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**An Investigation of Teachers' and Students' Attitudes towards Code  
Switching Implication in EFL Classroom: The Case of undergraduate  
students at the Department of Letters and English Language–KMUO**

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## **DIDECATION**

I dedicate this humble work to my family and friends. A special feeling of gratitude to my loving parents, whose words of encouragement and push for tenacity resonated in my ears.

Their prayers enlighten my road. Special Thanks to my dear sisters & brothers who have never left my side and support of me along the work. I would like also to dedicate it to my best friend Matallah Merzaka, for her enthusiasm, determination and encouragement.

**Fatima Zahra Habbi**

## **DIDECATION**

I dedicate this humble work to the first ones who taught me the alphabets, my parents, YOUNES and KHADRA who painstakingly laid the foundation for my education giving it all it takes. My deepest gratitude also goes to my brothers and sisters who stood by me when things look bleak. I also from the depth of my heart dedicate my work to my nephews ABDELOUADOUD and AMJAD. Lastly, to my beloved partner, FATIMA ZAHRA HABBI, thank you for the unfailing support and encouragement along the way.

**Matallah Merzaka**

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## **ABSTRACT**

The phenomenon under study is manifested in Algerian society. Thus it is has been a crucial issue in EFL class. Numerous studies have been conducted on CS. Yet, in Algeria few researches shed lights on this phenomenon within EFL teaching contexts. Thereupon The present study explores students' as well as teachers' attitudes towards Code Switching implication in EFL classrooms together with its various functions at the Department of Letters and English Language KMUO. Additionally, this research focused on three main objectives: (1)To investigate teachers' attitudes towards CS (2) To examine students' attitudes towards the use of CS and (3) To identify various functions of teachers' CS in an EFL classroom. A mixed method approach was used through the integration of both questionnaire and interview. The data collection is based on eight teachers' recorded interview and a questionnaire administered to a group of undergraduate students who belong to the aforementioned department. They were appointed to test hypotheses related to the early mentioned objectives. The findings showed that a consensus view among teachers and students towards CS in EFL classrooms.

**Key terms:** Code Switching, Attitudes, Functions, EFL.

## List of Abbreviations

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

## List of Arabic Phonetic symbols

### Vowels

Long vowels	Short vowels
<i>ā</i>	<i>a</i>
<i>á</i>	<i>u</i>
<i>ū</i>	<i>i</i>
<i>ī</i>	

### Consonants

Consonants	symbols
أ	ʔ
ب	b
ت	t
ث	θ
ج	dʒ
ح	h
خ	x
د	d
ذ	ð
ر	r
ز	z
س	s
ش	ʃ
ص	ʂ
ض	ʒ
ط	t̤
ظ	ʒ̤
ع	ʕ
غ	ɣ
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
هـ	h
و	w
ي	j

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# General Introduction

## **1. Background to the Study**

Code switching (henceforth CS) is a worldwide phenomenon (Jacobson, 1999). It is broadly defined as the interference between two languages within the same conversation among bilinguals. Bullock and Toribio (2009) described it as “the ability on the part of bilingual to alternate effortlessly between their two languages” (p.1). In the same way, Crystal (2007) further suggests that CS is the alternation between two languages in the course of bilingual conversation. And yet, Muysken (2000) viewed the concept as the shifting from one language to another during a “communicative event”. While a variety of definitions of the term CS have been suggested, this paper will use the definition of Muysken. CS is highly controversial; the debate surrounding its use in the classroom is deeply rooted in relation to bilingual education and foreign language (hereafter EFL) institutions throughout three decades (Muysken, 2000). Owing to these facts, CS implication in FL classroom has been considered as a declining practice if not a prohibited one (Li-Semon, 1999). On this respect, Schweer (1999) considered CS inclusion within the EFL classroom as an effective strategy to enhance teaching and learning process.

Teaching English as a Foreign Language, (hereafter, TEFL) witnessed growing demands, which involved the process of teaching it in multilingual contexts (Potowski, 2009). Algeria, like many other countries, is not only multilingual but also a multicultural one in which English has a foreign language status. According to this notion, difficulties encountered while teaching this language urged teachers to deploy a variety of teaching strategies in order to improve the teaching process. One of the most commonly used aids in EFL classrooms is CS. The latter's functions in EFL classroom has become noticeably interesting for a fairly long time.

## **2. Statement of the Problem**

The ability among the part of the bilingual students and teachers to switch from language to another within the same speech has been a controversial matter in EFL classrooms. For decades, it has been considered as a deficiency (Muysken, 2011). The scholarly literature on CS implication in EFL classrooms has been prosperous. Yet, researchers have not treated attitudes of teachers and students regarding this sociolinguistic phenomenon in much details (Bailey, 2011). More importantly, several studies have tackled this subject from different angles. The present study aspires to examine teachers' as well as students' attitudes towards CS inclusion within classroom. In alignment with this aims, the investigation explores what functions teachers' switches serve.

## **3. Purpose of the Study**

In the current decades, the debate over employing CS in the teaching of English classrooms be it a foreign or second language (L2) has resulted an extensive body of literature in a variety of contexts. Accordingly, this study aims to examine attitudes towards switching between L1 and L2 (mainly the teachers' and students' first language) and English which is the medium of instruction in EFL classrooms.

This dissertation aims to unravel some of the mysterious surrounding attitudes of both teachers' and students' CS to L1 and L2 during lessons. The study will identify whether teachers and students attitudes towards CS are in harmony. Besides, the extent to which its use in EFL classrooms, where English is the medium of instruction, has any purposeful functions.

## **4. Research Objectives**

The present study aims to inquire the following objectives:

1. Investigating teachers' attitudes towards CS.
2. Examining students' attitudes towards the use of CS.
3. Identifying various functions of teachers' CS in an EFL class.

## **5. Research Questions**

Attitudes concerning CS will be studied from the perspectives of both students and teachers. In congruence with the purpose stated above, this study will focus on the issue of CS within EFL classroom by approaching the following research questions:

1. What attitudes do EFL teachers have towards CS implication inside classroom?
2. What attitudes do EFL students hold towards CS in classroom?
3. What functions do teachers' CS hold in an EFL class?

## **6. Research Hypotheses**

Based on previous studies, the hypotheses of this study are put forward as follow:

1. Teachers have the belief that CS is helpful to facilitate teaching and learning process (Badrul, 2013; Horasan, 2014; Sert, 2005). On the other hand, students handle that CS influences negatively their competency in target language.
2. It is believed that CS has demonstrated a variety of purposeful functions that both teachers and students switch for in the contexts of ESL and EFL (Potowski, 2009).

## **7. Structure of the Dissertation**

The present work is divided into *General Introduction* and *General Conclusion* and two main parts. The *General Introduction* to the present study tackles mainly background to the study, statement of the problem, in addition to research questions and hypotheses. *Part One* provides insights on review of the literature regarding the theme wherein the following major points will be explored: language situation in Algeria, types and functions of CS, attitudes towards CS implication in EFL class. It further presents different views and researches related to the present study. As far as the second part is concerned, it outlines the methodology used in this research, identifies the sample population, describes the data collection tools and analysis the main findings of the study. Finally, the *General Conclusion* discusses various implications of the present research besides it spots its limitations.

## 8. Definition of Key Terms

**Code switching:** is moving between two (or more) languages within single sentences or conversation (Muysken,2000)

**Bilingual:** a person who can speak two languages equally well. (Borsla, 2015)

**Attitude:** is broadly defined as mindset or a tendency to act in a particular way due to both an individual's experience and temperament (Pickens, 2005).



# PartOne :Literature Review

## **Introduction**

This part is devoted to provide a theoretical base for the present research. To this end, it begins with examining the language situation in Algeria wherein three main points are discussed, namely historical background, Algerian language profile, and language contact in Algeria. It further identifies types of CS at discourse and grammatical level and its various functions in conversation as well as within classroom. Moreover, it accounts for different views towards CS. Finally, it spots light on attitudes of teachers and students towards CS implication in classroom.

### **1. Language Situation in Algeria**

#### **1.1. Historical Background**

Algeria has been a subject of numerous invaders along its history (Ammour, 2012; Borsla, 2015). One could name Roman, Vandals, Arabs, Outmani and French occupation (Chami, 2009). These successive invaders influenced deeply the sociolinguistic situation in Algeria. Berbers are considered to be the indigenous inhabitants of Algeria, They are composed of different tribes; *Kabyle* in north east, *Chaouia* in the east and *Twareg* in the south. They were named so after the Roman Empire, this word derived from Latin word “*Barbarian*” which means an Alien or Landor people (Aitsisellami, 2006; Ammour, 2012; Borsla, *ibid*).

#### **1.2. Algeria Language Profile**

Linguistic diversity is common among most countries and Algeria is no exception (Didouh, 2009). Like most North African countries, Algeria is characterized by its multilingualism and linguistic complexity (Borsla, *ibid*). The latter are the offspring of historical, cultural, social and political factors. This diversity laid in the presence of three languages namely Arabic with its different varieties (classical Arabic, modern standardized Arabic, Algerian Arabic), Berber or Tamazight and French, not to mention English, the newly guest, whose encounters growing emergence to Algerian language situation in recent years.

### **1.2.1. The Arabic Language**

Arabic is a semitic language that was firstly introduced to Algeria with the arrival of Islamic Conquests. According to the Algerian Constitution (1967), Arabic was officially declared as a national language. Now, Algeria defines itself as an Islamic and Arabe country. A few years after independence, the country authorities started the process of Arabization for a variety of reasons. Among others, to erase the traces of colonization through decreasing the dominance of the French language, and the demand to unite the Algerian nation (Aitsisellami, 2006; Ammour, 2012; Borsla, 2015).

