to another. The phenomenon of code switching can be observed in the following examples:

- Merci pour le cadeau. Es muy awesome! (French +Spanish+English)
- Si t'auras un examen demain, you have to revise very well. (French +English)
- من فضلك أكمل العمل , our supervisor asked us to bring it tomorrow. (Arabic+English)

1.3.1. Code Mixing

Several linguists attempt to define the term CM such as (Spolsky, 1998:49) who claims that speakers who use some new words instead of their old ones, lead to what is called CM or mixed codes, for example if someone knows French as well as English, there will be times when he will mix some English words in his French sentences . CM is the transition from using linguistic units (word, phrases, clauses, etc) of one language to using those of another within a single sentence. In other words, CM refers to the linguistic behavior of bilingual speaker who imports words or phrases from one of his/her language into the other one. Furthermore, CM is defined as the change of codes within a simple utterance without any associated topic change. CM typically occurs in bilingualism context in an example that mixes Spanish and English to affirm that you cannot eat meat everyday:

- *uno no podia comer carne every day.*
- *_No van a bring it up in the meeting/ they are not going to bring it up in the meeting.*

1.3.2. Borrowing

Another way in which different languages may become mixed up with each other is through the process of borrowing. People in their everyday conversation may use words in order to express what they want to describe. For example, an idea or a concept which they may not find its equivalent or suitable word within their mother tongue, and this is done through “borrowing”, this latter has been used to indicate foreign loans, words, or phrases not part of the spoken language that have become an integral part of the recipient language.

“Borrowing” is also known as lexical borrowing. It is the process by which a word from one language is adapted for use in another as (Hornby, 2005:169) states that borrowing is: **“a word, a phrase or an idea that somebody has taken from another language, and is used in their own.”** People may use words from another language in their everyday conversation to describe a concept or an idea because there are not available words in their mother tongue .

B e s i d e s , (G u m p e r z , 1 9 8 2 : 6 6) s t a t e s t h a t :

[...borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety (i.e. language) into the other borrowed items that are fully integrated into the grammatical systems of the borrowed language, and they are treated as if they are part of the lexicon of that language and share morphological systems of that language...]

Gumperz means that the borrowed words when used in the speaker's speech, they become integral part of his language. He defines it as taking a word or short expression from one language and adopting it usually phonologically and morphologically to the matrix or the base of language.

On the other hand, (MyersScotton, 1993) disagrees with them, in his point of view, not all words are borrowed due to the absence of equivalent terms in the native language. Multilingual speakers may borrow words because of the close contact in especially multilingual situations, or the prestige associated with using words from another language.

1.3.3. Types of Code Switching

(Bloom and Gumperz, 1972:425) claim that there are two types of CS: Situational and Metaphorical. The former refers to the tendency in a bilingual or multilingual community to use different social situation, for instance, a change of setting, or when a young speaker joins the conversation. An individual may have knowledge of all the languages associated with different situations. On the other hand, the latter refers to the tendency in a bilingual or multilingual community to switch codes in conversation in order to discuss a topic that would normally fall into other conversational domains. Whereas (Poplack, 1980) from another viewpoint, proposes a frame work that includes three types of code switching: tag-switching, inter-sentential switching and intra-sentential switching.

a- Tag-Switching

Tag is also indicated as extra-code switching. It involves the inclusion of a tag (e.g Oh my God, you know, right ect.) in a language other than that of the whole sentence, and these tags may freely insert at any point in a sentence." So, tag-switching involves

inserting a tag or a short phrase in one language into an utterance that is otherwise entirely another language. For example: **esta ropa es el mia, right ?**

b- Inter-Sentential CS

(Myers-Scotton, 1993:83) claims: **“inter-sentential code switching occurs when an interlocutor switches from one language to other between sentences, so an entire sentence may be generated before there is a switch back to the language...”** Inter-sentential CS occurs between sentences at the sentences boundaries, which serves to highlight a particular point uttered in the other language. This pattern of code switching requires its speaker to be fluent in both languages in order to conform to the rules of the languages. In other words, inter-sentential CS takes place at a clause or sentence boundary by mixing clause or sentence from the other language.

c- Intra-sentential CS

Intra-sentential code switching is the switch to another language occurring within clause boundary or even within the word boundary. As said by Myers-Scotton (1993:84): **“...in the case of intra-sentential code switching, it occurs within a sentence or sentence fragment.”** It refers to all cases where lexical items and grammatical features from two languages appear in one sentence, In other words, intra-sentential code switching involves the mixing of affixes, words, phrases, and clause from more than one language within the same sentence and speech situation. Grammatical rules from all the languages involved are integrated into the discourse.

Intra-sentential code switching as stated by Poplak (1980), is the most complex type among the three, it also bears the greatest risk of violating syntactic rules and is therefore, often avoided even by fluent bilinguals, and less proficient bilinguals favored single-word and tag switches.

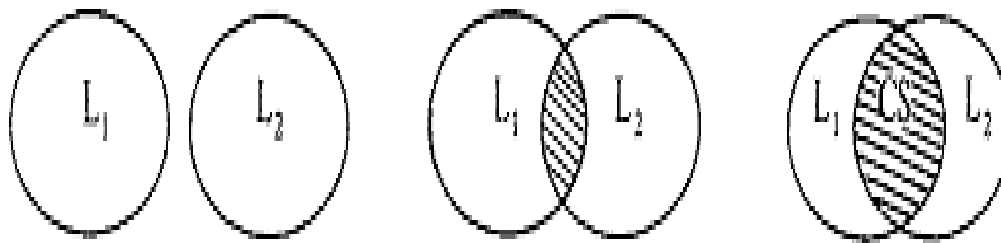


Figure 1.1 Representation of Bilingual Code Switching Types. (Adopted from Poplack, 1980: 615).

It is clearly obvious from the figure above that the least bilingual proficiency was required in tag-switching since tags can be produced in L2 with only minimal knowledge of the grammar of L2. Next on the scale when moving up was inter-sentential switching the production of which requires more knowledge of L2. Intra-sentential switching requires a high level of bilingual proficiency as the speaker needs to know enough of the grammar of both languages to produce grammatically correct utterances. In her data Poplack (1980) found that there was an equal use of intra-sentential and extra-sentential switching. Romaine (1995: 123) furthermore points out that all these three types of CS may be found w i t h i n o n e d i s c o u r s e .

1.4. Classroom Communication

Teaching English in an EFL context involves certain difficulties. The most important is how to prepare learners to use the English language so as to be able to participate inside the class. The use of any language in any classroom is interesting from an educational point of view, because education itself is conducted fundamentally through the medium of l a n g u a g e .

Classroom communication takes place between teachers and learners, and among learners both in formal as well as informal situations, it involves speaking, lecturing, describing, explaining and illustrating on the part of the teacher, and engaging the students in debate, dialogue, and discussion. Researchers and language teachers focus on classroom discourse in order to know what actually happens in the classroom that really matters, that makes the difference to the learner's progress in language acquisition. Therefore, the next

section is devoted to classroom discourse and its difference from other terms.

1.5. Definition of Discourse

Previous research has concentrated on classroom discourses and how teachers can change the atmosphere of the classroom by choosing different kinds of communication styles. Discourse is what we get when language is used in communication between people. Usually we do not consider communication that does not involve competent linguistic speech as discourse, even if the communication is successful. For example: if a child throws his food and starts crying when he is told to eat. The meaning, I don't want to eat, but it has not yet been expressed in discourse and so are text messages.

Discourse as defined in (Longman Dictionary of Contemporary English, 2001:388) is: **"a serious speech or piece of writing on a particular subject"**. Discourse refers to the spoken word only, or all utterances written and verbal or a particular way of talking and delineating a specific domain with its own particular vocabularies and sets of meaning such as legal discourse, medical discourse, scientific discourse, in other words ' a regulated practice which accounts for a number of statements'.

Besides, (Gee, 2005:21) claims: **"discourse is the way of combining and integrating language, actions, ways of thinking, belonging, valuing, and using various symbols, tools, and objects to enact a particular sort of socially recognizable identity."** He considers discourse as the level that specifically deals with how sentences are combined into larger units of spoken or written text and how it is potentially organized by levels of languages.

1.5.1. Discourse Analysis

Discourse analysis is the study of relationship between the language and the contexts in which it is used. It includes also the study of both spoken interaction and written texts. The first linguist to refer to discourse analysis was Zellig Harris. In 1952, he investigated the connectedness of sentences, his study was named as: discourse analysis. More recently, Gale(2010) reveals that discourse analysis is a broad term used to analyze written and spoken text of people's discourse(text and talk) in everyday social context As well as for Walsh (2013:23) who considers discourse analysis as an umbrella term for analyzing stretches of spoken and written language in context.

