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PREVALENCE AND REASONS OF CODE SWITCHING IN  
ALGERIAN EFL CLASSES

Case Study: 1<sup>st</sup> Year Learners in Two Secondary Schools in Timimoun

Dissertation submitted in partial fulfillment for the requirement of the master  
degree in linguistics and didactics

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## **Dedicated to**

My father for encouraging me to believe in myself and for  
planting seeds in my heart that can grow forever.

My mother: who keeps supporting me with all my ups and downs:  
for her unconditioned love and care.

My brothers and sister for being consistent no matter what.

My grand-mother whom I wished could see me graduating.

My grand-father to whom I owe a lot.

My uncles and aunts who brought life to the falling leaves I  
thought I lost.

My dear uncle Mustapha .May he rest in peace.

All my friends and teachers for being so generous and kind-  
hearted.

Almamma Hala Asma

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## **Abstract**

Code-switching as a sociolinguistic phenomenon has highly spread in the Algerian EFL classrooms. The research attempts to examine code-switching and its functions in the Algerian EFL classrooms and discover the factors that lead both teachers and learners to code-switch between English and their mother tongue. The latter can be Arabic or Zenete in the studied region. In rare cases, it might be French. For undertaking this piece of research, a survey will be conducted to collect numerical data through the use of two questionnaires as useful means of investigating code-switching in teaching and learning the English language. These questionnaires will be handed to 2 Secondary Schools' teachers and learners in Timimoun. The research is an analysis to learners' and teachers' communication in EFL classes. It is a quantitative research that gives numerical data about the use of code switching, its frequency, and its reasons. The sample consists of one hundred and twenty (120) learners and 5 teachers in 2 secondary schools in Timimoun . The findings of the study are given in details and interpreted in the last section proving the existence of code-switching in EFL classes in Timimoun and measuring its frequency. The final aim of the study is to reveal the attitude of both teachers and learners towards code-switching during English sessions but there is no doubt that measuring attitudes doesn't only require direct questions but also an observation by other members in the classroom.

**Key terms:** code switching- sociolinguistic phenomena- TEFL – EFL classes.

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## **List of Abbreviations**

**CBA:** Competency Based Approach.

**CS :** Code switching / code switch

**EFL :** English as a Foreign Language

**L1:** The first language

**L2 :** The second language

**SL:** Second Language

**TEFL :** Teaching English as a Foreign Language

**TL:** target language.



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## **General Introduction**

Code switching is a natural sociolinguistic phenomenon that occurs in bilingual societies .It happens when two members who have little knowledge or master more than one language communicate. In most cases these two are not aware that they alternate languages. This linguistic occurrence was scope to many researchers . This piece of research is also a reaction for seeing code-switching exhibit in Algeria ,as a multilingual society. The research focuses on EFL classes where members are obliged to communicate using English as a target language and prevent themselves from using their mother tongues. Code-switching results from many factors, and one of them is the imperfect mastery of the target language .In this research we will find if code-switching is used by teachers and learners in the classroom , measure its prevalence , and discover the reasons behind it. We will also discover the opinions of the different members of the educational family.

### **Research Questions**

The proposed study is guided by the following research questions:

- 1-** Do EFL teachers and learners code-switch?
- 2-** How often do learners and teachers code switch ?
- 3-** What language(s) do each member switch to ?
- 4-** What are the reasons behind the use of Code-switching in EFL classrooms?
- 5-** What opinion has each member in the classroom about code-switching?

### **Hypotheses**

This study tests the following hypotheses:

- 1)** Algerian EFL teachers and learners do code-switch.
- 2)** Teachers code-switch when they fail to transmit some English language items, or give instructions while learners shift to their mother tongue because of their a weak linguistic competency.

- 3) Both teachers and learners switch to the mother tongue or the first common language (Arabic and/or Zenete).
- 4) Code-switching can be used as a strategy to enhance learners' proficiency at English language in the Algerian EFL classrooms.
- 5) Code switching builds a short bridge between what learners already have and what they need to learn.

### **Aims of the study**

This study aims at finding out whether teachers and learners use other languages rather than English in EFL classes. Another purpose of this survey is to evaluate the attitude of both, learners and instructors towards code-switching .Their declared opinions and observed practices both matter in this study .The study started with a hypothesis suggesting that teachers of English switch directly to the first common language because it is a shortcut to deliver the message ,knowing that learners cannot learn the language unless they are able to decode the message .The common languages that all the participants in the lessons are Arabic ,Zenete ,and French in some cases. That is to say, the specific aim of the study is to investigate the solution that teachers and learners find to solve the problem of the difficulty of delivering the message .

### **Methodology Description**

In order to conduct this research, the quantitative approach has been used. Data was collected using two questionnaires. They were handed to both teachers and learners in two different secondary schools. The collected pieces of information are expressed and presented numerically.

The result is to be generalized about the target population's suggested practices and attitudes .The studied attitude is learners and teachers code-switching in the two mentioned schools.

## **Structure of the Study**

The research paper consists of 3 chapters. The first chapter gives an overview about this phenomenon, with its different types, as an introduction to the situation where the studied practices are evaluated in the practical part. The second chapter contextualises the phenomenon and describes the time and place limits of the studied practices. The last chapter is the practical part that contains details about the functional phase of the study and a summary of the findings.

# Chapter One

# **I. Part One : Code Switching as a Sociolinguistic Phenomenon in Algeria**

## **Introduction**

Algerian society witnessed many events that effected its cultural exhibitions. One of the most obvious infected sectors is the language used by Algerians. Individuals in this society have different backgrounds, history, ethnic belongings and intellectual influences. These factors result in different products and practices. Language is one of these influenced products. Code switching is a very common feature of the language used by Algerian individuals as they belong to this mixed society.

## **Sociolinguistic Phenomena of Mixed Societies**

### **1. Bilingualism**

It is difficult to make a generally accepted definition of bilingualism. It can be given a variety of definitions. Bloomfield (1933:56) defined bilingualism as “native-like control of two languages”. This definition missed those who are unable to speak the language as natives. It excluded speakers with low mastery of the language. This problem rises the question of how proficient must the speaker be in order to be called a native – like speaker. Another question is forced to come out which is : can a person with a low control of two languages still be considered a bilingual? Haugen (1953:7) suggests that bilingualism begins “at the point where a speaker of one language can produce complete, meaningful utterances in the other language”. A bilingual can be the person who has some ability to use two or more languages and this calls for a classification to bilingualism degrees. These types fall between two groups of speakers; those who master two languages and those who are only able to express their ideas and feelings in simple conversations.

## 2. Linguistic Fusion

According to Hamers and Blanc (2000), ‘Code-mixing’ and ‘code-switching’ were considered as signs of incompetence. They are translated to be a zone of speaking that comforts the speaker who has not mastered any of the languages that he/she is using alternatively. However, Khnert, Yim, Nett, Kan, and Duran (2005) remark that an alternative view is to recognize the cultural, social, and communicative validity of the mixing of two traditionally isolated linguistic codes as a third legitimate code. As mentioned, these phenomena may influence bilingual’s language positively.

### 2-1 Code-mixing

Many experts have given clear definition of code switching and its difference from other terms. Among them is Gumperz (1982, p. 59), who states that code switching is “the juxtaposition within the same speech exchange of passages of speech belonging to two different language/grammatical systems or sub-systems”. Milroy and Gordon (2003, p. 209) have also argued that “the term ‘code-switching’ can describe a range of language (or dialect) alternation and mixing phenomena whether within the same conversation, the same turn, or the same sentence-utterance”. More recently, Sebba, Mahootian, and Jonsson (2012, p. 68) have given a far simpler definition of code switching, stating that “code-switching – the alternating use of two (or more) languages – is a natural occurrence in the speech of bilingual individuals”. Heller (2007) states that CS is the process of using more than one language in one episode of communication. In this case, it requires the balancing mastery of two or more languages by speakers who switch codes.

Muysken (2000) defines code-mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. In terms of the definition from Bhatia and Ritchie (2004), code-mixing refers to the

mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. More specifically, code-mixing is intra sentential and is constrained by grammatical principles. It may also be motivated by social psychological factors.



## 2-2 Code Switching

Code-switching differs not only in the situations when it is used but also the effect on the structure of the utterances produced by the speaker. One of the most convincing one is that given by Poplack. He proposed three different kinds of switching which are namely tag, inter-sentential and intra sentential switching.

### 2-2-1 Types of Code-switching

**2-2-1-1 Tag-switching** is inserting a chunk of speech from one language into an utterance of another language. E.g. : I don't want it, *gracias*. Bilinguals usually use some repeated expressions or phrase. These structures are controlled by a minimal syntactic restriction; as a result, the speaker doesn't need to produce an utterance that conforms to the rule of the used language.

**2-2-1-2 Inter-sentential switching** requires a better mastery of both languages so the speaker uses two clear well structured clauses or sentences. This type of CS needs a greater fluency by the speaker because a clause or a sentence must conform to the rules of both languages.

**2-2-1-3 Intra-sentential switching** is considered to be the most complex form according to Poplack. It is close to tag switching but occurs in a more syntactically risky time. An example can clarify the difference.

You *hablas* Spanish?

### 2-2-2 Different processes of code switching

#### 2-2-2-1 Insertion

Insertion is defined as “insertion of material such as lexical items or entire constituents from one language into a structure from the other language. According to Muysken (2000), approaches that depart from the notion of insertion view the constraints in terms of the structural properties of some base or matrix structure. (Webography-3). Code-switching is seen as something similar to borrowing: the insertion of a foreign lexical or phrasal category into a given structure.