Arabic is characterized by the presence of three varieties. Classical Arabic; it is the prestigious language of the Holy Quran which is signified by its high formality and structural complexity. This luxuriously variety had dominance for a long period during the Islamic era (Djennane, 2014). Nowadays, classical Arabic was replaced by modern standardized Arabic (henceforth, MSA) which is a simplified version of the aforementioned one that emerged as a demand of the modern era. MSA is institutionally and officially adapted where its use is associated with media, education and literature. One should make the claim that this variety is not a native one for any sector in society rather it is acquired through formal education (Borsla,ibid; Megagi,2016).

The third variety is Algerian Arabic (hereafter, AA) also known as *Darija* which is a mixture of borrowed word French, Spanish and Arabic (Benyelles, 2011; Borsla,ibid). The manifestation of AA is varied along regions. The former is a subsequent result of a long history of language contact whose use is restricted to informal contexts such as casual conversations in daily life.

### **1.2.2. The Berber Language**

Berber, or as it is locally called Tamazight, is only spoken by 25% of Algerian population(Aitsellemi, 2006). Its major dialects are Kabylia which is spoken by Kabylia northeast of Algeria, Chaoui spoken in Auras and east of Algeria, not to mention, *Mazabi*, *Chalha* and *Targi* in south. It was officially approved as a national language since 2002(Constitution,2002).

### **1.2.3. The French Language**

French is recognized as one of the remains of colonization. During 132 years of occupation, France inducts all means to eliminate Islamic Arabic Algerian identity (Ammour, 2012; Sahraoui, 2009). To this purpose, it attempted to integrate French culture through spreading the French language. As its existence is deeply rooted; it has not escaped one's notice that French Language has profoundly influences Algerian linguistic situation (Haoues, 2009; Benyelles, 2011). Despite the fact that Algerian authorities adapted the process of Arabization, French language continues its dominance although it has no official status (Meghagi, 2016). Further, it is widely used at both forms written and spoken in urban cities, as it is considered prestigious language among French heritage in Algeria. It is worth mentioning that it is used to teach scientific streams such as Biology, Mathematics, Medicine, and soon and so forth; also, it is formally taught since second year primary school. Moreover, Its frequency of use differs from north to south, the former more than the latter due to historical factors.

### **1.2.4. The English Language**

English be it a lingua franca that is a widespread all over the world, Algeria, is in no way the exception. It was first introduced in Algeria since the oil crisis, for it was marginalized for so long due to French language dominance. Nowadays, English language is taught formally since middle school. Moreover, it is taught as secondary module for scientific streams at university. The aforementioned language encountered a growing interest among the new generation members. It is momentous to mention that struggle between French and English for dominance came to light in the recent years.

## **1.3. Language Contact in Algeria**

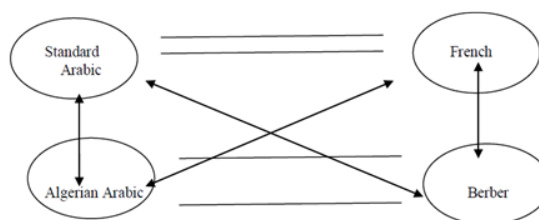
The study of language in relation to society was mainly concerned with language contact. The latter cross-fertilized a number of phenomena which are overlapping namely code switching, borrowing and Diglossia. This aforementioned are widespread among multilingual societies, Algeria is considered as case in point. It

is signified by its distinct language situation as a result of co-occurrence of three languages spoken by various sectors of society.

### 1.3.1. Diglossia in Algeria

The term Diglossia was first coined by Ferguson 1967, and it was further developed by Fishman as cited in (Djennane, 2014). Ferguson used this term to refer to situation in which two varieties of the same language co-exist in society and used for distinct purposes. One is labeled as high and prestigious one, and the other as low one. The use of the former is restricted to formal contexts such as authorities, media and education. However, the latter is used in casual conversations in daily life (Hassaine, 2011). Fishman (1967) further extended Ferguson's definition to cover two genetically unrelated varieties which co-occurs in societies.

Like most Arab countries, Algeria is characterized by its Diglossic situation. This latter is considered to be unique to some extents due to its complex linguistic situation (Djennane, *ibid*). Furthermore, it appears at different layers. First, MSA, which is official and national language, is considered as a high variety which is mainly used in formal contexts. However, AA is considered as low variety whose use mainly restricted to daily life conversations. It is worth mentioning that MSA is the mother tongue of none sector in society; it is acquired through formal education in schools. Second, one cannot discuss Diglossia without referring to Berber language. Among Berber communities, MSA and French are conjoined with formal contexts such as education and administration, labeled as high variety based on Fishman definition. Nevertheless, Berber labeled as a low variety being used in casual conversation and social interaction. One should stress that attitudes towards MSA and French differ among individuals. Yet there is no guarantee such that they are considered prestigious. The following diagram describes characteristics of Diglossia in Algeria (Djennane, *ibid*):



**Figure 1: Charecterization of diglossia in (Djennane, *ibid*)**

### 1.3.2. Borrowing in Algeria

Heath (2001) defined Borrowing as following “form that has spread from linguistics situation to another variety”. He further explained that “it is generally a historical transformed form usually a word that settled comfortably in the target language”. This phenomenon often confused with CS; the problem does not occur at terminological level rather at the actual speech of individuals. Early studies pay little or no attention to this issue; it is until Poplack (1980) shaded light on the need for distinction between these two phenomena (Myer-Scotton, 1992). Unlike CS that occurs to fit actual needs of the speaker, Borrowing always goes beyond the actual needs of the language (Haugen, 1953 as cited in Myer-Scotton *ibid*). In addition, it is highly recognized that frequency of words or utterances is to maintain it is a matter of CS or just a matter of borrowing (Heath, *ibid*; Myer-scotton, *ibid*). The aforementioned issue is highly exemplified in the Algerian context.

Due to historical reasons, a large number of French borrowed words are integrated in AA. The long period of French occupation has deeply affected the Algerian language. A huge number of French words are assimilated to AA at three different layers namely integrated borrowing, non adapted borrowing and non conventional borrowing (Haoues, 2009).

- a. **Integrated borrowing:** it refers to French word adapted to phonological and morphological system of Arabic. This adaptation could be complete or partial. Table 1 provides illustration.

**Table1: Examples of integrated borrowing from French to Arabic**

Spoken AA		French		English	
Singular	Plural	Singular	Plural	Singular	Plural
2./bla:sa/	/bla:jas/	Place	places	place	Places
3./ri:gla/	/ri:glat/	Régle	régles	rule	Rulers
4./fila:z/	/fila:za:t/	Village	villages	village	Villages

(Haoues, *Ibid*).

**b. Non-adapted borrowing:**

This type occurs when borrowed word stem takes the TL prefix. For example, a French verb is modified to be Arabic like one.

**Table2: Examples of non- adapted borrowing from French to Arabic**

Spoken Algerian Arabic	French	English
1./nesstigra/	Je m'intègre	I fit
/nesstigra:w/	Nous nous intégrons	We fit
2./neprovoki :h/	Je le provoque	I provoke him
/neprovoki :wah/	Nous le provoquons	We provoke him
3./SarZi :tuh/	Je l'ai chargé	I charged
/SarZi :nah/	Nous l'avons chargé	We charged

(Haoues, 2009)

**c. Non-conventional borrowing:**

According to Haoues(Ibid), this type supervene when a French noun is modified to act as a verb.

**Table 3: examples of non- conventional borrowing from French to Arabic**

Spoken Algerian Arabic	French	English
1./wikandi:t/	J'ai passé le weekend à la cité universitaire	I spent the weekend on the university campus
2./sjasti:t/	J'ai fait sieste	I had a nap
3./gripi:t/	J ai la grippe	I have flu

(Haoues, ibid)

### 1.3.3. Code Switching in Algeria

The coexistence of French, Arabic and Berber in Algeria, led its people to mix the various languages within the same speech. This phenomenon is known as CS. It is widespread among the Algerian population (Cotterell, Renduchintala, Saphra, & Callison-Burch, 2014). They tend to switch between French and AA, MSA, Berber . In addition to switch between MSA and AA which more common among students of Arabic literature (Haoues, 2009; Meghaghi, 2016). It is worth noting that the choice of CS differs along regions. More importantly, French – Arabic switch is more frequent in the north than in south.

It is worth highlighting that the growing importance of English in Algeria during recent years, led it to be included as choice to CS among new generation especially those who studied English as a foreign language. And, this is the case of the present study.

**Table 4: Example of various CS choices among Algerian population**

Choice of CS	Example	English
<b>French –MSA</b>	/ka:n le prof jaSrah fil cours, wfaZ?atan sa?lattu étudiante ?ala ?anawi:n ad-duru:s al-muhimma/.	The teacher was explaining the lecture, and suddenly a female student asked him about the titles of the important lectures.
<b>French-AA</b>	/Je pense matalqihaf.mais, rohi confirmé/	I don't think that you will find it there, but you can go and check.
<b>English –AA</b>	/maçndi? epriseiztöpikbat ə m θmkiñ f hağasjötıfık/	I don't have a precise topic, but I m thinking about something scientific.

## 2. Types of Code Switching

CS is not that haphazard process that happens unconsciously ,but it is rather a systematic and planned one that reflects bilingual capacities and competence (Muysken, 2009). A vast number of research investigated CS structure and mechanism from different perspectives. Among others, Bloom and Gumperz (1982), Myer-Scotton (1992), Auer (1998) and Poplack (1980).



## 2.1. Discourse Perspective

Based on discourse functions of CS, Bloom and Gumperz (1972) categorized two types of CS.

- a) ***Situational CS***: this type of switches happens as a reaction towards a change of circumstances. The latter comes as a result of external factors to the speaker. It generally occurs when a speaker switches in order to talk about family matters conjointly it signifies mainly topic shift.
- b) ***Metaphorical CS***: it refers to switches that have a figurative or connotative function. Such as, to maintain a quotation or to tell a joke

(as cited in Penelope-Gardner 2009; Myusken 2011; Sridhar 2006).