1.5.2. Definition of Classroom Discourse

Among different types of discourse, classroom discourse (CD) is a special type that occurs between the teacher and students, and among the students in classroom (Nunam, 1993:153). So, CD refers to all forms discourse that take place in the classroom, it encompasses the linguistic and non-linguistic elements of discourse, the former includes the language used by the teacher and the learners, the latter includes paralinguistic gestures, prosody, and silence, all of which are integral parts of the discourse. As well as (Behnam & Pouriran 2009:118) states:

“Researchers and language teachers focus on classroom discourse in order to know what actually happens in the classroom that really matters, that makes a difference to the learner’s progress in language acquisition.”

So, researchers and language teachers should know what happens in classroom when students acquire their language.

1.5.3. Patterns of Classroom Discourse

The interaction between teacher and learners inside classroom includes different patterns. According to (Chang, 1999), discourse can be divided into four structures as follow: 1.**IRF** (Initiation-Response-Feedback), 2. Instruction, 3. Proping Questions, 4. Argumentation.

a- IRF: IRF may have a traditional pattern of discourse, when the teacher asks a question, the student answers and the teacher evaluates. The teacher continues to ask another question and so the sequence continues. As stated by (Richard,1992:52): **“ In this typical three-part structure, the teacher initiate a question in order to check a student’s knowledge, student’s responses, and the student’s response is evaluated with feedback from the teacher.”** The student’s answers are usually brief and students are concerned about giving correct answers that are expected by the teacher. The main role of the teacher is asking questions, but only a few students are actively involved.

b- Instruction: Another type of discourse is giving instructions. The teacher gives directive or informative statements. The students do not answer verbally; however, they understand the statements as instruction by following them physically.

c- Probing Question: The probing question is another discourse structure. The teacher ask Referential questions and the students are encouraged to give longer answers through their thinking. Their answers may challenge the teacher's position. However, evaluation does not come immediately after the student's responses.

D-Argumentation: Argumentation can be regarded as probing questions where the teacher involves the students in a challenging situation in order to make them to justify their reasons. The questions asked are commonly referential questions, which try to elicit predictions, explanations, and clarification from the students. The argumentation may be in question or statement forms.

1.6. Communication

Communication is an outward extension of thought. It helps in the process of arranging through linking one idea to another. Communication includes both verbal (that is language in written and spoken form) and non-verbal (that is language in conversational symbols and ways of representation through drawing and diagrams) forms. (Dutt 2008:28) expresses that communication is the outcome of correct use of voice and body language, understanding the situation and the people involved in it, understanding the message communicated and giving appropriate response to it.

In the other hand, (Hargie, 1992) defines communication as the scientific study of the production, processing, and effects of signal and symbol systems used by human to send and receive messages. It means that the complete process of communication involves a systematic and continuous process of telling, listening, and understanding.

1.6.1. Communicative Competence

Communicative competence (CC) can be defined as the ability to use language, or as to communicate in culturally-manner, in order to, make meaning and accomplish social tasks with efficacy and fluency through extended interactions. It is that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings, it was coined by linguist Dell Hymns 1972, he defines it as inherent grammatical competence, and the ability to use this grammatical competence in a variety of communicative situations. Also he defines CC as “[...] **what a person needs to know in order to communicate**

effectively in culturally significant situations.” Dell (Hymns 1974:75).

CC is the knowledge of when to speak and what to talk about, according to Hall (2002:105), communicative competence is: **“both the knowledge and ability that individuals need to understand and use linguistic resources in ways that are structurally well formed, socially and contextually.”** It means CC is used to refer to what a speaker knows in order to communicate effectively in appropriate contexts. Canale and Swain (1980:27), takes up the notion of CC and distinguishes four aspects of it:

a- Grammatical Competence:

Grammar has its own role to deliver meaning or messages within the communication; it includes knowledge of phonology, orthography, vocabulary, word formation, sentence formation, and linguistic semantics. A person learns from a teacher that in order to speak properly and to have meaningful sentence, one must have a noun and a verb to have complete thought/ sentence. Grammatical competence as defined by Chomsky would include phonological competence. Examples: Learners of French need to learn to understand the different time references of sets of words, and to be able to make appropriate reference when speaking or writing. Therefore, learning process involving the grammatical rules will enable the learners to have such device to correct their mistakes.

b- Sociolinguistic Competence:

Sociolinguistic Competence is concerned with such things as the ability to use language appropriately and to take account of one's interlocutor by varying the type of speech used. It is also concerned with the way we infer meanings, or more often, when have to work out the connection between two utterances.

Hymes (1973:02) states:

“Being communicatively competent in a language involves more than simply being able to construct and decode grammatical sentences. But also includes being able to use language appropriately in conversations which takes account of who is saying, what, to whom.”

Moreover, sociolinguistic competence is the ability to behave linguistically in various contexts using different styles, registers or even language, dialects with the aim of

accommodation to the interlocutors, i.e. convergence for closer social relationship, the knowledge of socio-cultural rules of language and rules of discourse.

c- Strategic Competence

Strategic Competence is the knowledge of how to overcome problems when faced with difficulties in communication; it is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence. As said by (Yule & Torane, 1989:103):

“The third major component of communicative competence is strategic competence, in simple terms the ability to successfully get one’s message across the investigation of strategic competence is very much tied to the use of communicative strategies which enable language users organize their utterance as effective as possible to get their messages across to particular listeners.”

Strategic Competence includes strategies relevant to language learning, language processing and language production.

d- Discourse Competence

Discourse competence is related to the learner’s mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. As said by (Kaplan & Knutson, 1993:167): **“discourse competence generally means the ability to understand and produce extended speech and written features, which assists connectedness and cohesion in different spoken and written texts/genres.”** Moreover, discourse competence can be seen as the ability to understand, create and develop forms of the language that are longer than sentences (stories, conversations, letters...) with the appropriate cohesion, coherence and rhetorical organization to combine ideas, in other words, the ability of the user/learner to arrange sentences in sequence so as to produce coherent stretches of language.

Richard (2008), states that the learner will assess their success in language learning especially how effective they use the language by looking at how they improved

their speaking skill.