The typology is according to the size and type of element that was used, e.g. verb phrase versus verb. Muysken (2000) mentions that insertion is frequent in colonial settings and recent migrant communities, where there is a considerable asymmetry in the speakers' proficiency in the two languages. This phenomenon measures the dominance of a language over another by the insertion of elements from the alien language shifting to the presence of native elements in the language of the foreigner.

#### **2-2-2-2 Alternation**

Language alternation is a normal, common, and important aspect of bilingualism (Grosjean, 1982; Pennington, 1995). It is a frequent structural substitution of language units from two languages while communicating or expressing ideas orally.

#### **2-2-2-3 Congruent Lexicalization**

Congruent lexicalization is part of language variation. It can fall in the category of alternative lexical insertions. According to Muysken (2000), congruent lexicalization may be particularly associated with second generation migrant groups, dialect/standard, and bilingual speakers of closely related languages with roughly equal prestige and no tradition of overt language separation. In other words, it is using two languages alternatively but in a rhythmic way. Eg: I *como* bread all *dias* and never *bebo leche*. *El bebe* milk all *noches*.

### **2-2-3 Reasons and Motivation for Code-Mixing and Code-switching**

When speakers switch or mix codes there must be a reason that stands behind this practice.

Grosjean (1982) suggests some reasons for code-switching:

- 1) "When speakers cannot find proper words or expressions.
- 2) When there is no appropriate translation for the language being used.
- 3) Also, when interlocutors, situations, messages, attitudes, and emotions generate code-mixing.
- 4) When quoting what someone has said.
- 5) When emphasizing one's group identity.

- 6) When specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing that person),
- 7) When talking about a past experience or event that is related to a place or people of the alien code.”

Bullock and Toribio (2009) hypothesized that: “bilinguals only code-switch with other bilinguals with whom they share a dual language identity.”

### **2-2-4 Beliefs about the Use of Code Switching in the Classroom**

There is no clear final evaluation to the use code switching in FL classes. This practice is still a debated problem among the educational society (educators and policy makers). Many teachers consider code switching as an unfortunate but necessary measure Likewise, Ellis and Shintani (2014) claim that teachers often justify their use of code switching as “a response to the demands in the classroom”, and not because they believe in its cognitive values in language learning. Teachers often feel guilty when they include the first language in target language classrooms.

Discussions have been made in attempt to find a convincing classification to the variety of motives and uses of CS. Macaro conducted surveys, interviews, and classroom observations to explore CS use among student teachers of foreign languages in secondary schools. His pieces of research revealed that teachers code-switch for the purpose to clarify instructions, reinforcement and to check learners’ comprehension. Duff and Polio found that the teachers switched to the L1 to explain grammar, to set rules in the classroom and keep in manageable, to console or to show empathy for students, to explain new terms. They also found that teachers were quite unaware of “how, when, and the extent to which they actually use English (the L1) in the classroom” (p. 320).

Teachers’ unawareness of all the effects of CS caused them to appear inconsistent when teaching the language. This behavior makes learners less urged to use the TL since the teacher can use a common language instead to save the situation.

Levine also stated that using L1 while teaching L2 grants for sure numerous objectives’ fulfillment such as, managing class, discussing grammar, vocabulary and usage, and discussing tests, short tests. In Duff and Polio’s study, it was found that the factors which may have played a role included “language type” (the

distance between the linguistic systems of the L1 and the TL), department policy on TL use, lesson content and objectives, pedagogical materials, and formal training (p.161). Benefiting from the previous studies, [Rolin-Jan ziti & Brownlie](#) conducted an analysis of the 5 classes in 4 teachers' French class quantitatively and qualitatively and concluded that code-switching mainly involved in 3 functions: translation, meta-linguistic uses and communicative uses. [Storch and Wigglesworth](#) (p .22) studied the use of L1 in task-solving process of L2 acquisition by adult learners and found **four** uses of first tongue: task clarification, task management, terms explanation, and language point presentation.

The previously mentioned studies made great contributions to the studies of teachers' code-switching in FL classroom. But still, the aim of these pieces of research was to study the situations of English-speaking countries where French was the target language in most cases. These results cannot be generalized unless more experiments and evaluations are made for CS, knowing that the incoherence between English and French language systems is small. English language in Algeria, as an example, is linguistically and culturally far from the native languages.

### **3. The Linguistic Profile of Algeria as a Mixed Society**

Algerian society is a mixture of different groups and backgrounds. The French coloniser forced Algerians to learn the language directly by public schools opening, and indirectly by using the language in all life situations and not allowing Arabic instructors to meet with their learners. French was not the only foreign language that influenced the linguistic variety if the Algerian used languages. Arabic was also foreign to the country. It was foreign to the Berber with all their different groups: Zenete, Tamazight, and Shawiya.

The linguistic profile of Algeria is changing according to the different political and historical periods. It is still not easy to give a fix evaluation to the linguistic situation. It can only be said that Algerians do speak the following languages and dialects: Standard Arabic, the Algerian Arabic, Berber languages, and French.

## **Conclusion**

Switching codes has not been given a final evaluation to be considered as a positive or negative strategy to teach English in FL classes. All pieces of research and investigations could only measure its prevalence and causes. This research will evaluate another sample from a trilingual society as a representative to English language learners in Timimoun. It is an extension to the previous investigations to check whether code switching is applied in the Algerian school and how it is viewed.

## **Part Two:**

### **Code Switching in an EFL Context**

#### **Introduction**

Code-switching is a term that covers the learner's conscious use of unadapted mother-tongue material in a L2 context. The learner stops speaking the L2 and starts using her or his L1 (and may of course return to the L2 again). Transfer, on the other hand, involves at least an attempt to carry on with the L2. The learner may use her or his L1 knowledge, even consciously, but the learner intends to produce L2 utterances. Another type of switching is that of a linguistic motive. It is to transport a native utterance into the target language spoken productions. The motive can be **linguistic**; such as the low proficiency of the target language, or **social** like intending to get social approval. This communicative technique also exists in EFL classes as a small space for interaction but it is not viewed as spontaneous as much as it is considered to be intentional as a result; it is viewed differently by the members of the educational system. For all the previously mentioned ways of using the first language during a conversation in the second language there are purposes and situations that differ according to the need and degree of acceptance. In EFL classes, using code-switching purposefully or unintentionally is not longer accepted by pedagogues. The question that leads this survey is that how is the case in Algerian schools?

#### **1. The Principal Objectives of Teaching English as a Foreign Language**

English in the past was limited only to those who live in the native country. Globalisation pushed people to learn different languages to make communication with people from other societies easier. English globed the world's service industry so it became necessary for people to learn it in order to be able to stay in a communicatively-safe environment. English is also the media's first language like satellite, newspapers,

and the Internet. As a result, people can only stay tuned by knowing how to decode this language.

The aim of teaching English is to make learners familiar with its forms and sentences. Instructors also aim at teaching learners to produce and interpret written and spoken utterances or texts in English language. Learners are supposed to have the least skills that allow them to communicate in different daily life situations and be prepared for learning terms related to their speciality in case they followed up their high education studies.

## **2. English Teaching in the Algerian Educational System**

In Algeria, teaching English became a necessity when international companies started to be founded in Algeria. Educators and the ministry agreed on providing learners with a basic knowledge of this language to allow individuals to have key to access current information. In this way they can be productive members in the society.

## **3. The Current Approach of Teaching English in Algeria**

Teaching in Algeria today is built on the Competency Based Approach that uses the Constructivism principles. Teaching English as one of the aims of the Algerian Educational System follows the CBA principles and techniques to guarantee reaching the objectives of learning this language as an FL. The principles suggest the following: learning the language is student-centered, learner's performance must be assessed continuously, and the objective is to teach them to solve real life situation using their developed linguistic and communicative skills like: writing a letter of complaint, using formal register to reply on a letter, describing oneself objectively, narrating events or describing a trip....

### **4-1 Historical Overview of Competency Based Approach**

“There is a growing movement to transition away from seat-time and move towards a flexible structure that allows students to progress in their learning after they have demonstrated mastery, which is oftentimes at their own pace. This movement is known as

competency based education(CBE)” ([Janice Walton and Getting Smart Staff](#) December 12, 2017).

It is built on the principles of the constructivists and empowered by [Maslow’s Hierarchy of Needs](#) that proposes that learners have needs that has to be fed so they can reach their goals. It also proposes that self-actualisation cannot happen unless learners overpass other stages of feeding their needs.

## **4-2 Definition of Competency Based Approach**

When one searches in the English language dictionary, the term competence is defined as follows: “the fact of having the ability or skill that is needed for something” .It is nearly the same definition in French language. The English and French languages link competence to the qualifications of a person in a given field. Other authors have also explained the word ‘competence’ as “knowing how to mobilize” (Le Boterf as quoted in Perrenoud 2002).

A competency is viewed as (an integrated and functional network made up of cognitive, affective & social , sensorimotor components, likely to be mobilized in actions finalized in the face of a family of situations ) (translated from : Allal , 1999, p.81)

Based on what has been mentioned before, competence can be associated to integrating a diversity of resources; external like knowledge and skills, and external like materials and humans, to solve a given situation.

## **4-3 Principles of Competency Based Approach (webography-1)**

- a) “Students advance upon demonstrated mastery.
- b) Competencies include explicit, measurable, transferable learning objectives that empower students.
- c) Assessment is a meaningful and a positive learning experience for students.
- d) Students receive timely, differentiated support based on their individual learning needs.