Gumperz's work on CS has widely influenced the forthcoming studies, among others, Myer-Scotton (1995) & Auer (1998). In the course of studying CS that appears between two languages, Myer-Scotton (1992) alleged the existence of *Matrix of language* also referred as *base language*. The latter provides a set of structural rules that governed borrowed items from *embedded language*. Forbye, Myer-Scotton (1988) identifies two types of CS viz *unmarked CS* and *Marked CS*, this previously mentioned types are associated with various social norms and relationships that connect a speaker to another. He further elucidates that *unmarked CS* concerns "an expected rights and obligation set between participants" withal it is socially governed. However, a *Marked CS* indicates "a move from the expected relationships between participants to readjusting their social distance".

By the same token, Auer (1998) suggests four types of CS based on Gumperz's notion of *contextualization cues*.

1. ***Conversation discourse related CS***: it includes switching from one language to another.
2. ***Preference related CS***: refer to CS when the speaker is aware about language switch to.
3. ***Unmarked choice CS***: this type occurs when the base language is not clear.
4. ***Intra-clause CS***: in which there is a distinct language as base one (As cited in Myusken, *ibid*).

### 3.2. Grammatical Perspective

Viewed from Grammatical prescriptive, Poplack (1980) identified four types of CS as follows:

1. **Inter-sentential**: it occurs between separate utterances or two clauses

Example : [lbæreħ ]<sup>Á</sup>t lzandkk mais je trouve personne].

Yesterday I come to you but I haven't found anyone.

(Ammour, 2012)

2. **Extra-sentential(tag CS)**: it appears when a conjunction or discourse marker from another language has been used

Example: [k<sup>Á</sup> hdær mzæjæ lapremière fois directement r<sup>Á</sup>jaħtlo].

When he talked to me for the first time I directly relax to him

(Ammour, ibid)

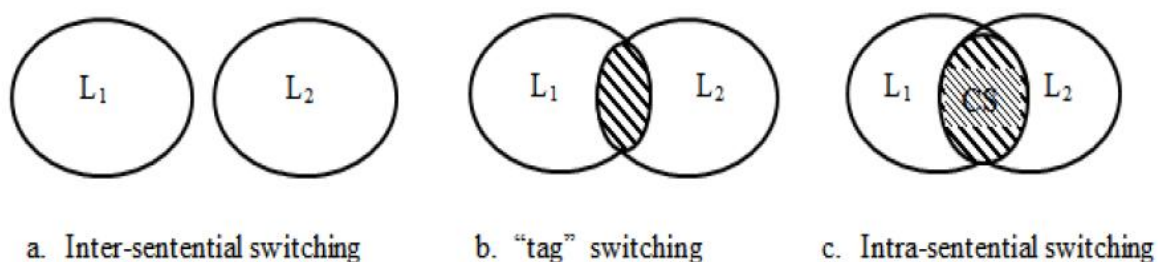
3. **Intra-sentential**: it supervenes when switches happen between tag and base language

Example: [kont temmæ C'est pasvrai].

You were there that is not true

(Ammour, ibid)

The following figure explains more the aforementioned types from Poplack (ibid)



**Figure2: Characterization of Poplack's CS typology.**

(Outhman, 2015)

### 3. Functions of Code Switching

#### 4.1. Conversational Functions

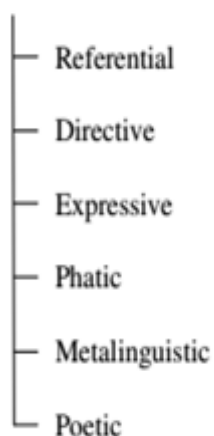
In the light of previous studies conducted on CS, various conversational functions have been unveiled. On this respect, Gumperz (1982) suggested a set of distinctive functions of code switching. They are as follows:

1. **Quotation:** According to Gumperz (ibid), CS has a relevance in terms of direct and reported speech. That is to say, quotation is used when interlocutor X wants to report what interlocutor Y has said, interlocutor X talks in Arabic but insets the reported words of person Y in English.
2. **Addressee specification:** CS helps interlocutor to direct his/her message to one of the possible addressees.
3. **Interjection:** It occurs when interlocutors want to make interjection.
4. **Reiteration:** It occurs when a message is repeated in another language.
5. **Message qualification:** It serves a qualifying something which has been previously said.

On the basis of the concept of functional specialized frame work suggested by Jacobson (1960) and Halliday et al (1964), Appel and Muysken (2006) listed six main functions of CS:

1. **Referential function:** It involves lack of knowledge or facility in a language.
2. **Directive function:** It is employed in situations where a speaker wants to include or exclude someone from a conversation.
3. **Expressive function:** It suggests that speakers switch codes to stress their emotions and self identity to others.
4. **Phatic function:** this function of CS aims to show a change in tone to emphasize some important points in conversation.
5. **Metalinguistic function:** According to Muiers-scoton (1988), speakers sometimes switch codes in order to comment on directly or indirectly on a specific features of a language.
6. **Poetic function:** speakers use CS for the purpose of entertainment or amusement.

Appel and Muysken's frame work is illustrated below:



**Figure 3: Appel and Muysken's (2006) six functions of code switching**

(Wai Fong, 2011)

### **3.2. Classroom Functions**

Functions of CS have also been studied in classrooms. This research has been conducted mainly in a bilingual setting. For example, Polio and Duff (1990) investigated university teachers teaching a FL to students whose first language was English. All the teachers were native speakers of the target language. The study revealed that the teachers were using the students' mother tongue for the following: classroom administrative vocabulary, classroom management, grammar instruction, showing solidarity and translation.

On investigating teachers' attitudes and functions of CS in secondary schools, Lee (2015) identified 8 functions of teachers', which are : giving instructions, feedback, checking comprehension, explaining new words, grammar, helping students feel more confident, explaining differences between L1 and L2, and explaining administrative information. In another study, regarding students' CS, Eldridge (1996) conducted a research in a Turkish secondary school. He termed four different functions of CS; equivalence, floor holding, conflict control, and group membership.

## 5. Code Switching a Deficiency or Strategy

CS is a widespread and significant phenomenon among bilingual communities. This phenomenon has been extensively investigated in variety of perspective: sociolinguistics, psycholinguistics, pedagogical and discourse analysis approach (Horasan,2014).More importantly, it was one of the most crucial issue within sociolinguistics. The debate on CS was primarily concerned with whether to consider it as a deficiency or proficiency on the part of bilingual. Crystal (2007) stated that most bilingual are totally unconscious about their switching during their speech, he considered it as a spontaneous powerful aspect of bilingual interaction. Moreover, he suggested a number of social and linguistic factors behind CS. Such as, disability to express oneself in one language, expressing solidarity, expressing an attitude towards the listener. In the same vein, Gumperz (1982) argue that CS serve communicative purposes, it supervene to fulfill referential and relational functions of language. This view is supported by Halliday (1975) who argued that CS implement an interpersonal communicative function in which the mixed languages act as mediator during communicative event. Muysken (1987) averred that CS is a natural aspect of bilingual interactions .Therewithal; it revealed their capacities and competence. Meisel (1994) correspondingly held that CS demonstrates speaker's grammatical and pragmatic competence in the languages being involved in communication.

By contrast, Lin (1996) recognized CS as a lower level of language use which is implemented by incompetent language speaker to compensate language deficiency (as cited in Alenezi, 2010). In similar vein, Foerch & Kasper (1983) maintained that CS can be a sign of failure to convey a message in target language which represents a breakdown in communication (as cited in Ogane, 1997). It has commonly been assumed that CS is a strategy to rectify diminished language proficiency that reflects speakers' incompetency (Heradia & Roberto, 1997). For decades, alternation between codes during conversation, has been considered as violation of language rules (Gonzalez, 1972; Lee- Simon, 2015). Tarone (1983) alleged that CS haps to overcome a lack on the linguistic system on the part of the speaker. Accordingly, McCormick (2001) asserted that CS is an indicative of bilingual disability in his language and lack of proficiency. Skiba (1997) considered CS as a result of speaker's inability of expression. Further, it could be disruptive to the listener during conversation. Despite that it supplies a chance for language development.

## **6. Code Switching in an EFL Classroom**

A pivotal issue to be highlighted is CS implication inside an EFL classroom. Cook (2008) argued that CS should be triggered with second language teaching but with limitations. This position would seem to hold support for Sert (2005) emphasising CS inclusion in classroom. He asserted that prior knowledge. That is to say, mother tongue would be helpful for enhancing target language learning. He considered it as a bridge from known (Mother tongue) to unknown (Target language). Riegelhaupt (2000) is of the opinion that learning process should be applied in its social context. In other words, one should consider social phenomena (CS) as a helpful tool in the class. Further, she asserted that there is no such a research assumes CS's negative impact on learner "achievement or their cognitive development" P 05.

These positions are in sharp contrast with assumption exposed by other researchers (Gumperz & Hernandez1972; Cummins & swains, 1986; Modupeola, 2013; willis, 1981; Yoa, 2011). Gumperz and Hernandez (1972) alleged that most people hold the belief that those who switch code are not able to speak either language correctly (as cited in Youkhana 2010). As for its implication in FL class, Modupeola (2013) considered CS to some extent as a barrier of learning process. Besides, He maintained that once a teacher repeats what he has been said in target language into first language; students will be less interested in what has been delivered in the target language. Similarly, Yao (2011) stated that for so long CS inclusion in foreign or second language classroom has been forbidden. It has been considered as a flop in learning process. Willis (1981) stated that students' over use of CS during the lesson indicates a problem in teaching process. In the same way, Cummins and swains (1986) argued that enhancing second language learning will succeed if only one code is used as a medium of instruction in the class.