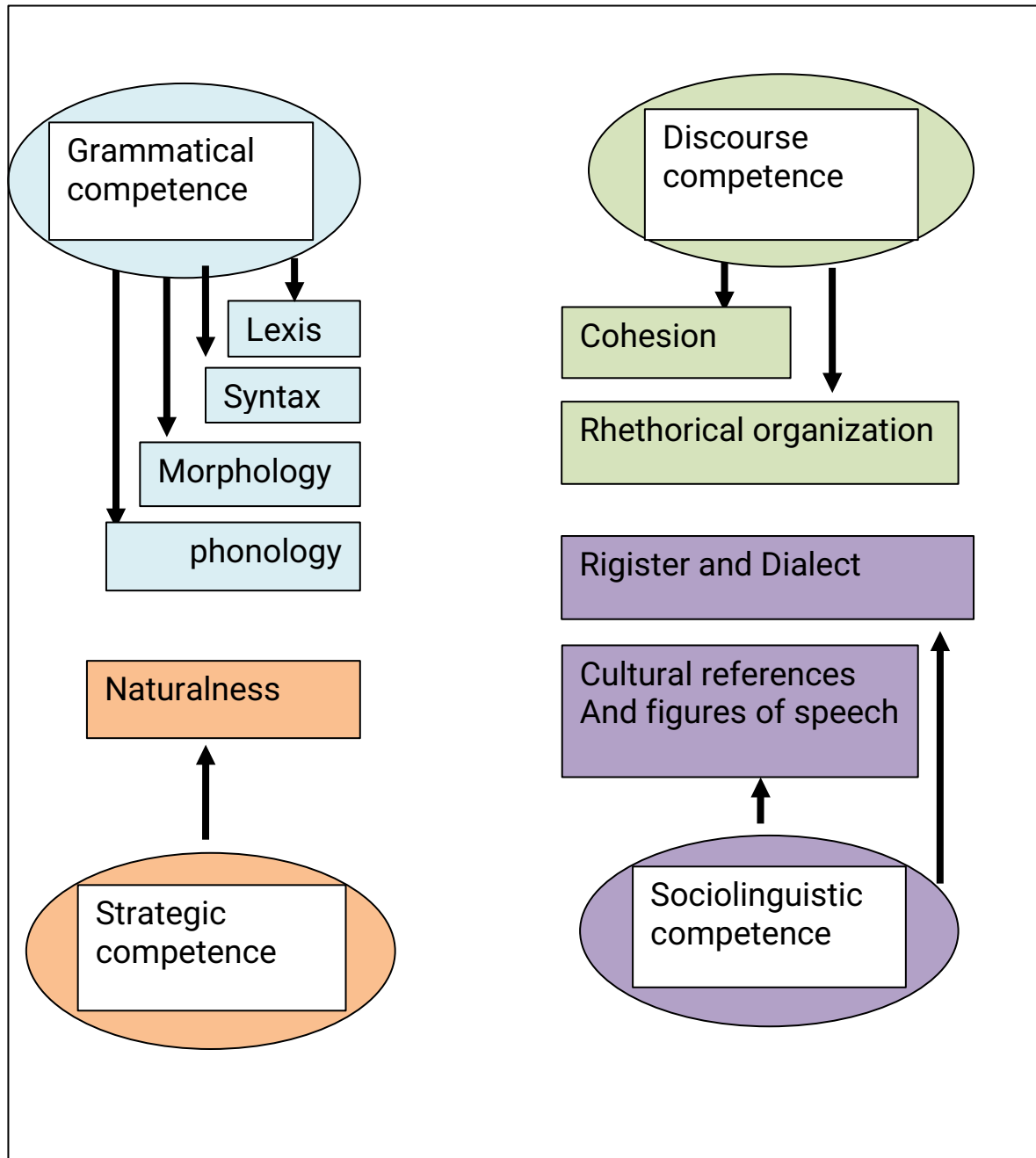


Figure 1.2 Model of Communicative Competence by Canale, M., and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.

In short, Canal and Swain divided CC into four competences:

- a. *Grammatical/linguistic* competence, which includes knowledge of the lexicon, syntax and semantics (mastery of language codes).

- b. *Sociolinguistic* competence, concerned with the appropriateness of communication depending on the context including the participants and the rules for interaction.
- c. *Strategic* competence, a set of strategies devised for effective communication and put into use when communication breaks down (grammatical and sociolinguistic strategies).
- d. *Discourse* competence, which is concerned with the cohesion and coherence of utterances/sentences.

1.7. The Effect of Code Switching on Communication in EFL Classroom

English language learners learn best when their needs meet. CS is one of the key linguistic issues which have been addressed by researchers and specialists in the field of Teaching English as a Foreign Language (TEFL), and Second Language Acquisition. CS occurs when the teacher or students change from the foreign language to mother tongue or native language (L1) of the majority of students in the classroom. In reality, both teachers and students perform CS event at the highest level of education for various needs and objectives.

In the 1980s, code switching received attention as a specific phenomenon and strategy of better Foreign Language Learning, since that time, there has been a debate whether it is helpful or embedding. Code switching in the context of foreign language classroom refers to the alternating use of the (L1) and the (L2) providing a mean of communication between language teachers and learners. According to (Tarone, 1981:288), CS is a strategy to achieve communication goals, and for him this phenomenon is used to negotiate an agreement or meaning between two interlocutors.

Some scholars like (Brown & Richard, 2000), argue that CS can help and encourage peer discussion to maximize (L2) meaning comprehension, in addition, using code switching has been found smoothly transmit and communicate lessons content, and to develop language skills such as solving problems and language analysis. In addition, and in supporting the idea that code switching is beneficial in EFL classroom (Skiba 1997) claims that the use of code switching somehow builds a bridge from known to unknown, and may be considered as an important element in language teaching and learning.

Whereas, some researchers disagree with the idea that code switching is communicative strategy, as (Chaudron, 1998) who argues the Target Language (TL) should

be taught exclusively, and teachers must teach pure foreign language, so it is necessary for learners to grasp the meaning of everything said to them by teachers, and that code switching has negative effect when practicing the language learning process. Moreover, (Wong-Fillmore, 1985) states that learners who are used to hearing their teacher use the (L1) tend to ignore the (TL), and therefore, they do not fully benefit from valuable (TL) input. According to the above viewpoints, we can say that code switching in classroom might not be always a deficiency in learning a language, but it is rather a helpful strategy in interaction between both students and teachers, in order o to make the meaning clearer and more comprehensible, and may also help to overcome some communication deficiencies.

1.8. Conclusion

This chapter has dealt with the literature review about CS and Classroom discourse. It also brought attention to some researchers' points of view on the phenomenon of CS as a fruitful tool used in learning EFL. The next chapter will be devoted to the research methodology and design concerning research objective and data collection instruments.

Chapter Two: Research Design and Methodology

2 . 1 . I n t r o d u c t i o n

This chapter gives an outline of research methods that were followed in the study as well as the objective behind conducting it. It provides information on the participants, were and how they were sampled. It also describes the research design that was chosen for the purpose of this study and the reason for this choice. Furthermore, it discusses the methods used to analyze the data including mixed method encompassing qualitative and quantitative methods. Lastly, the procedure for collecting data is through classroom observation, questionnaire and interview which are described in details in order to gather as much data to answer the questions of the study under investigation.

2.2. Research Objective

In general, research objectives describe what we expect to achieve by project. It may be linked to a hypothesis. The present study investigates the use of CS as a communicative tool in EFL classroom. Taking into consideration the importance of CS in EFL classroom, our study seeks to dig out the reasons behind the alternation of languages among EFL pupils and teachers in Hadj Bouziane Abdelkadder Secondary School. Furthermore, it attempts to develop a full understanding of CS implemented by EFL pupils and teachers, and their perceptions and attitudes toward this phenomenon. More importantly, the objective of this study is to find out whether the use of CS helps pupils and teachers to keep the flow of communication in EFL classroom. It seeks also to know whether it is important to enhance the pupils' acquisition of the English language.

2.3. Description of the Study

The table below describes the process of data gathering. It shows the period of data collection as well as the number of the participants involved in this study. Furthermore, it describes the data collection instruments. Questionnaire involved pupils, interview involved teachers and classroom observation involved both teacher and pupils.

Period of Data Collection	Participants	Number of Participants Involved	Data Collection Instruments
From February to March	Students	45	Questionnaire (20 min)
			Classroom Observation (2hours)
	Teachers	15	Interview (20min)

Table 2.1

Description of the Study

2.4. Sample Population

Research participants are generally selected because they are able to provide rich description of their experiences and are willing to articulate their experiences. Thereby providing information that is rich and which be able to challenge and enrich the researcher’s understanding. As well as (Brink1996) who claims that purposive sampling requires selecting participants who are knowledgeable about the issue in question because of their sheer involvement and experience of the situation.

The first group of informants was forty five EFL pupils at the third year of

Literature stream at Hadj Bouziane Abdelkader an urban secondary school located in Oulhassa (a small town in Ain Temouchent). 30 female and 15 male filled the questionnaire to gather as much data to support the study of the use of code switching in EFL classroom as a means of communication. These pupils dealt with French and Arabic from the primary school to the secondary school. They dealt also with English from their first year in the middle school until now, which means that these pupils use multiple languages either in their daily life or in the classroom. Whereas, the second group of informants to whom the interview was carried out were 15 EFL teachers 9 female and 6 male from different secondary schools in Ain Temouchent.

2.5. Description of Method and Research Design

Research design and methodology can be defined as the plan and structure of enquiry formulated in order to obtain answers to research questions. Therefore, research design and methodology has been developed by researchers very carefully as it forms the foundation for the entire research process. The information obtained through research design is an answer to the research questions. Therefore, it provides the most valid, accurate answers as possible to research questions.

Moreover, designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results. Research design increases the chances of obtaining information that could be associated with real situation. In other words, the research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer your research question.

The objective behind this study is to investigate the use of code switching among EFLpupils the third year literary stream at secondary school, as means of keeping flow of communication. In order to achieve this aim, a descriptive method encompassing mixed method permits to broader understanding by incorporating both quantitative and qualitative research, or to use one approach to better understand, explain, or build on the result from the other approach.

Descriptive research describes data and characteristics about the population or phenomenon being studied. Descriptive research relies on observation as a means of collecting data. It attempts to examine situation in order to establish what is the

normal, what can be predicted to happen again under the same circumstances. Observation are written down or recorded in some way in order to be subsequently analyzed depends on human observation and responses. The main objective of descriptive is describing the state of affairs as it prevails at the time of study. The most distinguishing features of this method, is that the researcher has no control of variables. He/she has only to report what is happening or what happened.

In order to conduct this research, a Mixed Method is adopted. In mixed method the researcher mixes or combines qualitative and quantitative techniques, methods, approaches, concepts or language, into a simple study or a set of related studies.