- e) Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.”  
[webography 1]

#### **4-4 Teachers’ Role**

##### **According to the CBA, the teacher must**

- assess learners’ work.
- evaluate learners’ production and skills in order to have a concrete measurement to the progress of learning.
- create support and use materials to make learning easier.
- give feedback when learners perform so they can manage to improve their performance in the next situations.
- guide learners to use what they know in order to solve the given problem or manage the new situation.
- facilitate the process of learning by illustrating, asking guiding-questions, giving examples, and bringing modals to the learning place.
- prompt learners only when they need that.
- create a safe environment for learners by setting rules, letting learners socialize, and solving inside-class conflicts peacefully.

#### **4-5 Students’ Role**

This approach is built on the constructivism principles. The main rule is that learning is student-centered. This means that learners are independent when developing their skills. They must be completely active during the learning process so they can develop their skills perfectly. The content of the modules is designed using what learners have already learnt to make what they need to be skillful at. Learners; consequently, are supposed to link their previous knowledge to the current situations that they face. The have to solve situations using their learns skills.

Learners’ role according to this approach is to :

- ✓ experiment
- ✓ solve the situation of integration by using the learnt skills.
- ✓ self-learn
- ✓ get socialized and respect the educational environment.
- ✓ Get involved in the learning process and show motivation.

### **Conclusion:**

The followed approach focuses on self learning and gives teachers the role of prompters and guiders. Teachers in the CBA are not the source of knowledge and in EFL classes precisely they are not the source of language. They only guide learners while they acquire the language .Learners are supposed to be able to interpret and use a register that is mostly related to abstract topics in English. They are also asked to solve integrated communicative problems using what they already know in addition to what they are acquiring during the sessions. Code- switching has no access to be part of any technique while teaching according to the CBA.

**Chapter two:**  
**The practical Part**

## **Introduction**

This part is a detailed section that presents the aims of the study and the tools that were used to conduct this survey. The tools are described thoroughly to explain how the research intends to reach the objectives of the study, that is to test the hypotheses. This paper aims at presenting survey results about a sociolinguistic phenomenon that is exhibited in EFL classes. The sample description and reasons for choosing it are stated in the later sections. As an additional information, The results are presented in form of graphic displays and tables. A short literal description precedes each graph to explain how the collection tools were used. This research focuses on numerical data and ends with a literal part that describes the participants opinion about the studied phenomenon. To end the practical part, an interpretation of the results closes this part up.

### **I. Part one: Research Design and Methodology**

#### **1) Aim of the Study**

The study aims at finding out if code-switching as a sociolinguistic phenomenon is present in EFL classes as “small bilingual societies”. The focus is on the language of code-switching and the frequency of this phenomenon to occur. Teachers and learners of 1<sup>st</sup> year secondary schools are the sample of this study. The research is to examine the hypotheses that say that code-switching is used as a technique to facilitate teaching English in EFL classes, learners and teachers switch to a common tongue (Arabic), learners code-switch when they are unable to express their ideas using the target language, and that teachers use code-switching as a shortcut to reach the lesson objectives easily.

#### **2) Research Design**

This piece of research is made of two chapters . The first chapter consists of two sections. The first section is a literature review about the phenomenon that is to be studied in this research. The second section sheds light on the context of the study. This chapter (2<sup>nd</sup> chapter) is the practical phase of the research.

This paper represents survey findings about code-switching in EFL classes in Timimoun. To conduct this survey, a quantitative method is applied. 2 questionnaires is handed in 120 learners and 5 teachers. They are asked about their:

performance/experience, communication problems, interaction choices, code-switching, and their opinion about it.

Data are presented in bar graphs and pie charts. Each graphic display presents the participants' answers count separately.

An interpretation is written at the end of the practical part of the research paper. It links the hypotheses to the results and makes a final deduction.

### **3) Sample Description**

The sample consists of two groups. The first group is the group of learners. 120 learners of 1<sup>st</sup> year in two secondary schools "Ahmed Nawi - Ouled Aissa" and "Moussa Ibn Nouceir –Timimoun" are questioned in this survey to test the hypotheses. They make 20% of the total number of first year learners in the two schools together. The second group is of 5 teachers in both schools. They make 100% of the possible participants in the research.

During the collection of data, learners' level was the only condition for participation. The sample was only limited to 1<sup>st</sup> year learners while the gender and the stream were randomly chosen.

### **4) Data Collection Tools**

This survey is conducted by the distribution of two different questionnaires. The first questionnaire was handed to 5 teachers. It is formed of two types of questions: opened-ended and closed-ended. One opened-ended question is to verify the teacher's opinion about code-switching and 12 others with choices from which the teachers pick the best answer precedes it. The second questionnaire is made of two sections. The first section is about learners' situation, performance, and communicational choices. But the second part is about learners as observers to their English teachers' way of communication.

### **5) Questionnaires' Description**

#### **5.1- Teachers' Questionnaire**

Teacher's questionnaire is composed of 12 closed-ended questions and one opened-ended question.

The first four questions are about the teacher's gender, experience, streams and levels that he/she teaches. Eight questions are asked for measuring the attitude of teachers about code-switching. They also aim at checking the frequency, the reasons, and the purposes of teachers code-switching. The last question tends to find the opinion of teachers about code-switching in EFL classes.

## **5.2- Learners' Questionnaire**

Learners' questionnaire aims at finding pieces of information about learners' gender, level, stream, and level of performance in English language sessions and exams. It consists of fourteen questions. Three of them are meant for their personal information. The next two questions are for their participation during English language sessions and performance in exams. Learners were also asked to tick one choice expressing their opinion about teachers' code-switching (if it occurred). They were also asked to declare if there were some situations when they needed their teachers to use another language. Learners in the last section of questions were asked to play the role of observers and state when, why, and to what language their teachers code-switch.

## **II. Part two: Results Analysis**

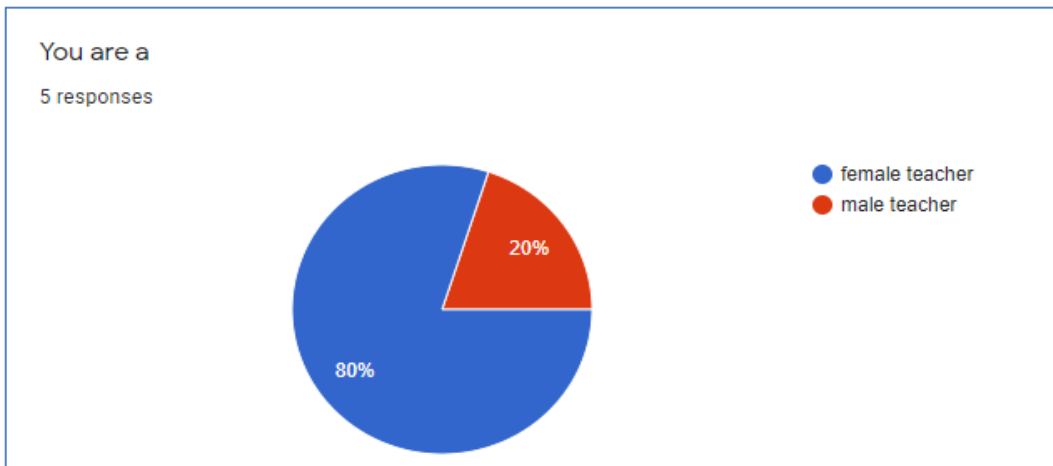
### **1) Teachers Data Analysis**

For the aim of this study, 5 teachers were questioned. They make 100% of the total number of the teachers in the 2 secondary schools who can participate in this research with trustful information.

Only one of the teachers is a male teacher.

Q1: Please, tick the right answer

You are a :  male teacher                       female teacher

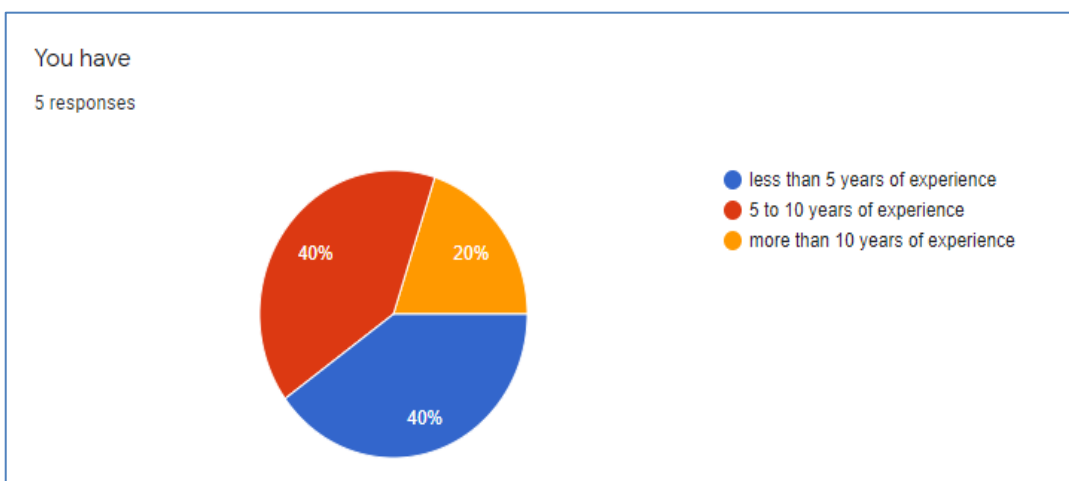


**Figure1:** The Gender of the Teachers

The second question was about the teacher's experience. 40% of the participants declared that they have an experience of less than 5 years. One teacher said that she had been in the educational sector for more than 10years, while 2 stated that their experience period in between the above-mentioned choices.