### **6.1.Students' and Teachers' Perception**

During the last few decades, students and teachers' perception towards the inclusion of CS within EFL classroom has developed an ample attention. According to Crystal (2007) perception refers to the process of receiving and decoding spoken, written, and signed input. In series of studies, Horason (2014) investigated conjointly the amount and perception of CS by 43 Turkish students at an elementary level with parallel to their instructors in two EFL classrooms. The results of the study showed that the amount of CS is frankly high in EFL classes. In line with the same study, the learners adduced that the

use of CS facilitates understanding, and attracts their attention. Another notable inquiry *apropos* students' perception to their teachers' CS was conducted by Ahmed (2009). The study investigated 257 English learners within a public Malaysian university. Generally, the results indicated that learners hold a positive conception of teachers' CS in EFL classroom and overall impacts is having a significant association with their affective support as well as, their learning success. The findings of this study are almost consistent with the study conducted by Hyun (2015) in which he showed that both students and teachers believed that CS is an effective strategy in the learning process.

## **6.2. Students' and Teacher' Attitudes**

Although the scope of CS has witnessed a sharp rise of interest during the last few years, the part of inquiry that includes students' and teachers' attitudes has always been shadowed (Bailey, 2011). According to Wardhaugh and Fuller (2015) the attitudes about particular languages and their speakers become a thorny issue that should be addressed.

### **6.2.1. Positive Attitudes**

The use of CS in the learning process has taken the approbation of many authors and teachers. According to Das (2012), CS in the classroom is an automatic as well as investable strategy. Cook (2008), in similar way, insisted that using CS in the classroom is a "legitimate strategy" that provides an opportunity for linguistic development. In the same vein, Yao (2011) suggested that both teachers and students hold a positive view to CS in conformity with his research in China. Auer (1998), on the other hand, claimed that CS reduces students' anxiety and as well as enhances their motivation to learn.

### **6.2.2. Negative Attitudes**

The use of CS in EFL classroom is not only beneficial but also detrimental. Muysken (2011), for instance, argued that CS is a sign of "linguistic decay". That is to say, it is a strategy that is used by a deficiency language performer. Cook (2008) contends, in another study, that CS in multilingual classrooms may cause problems since students do not necessarily share the same language. One of the most common negative assumptions about CS is "the sign of laziness" (Mehl, 2014), consequently the deterioration of the

teachers' role in the learning process. Similar attitudes were reported by Canjaraha (2015) asserted that CS may be "harmful" for transferring the lesson points.

## **Conclusion**

The previously mentioned rudiments are the chief elements that mould the current study of CS. The approaches that the researcher reviewed here have given better understanding and knowledge in preparing this paper. The knowledge from previous research literature has helped in setting up the framework and analyzing the data in Part Two.



# Part two: Methodology and Results

## **Introduction**

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

### **1. Research design**

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

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

“The use of mixed methods research adds rigor and validity to the research through triangulation and convergence of multiple and different sources of information. Mixed methods research may therefore be a solution where a single method does not sufficiently provide insight into a complex phenomenon.”(p7)

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

## 2. Research Setting and Participants

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

The participants of the present study were both teachers and students, all from KMUO. About 219 undergraduate (2016/2017) students of English were randomly chosen from both genders answer a questionnaire. Among these students, 24 had different mother tongue than Arabic.

### 2.1 Student Participants

**Table 5. Ethnographic Description of the Students.**

<b>Variable</b>	<b>choices</b>	<b>percentage</b>
<b>Level</b>	<b>First year</b>	<b>59.4%</b>
	<b>Second year</b>	<b>18.3%</b>
	<b>Third year</b>	<b>22.4%</b>
<b>Gender</b>	<b>Male</b>	<b>17.8%</b>
	<b>Female</b>	<b>82.2 %</b>

As provided in Table 5, the incongruity in the students' number according to gender and level is not a result of researchers' selection; it is the compromises between the cooperation and the availability of the respondents in their classes.

## 2.2 Teacher Participants

The total number of recruited teachers at the department of English language and letters is 18, including 5 instructors teaching at the department of ENS. However, according to their availability and convenience, 8 teachers were interviewed including 5 male and 3 females with different mother tongues. The participating teachers taught subject matter courses of English at different levels of the Bachelor degree.

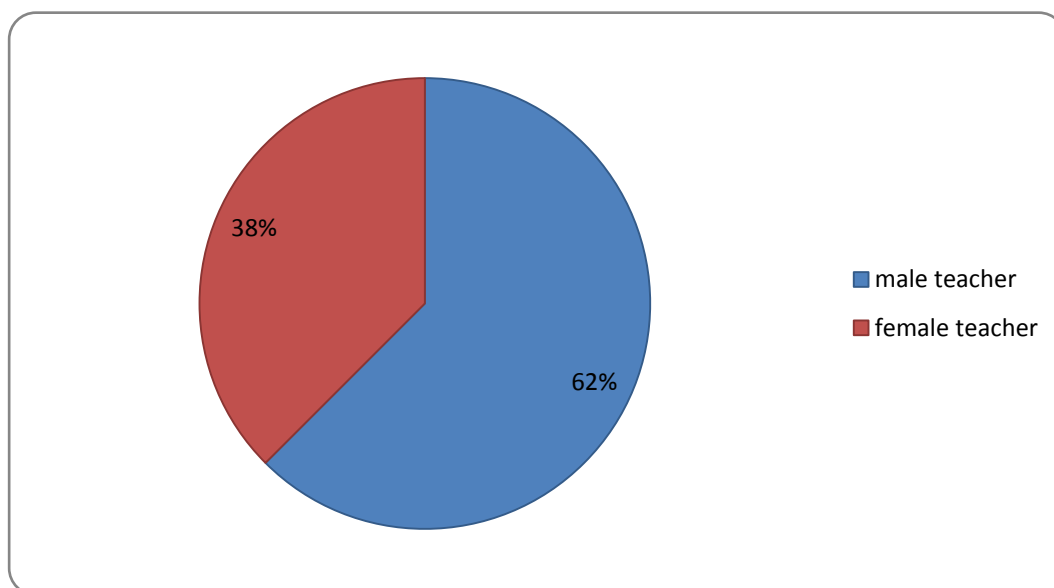


Figure 4: Ethnographic description of teacher participants

## 3. Data collection and Analysis

### 3.1 Ethical considerations

All participants, students, were informed about the study besides its general purpose and it was stressed that their participation was voluntary. In addition, the respondents to the questionnaire were guaranteed anonymity. The information was conveyed in Arabic and English to make sure that all participants fully understood. The teachers, on the other hand, were apprised that the purpose of the present study was to research CS in an EFL classroom by administrating a printed copy of the interview prepared in advance.

## **3.2 Collection Procedures**

### **3.2.1 Pilot Study**

To ensure the validity and reliability of the questionnaire, a pilot study was conducted with 8 students from different Bachelor levels namely first, second and third year, by the end of October 2016. This sample group did not participate in the current study. All of them managed to complete the questionnaire within 20 minutes despite the difficulty they faced to understand some questions. No other problems were encountered; except that some vocabulary were not well known for first year students. All the aforementioned remarks were taken into account while revising the final copy of the questionnaire.

### **3.2.2 Questionnaire**

The data gathered from students were collected by means of five scale Likert questionnaire (see appendix A) for the sake of enabling a comparison between teachers and students' CS preferences. Besides, allowing the students to choose the adequate answer per question. The use of Likert scale provides a range of responses to a given question or statement (Cohen, Manion & Morrison 2005). The questionnaire begins with an introductory paragraph on the researcher's study, the definition of CS and the confidentiality of the survey to ensure that their choices on the items will not be affected by their lack of knowledge about CS. It is divided into three main sections. Section A briefly acquired the respondents' general information within several multiple choice questions. Section B aims to examine subjects' attitudes towards CS implication at classroom in terms of eight questions. In section C, the questions are correlated to CS functions. Subsequently, several scale-type questions (ranging from *Strongly disagree* to *Strongly agree*), multiple choice questions and open-ended questions are used to test the respondents' attitudes towards CS.

Students' data collection process had been undertaken within the period extending from November 2016 to January 2017. The researchers randomly printed about 300 copies; yet, distributed only 223 ones. By the help of the supervisor, the questionnaire was administered to respondents from first year bachelor degree on the 10<sup>th</sup> week of the 1<sup>st</sup> semester. Within one week, the number of replies was about 130 from 4 different groups. Similarly, the questionnaires were disseminated to about forty-nine 3<sup>rd</sup> year batch students by the end of the following week. After finishing with the two previously mentioned levels, the data collection process was suspended for about 4 weeks. This inadvertent delay was a

subsequent result to the winter holidays and the department scheduled 1<sup>st</sup> exams. The procedure was carried out on the 22<sup>nd</sup> January, 2017. The researchers dispersed 80 copies of the questionnaire to 2<sup>nd</sup> year batch students. As indicated earlier, by the supervisor's assistance, only one teacher agreed to have his students participate in the study. About 40 students volunteered to complete the questionnaire, whereas, others refused to answer it which will be indicated as a methodological issue. Four copies of 2<sup>nd</sup> year batch students were not completely filled out; hence they were discarded from the study. Irrespective of the timing of the data collection, students were informed at the beginning of each session that they were being asked to take part in a study on the basis of their experiences in EFL classrooms and the study would take about 15 minutes. Upon completion of the questionnaires, students were acquainted with the purpose of the study and indebted for their participation.

### **3.2.3 Interview**

The data gathered from teachers were collected by means of face to face semi-structured interviews (see appendix B) in order to investigate teachers attitudes regarding CS. According to Cohen, Manion and Morisson (2005), semi- structured interview provides more opportunities for the participants to discuss freely the given topic. Furthermore, Tunor (2003) states that interviews are good for measuring attitude and most other content of interest. That is to say, it is less strict in comparison to the structured one. The interview enclosed 20 open ended questions related to the topic of the research. The questions order was altered according to 3 main themes. The 1<sup>st</sup> part contains 6 questions to draw out general information about the teaching experience of the teachers. The 2<sup>nd</sup> part aims to examine subjects' attitudes towards CS implication at classroom in terms of 7 questions. As for the 3<sup>rd</sup> part, it aims to identify CS functions within the classroom from the teachers' perspectives rooted in Lee (2010) and duff & polio 1990 Model. The last question of the interview was concerned about what kind of instructions or policy, if any, they had received from the department.