Mixed method focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Mixed method provides strengths that offset the weaknesses of both quantitative and qualitative research. Furthermore it can lead to new insights and modes of analysis that are unlikely to occur if one method is used alone. Therefore, if the researcher's conclusion is supported by data from multiple sources, then the study can be confident of its validity.

According to (Tuckman, 1998), in qualitative research, the researcher is the key instrument of data collection. Tools include open ended interviews, filled notes, or journal diaries. Qualitative research is particularly significant in the context of behavioral sciences, which aim at discovering the underlying motives of human behavior. Such research helps to analyze the various factors that motivate human beings to behave in a certain manner. Besides, it contributes to an understanding of what makes individuals like or dislike a particular thing.

In contrast, quantitative research is defined by Perry (2005:75) as it is **“characterized by the use of numbers to represent its data ...which frequently uses sample strategies for generalizing findings to larger populations.”** The focus of quantitative research is objective measures rather than subjective experience. This methodology provides greater distance between the data and researcher than in qualitative studies.

Quantitative research is concerned with the collection and analysis of data in numeric form, qualitative research, on the other hand, is concerned with collecting

and analyzing information as many forms, chiefly non numeric, as possible. It tends to focus on exploring in as much detail as possible. And that is claimed by (Best and Khan, 1989:89-90) as follow:

“Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers ...Research can also be qualitative, that is, it can describe events, persons without the use of numerical data...Both types of research are valid and useful, ... it is possible for a single investigation to use both methods”

In this sense, our research uses qualitative and quantitative approaches in combination and that provides a better understanding of research problems than either approach alone.

2.6. Data Collection Instruments

Research instrument is a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills. Jakobson and Rydden (2010) argue that the use of several means of information gathering help to get as much information as possible and to make a good base for discussion. For them, using different types of procedures for collecting data and obtaining that information through different sources (learners, teachers...etc) can augment the validity and reliability of the data and their interpretation. Thus, to make good base for discussion we used two means of information gathering: quantitative which includes questionnaire, and qualitative which is about classroom observation and interview. Questionnaire involved students, teachers involved interview and Classroom Observation involved students and teachers.

2.6.1. pupil's Questionnaire

In this research paper, a questionnaire has been used as a research instrument for collecting data. A questionnaire is a research instrument which consists of a number of questions. It refers to a series of questions to be addressed (or answered) by respondents for a specific academic or commercial purpose. It includes three types of questions: close, open, and multiple choice questions. It is a tool of gathering information from the informants. It is the easiest since it takes a few minutes to be answered. Moreover, it is a document containing questions and other types of items designed to solicit information appropriate to analysis.

(Dornyei 2003:09) states: **“by administering a questionnaire to a group of people, one can collect a huge amount of information in less than one hour.”** Besides, questionnaire is defined as a method of gathering information from respondents about attitudes, knowledge, beliefs, and feelings. Furthermore, questionnaire is a very useful instrument for the collection of information, and can be administered in the absence of the researcher.

While preparing the questionnaire for the survey, it has kept in mind that the focus of the questionnaire should be toward the research problem under investigation. Moreover, it is designed to get personal information about the participants themselves and their opinions about the phenomenon of CS and some information concern the language used in EFL classroom. Questionnaire was distributed to both pupils and teachers, so that to get more information about the subject of study.

The questionnaire was administered to the pupils of the third year of Literature Stream, after a brief introductory talk in which the procedure was explained to them. They took between 15 and 20 minutes to complete the questionnaire. The questionnaire attempts to include the learner's perspectives and perception toward CS as a tool to which they express their ideas when learning English.

The questionnaire contains ten questions, two open, two close and six multiple choice questions. The first question is designed to provide background information about the participants, which is gender. Questions 2-7 aimed at collecting data about the learning reasons behind mixing languages inside classroom, also about cases where students alternate languages. Whereas, the last two questions were close questions, the participants were asked about their opinions

whether mixing languages inside classroom affect the English language proficiency.

2.6.2. Classroom Observation

Classroom observation has been used as a instrument in the study of many aspects of language teaching activities. Learner behavior can be studied and what strategies learners can apply. Teacher's behavior can be recorded, to find out which strategies are used for error correction and which questioning techniques are focused on by teachers. Classroom observation according to (Burns 1999), is a preplanned research tool which is carried out purposefully to serve research questions and objectives. When using this method the researcher observes the classroom interaction and events, as they actually occur. Classroom observation is the purposeful examination of teaching and learning events through the systematic processes of data collection and analysis.

It is also defined as a process by which the observer sits in one or more classroom sessions, records the instructor's teaching practices and pupil's actions, and then meets with the instructor to discuss the observation. (Flick 2006:219) also contends that observation: **"is an attempt to observe events as they naturally occurs."** Therefore, it is a means of undertaking research into what occurs in classrooms by attempting systematically to observe and keep records of classroom events.

As well as (Johnson 1994: 54) qualifies the definition of observation further as a method mainly used to record behavior and he says:

"In social research, observation is generally used to record behavior. It may be employed as a primary method of data collection to provide an accurate description of a situation, to gather supplementary data which may qualify or help interpret other sources of data, or it may be used in an exploratory way, to gain insight which can be tested by other techniques."

More importantly, observation enables the researcher to combine it with questionnaire to collect data. On the whole, in order to carry out observation the observer needs to determine the setting, then he should identify what to be documented. Next, he inquires to gain an initial general presentation of the field, after that, the researcher might attempt to conduct focused and selected observations which are relevant to the research objective and questions. The use of observation

provides researchers with the opportunity to gather information from naturally occurring social situations.

In the main, observation can take place through two methods: participant and non-participant. In this research we used nonparticipant observation in which the observer only watches and records the classroom activities without any involvement. Inside classroom the observer must pay particular attention to details in order to record them objectively without personal bias. An essential point in the observational process is the amount of time spent on observation. Mainly it is clear that the more time spent observing, the better and reliable information can be obtained.

For this study we managed to get hold of one class of the third year of literature stream to participate in the observation. First, we introduced ourselves and our subject to the teacher and inform him that the observation is part of study not an evaluation. Then, we focused on the classroom, pupils' and teacher's activities and behavior. The classroom observation was employed to explore the practical use of CS during learning EFL. This technique of observation was simpler since it was direct means of recording what we observed and all what was needed notebook and pencil. The observation took two hours. We continued till got points needed.

2.6.3. Teacher's Interview

After completing the observation and the questionnaire the study focused on interviewing teachers so as to get data and information that would help us to reach the aim behind our investigation. (Brown 1990:118) contends that: **"interviews are a popular and widely used means of collecting qualitative data."** The researcher through interview gets firsthand information directly from some knowledgeable informants. The researcher cannot observe the informant's feelings and thinking, so that the interviewing is a key to understand what and how people receive and interpret the world around them. (Griffee, 2012:159) adds: **"Interview is a research tool; an interview has structure, purpose and form and can be defined as a person to person structured conversation for the purpose of finding and /or creating meaningful data which has to be collected, analyzed and validated."** Interviews are valuable tools for collecting data in qualitative research. Interview allows the

researcher interact with the participants and to observe non-verbal cues during the interview process.

Furthermore, (Flick 2006:160) claims that the purpose of interview **“is to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation.”** Through choosing interviews as a method of data collection, the researcher hoped to gain a deeper understanding of the participant’s constructions through dialogue, and through the language they use in constructing the different discourses. The interview method allows the researcher to seek clarify and probe for deeper understanding. As a result the reporting and analysis of data is reflective of the views of the participants.

In this study we employed a structured interview in which all questions are prepared in advanced. Structured open ended interview as a method was a set patterns of questions are worked out prior to the interview and then asked in a precise order. It is perhaps the commonest method in gathering qualitative data. Questions in structured interview can be open-ended or closed-ended. Before conducting a structured interview, we used a face-to-face method of interview. In order to find teachers who were willing to participate in the interview, we visited different secondary schools in Ain Temouchent and ask them in person. Each teacher gave the impressions that they really want to participate. A structured open ended interview was used to gather further information regarding teacher’s attitudes toward CS in EFL classroom.

The interview carried out concerns 15 teachers of different secondary schools, 11 females and 4 males. The teachers were informed that the purpose of the present study was to find out whether the use of CS is beneficial as a tool of communication in EFL classroom. The interview contains ten questions chosen carefully and that are relevant to the topic under investigation, three multiple choice, four open, and six closed questions. Teachers are required to answer by picking up the appropriate answer from a series of choices. Whereas some questions need to be answered with the participant’s own words in order to give their opinions or to explain their choices.

The first two questions were personal questions about gender and years of experience in teaching EFL. The rest were about the reason why teachers code

switch in the classroom, to what extent they code switch and what their attitude toward the use of CS in the classroom is. The interview took between 15 and 20 minutes for each teacher. Answers were recorded using a pen and paper.