Q2: You have :

- Less than 5 years of experience
- 5 to 10 years of experience
- More than 10 years of experience

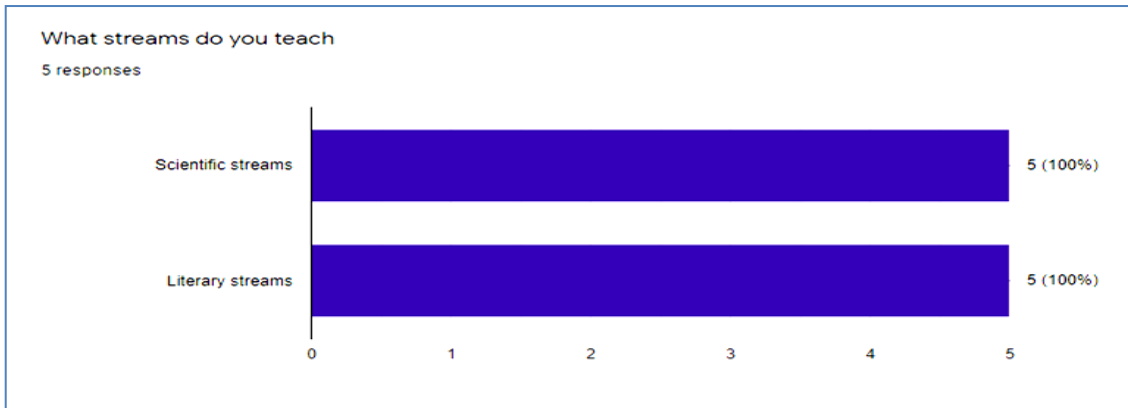


**Figure2 :** The Teachers Experience

The third question was to find out what streams does each participant teach. They all stated that they taught both scientific and literary streams.

Q3: What streams do you teach?

- Scientific stream
- Literary stream

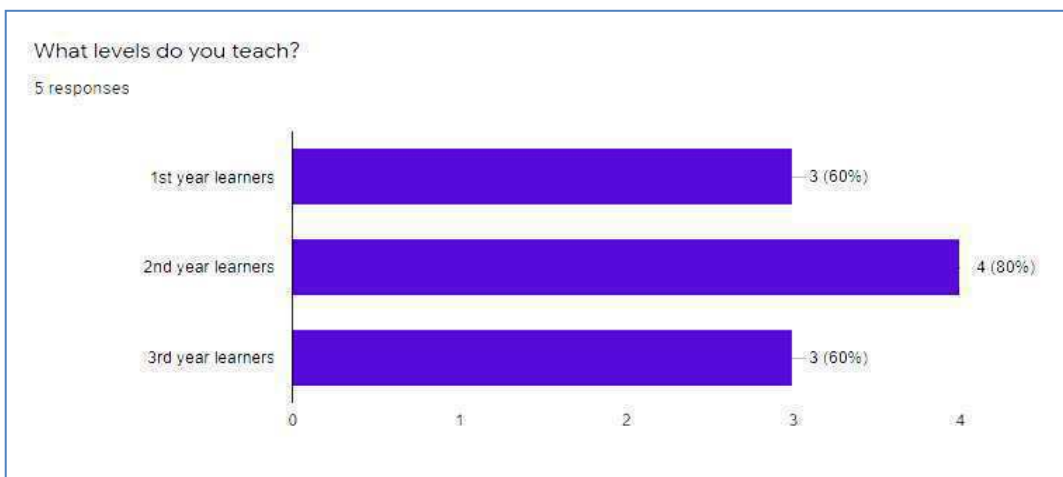


**Figure 3 :** The Taught Streams

The fourth question was about the level of learners that each participant teaches. Teachers stated that 60% of the taught learners are 1<sup>st</sup> year learners.

Q4: What levels do you teach?

- 1<sup>st</sup> year learners
- 2<sup>nd</sup> y learners
- 3<sup>rd</sup> y learners



**Figure 4:** The Taught Levels

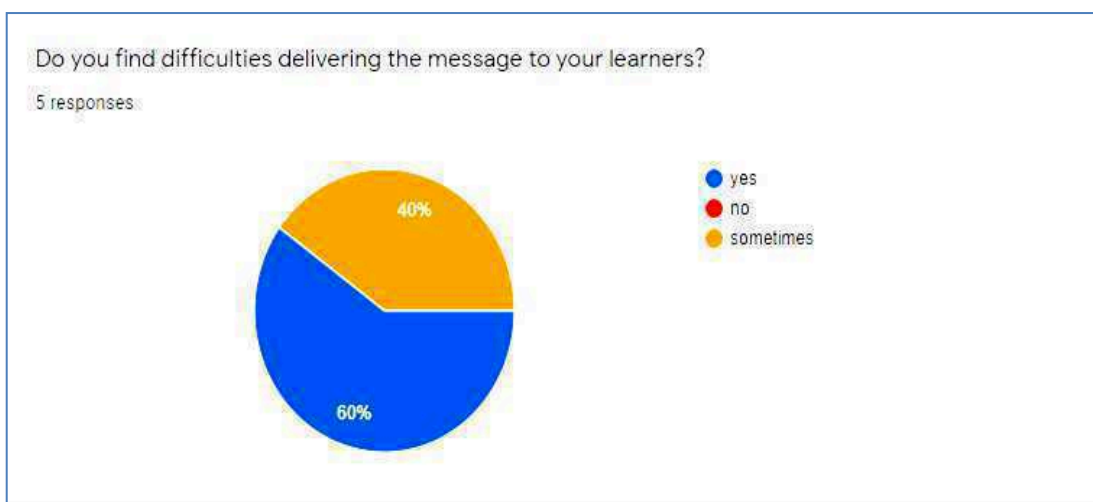


All the above data was about the teacher's gender and situation. The following pieces of information are about code-switching frequency, reasons and teachers' opinion about it.

The next question is about having or not a difficulty in delivering the message to learners. Teachers stated that they do have a difficulty when trying to communicate with learners. None of them denied to have interaction problems with learners.

Q5: Do you find difficulties delivering the message to your learners?

- Yes
- No
- Sometimes



**Figure 5** : Teachers' Difficulty to Deliver the Message to Learners

The sixth question aims at discovering whether teachers use code-switching to solve the problem of communication with learners. 100% of the participants stated that they used code-switching as a technique to overcome that problem.

Q6: If yes, do you code switch to solve this problem?

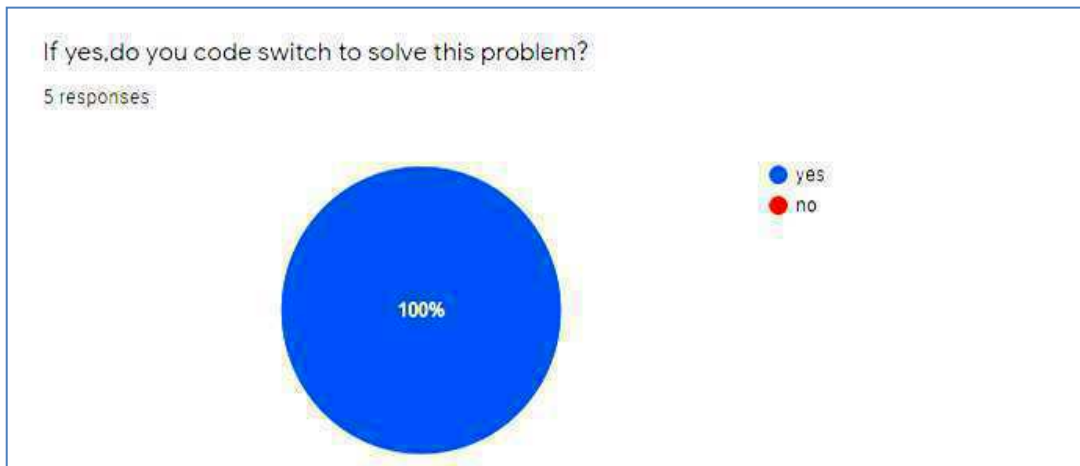


Figure6: Code-switching as a Chosen Solution to Solve Communication Problems.

The seventh question was to find teachers' preconceived ideas and opinions about code-switching that prevents them from using it. Since all of them used it, none of them answered this question.

Q7: If no, what is your opinion about code switching in EFL Classes? (Please tick all the right answers)

- It comes out of a linguistic incompetency
- It weakens the level of learners
- It is unnecessary
- It is odd to the competency based approach

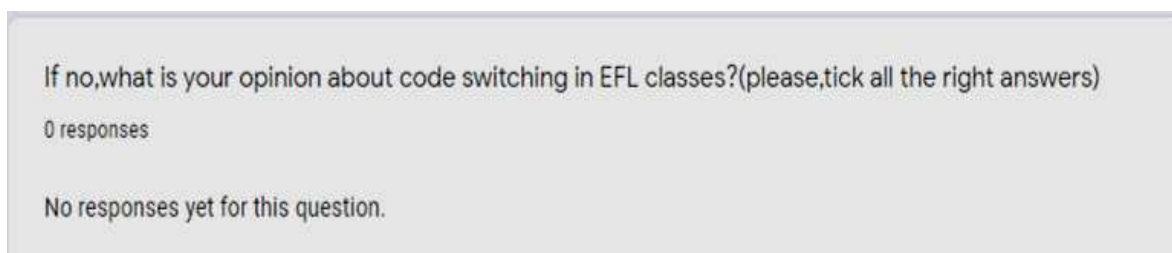
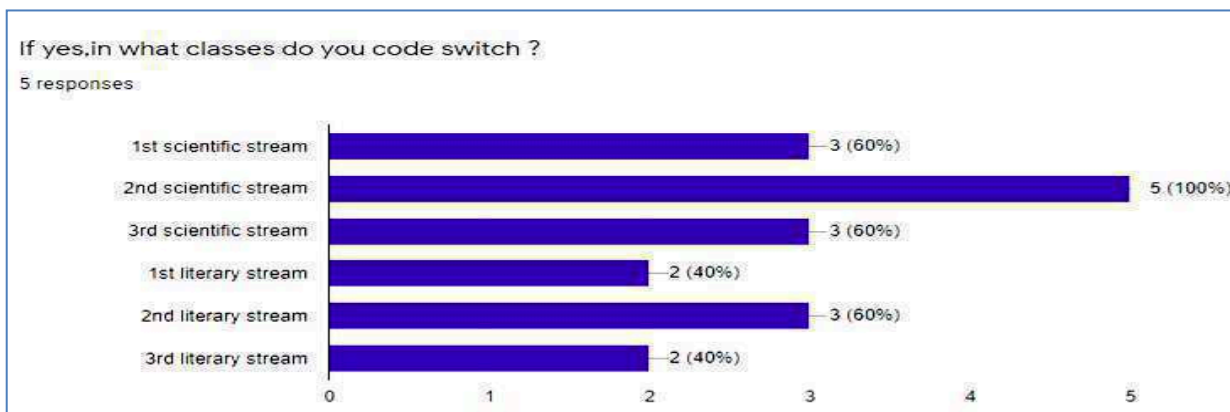


Figure 7: The Teachers' Opinions and Preconceived Ideas About CS

The eighth question was about the learners' streams with whom the teachers used code-switching to solve the problem of communication. It revealed that teachers used it

with learners of both scientific and literary streams. The focus of the research was on 1<sup>st</sup> year learners but the choices were given to cover all what the participants teach.