Teachers data collection process began on the 18<sup>th</sup> of January, 2017 by distributing 12 printed copies of the interview to randomly chosen teachers. Due to the respondents' unavailability, the verbal interviewing began on the 23<sup>rd</sup> of the same month. At the beginning of each interview, clarifying questions were asked when needed for the sake of ensuring the soundness of the interviews. Three participants required more clarification as to what areas CS is focusing on. Furthermore, teachers were informed that their interview would be recorded in order to increase the trustworthiness of the study. Only one of the teachers preferred to answer the interview questions by replying in a

written form in order to provide the answers more accurately. Three teachers asked to read forth withal the interview questions. The researchers planned to interview the teacher participants for around 20 minutes. In practice, however, the range time for the interviews was between 13 and 32 minutes. Concerning the setting, the interviews were recorded in different venues of the researcher's choice, such as the teachers' room, office, or classrooms. By the end of each interview, the researchers assured the anonymity and confidentiality of the participants' responses. The data collection ended on the 8<sup>th</sup> of February, 2017 when the number of the teacher participants was 8. In total, the second procedure was completed in a little over three weeks.

### **3.2.4 Analysis Procedures**

Students' responses to the questionnaires were analyzed quantitatively. Thereupon, the data gathered were keyed into the software Statistical Package for Social Sciences (SPSS) .So as to analyze data statistically and to obtain frequencies, and percentages. Besides, the mean for each item was processed by the aforementioned program. On this respect, MacDonald & Headlam stated that:

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

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

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

In the same way, Cohen, Manion & Morrison (2007) defined it as a method of analyzing written, verbal data. *As per* Babbie (2001), content analysis refers to “the study of recorded human communications” (p.304) as cited in Elo & Kynga (2007). Content analysis has been implemented for both qualitative and quantitative purpose. It involves quantifying words and phrases as well as assorting them into distinct categories (Kohlbacher, 2007). According to Elo & Kynga (ibid) this method enables researcher to examine the theoretical aspect so as grasp the collected data. Furthermore, it provides a replicable and valid interpretation of data in their context. Together with the reason on “imparting knowledge”, “new insights”, and “a practical guide for action” (Krippendorff, 1980 as cited in Elo & Kynga, ibid). The recorded interviews were processed deductively following Lee (2010) and duff & polio (1994) model of CS’s functions. Besides teacher participants were coded by numbers along the process of data analysis.

#### **4. Validity and Reliability**

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

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

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



be included in the questionnaire and the interview. Above and beyond, reading the appropriate literature ensured that the necessary questions are asked to fulfill the purpose of the research. In addition, expert opinions are obtained from the researchers' supervisor who offered advice and revised the questionnaire and the interview thoroughly.

More to the point that, construct validity represents the "theoretical foundations underlying a particular scale or measurement" (Walonick, 2005). These theoretical foundations must be methodically manifested in the instruments. *Per se* the two theoretical constructs used in the study are clearly applied in both the questionnaire and the interview. For instance, Section B and C of the questionnaire attempted to measure the first theoretical construct – subjects' attitudes towards CS implication at classroom. Conversely, the third part of the interview attempted to measure the second theoretical construct –CS Functions in classrooms.

On the other side, external validity is related to generalizing. In other words, it is concerned with the extent to which the conclusions can be generalized to the broader population (Marczyk & DeMatteo & Festinger, 2005). In order to increase the external validity of this paper, the researchers often cannot work with all EFL students, but instead they randomly selected a smaller sample of that population (license students) so as to draw conclusions about the larger group from which the sample is drawn which is the students of the English department at KMUO. From this point forward, the findings of this study may be generalized to other similar contexts.

The reliability of a research has a vital role in establishing an investigation that is trustworthy and dependable (Ortega, 2010). By way of explanation, it is used to test the consistency of the questions based on the previous researches. On this respect, the researchers relied on statistical results of the subject's answers to questions from both the interview and the questionnaire. So it can be said that these two instruments were reliable enough to be used for data collection in the present study.

## 5. Results analysis and Discussion

### 5.1 Students' Questionnaire

This section displays the results of the questionnaire. As indicated in the previously mentioned part, section A of this questionnaire is used for the participants' profile (see table 6). The other two parts are discussed below.

#### 5.1.1 Profile of Survey Participants

**Table 06: Description of student participants' profile.**

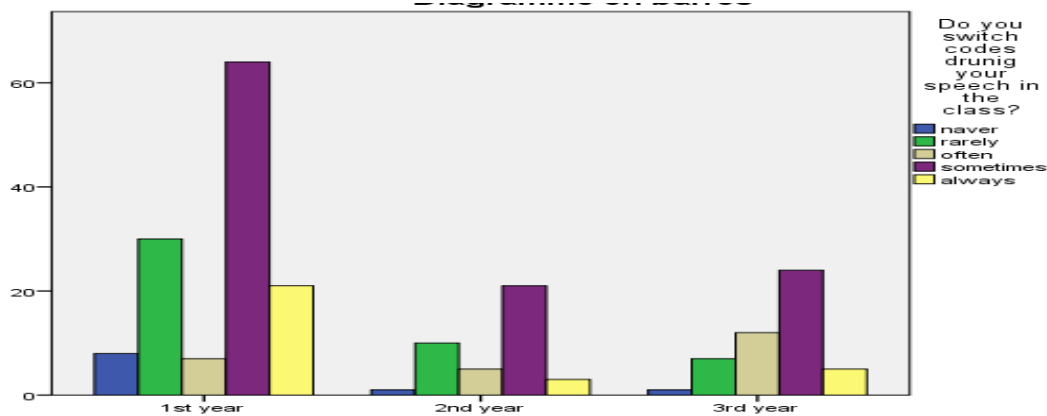
<b>variable</b>	<b>choices</b>	<b>number</b>	<b>Percentage (%)</b>
<b>Number of spoken language(s)</b>	1 language	0	0
	2 languages	78	33.3
	3 or more languages	141	64.4
<b>Language(s) of previous schooling</b>	Only Arabic	126	57.5
	Only French	3	1.4
	Arabic- French	88	40.2
	Only English	2	0.9
<b>Language of communication with classmates</b>	Only Arabic	9	4.1
	Only English	5	2.3
	English-Arabic	199	90.9
	English-French	6	2.7

#### 5.1.2 Students' Attitudes towards CS

In order to answer the second research question "what attitudes do EFL students hold towards CS in classroom?" students' reported responses on the questionnaire are shown in Figures and discussed accordingly. It is momentous to declare on the part of the researchers that the hereafter results are obtained through accumulating the percentages of the three Batch level for each item.

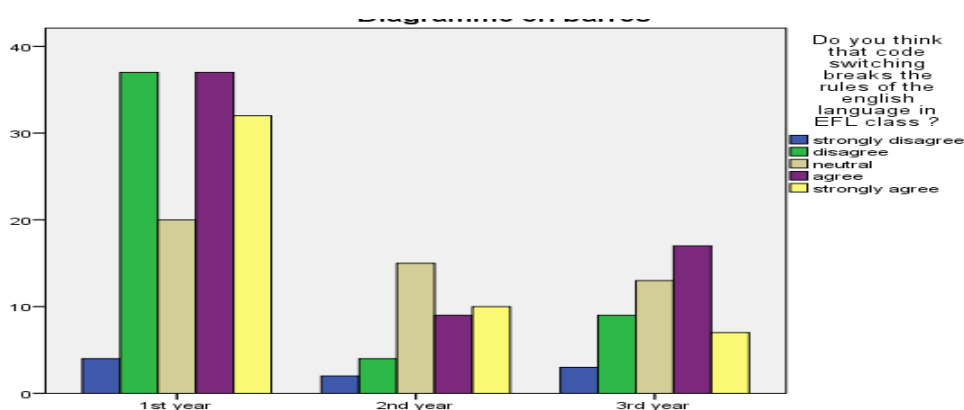
The first question in section B of the questionnaire was "Do you switch codes during your speech in the class?" Figure 1 illustrates that 49,8% of the respondents prefer sometimes to switch their English language with some other languages inside the classroom. Whereas 21,5% of them admitted that they rarely mix codes in contradiction to those who always vary

linguistically their speeches. Further, only 4,6% of the respondents avoid mixing their own language with the English language. With a 49,8 % of students expressing switching sometimes in their speech, it can be inferred that students would prefer from time to time to use other language than English inside EFL class. This assumption does not indicate that they use it constantly.



**Figure 05:** Students' frequency of CS use in class

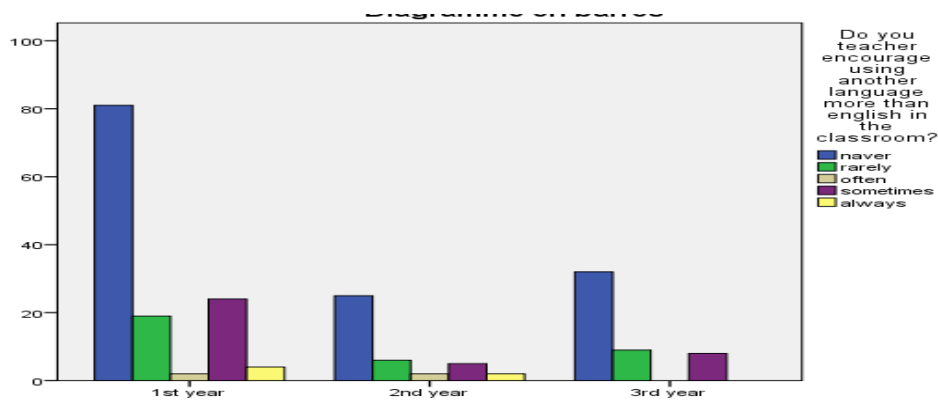
The second item of section B concerns the extent to which students think that CS breaks the rules of the English language. As Figure 2 indicates, the majority of the participants (28,8% agree, 22,4% strongly agree) consider that mixing of both languages breaks the rules of the English language. However, 22,8% disagreed and 4,1% of them strongly disagreed to this notion. On the other hand, 21,9% of the respondents held a neutral point of view. In line with item 2, it is clear that most of the students (51,2%) approved that CS is detrimental to the rules of the English language.