2.7. Conclusion

The present chapter begins with an introduction then describes the research design employed in this study. Participants are also included before discussing the methodology used to conduct this research. For this study qualitative and quantitative methods are chosen in which classroom observation is done, questionnaire is filled by students and interview is carried out with teachers. The following chapter investigates CS in Algerian EFL context. Thus, it is concerned with data analysis and interpretation of the results obtained through different research instruments to know teachers' and pupils' perspectives about the use of CS in EFL classroom. The findings of the study will either prove or reject the research hypotheses.

Chapter Three :

Data Analysis

3.1. Introduction

The previous chapter dealt with the research method and design. It was concerned with participants and multiple research instruments used to conduct this study. The following chapter is important since it deals with the analysis of data that were collected, through simple percentage calculation so as to show the frequencies. It is followed by the discussion of results. Moreover, it covers some recommendations and suggestions for further research taking into consideration all teachers' and pupils' points of view.

3 . 2 D a t a A n a l y s i s

This part of study is the analysis of data gathered from pupils' questionnaire, teachers' interview and classroom observation. It includes then, present findings followed by the summary of the main results .

3.2.1. Classroom Observation

For this study we managed to get hold one EFL Classroom in a secondary school in Oulhaça, a small town in Ain Temouchent. It is named Hadj Bouziane Abdelkader. The number of the participating pupils was 45 students of the third years of literature stream. They were 35 girls and 15 boys in addition to their teacher. The observation was held in Wednesday, February 20th 2019. It lasted two hours from 13:30 to 15:30. The teacher gave their pupils a break of five minutes, during this time we talked to the teacher about the things that we have recorded.

Before we entered the classroom, we briefly introduced our topic under investigation to the teacher. The teacher on the other hand, gave us an idea about the procedure that he was going to follow in his lecture. After entering the classroom we had a sit in the back so as to catch easily what happened without disturbing the pupils. It was clear that pupils have a good relationship with their teacher. He kept smiling and telling jokes from time to time. Pupils seemed to like learning English since they were engaged all the time. The majority of them were participating during the lecture.

The teacher presented two lessons. The first lesson was a text from the sequence of Listen and Consider, it was titled: The Solar System. Then, it was followed by a continuation of the previous grammar course which was titled: The conditionals. Three

materials were used in classroom: the scholar book of English, students' copy books and notebooks and the white board. When observing, we tried to focus on the points that lead us to answer the questions of the study forward. These were, observing when pupils code-switch, when teacher code-switch, and what teacher's and pupils' attitudes are toward this phenomenon. The number of CS found during the observation was 56.

The first note taken into consideration was types of CS produced by the teacher and his pupils during the two lectures, either in lesson and non-lesson cases. The table below shows frequencies and their percentages of types of CS used.

Types	Frequency	Percentage
Inter-sentential CS	37	66%
Intra-sentential CS	14	25%
Tag- switching	5	9%
Total	56	100%

Table 3.1 Types of CS occurred in Classroom

The analysis shows that the pupils and the teacher employed all three types of CS during the English lesson, but the frequency of employing each of them was different. The table above clearly illustrates the frequency of each type of CS employed. The frequency of CS was high as there was at least one instance of CS in every conversation. Inter-sentential CS was the most frequent type recorded in the data analyzed with 66%. Intra-sentential CS was the second with 25%. Whereas, the tag- switching was the least frequent with only 9%. The examples below have been taken from the teacher's and the pupils' speech in the classroom.

Intra-sentential CS

- *Pour exprimer le conditionnel type zero, on écrit both the first and the second verbs au présent.*
- *Mafhamtch bien, what about you? Fhamti?*
- *Je n'ai pas encore corrigé le test because j'ai été vraiment occupé, so you will see your marks la semaine prochaine ان شاء الله*

Inter-sentential CS

- *On vas lire d'abord le text, then we will explain difficult words.*
- *Sir, would you mind repeating please? j'ai rien compris.*

- *Darti Ikhadema li 3tahalna*, the teacher is checking it now.

Tag Switching

- This is clear, *n'est ce pas?*
- *3adna faragh man ba3d*, right?
- *Bon*, let start with reading the text.

The second important point recorded in the notebook was the nature of CS occurred in the classroom. It is clearly illustrated in the following table whether CS appears most in pupil-pupil talk or in pupil-teacher talk.

Items	Frequency	Percentage
pupil-teacher CS	40	71%
pupil-student CS	16	29%
Total	56	100%

Table 3.2 Nature of CS Occurred in Classroom

According to the data shown in the table above, it is found that the large occurrence of CS appeared most in student-teacher talk which makes 71% of the total switches. Whereas, student-student switches have less occurrence which makes only 29% of the total number of switches. It is noticed from the analysis that students used CS with both their teacher and their peers. The most frequent case is pupil-teacher CS. This indicates that students feel free and comfortable when they use multiple languages when interacting with their teacher. Also they switch codes to ask for clarification or to show misunderstanding.

Another significant point is the languages alternated in the classroom. The table below demonstrates to which languages participants switch most, to French, to Arabic or to both of them.

Options	Frequency	Percentage
English-French switching	30	54%
English-Arabic switching	24	42%
English-French-Arabic	2	4 %
Total	56	100 %

Table 3.3 Language Alternation in EFL Classroom

As was recorded during the observation, and according to the information written in the table, it is clear that most of teachers and pupils switched from English to French making 56% of the total number of switches. English-Arabic switching was the second frequent making 24%. Whereas, English-French-Arabic was the least frequent appearing only into cases and making 4% of the total number. As analyzed above, it is clear that pupils and teachers master more than one language. Moreover, they switch more from English to French and that may be due to the French language inherited from the French colonization. Furthermore, from the written notes, it is obvious that students mix languages to satisfy their communication needs. As well as the teacher who switched codes to make ideas clearer, to convey the right meaning and to speak about non-related matters.

One of the most important things recorded during the classroom observation was situations where CS occurs in EFL classroom. The table below shows in which situations CS is more and less frequent.

Options	Frequency	Percentage
When misunderstanding	24	43%
Grammatical explanation	9	16%
Vocabulary explanation	10	18%
Giving requests/ orders	7	12%
Talking about non-lesson matters	6	11%
Total	56	100%

**3.4
where**

**Table
Cases**

Students and Teacher Code Switch

Table 3.4 Cases where pupils and Teacher Code Switch

According to the data presented in the table, pupils switched most when they asked teacher to explain things they misunderstood. Teacher on the other hand, mixed languages when he wanted to clarify something that students do not fully understand and that was of high frequency making 48%. 16% was the percentage of the use of CS when

giving grammatical explanation. Vocabulary explanation makes 18%. Giving orders and requests makes 12 % of the total. Finally, talking about non-lesson matters was the less frequent making only 11% of the total use. From the analysis provided above, it is obvious that students use multiple languages as a means to avoid misunderstanding and to ask for explanation. Also, to tell jokes, or to speak about things that are not related to the lectures. It is further clear that CS is one of the strategies that was used among the teacher to give grammar and vocabulary explanation. Moreover, he finds it easy and better to manage his classroom and interact with his students using a mix of multiple codes.

The last remark recorded in the notebook was that the use of English-only in class was encouraged. The teacher asked his pupils to speak English as much as possible, and to practice the language. As illustrated in the examples bellow:

- *Try to speak English please!*
- *Say it in English!*

According to these findings, despite the fact that the teacher uses CS, he does not fully support the use of it in his classroom. He advises his pupils to use English as much as possible.

3.2.2. Teacher's Interview

As we mentioned before in research design and methodology, a structured interview was administered to 15 teachers and was composed of 10 questions chosen carefully. The main purpose of the interview is to look into some teachers' general points of views whether CS is helpful or obstructive. Also, it aims to find out when they code-switch and what are their attitudes towards it. Thus, this part of the study provides the analysis of data gathered from teachers.

Nine of the interviewed teachers are female, whereas, six of the teachers are male. Furthermore, most of them have between 10 and 15 years of teaching experience. When we asked the teachers whether they code switch when they explain courses, 93% of the teachers said they code switch in classroom, whereas only one teacher said he did not use CS when he explained courses to his pupils, making 7% of the total number of the informants. From this analysis, it is evident that CS is a phenomenon that is inevitable in EFL classroom, and that it is frequently used by teachers during their English lectures.

Question n°4: Seeks to find out whether teachers prefer to mix between English and French or between English and Arabic.