Q8:

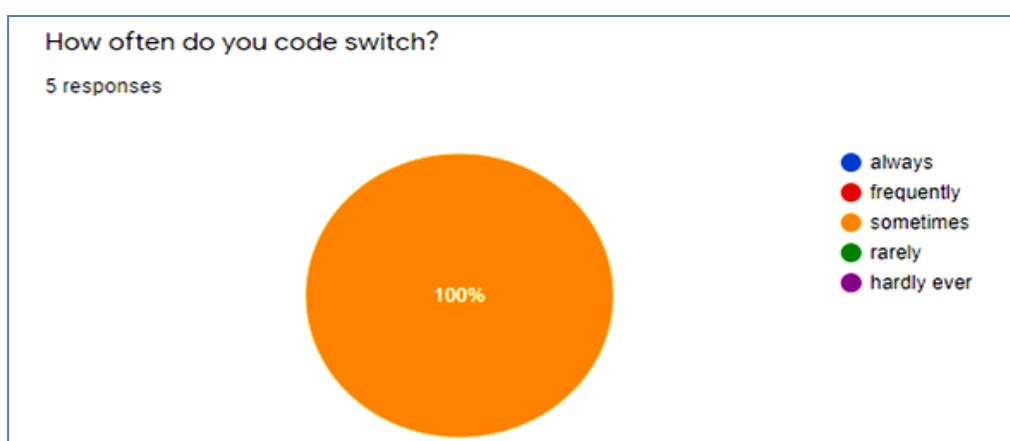


**Figure 8:** The Learners with Whom the Teachers Code Switch

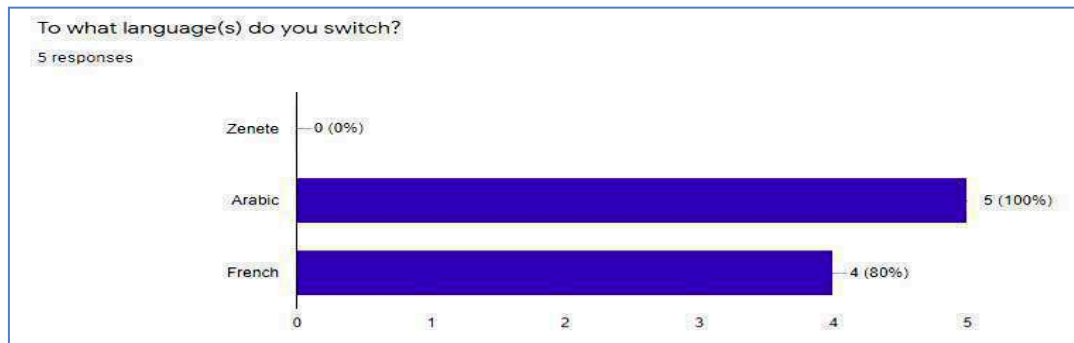
The next two questions (9-10) were meant to discover the frequency of code-switching by teachers and the languages that they used. 80% of the teachers chose both Arabic and French as the language of alternation. 4 of them used French and Arabic While one used only one language. They chose the option 'sometimes' to answer the question about the frequency of using code-switching to solve the problem of communication.

Q9: How often do you code switch?

Q10: To what language(s) do you switch?



**Figure 9:** The Frequency of Code Switching



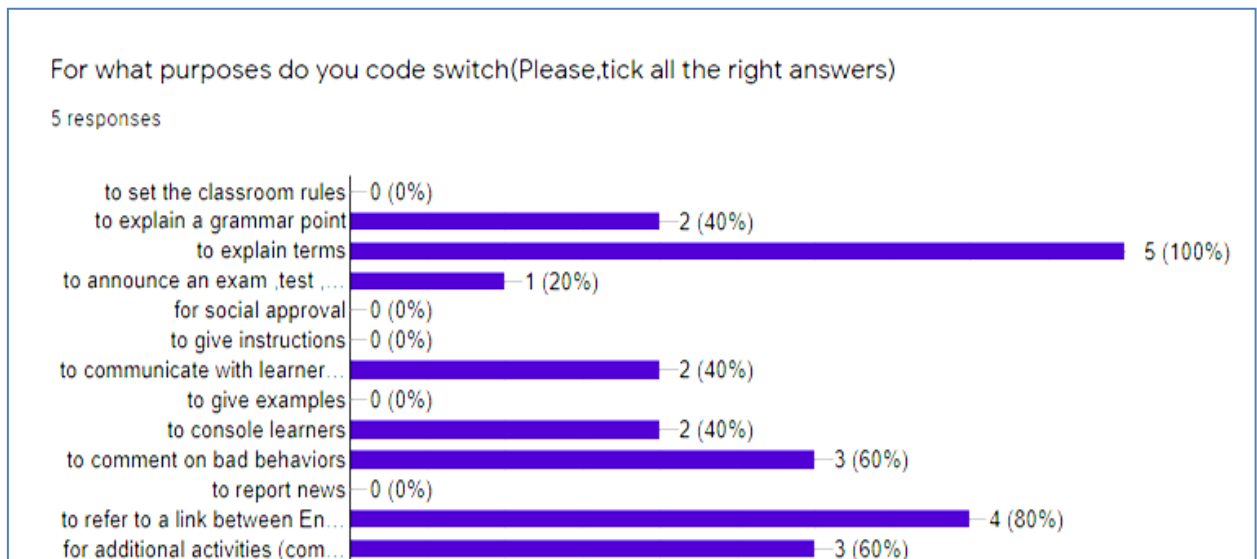
**Figure 10:** The language(s) Switched to

Teachers were asked to tick the choice(s) of the purposes of their code switching. None of the participants chose setting the classroom rules, seeking social approval, giving instructions and examples, and reporting news as situations when they need to code-switch. All of the teachers agreed on explaining terms as a purpose for their code switching .80% of them used this technique in order to clarify a link(s) between the mother tongue and the target language as positive and negative transfers. 3 teachers out of 5 stated that they use other languages rather than English to comment wrong behaviours and notify learners about additional activities (clubs, competitions, workshops, April 16<sup>th</sup> preparation). Explaining grammar, speaking to learners outside the classroom, and consoling learners was chosen by less than half of the participants as a situation that needs code-switching.

Q11: For what purposes do you code switch?

- To set the classroom rules.
- To explain a grammar points.
- To explain terms.
- To announce an exam, test ,or homework.
- For social approval.
- To communicate outside the classroom.
- To give examples.
- To consol learners
- To comments on bad behaviors
- To report news
- To refer to link between the first tongue and English(positive and negative transfer)

- For additional activities.

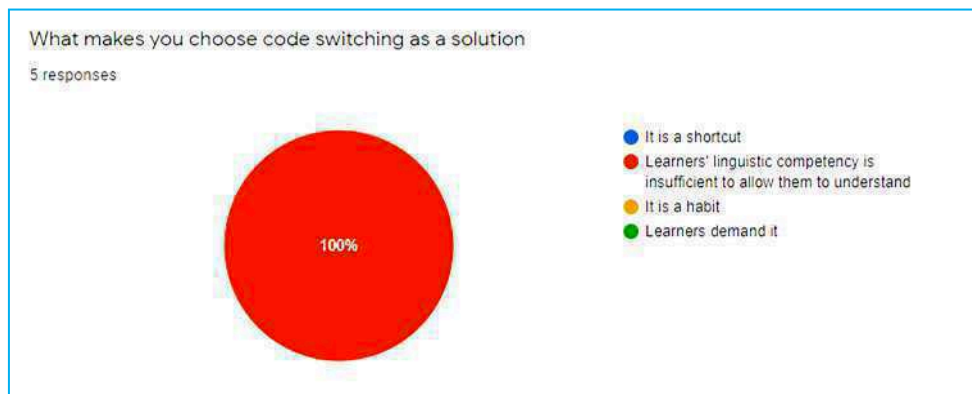


**Figure 11** : The Purposes of Teachers Code Switching

Teachers were asked to refer to one major cause that they believe it pushed them to use code switching even though it is not recommended in CBA methods of teaching. 100% of the participants chose “Learners’ linguistic competency is insufficient to allow them to understand” as a reason behind their choice to code-switch to solve the problem of communication with learners.

Q12: What makes you choose code switching as a solution?