**Figure 06 :** Students' view regarding that CS breaks the rules of English

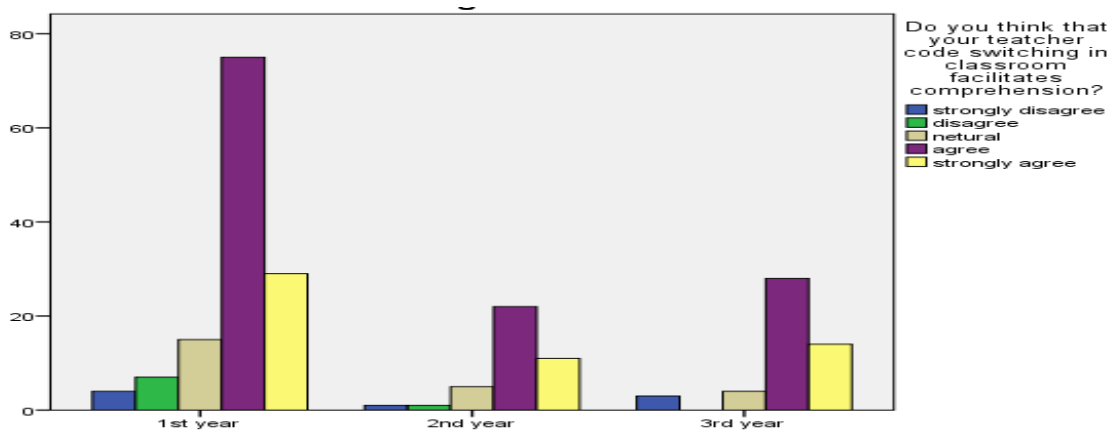
As shown on Figure 3, about 63% of the participants confessed that their teachers never encourage using CS in the class, while 15,5 % of them pointed out that they rarely do. About 16,9% revealed that the teachers are passable with the use of other language at times. Only

1,8% said that CS is frequently used . Whereas 2,7% of them have declared the constant support of CS in their class. It can be seen from Figure 3 that the great majority of the students (78%) are not supposed to use another language except English inside the class.



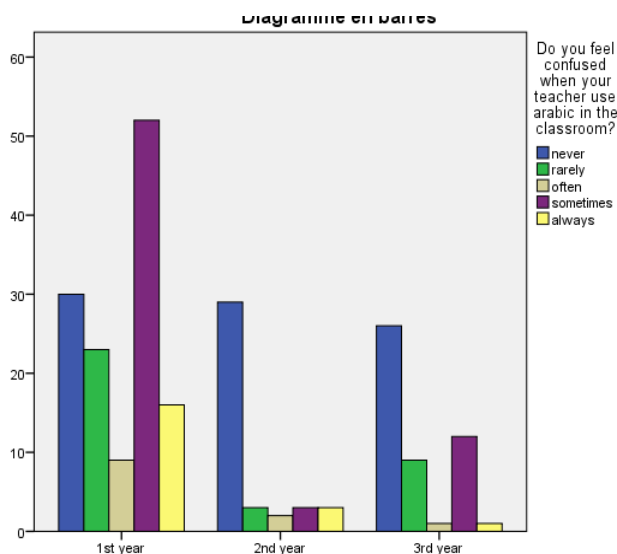
**Figure 7:** Students' opinion concerns teachers' encouragement towards using another language during class.

The percentages in Figure 4 reported the extent to which students hold the view that CS smoothes the progress of their comprehension process. About 57,1% of them agreed and 24,7% strongly agreed that the use of CS facilitates their grasp of information during the lesson. Despite this, 3,7% disagreed as well as 3,7% strongly disagreed on CS for this reason. The remaining percentage, 11%, indicated their neutral side concerning the item. As it can be seen in Figure 4, it is perceived that using more than one language during the lecture provides ease of comprehension.

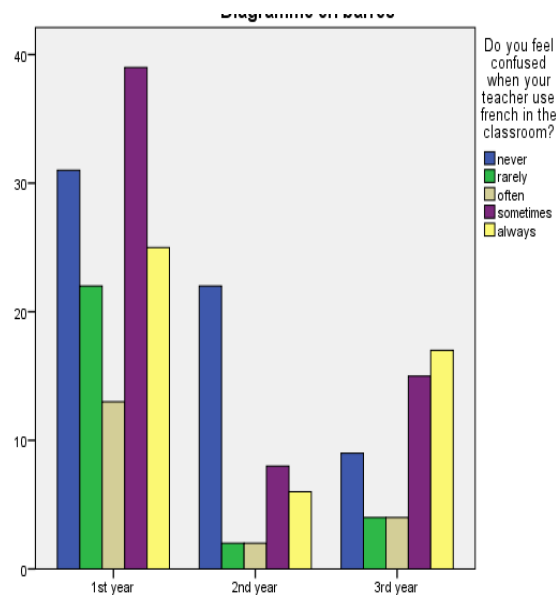


**Figure 8:** Students' opinion regarding teachers' to facilitate comprehension

Figure 5 and 6 indicate that most of the students (54,8%) are never or rarely confused of CS to Arabic. On the other hand, the majority of them (59,6%) confirmed that they become frustrated when the French language occurs on the teachers' speech. This indicates that the students prefer their teachers to use Arabic alongside with English rather than French.

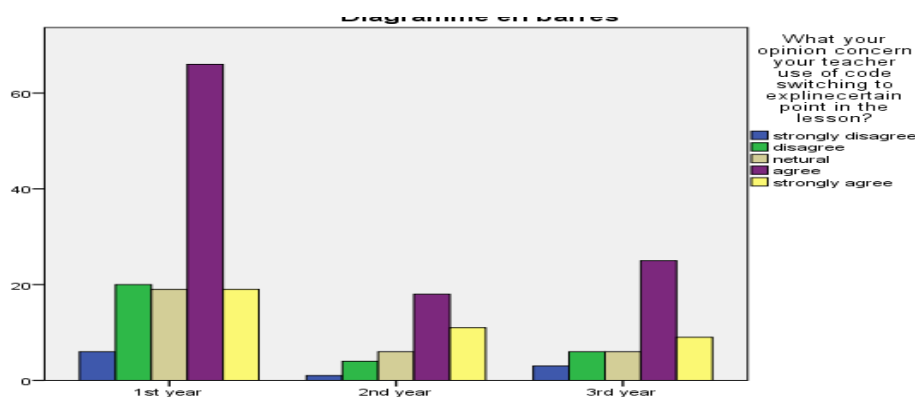


**Figure 9.**Arabic use in class



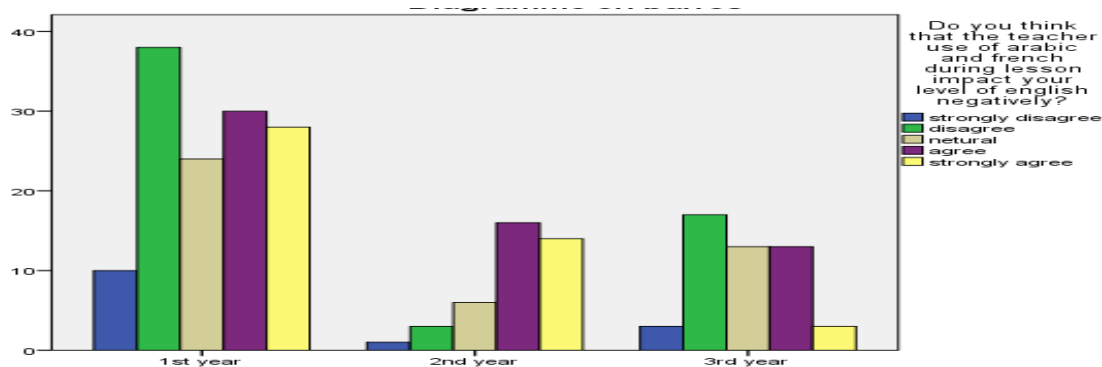
**Figure 10.** French use in class

As manifested in Figure7, the overwhelming majority of the participants (67,6%) agreed and strongly agreed on the use of CS in EFL classroom. This indicates that the students think it is important for their teachers to use CS in order to meet their needs.



**Figure 11.** Students' opinion towards teacher CS to explain some points in lesson.

Figure 8 indicates that 47, 1% of the participants are with the opinion of that the constant use of CS influences their level of English negatively. While 32.9% of the respondents disagree of this view. On the other hand, 19, 6% students remained neutral in this respect. This implies that students reject the use of CS regularly in the class, but they do not refuse its use occasionally.



**Figure 11:** Students opinion towards the negative impact of teachers' CS on their level of English.

As shown in the previous discussions, we can see that most students hold a positive attitude towards CS in the class. However, they do not support its overuse by the teachers because their needs to be exposed to as much English as possible. This result is in accordance with the study of Sert (2005).

### 5.1.3 Functions of Students' CS:

As indicated earlier, the functions enjoying CS were manifested in section C of the questionnaire. EFL students may have their own functions to use CS in class and these functions are not that similar among all students. The results gathered through the questionnaire adapted from Horasan (2014) were listed below to clarify the possible functions of enjoying CS by Algerian EFL students.