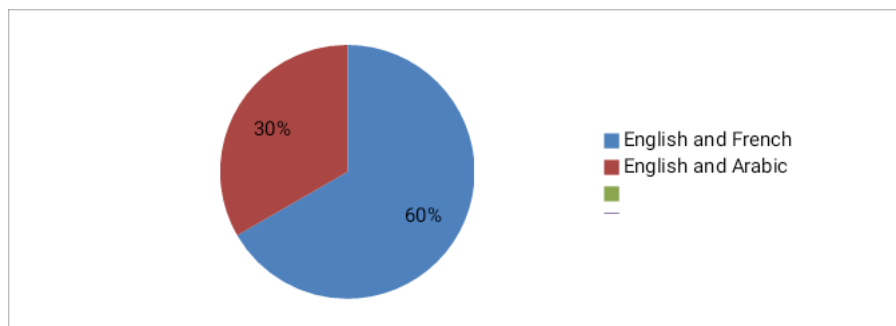


Figure 3.1 Language Preferences in EFL Classroom

The graph above demonstrates that half of the teachers interviewed said that they mixed between English and French with a proportion of 60%. While only 30% of the total number of the teachers preferred to mix between English and Arabic languages. We can notice from the above analysis that the majority of teachers prefer to mix between English and French. May be they find it easy to clarify ideas and explain matters in French. Also, they do not find it suitable to use Arabic in English classroom.

Question n°5: Explores in which situation teachers switched most.

Most of the interviewed teachers revealed that they switch to French or to Arabic when their students misunderstand difficult concepts as claimed in this statement by one of the teachers: *"of course I use French when I want my pupils to understand me more till I am convinced that they have understood. I know that may be they have not written down the concepts, but at least they have understood it."* Moreover, three of the interviewed teachers claimed that they used CS when they explained grammar courses as stated by one of them: *"actually I always use code switching especially when I deal with grammar courses because I find it easier and I remark that pupils follow and understand more in French or Arabic."*

In addition, four teachers answered that when they deal with new vocabularies and when they managed classroom. One teacher claimed that he used CS to encourage his pupils to speak more in classroom. He added that the level of students in the

secondary school necessitates CS unlike university when pupils are advanced learners. According to the teachers' statements, CS is a tool used to overcome teaching learning difficulties, and to save time instead of wasting it in repeating the same things in the target language.

Question n°6: Was designed to answer the question whether teachers allow their pupils to mix languages beside English when participating.

Options	Frequency	Percentage
Yes	15	100
No	0	0%
Total	15	100%

Table 3.5 Teachers' opinions on the pupils' use of CS in EFL Classroom

Reading the results presented in the table above shows that all teachers with a proportion of 100% allowed their pupils to mix other languages with English when they participated. According to the above analysis, all teachers support the use of CS among their pupils. Therefore, students find it easy to communicate with their teachers and peers using multiple languages. Moreover, they feel comfortable to express themselves without any fear, and thus, become more engaged in classroom talk.

Question n°7: Was asked to know to which languages pupils prefer to switch most.

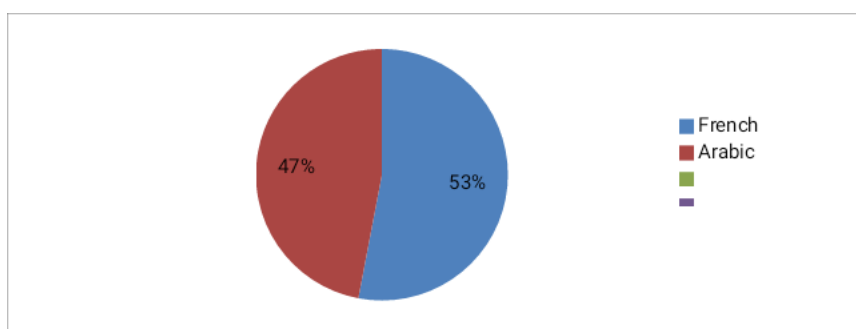


Figure 3.2: Students' Language Preference in EFL Classroom

graph

The results in the above, shows

that 53% of the interviewed teachers claimed that their pupils preferred to mix between English and French. On the other hand, 47% of the teachers said that their pupils switched most from English to Arabic in English classroom. It is clearly noticed that pupils use both French and Arabic in the English classroom, because it helps them to avoid misunderstanding. Moreover, they cannot clarify their ideas using English only.

Question n°8: When we asked teachers whether they can manage situation when their pupils use multiple languages. All the teachers with 100% confirmed that they could manage and control situation when their pupils used multiple languages inside classroom. Accordingly, the analysis of the obtained data revealed that teachers found it easy to communicate with their pupils when they use CS. Thus, pupils become motivated to contribute in classroom speech without being afraid to face language barriers.

Question n°9: Designed to know whether CS serves as a good means of communication in EFL Classroom, or it is a problem to be solved.

Many teachers agreed that CS is a good means of communication in EFL classroom but only two teachers disagreed with this statement. Accordingly, eight teachers among the interviewed teachers revealed that CS can be used as a communication strategy to facilitate the learning process and to impart knowledge. One of the interviewed teachers believed that CS helps to better communication either between students and their peers, or between pupils and their teachers and pupils find classroom interaction more natural and easy when CS is took place stating: *"CS is not considered as a problem at all, it is rather used to catch the attention of the pupils for clarifications and clear communication."*

In general, as a whole perception, they share the same opinion and they consider the availability of more than one language as a means of communicative resource. Few of the teachers interviewed disagree with the idea that CS is helpful to better communication in classroom. As asserted in this claim: *"I don't think that CS helps too much to keep the flow of communication, it is just a way to escape when you don't find the right word in English."* He added: *"it is rather a problem to be avoided and to use only English inside classroom."*

Another teacher totally disagreed with the use of CS as a means of better communication and interaction inside classroom. He considered it as a problem to be avoided. He insisted also that this phenomenon should be decreased or replaced by the use of English only in classroom, as confirmed in his statement: *"of course it is a problem because it limits pupils' English vocabulary. They don't see this as a weakness since they are beginner's level learners and it is acceptable to use CS. Yet, it should be decreased as the level get higher; pupils have to force themselves to speak only English in the classroom."* As mentioned in the above analysis, the majority of the teachers agreed that CS is a useful communication resource. It is used by teachers and pupils to avoid

communication gaps as well as to better interaction in classroom.

Question n°10: Explored the negative effects of CS on pupils' learning.

Based on the teachers' responses, although teachers supported the use of CS in EFL classroom, they believed that it has disadvantages and negative impact on their acquisition of the English language. As asserted in this claim: *"CS is not always good for pupils. The use of French and Arabic at the secondary school increases the use of CS at the upper level, because they used to be taught in their native language or in French."* Another interviewed teacher confirmed that CS might bother the English learning as it could lead to translation. She added that CS prevented students from thinking in English, thus, it led to problems in writing. A third teacher pointed: *"CS causes weaknesses in speaking skills. It further stops pupils from learning English vocabulary."* According to the teachers' points of view, although CS has positive impact on learning, it leads also to over reliance on other languages, thus, students will not acquire correct English.

3.2.2 Pupils' Questionnaire

This part of study is the analysis of data gathered from pupils. It is followed by the interpretation of the findings of the questionnaire. As mentioned before, the questionnaire was addressed to 45 EFL pupils. 30 of them were female, whereas, 10 of them were male. The questionnaire aimed at gathering much data to support the use of CS as a communication strategy in EFL classroom.

Question n°2: Designed to know languages spoken by students in EFL classroom.

Options	Frequency	Percentage
Only English	00	00%
English and Arabic	30	67%
English and French	15	33%
Total	45	100%

Table 3.6 pupils' Language Preference in EFL Classroom

Reading the results in the table above shows that there were pupils who ticked more than one answer most of the pupils speak English and Arabic in EFL classroom with the highest proportion of 67%, English and French are the second frequent languages used when interacting inside classroom (33%), whereas none of the pupils replied that they speak only English inside classroom which means 0% of the total. As it is noticed in the analysis above, none of the pupils use only English in EFL classroom, and CS appears

most of time among them. In addition, many of the questioned pupils find it easy to express themselves by using a mix of English and Arabic.

Question n°3: Planned to know in which situation pupils code switched inside classroom.

Options	Frequency	Percentage
When I want to avoid misunderstanding	30	67%
when I participate in lectures	4	9%
When I want my teacher to clarify something I do not understand	8	18%
When I do not find similar words in English	25	56%
When I talk about non-lesson matters	15	33%
Total	45	100%

Table 3.7 Cases of CS Appearance.