- It is a shortcut
- Learners linguistic competency is insufficient to allow them to understand
- It is a habit
- Learners demand it



**Figure 12** : The Causes Of Code Switching

The last question was an opened-ended question. Teachers answered using different expressions but all agreed on the effectiveness and necessity of code switching to facilitate learners understanding.

Q13: Fed by your experience, what is your opinion about the effectiveness of code switching in EFL contexts?

Fed by your experience, what is your opinion about the effectiveness of code switching in EFL contexts?

5 responses

Code switching is effective when the linguistic competence of learners is weak . They need to know some terms in Arabic , those related to economics or medicine for example, so that they can understand the topic of the lesson. However, the overmuch use of Arabic hinders the acquisition of English.

As far as I'm concerned, code-switching is of paramount important especially in EFL.

No comment.

I think that code switching is positive when learners can find how to bridge the gap between the language point and their mother tongue.

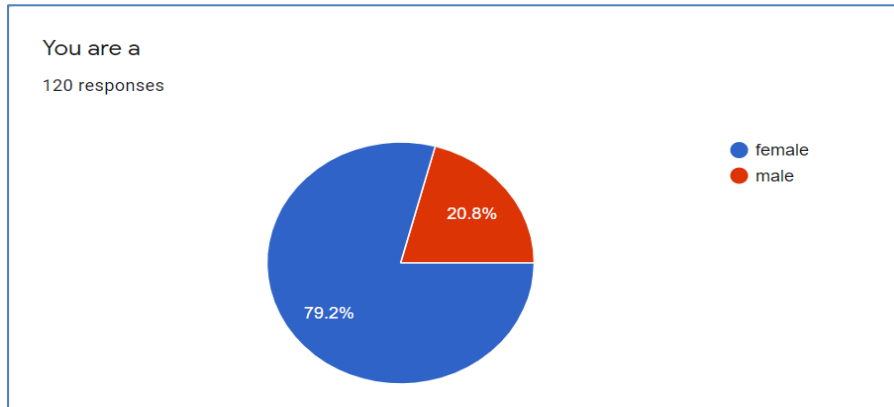
I think that code switching in the EFL contexts is necessary to convey some meanings that we can't explain in the target language

**Table 1:** Teachers Literal Opinion About Code Switching in EFL Classes

## 2) Learners Data Analysis

The first question was about learner's gender. Females were the majority of the sample.

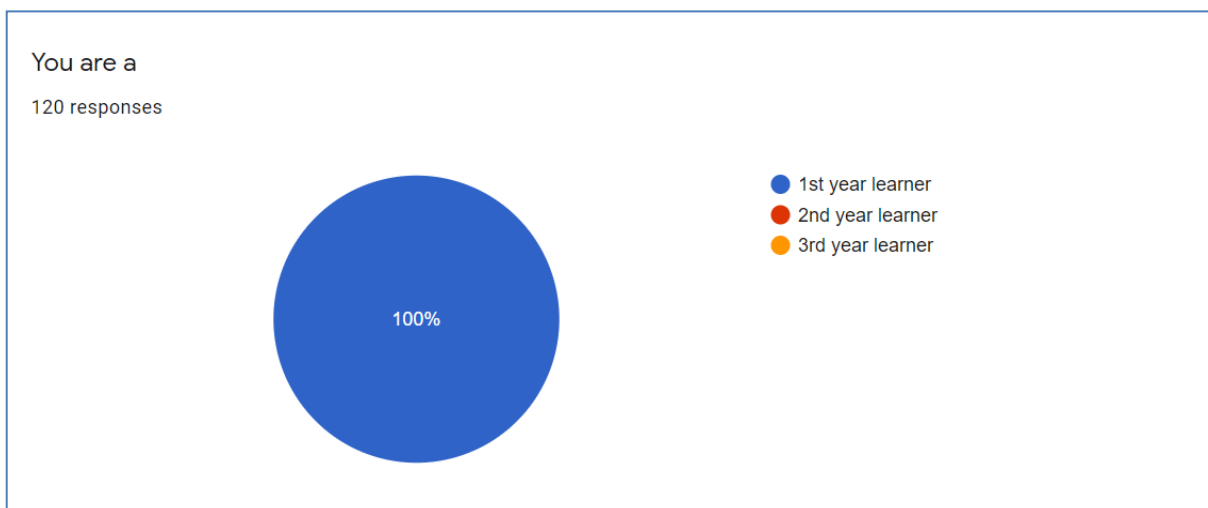
Q1: You are a :  female  male



**Figure 13** : Learners Gender

Learners were asked to state their level. Only first year learners data was collected.

Q2: You are : 1<sup>st</sup> year learner 2<sup>nd</sup> year learner 3<sup>rd</sup> year learner



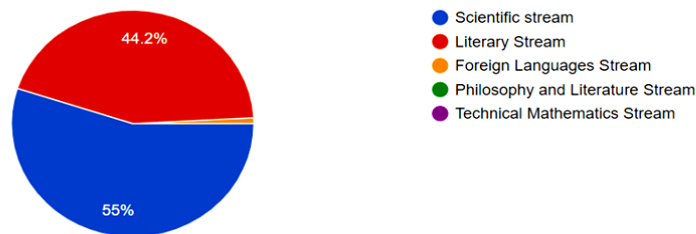
**Figure 14** : Learners Level

The third question was about the learner's stream

Q3: You are in the

- Scientific Stream
- Literary Stream
- Foreign Languages Stream
- Philosophy and Literature Stream
- Technical Mathematics Stream

you are in the  
120 responses



**Figure 15:** Learners streams

The fourth question was about learners performance in English language exams. They were given 4 options to choose from : below average, average, good, and excellent. Learners were given a table to rate their performance in a precise manner.

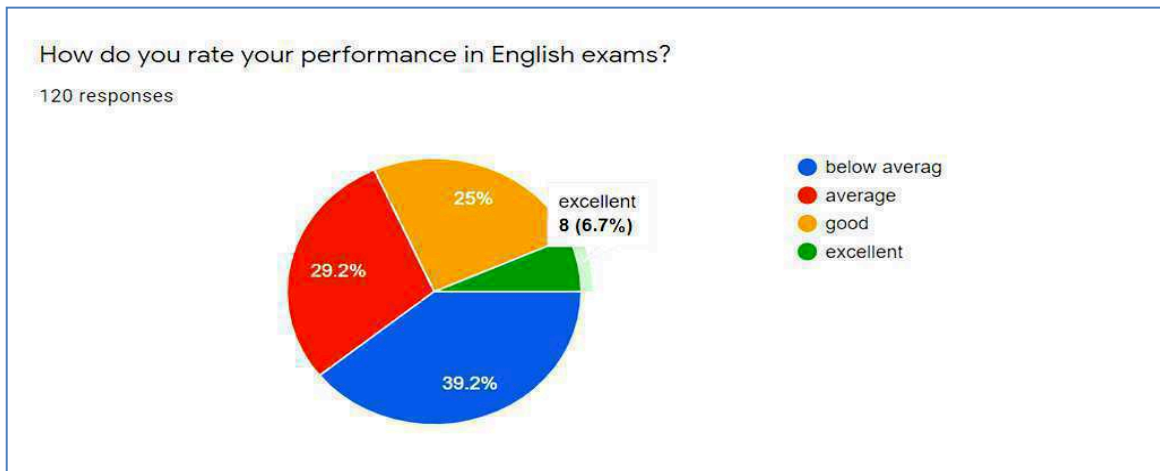
Q4: How do you rate your performance in English exams?

Grade	Below average	average	good	Excellent
Evaluation	9.5≥	10-11.5	12-16	17-20

**Table 2 :** Grade/Evaluation Equivalent

Only 8 learners out of 120 stated that their performance was excellent. 25% of the participants said that they had good marks in English language exams while 68.4% of them had between average and below average grades.

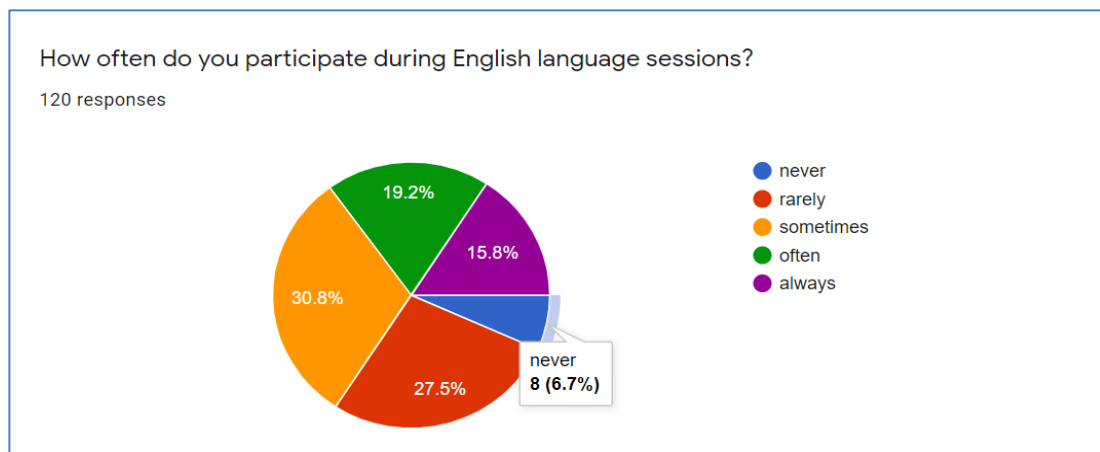




**Figure 16:** Learners Performance in English Language Exams

Another question aimed at discovering learners performance. They were asked to declare the frequency of their participation during English language sessions. They were given a number of choices to state how often they participated. 6.7% of learners stated that they had never participated in English language sessions. One third of learners stated that they sometimes participate while 35% said that they usually take part in classroom interactions.