	Strongly disagree (%)	Disagree (%)	Neutral (%)	agree (%)	Strongly agree (%)
<b>Clarification</b>	5,9	6,4	11,4	56,6	19,6
<b>Translation</b>	5,5	15,1	9,6	51,6	18,3
<b>Ease of expression</b>	5,5	14,6	10	51,6	18,3
<b>Checking understanding</b>	2,3	5,9	7,8	53	31,1
<b>Creating sense of belonging</b>	11	9,1	38,8	38,8	29,2
<b>Decreasing anxiety</b>	4,1	6,4	14,6	43,8	31,1

**Table7. Distribution of the Code Switching Function in EFL Classes.**

The results displayed through the checklist adopted from Horasan (2014) are listed below to clarify the possible functions for employing CS by Algerian EFL students:

The first function of the checklist considers the clarification. Table 7 in this study shows that the overwhelming majority (76, 2%) of the participants were positive towards employing CS for clarifying ideas and opinions. Only 12, 3% of the students disagreed or strongly disagreed with this item, while 11, 4% of them were not sure on this item. By looking at the data gathered on the first function, it can be said that CS sometimes was enjoyed by the students who participated in this study to clarify the EFL points because they have problems understanding the points in the target language.

The second function deals with translation. It is found that 18.3% of the students who participated in this study strongly agreed, 51.6% agreed, 5, 5% strongly disagreed and 15,1% disagreed. To state this item, 9, 6% of them were not sure on the item. The data gathered on this function showed that about half of the participants agreed with it and they believed that CS can be enjoyed to translate the points and notes in EFL classes.

Question number three relates that CS is enjoyed in order to ease of expressing some points in EFL class. The results show that 51.6% of the students who took part in this study agreed on the third item. The percentage of respondents who strongly agreed on this item was 18.3%. To consider the percentage of participants who strongly disagreed and disagreed on the item, it can be said that 5.5% and 14.6%. Whereas 10% of the participants had no idea on the item. This result confirms that when sometimes the EFL learners enjoy CS, they state their expression easily inside the class.

The fourth possible function stated in this questionnaire is for checking understanding for which about 2.3% of the respondents strongly disagreed and 5.9% disagreed on this function. Some students revealed that CS can be a safe way to avoid misunderstanding with their classmates; therefore, 31.3% of the participants strongly agreed and 53 % of them agreed. About 7.8% students had no special idea on this item.

When it come to the fifth function about whether students employ CS for creating a sense of belonging, 11% of the responders strongly disagreed and 9.1% of the participants disagreed on the item. Some students believed in this item by stating that they strongly agreed and the percentage of this item was 29.2%. About 38.8% of the participants ticked agree and the remaining 38.8% were not sure about this item. The students who participated in the current study believed that they feel more comfortable in a class that is full of atmosphere in which they have a sense of belonging.

In reply to the last item, decreasing anxiety, this function of CS manifested that most of the students who participated in this study indicated that it makes them at ease in class. The students state their attitudes towards this function as follows: 4.1 % of the respondents strongly disagreed, 6.4 % of them disagreed. While, 31.1 % of them strongly agreed and 43.8% of the students agreed. Meanwhile, some students had no idea and the percentage of this alternative was 14.6%.

## 5.2 Teachers' Interview

The overall aim of the interviews was to fathom teachers' attitudes towards CS and to bring to light any purposeful function behind their switches. To this end, teachers' responses have been subdivided into 3 parts, in accordance with themes division in the interview, into 6.2.1 interprets answers of six questions concerning general background information, 6.2.2 decipher teachers attitudes towards Cs in classroom and 6.2.3 indentify various functions of teachers CS.

### 5.2.1 Teachers' Background Information

Teachers' experiences span from 4 years to 28 years. Along their experiences said some teachers that they exploited to different contexts from middle school, secondary school to private institutions. As for the level they are teaching, Majority of them teach two or three levels at the same time from bachelor degree in addition to 1<sup>st</sup> year master. Most teachers stated that the average number in their classes ranges between 30 to 45 students per group. Six out of the eight interviewed teachers averred that they adopted CLT in Teaching; the two other teachers said that they adopted GTM. The aim behind these questions is to obtain general information about the subjects besides to recognize whether factors such experience, level teaching, number of students in class and which approach followed in teaching impact hereafter their attitudes toward CS implication in classroom.

**Table 08:** Teacher background information.

<b>Variable</b>	<b>Choices</b>	<b>number</b>
<b>Years of experience</b>	1-5	1
	5-10	1
	10-20	5
	20-28	1
<b>Level teaching</b>	First year	<b>7</b>
	Second year	6
	Third year	4
<b>Average number of students in class</b>	30-45	



## 6.2.2 Teachers Attitudes towards CS Implication in Classroom

To answer the first research question, this part of interview is devoted to examine teachers' attitudes towards the phenomenon under study. Besides, Teachers' reported attitudes towards CS is compared with students ones to reveal any consensus views, if any.

Based on the analysis of teachers' responses to the sixth question, five teachers acknowledged that the use of L1 and L2 should be strategic, but they displayed different explanations and justifications for their view. However, three teachers declared that L1 and L2 should be avoided in EFL class. The following are some of teachers' responses:

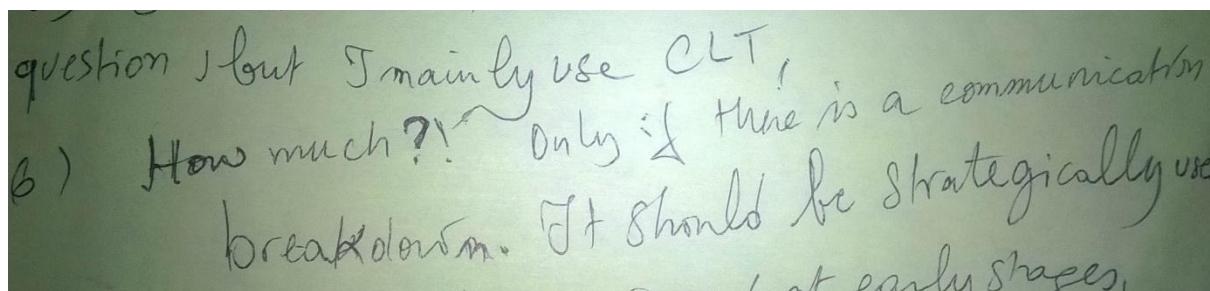
Teacher 03

*“It depends all the time on the needs .The teacher must be aware of his students’ needs, ok. When I say the needs it doesn’t mean all the time using Arabic .The need is when it is urgent .i.e., you cannot go forward unless you use Arabic or unless you approximate these concepts or thing being discussed in the classroom in the native language. I feel sometimes there is a need but not all the times. If I feel in the face of the student there is still a need for comprehension therefore Arabic or French will be a solution.”*

Teacher 04

*“No, no ...emmm, for me, it is not acceptable to teach FL through native language”*

Teacher 07



question, but I mainly use CLT,  
b) How much?! Only if there is a communication  
breakdown. It should be strategically used  
at early stages.

Teacher 06

*“My tendency is to avoid native language, so I can say it 99% FL and 1% native language for specific purposes”*

When they asked about their opinions concerning CS implication in class, four teachers hold a positive attitude towards its inclusion ,Whereas three of the interviewed teachers hold a negative attitude. Two interviewed teacher stated that always switches code during class, two maintain that it is sometimes and two said that they rarely switch between languages. Only

one teacher declared that he never switched codes along his career in teaching. The hereinafter some answers obtained from teachers :

Teacher 02

*“CS for me I do use it sometimes I use it not as strategy but I apply it sometimes as a techniques sometimes at the beginning of the session I do speak Arabic just to make them at ease”*

Teacher 04

*“Personally I do not like to code switch in my classroom for various reason, CS should be the last option especially in teaching EFL .I personally encourage the use of English only in the classroom. I totally refuse to use CS”*

Teacher 06

*“Usually I do not code switch, CS in the classroom can takes place on part of the learner. So we usually observe that student code switch but if you look at side which is the teacher I have the tendency not to code switch unless sometimes I want to emphasis some concept and their equivalence ,which is concept that might seem the same but they don't mean the same thing. Sometimes I do it on purpose by drawing student attention to those differences between term in English and Arabic. And even if I permit CS on the part of the learner they will say it not me”*

Teacher 08

*“I am for use of CS .I used to be against but now I am for because I believe in multicultural multilingual pedagogy. I code switch more often then I use to be but not as much as I wish”*

When they were asked if you have to switch code in which module do you prefer to switch codes. Most teachers agreed that it depend on the nature of module. Thus, it is acceptable in content based module (linguistics, pragmatics, language and culture) and modules related to context (Didactics). Yet; it should be avoided in skill-based module such as writing, oral to name but few. Being asked about their preferences of switches regard size of class, four teachers expressed that they prefer to switch codes in large classes while three teachers argue that CS has nothing to do with class size rather it related to learning situation and content of discussion. Only one teacher prefers to switch code in small class.

The eleventh question concerns dis/advantage of CS. Table 09 lists the main dis/advantage maintained by interviewed teacher.

Advantage of CS	Disadvantage of CS
Enhancing comprehension level	Limit students exposure to TL
Promoting students' intercultural competence	Hinder student's communicative competence
Activate students' schemata	students doubt teachers' competence
Translating cultural concept	
Setting order in class	
Decreasing students' anxiety	

**Table (09):** advantage and disadvantage of CS.

Based on the interview twelfth question on how CS affects students 'communicative competence in TL. Seven teachers stated that CS can be positive, enhancing student pragmatic and intercultural competence, or negative, limited student linguistic competence in TL. *Apropos* their reaction concerning students 'CS in the class, a consensus among interviewed teachers that they react negatively.

The entire interviewed teachers have different experiences and specialized in different branches, three of translations, two of linguistics and two of stylistics and one of literature. As it displayed in the aforementioned result, Majority of teachers (62.5%) believed that CS is helpful tool in the classroom if it is strategically implemented .that is to say they hold a positive attitude toward its integration. This view is in accordance with research hypothesis .on the other hand, 37.5% consider it as hinders in classroom. Although this view is not in line with proposed hypothesis. This position does not entail a negative version of CS rather it represents teachers' view and philosophy about FL teaching .Besides, this view seems to hold support to (Modeopula ,2011; Cummins & Swains,1986).