In the table above were pupils who ticked more than one choice to indicate the situation when they use multiple languages. The table indicates that the most common situations when pupils used multiple languages inside classroom were when they wanted to avoid misunderstanding with a percentage of 67%. Also, 56% of them switched codes when they did not find the right words in English. A second frequent situation was when they talked about non-lesson matters with 33%. Besides, in the fourth position was when they wanted their teachers to clarify something they did not understand with 18%. The last frequent situation was in case where pupils participated in lectures with the 9% of the total number of pupils. From the above findings, it is clear that the most common situation in which pupils code switch was when they asked for clarification of incomprehensible matters. Furthermore, they tend to alternate languages when they do not find similar words in English. Consequently, CS is a common phenomenon used among pupils to overcome comprehension gaps.

Question n°4: Designed to know the frequency of pupils' use of CS in EFL classroom

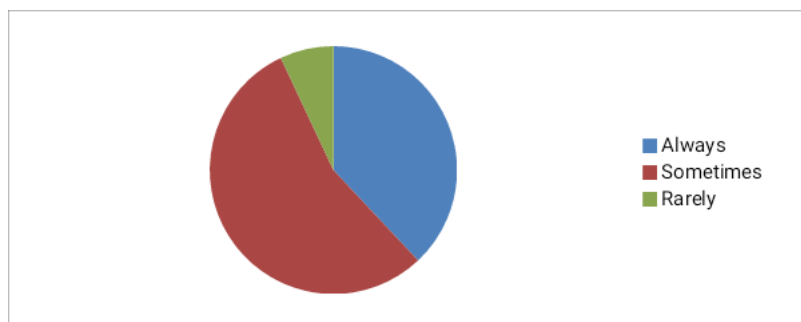


Figure 3.3 Frequency of using CS in EFL Classroom.

In accordance with the figure above, 55% of the pupils sometimes used other languages beside English in EF classroom. 38% of them always mixed languages, whereas, a small number of them replied that they rarely switched between languages in EFL classroom with a percentage of 7%. According to the findings above, more than half of the pupils frequently code switch in the English classroom. Thus, CS is a fruitful means used to convey pupils' messages to their teachers and to their peers.

Question n°5: when we asked the pupils whether their teachers use CS inside classroom. 93% constituting the majority of the participants replied that their teachers used multiple languages inside classroom. However, only 7% of the students denied the fact that their teachers used CS. According to the pupils, CS is a common strategy used by the most of EFL teachers inside classroom for clarification, explanation and more effective communication.

Question n°6: When we asked students to which language pupils prefer their teachers to switch more. 78% of them said that they preferred their teachers to switch to Arabic. However, 22% of them preferred them to switch to French. Therefore, all pupils confirm that their teachers use multiple languages inside classroom. Most of them prefer their teachers to use Arabic beside English when giving instructions, because they find it easy to grasp the meaning when it is conveyed in Arabic.

Question n°7: Asked to know in which situation teachers used multiple languages in EFL classroom.

Options	Frequency	Percentage
When checking comprehension	23	51%
When explaining grammar rules	12	27%
when explaining words or sentences	19	42%
When managing class	9	20%
When speaking about non-related matters	13	29%
Total	45	100%

Table 3.8 Cases Where Teachers Code Switch

According to the results shown in the table above where pupils provided more than one answer, a total number of 23 students (51%) indicated that their teachers used multiple languages mostly when they checked their pupils' comprehension. Besides, 42% of them said that they mixed languages when they explained new vocabularies. Furthermore, 27% indicated that their teachers mixed French with English when they explained grammar rules. In addition, 29% stated that they switched to other languages when they talked about non-related matters. Whereas nine students (20%) revealed that their teachers used multiple languages when they managed the classroom.

The results from the table above revealed that most of the teachers use CS as a way to check their pupils' comprehension. Furthermore, language alternation is a useful tool used by teachers to explain complex grammar courses and to bridge lexical gaps. Thus, pupils understand more, acquire new items and become more engaged in classroom activities.

Question n°8: Planned to show whether mixing languages motivate pupils' to better learning English.

Options	Frequency	Percentage
Yes	27	60%
No	18	30%
Total	45	100%

Table 3.9 pupils' Opinions about CS

It is clear from the table above that the majority of the pupils (60%) assumed that mixing languages motivated them to better learning the English language, however only 30% of them denied the fact mixing languages is a motivational tool to learn English. It is obvious from the results above that the majority of the students agreed that CS provided students with opportunities to enhance their understanding. Furthermore, it is time effective

because teachers do not waste time to search for simple words to simplify any confusion that may arise. Moreover, the use of CS helped students with lower performance to be able to follow the lessons better than using English only. Whereas others believe that it is a barrier for learning the English language, since they rely only on other languages to achieve their understanding. Consequently, they do not well acquire the target language.

Question n°9: planned to know the impact of using other languages beside English on learning English as a foreign language.

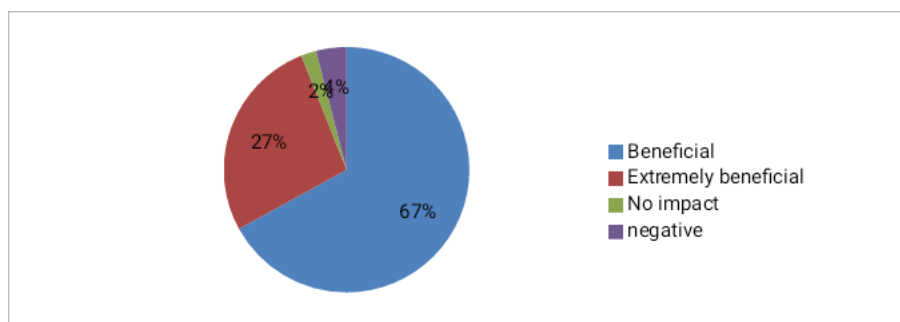


Figure 3.4 Impact of using other languages on learning English.

It is noticeable that the highest percentage goes to pupils who indicated that using languages other than English is beneficial for learning EFL with a percentage of 67%. 27% of them said that it is extremely beneficial. 4% claimed that it has a negative impact. Whereas only 2% of the total number of the pupils said that mixing codes has no impact on learning EFL classroom. From the obtained results it is determined that the majority of pupils have positive attitudes towards CS. They believe that it has a positive impact on learning English as a foreign language. This might be because they consider the use of Arabic and French beside English as something in which they cannot get rid to learn English.

Question n°10: Designed to know the pupils' points of view whether CS is a helpful tool to better communication in EFL classroom, or it is a problem to be avoided. Approximately, all the participants agreed on the fact that using French or Arabic in English classroom helped to better communication either between students and their peers or between students and their teachers. This appeared in some of their statements. One of the pupils said that the use of French and Arabic in English classroom made communication easier and helps us to interact with each other freely.

A second one asserted that the use of multiple languages such as French, Arabic, or even Spanish facilitated the communication with their teachers. He added: *"when I ask my teacher to clarify something not understood, she explained in French or sometimes in*

Arabic, then, I feel that classroom interaction is more natural and easy." However, a small minority of students disagreed on the idea that using different languages in EFL classroom is a good tool to better communication. One of them stated: *"I totally disagree with that, using languages beside English is something bad, it affects negatively the English fluency."* Another one added that pupils should use only English and practices the language, and do not depend on any other one. It is obvious from the above analysis that most of the pupils developed positive attitudes towards the use of CS as a means of better communication. In addition, it gives them the opportunity to speak in a more informal way where the risk of misunderstanding can be avoided.

3.3 Summary of the main points

To sum up, CS is an important phenomenon which is frequently used by EFL pupils and teachers for several reasons. The majority of pupils and teachers demonstrate positive attitudes towards the use of CS. It is used in varying degrees in EFL classroom to realize a number of communicative goals. Besides, CS fulfills multifunction, to avoid misunderstanding, clarifying incomprehensible matters, and to ensure the smooth flow of communication process.

Although the majority of the participants showed positive attitudes toward CS, they did not support the idea of teaching TL mainly through CS. Awareness of these teachers and pupils about their CS behavior was reflected in their responses and their classroom practices.