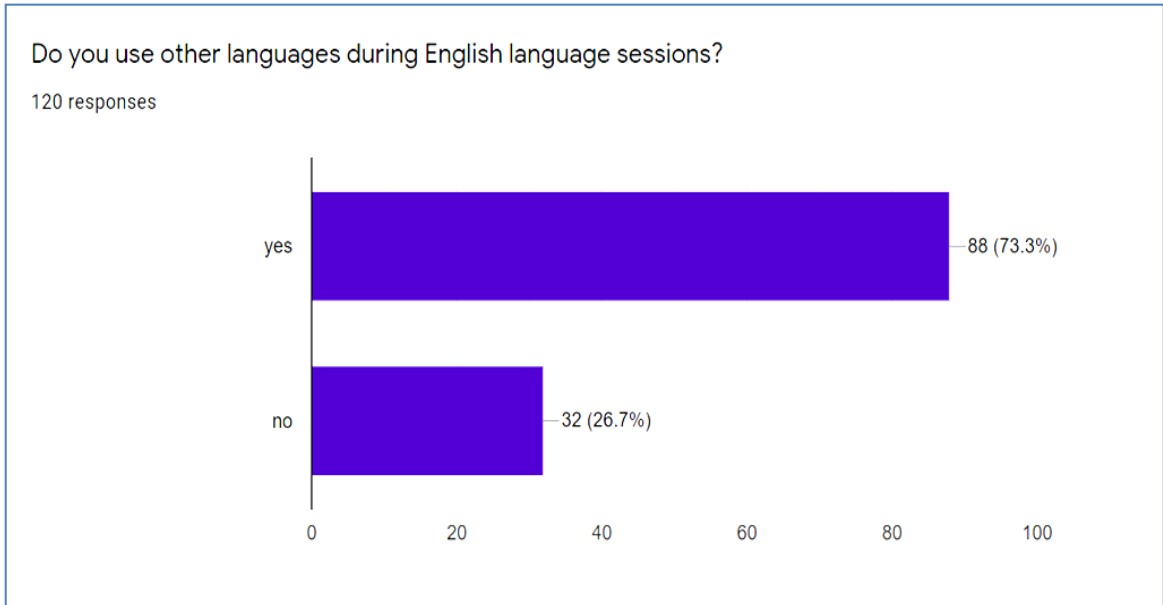
Q5: How often do you participate during English language sessions?



**Figure 17 :** Learners Participation During English Language Sessions

The sixth question was a direct question for learners to know whether they use other languages rather than English in EFL sessions. 73.3% of them answered “Yes”.

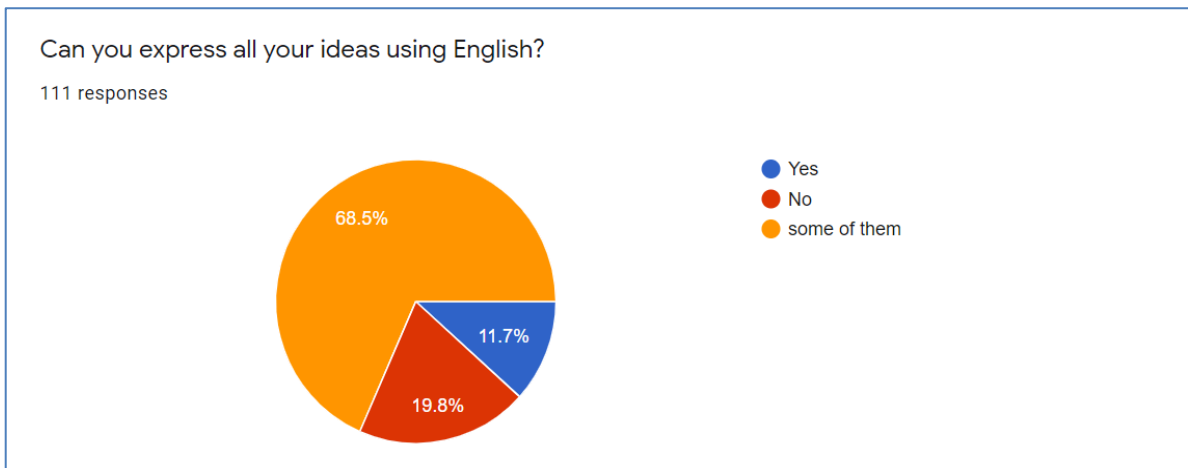
Q6: Do you use other languages during English language sessions?



**Figure18:** Learners Use of Other Languages in EFL Sessions

The following question was about learners' abilities to express their ideas using English. Learners most chosen answer was that they can express some of their ideas using English. Almost 20% of them said they couldn't while the rest had no doubt of their abilities to communicate their thoughts.

Q7: Can you express all your ideas using English ?

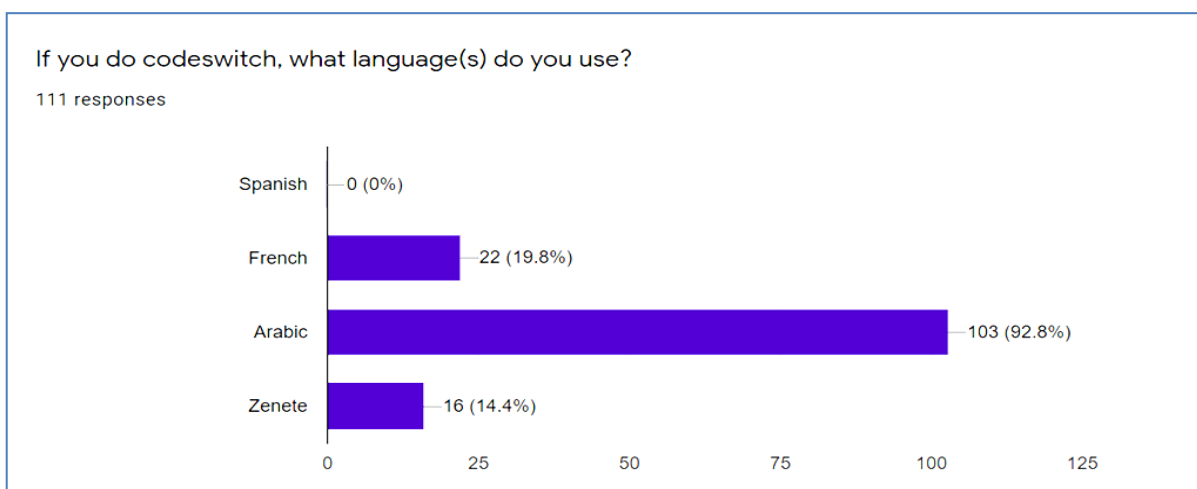


**Figure 19 :** Learners Self-evaluation for Their Linguistic Abilities

The eight question aimed at precisizing the used languages in case of code-switching. Learners were given 3 possible answers according to their cultural backgrounds as Algerians who might belong to Zenete. Spanish was added for those who might be preparing themselves to study languages in the next years and a free choice was given for any other possibilities.

92.8% of learners used Arabic when switching codes.16 used Zenete during EFL sessions and almost 20% stated that they used French as an alternative to English during language sessions.

Q8: If you do codeswitch, what language(s) do you use?

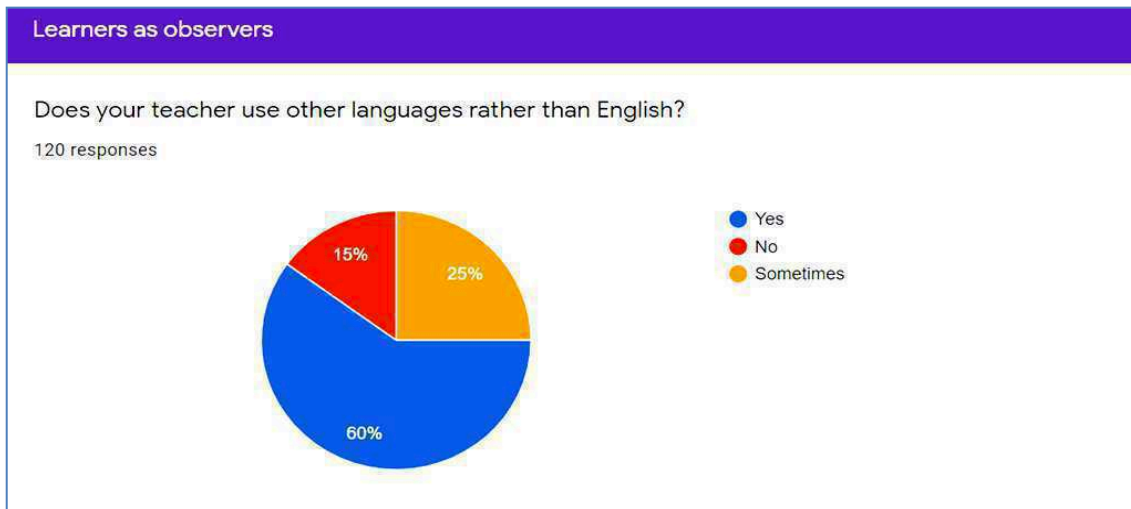


**Figure 20:** Languages Used by Learners in EFL Classes

The 9<sup>th</sup> question starts the second section of questions (Learners as Observers). Learners were asked to tell if their teachers do code-switch. According to their answers,85 % of them witnessed teachers' code-switching. Only 18 of learners said that their English teachers do not code-switch.

Q9: Does your teacher use other language rather than English?