### **6.2.3 Functions of Teachers' CS in the Classroom**

This section aims to indentify the various functions implemented by teachers for sake answering the third research question. The results showed that four teachers out of eight interviewed use CS to maintain discipline in the classroom. However, six teachers use it to enhance comprehension. Seven of the interviewed teachers stated that they implement CS to

build solidarity with students, translation and explanation, and to add emphasis on some points of the lesson. Table 10 provides the overall findings in details.

**Table 10: Function of teachers' CS.**

CS function	yes	no
Maintain discipline	4 (50%)	4 (50%)
Enhancing comprehension	6 (75%)	2 (25%)
Building solidarity	7 (87.5%)	1(12.5)
Translation and explanation	7 (87.5%)	1(12.5)
Adding emphasis on some point in lesson	7 (87.5%)	1(12.5)

As indicated above in the result of third part of the interview, teacher implies various purposeful functions via using CS. This seems to hold support to the second hypothesis. In comparison to students' functions, one could notice interference between the various functions implemented by both teachers and students.

Regarding the department policy, all interviewed teachers declared that there are no clear requirements concerning the language of instructions.

## **Conclusion**

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

# General Conclusion

The present part provides a summary of the major findings in congruence with theoretical and pedagogical concerns. Besides, it presents the various implications particularly for teachers of English at KMUO. Lastly, it spots the limitations of the present study withal recommendations for further research.

## **1. Summary of the Major Findings**

Based on the interpretation of the previously discussed findings, one could outline the following results:

1. Teachers believed that CS is a helpful tool in the classroom if it is strategically used.
2. Most students hold a positive attitude towards CS in the class. However, they do not support its overuse by the teachers because their needs to be exposed to as much English as possible.
3. Teacher and students implies various purposeful functions via using CS such as clarification, translation and creating sense of belonging and so on so forth.

## **2. Implications of the Study**

Throughout this in-depth analysis of the present study's findings that concerns teachers' and students' attitudes towards CS inclusion in EFL classrooms, the following implications can be concluded:

1. The medium of instruction and communication in EFL class should be maintained in English as far as possible.
2. The use of CS in EFL classroom is not necessarily a practice that should be discouraged, or avoided in the learning and teaching context.
3. It may be suggested that strategic and planned integration of CS, among teachers and students, enhances learning, enable students express themselves easily, and helps to avoid misunderstandings while delivering the lesson content.
5. Teachers' CS particularly Arabic-English can reactivate a comfortable atmosphere in the EFL classroom.

6. CS can be academically purposeful when utilized to held a contrastive analysis between languages in content modules such as linguistics, Didactics, translation, pragmatics and so on and so forth.

### **3. Limitations and Suggestions for Further Research**

In order to conduct this research, a number of difficulties was faced among them are the following:

1. The few amount of studies about the phenomenon of CS , particularly in Algeria.
2. Due to time restrictions we had to complete our research. We inadvertently put aside a body of literature on CS as well as excluding observation as being planned to be a data collection procedure.
3. The very small number of teacher participants involving only 08 teachers that hinders us from portraying a full picture of EFL teachers' attitudes towards CS in classroom in Algeria.
4. As the survey was conducted in one university. Consequently, it prevented us from generalizing the findings of our research.

### **Conclusion**

This study attempted to investigate the attitudes of both university teachers and students towards the phenomenon of CS available in their EFL class. This study represents the tip of an iceberg, from which inspirations can be drawn for further studies. It is thus a preliminary study in the research field of CS in EFL classrooms of Algeria, and there is extensive work waiting for those who are interested in this field to examine it in different levels such as middle , secondary and private.

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# Appendices

## Appendix A

# Questionnaire

### Dear student

We would appreciate you taking time to complete the following questionnaire. Your responses will not be identified by individual. If you have any questions or concerns, feel comfortable to ask.

### Notes

**Code Switching** is moving between two (or more) languages within single sentences or conversation.

**EFL**: English as foreign language.

### Section A : General Background Information

1 What is your level:

1<sup>st</sup> year student     2<sup>nd</sup> year student     3<sup>rd</sup> year student

2 your gender is :

Male     Female

3 your age is :

Under 20     20-25     Older than 25

4 How many language(s) do you speak?

1     2     3 or more

5 In what language(s) have you been taught in your previous schooling?

Only Arabic     only French     Arabic-French     only English

6 What language(s) do you normally use to communicate with your classmates in an EFL class?

Only English     only Arabic     only French     English-Arabic     English-French

## Section B: Attitude towards CS

1 Do you switch codes during your speech in the class?

Never  rarely  often  sometimes  always

2 Do you think that code switching breaks the rules of the English language in EFL class?

Strongly disagree  disagree  neutral  agree  strongly agree

3 Do your teachers encourage using another language more than English in the classroom?

Never  rarely  often  sometimes  always

4 Do you think that your teachers' code switching in classroom facilitates lesson comprehension?

Strongly disagree  Disagree  Neutral  agree  strongly agree

5 Do you feel confused when your teachers use Arabic in the classroom?

Never  rarely  often  sometimes  always

6 Do you feel confused when your teachers use French in the classroom?

Never  rarely  often  sometimes  always

7 What is your opinion concern your teacher use of code switching to explain certain points in the lesson?

Strongly disagree  Disagree  Neutral  agree  strongly agree

8 Do you think that your teachers' use of Arabic and/ or French during lesson impacts your level of English negatively?

Strongly disagree  Disagree  neutral  agree  strongly agree

### Section C: Functions of CS

1) I usually code switch when I don't have similar expressions in English.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

2) I usually code switch when I don't know the word in English.

Strongly disagree  Disagree  neutral  agree  strongly agree.

3) I usually code switch to keep thread of ideas while I am speaking to my teacher.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

4) I usually code switch to avoid misunderstanding while I am speaking with my classmates.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

5) I usually code switch to convey privacy with my classmates.

Strongly disagree  Disagree  Neutral  agree  strongly agree

6) Do your teachers' code switching make you feel at ease, comfortable and less stressed during lesson?

Strongly disagree  Disagree  Neutral  agree  strongly agree

Thank you for your Cooperation

## Appendix B

### Teachers' Interview

The present study endeavours to investigate teachers' as well as students' attitudes towards Code switching implication in EFL class. We would appreciate you taking time to answer the following questions in the light of your own experience. Thank you for your collaboration.

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- 1) Would you please tell us about your teaching experience? How long have you been teaching English in formal educational institutions?
- 2) What levels you are supposed to teach this semester?
- 3) How many modules do you teach at KMUO this semester?
- 4) What is the average number of learner in your language class?
- 5) Which approach do you opt for while teaching English language as a foreign language?
- 6) In your opinion, how much native language and second language should be used while teaching an EFL class?
- 7) What do you think about code switching implication in the classroom? Do you switch code during class? How often do you switch code in the classroom?
- 8) If you teach more than one module .In which modules do you prefer to switch code?
- 9) Do you switch codes more often in a large classroom than in a small one?
- 10) What are dis/advantages that might arise when you switch codes in classroom?
- 11) In what area do you think CS affects learners' communicative competence in target language?
- 12) How do you react to students' code switching in class?
- 13) Do you think that code switching is necessary to maintain discipline (norms) in classroom?
- 14) Do you consider code switching as a helpful tool to enhance student comprehension?
- 15) Do you view CS as tool to build solidarity and intimate relations with learners?
- 16) Do you switch codes in order to explain unfamiliar terms, words or expressions?
- 17) Do you code switch to add emphasis on some points in the lesson?
- 18) Do you think that CS is an effective instructional tool within an EFL classroom?
- 19) What guidelines or requirements has your department given you on how you should teach the English language?



## ABSTRACT

The phenomenon under study is manifested in Algerian society Thus it is has been a crucial issue in EFL class. A numerous studies have been conducted on CS. Yet, in Algeria few researches shed lights on this phenomenon within EFL teaching context. Thereupon The present study explores students' as well as teachers' attitudes towards Code Switching implication in EFL classrooms together with its various functions at the Department of Letters and English Language KMUO. Additionally, this research focused on three main objectives: (1)To investigate teachers' attitudes towards CS (2) To examine students' attitudes towards the use of CS and (3) To identify various functions of teachers' CS in an EFL classroom. A mixed method approach was used throughout the integration of both questionnaire and interview. The data collection is based on eight teachers' recorded interview and a questionnaire administered to a group of undergraduate students who belong to the aforementioned department. They were appointed to test hypotheses related the earlier mentioned objectives . The findings showed that an consensus view among teachers and students towards CS in EFL classrooms

**Key terms :** Code Switching attitudes Function, EFL,

### ملخص الدراسة

يتناول هذا البحث مسألة التناوب اللغوي والتي تعد ظاهرة متغلغلة في المجتمع الجزائري، من وجهة نظر الأساتذة و الطلبة الدارسين للغة الانجليزية كلغة أجنبية.حيث تمت هاته الدراسة في قسم الآداب و اللغة الانجليزية بجامعة قاصدي مرباح ورقلة. وقد انتهج الباحثون طرق مختلفة لجمع البيانات للدراسة تمثلت في استبيان موجه للطلبة ما قبل التدرج و حوار مسجل مع ثماني أساتذة.رغم انتشار التناوب اللغوي اجتماعيا إلا أن البحوث حوله شحيحة خاصة في الوسط التعليمي للغات الأجنبية. و قد أظهرت النتائج توافقا مابين الطلبة و الأساتذة حول استعمال هاته الظاهرة أثناء الحصص الدراسية.حيث خلصوا إلى إن التناوب اللغوي سيكون ذا نفع للتحصيل اللغوي إذا ما كان استعماله ممنهجا.

الكلمات المفتاحية : التناوب اللغوي ، وجهات نظر الأساتذة و الطلبة ، تدريس الانجليزية كلغة أجنبية.