3.4. Findings

a- Classroom Observation

According to the results obtained through observing one EFL classroom, it is noticed that CS is a common phenomenon among teacher and his pupils and it appeared 56 times. Most of time, CS takes place in student-teacher interaction. It is used by teacher to facilitate classroom comprehension and interaction, to avoid learning and teaching

difficulties. Teachers' use of CS is to facilitate communication in more familiar languages. Whereas; it is used among students when they miss some words in English and when they speak about non-lesson matters. Three types of CS are used; instances of tag-switching were very few in number compared to the other types. Finally, based on the preliminary observation, Arabic is the high frequent used language by pupils. Whereas, French is the most frequent language used by the teachers since Algerians inherited the French language from the French colonizers.

b- Teachers' Interview

According to the analysis of the interview that is administered to 15 EFL teachers, it is clearly noticeable that almost all teachers use CS in EFL classroom. Besides, CS has no specific area to be appeared; it occurs in all most all cases. On the basis of the teacher's replies, teachers code switch to avoid confusion or incomprehension among students and when they want to realize better interaction with their pupils. Last but not least, the majority of teachers have a favorable attitude toward the CS as a tool for communicative purposes in order to reinforce classroom interaction and interpersonal relationship. However small minority of them disagrees and claim that CS should be reduced as much as possible.

c- Pupils' Questionnaire

Based on the analysis of data gathered from students' questionnaire, almost all students find it easy to communicate with their peers and their teachers when the use of CS inside classroom takes place. Besides, majority of them switch when they want to convey their message of non-understanding. In the more informal situations where one student asked another for help, they seemed to code-switch to a larger extent. Moreover, more than half of them have positive attitudes toward CS. They claim that it motivates them to better learning English. Whereas, few of them consider the use of CS in English classroom a negative strategy for their learning behavior.

All in all, all these findings complement the observation and the interview results through providing more evidence about the practice of CS as an unavoidable and

inevitable tool in classroom interaction. All research results show that CS is used to clarify unclear ideas, to ensure comprehension, and to better interaction and communication. Therefore, the hypotheses of the study are confirmed.

3.5. Recommendations of the Study

After data analysis and results discussion of the study, it is found that CS is a useful and helpful tool in improving classroom interaction and to keep the flow of communication. However, if not used efficiently, it may reduce pupils' confidence level and motivation to learn a foreign language. In the light of these findings, the following study addresses a number of recommendations for teachers and pupils to benefit and improve EFL teaching and learning processes, and to be aware of this phenomenon.

- As a teacher it is important to make decisions regarding their own teaching in the classroom, and self-awareness around language choice. And that is necessary in order for CS to be productive approach, and not just an unconscious strategy one choose to apply because of apathy.
- For pupils, they should reduce the use of CS as they progress. Even though CS has positive effects on English language learning, it should not be overused or used inappropriately.
- Pupils should practice more their language and do not rely only on other languages to overcome leaning gaps.
- Pupils should know when and how to use CS, because the over reliance on other languages may reduce their achievements in learning English as a foreign language.
- CS should not be totally abandoned in EFL classroom. It ought to be permitted so as to get larger participation and to ease communication between teachers and pupils
- Teachers are recommended to avoid repeating instructions in the native language or in French after they explain them in the target language, because it encourages bad habits. Why should students try to understand

target language directions if they know that these directions are simply going to be repeated?

3.6. Conclusion

This chapter deals with data analysis; it illustrates how difficult is to avoid CS in classroom interaction at the secondary school. It sheds light on teachers' and pupils' points of view about CS as a mean of communication in EFL classroom. This study exhibits that most of them had positive attitudes toward this phenomenon as a fruitful means to better communication and interaction. Therefore, it should be taken as a benefit rather than a negative point.

General Conclusion

General Conclusion

The present study deals with the use of CS among teachers and students as a means to keep flow of communication in EFL classroom at the secondary school. Also it investigates the teachers' and pupils' attitudes toward this linguistic phenomenon. Therefore, it gives them the ability to convey meaning and avoid misunderstanding and that may serve the communicative competence of the pupils.

Accordingly, the analysis of the obtained data has clearly shown that the use of CS in EFL classroom motivates pupils to take part in classroom activities and speech without being blocked of language barriers. It demonstrates also that CS is a common, favorable and unavoidable phenomenon used to avoid misunderstanding and conveying the right meaning. It means that CS has positive impact on the classroom interaction. Therefore, the findings confirmed the hypotheses upon which the investigation is based.

CS is according to the majority of teachers' and pupils' points of view, a communicative resource that teachers and pupils need to be accomplished. However, it has some negative impact on the acquisition of the TL. Therefore, it should be taken as an advantage not deficiency. To take advantage from the research findings the researcher provided a number of recommendations for teachers and pupils.

Further studies ought to be conducted in the area of CS in higher educational settings. Furthermore, classroom observation needs to include more than one classroom to gain more valid data. Finally, further research as the comparison of students' performance with and without using CS will be very practical and valid.

During the preparation of this study a number of limitations were faced like the lack of time that leads us to put aside some important points on CS. Moreover, data collection coincided with teachers' and pupils' walk out and that wasted our time. In addition, not recording the classroom observation made it hard to be able to catch everything happened during the lesson observed.

Based on these points, it can be said that CS is a linguistic phenomenon that is daily used by many people consciously and unconsciously. It will continue to attract attention of researchers in language education because it has positive effects on both learners and teachers.

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Appendices

Students' Questionnaire

This questionnaire is a part of study that was conducted in Hadj Bouziane Abdelkadder Secondary School in Oulhaça Ain Temouchent, so as to collect data to support the use of Code Switching as a means to better communication in EFL (English as a Foreign Language) classroom.

1. Are you male or female?

- Male
 Female

2. What are the languages you speak in EFL classroom?

- Only English
 English and Arabic
 English and French

3. In which situation you use multiple languages inside classroom?

- When I want to avoid misunderstanding
 When I participate in lectures
 When I want my teacher to clarify something I do not understand
 When I do not find similar words in English
 When I talk about non-lesson matters

4. How do you use other languages beside English in EFL classroom?

- Always
 Sometimes
 Rarely

5. Do your English teachers use multiple languages in EFL classroom?

- Yes No

6. To which language do you prefer your teacher to switch (alternate) more?

French

Arabic

7. In which situation do your teachers use multiple languages?

When checking comprehension

When explaining grammar rules

When explaining words or sentences

When managing class

When speaking about non-related matters

8. Do you think that using multiple languages motivates you to better learning English?

Yes

No

9. What is the impact of using other languages beside English on learning English as a foreign language?

Beneficial

Extremely beneficial

No impact

10. Do you think that using multiple languages in EFL classroom is helpful to better communication with your teachers and peers? Or it is a problem to be avoided?

.....
.....

Teachers' Interview

This interview is carried out in different secondary schools in Ain Temouchent with 15 English teachers and it is designed to support the use of CS as a means of communication in EFL classroom.

1. Are you male or female?

Male

Female

2. Teaching experience:

Less than 10 years

Between 10 and 15 years

More than 15 years

3. Do you use code switching when you explain courses?

Yes

No

4. Do you prefer to mix between

English and French

English and Arabic

5. In which situation do you use code switching?

.....
.....

6. Do you allow your students to use code switching when they participate?

Yes

No

7. To which language do your students prefer to switch most?

- French Arabic

8. Can you manage situation when your students use code switching?

- Yes No

9. Do you think that code switching servers as a good mean of communication?

- Yes No

How?.....
.....
.....

10. Do you think that code switching has a negative impact on students' English acquisition?

- Yes No

Justify.....
.....
.....

ملخص:

تناولت هذه الدراسة استخدام التباين اللغوي من طرف التلاميذ و الأساتذة من اجل تواصل أحسن في قسم اللغة الانجليزية كلغة أجنبية. الهدف الرئيسي من هذا البحث هو إظهار مواقف و آراء التلاميذ و الأساتذة حول هذه الظاهرة مجموعة من الأسئلة, ملاحظة صفية : استعمل الباحث ثلاث وسائل لجمع المعطيات, اللغوية . للوصول إلى هذا الهدف و مقابلة. أظهرت النتائج أن للتباين اللغوي دور مهم في توفير تواصل أحسن ما لم يستعمل بإفراط.

Résumé :

La présente étude étudie l'utilisation de l'intonances de code par les élèves et les professeurs comme stratégie pour mieux communiquer dans les classes d'Anglais comme langue Etrangère (ALE). L'objectif principal de cette étude est de montrer les attitudes des élèves et les professeurs en vers l'utilisation de ce phénomène linguistique. Pour atteindre cet objectif le chercheur a utilisé trois instruments pour la collection de data : un questionnaire, une interview et une observation. Les résultats de l'étude montrent que l'entenance de code joue un rôle important dans l'assurance d'une continuité dans le flux de communication quant il n'est pas trop utilisé.

Summary:

The present study investigates students' and teachers' use of code switching as a means of communication in EFL classroom. The main aim of this study is to show the participants' attitudes toward this linguistic phenomenon. To reach this aim the researcher used three data collection instruments: questionnaire, interview and classroom observation. Findings reveal that code switching plays an important role to better communication in EFL classroom when it is not overused.