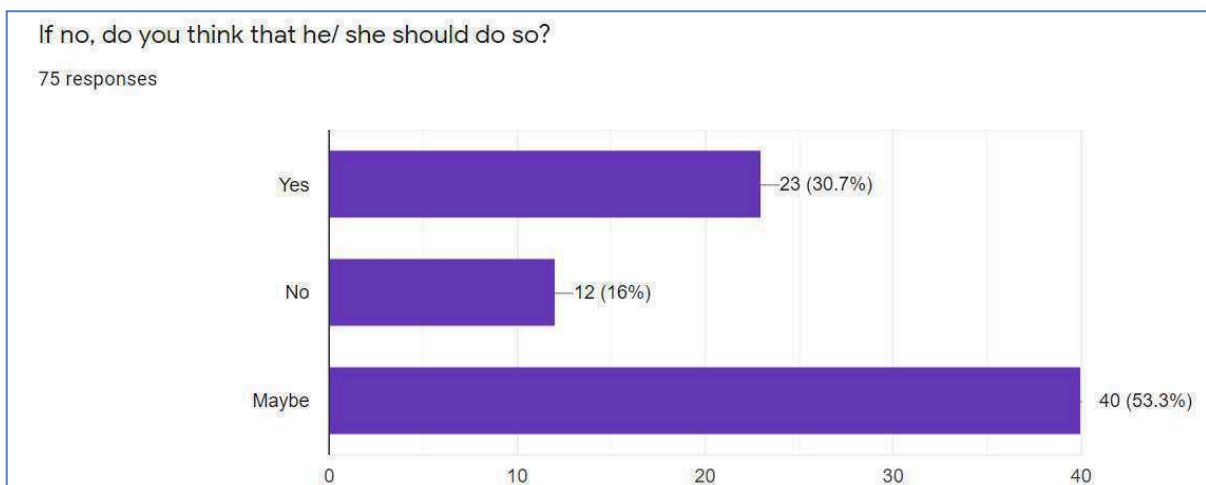
- Yes
- No
- Sometimes



**Figure 21** : Teachers Code-switching Observed by Learners

Learners who chose “No” were asked to tell their opinion about the teachers choice of not switching. Only 18 learners were supposed to answer but 75 of them did instead. Nearly the half had no clear opinion while the rest varied their answers between ‘yes’ and ‘no’.

Q10: If no(your teacher doesn’t use other languages rather than English),do you think he/ she should do so(It is the right act)?



**Figure 22:** Learners Attitude Towards Teachers Code Switching

The following question was given for learners so they state the situations when they need their teachers to use the first language for them to understand. 51.3% of learners stated that they needed their teachers to use their mother tongue to explain the lesson.

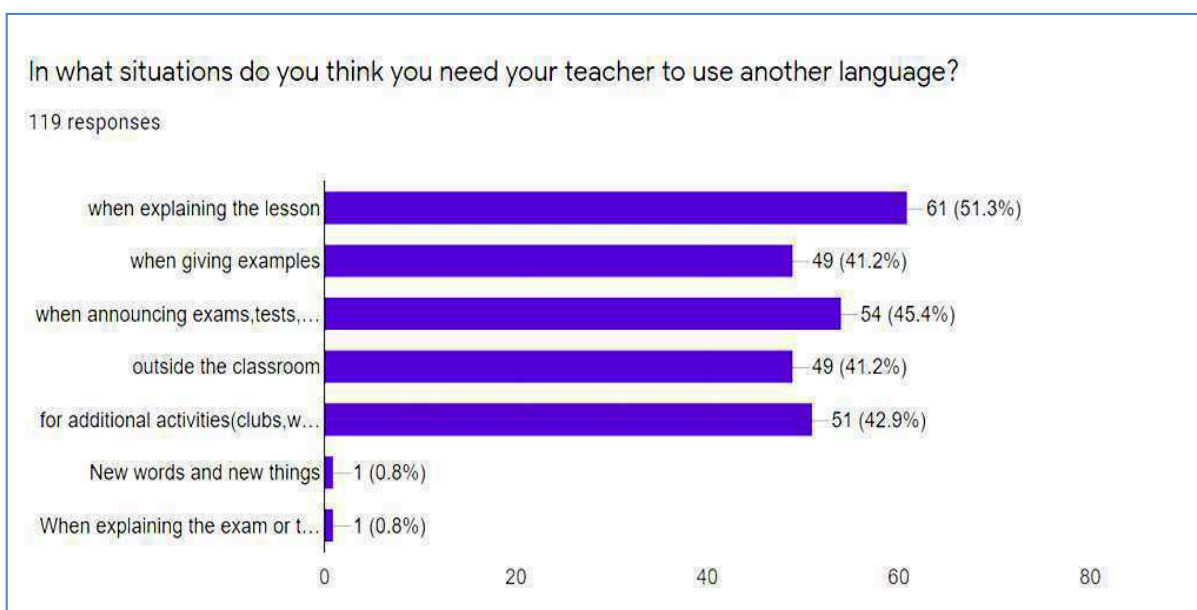
Between 41% and 45% of participants chose the following situations:

- Giving examples
- Announcing tests, exams, projects, news...
- Outside the classroom
- For additional activities (clubs, workshops, competitions....)

Two learners added:

- Explaining new terms.
- Explaining the exam or the test.

Q11: In what situations do you think you need your teacher to use another language?

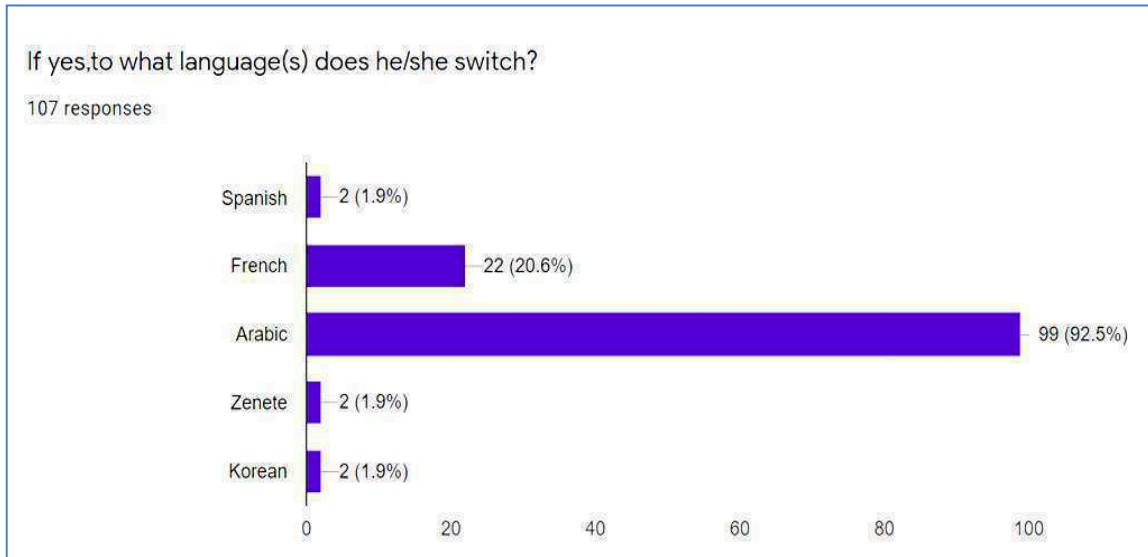


**Figure 23** : Situations When Learners Need Their Teachers to Code-switch

The twelfth question was for E teachers' alternative language(s). Two learners wrote Korean language as an added answer.92.5 % of learners stated that their teachers

spoke Arabic during EFL sessions and 22 of them noted 'French'. Only 2 participants said that their teachers used Zenete and/or Spanish as an alternative to English.

Q12: If yes, to what language does he/she switch?

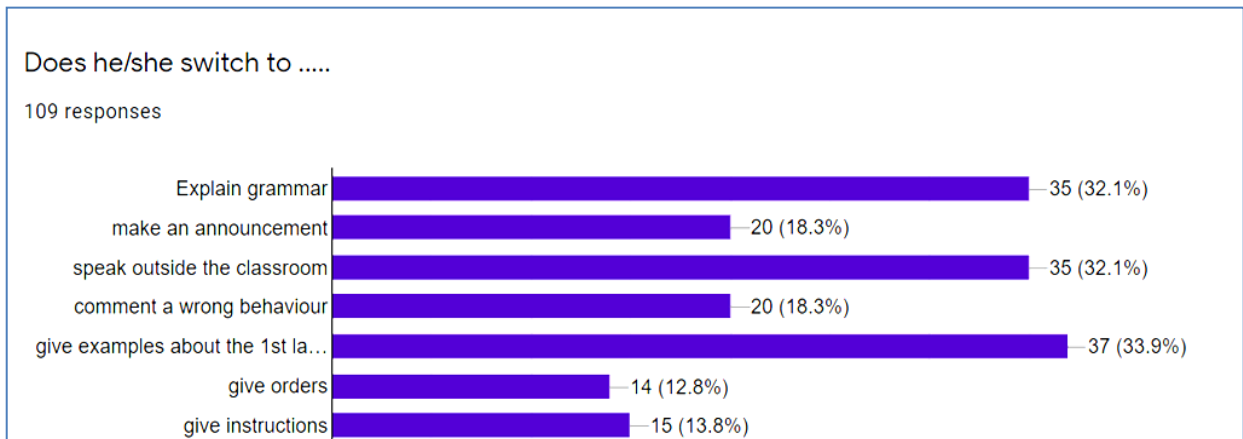


**Figure 23** Languages Used by English Teachers in EFL Classes (Learners as Observers)

Learners in the 13<sup>th</sup> question were asked to note the different situations when their teachers do code-switch. The following figure gives their answers in details.

Q13 : Does he /she switch to :

- Explain grammar
- Make an announcement
- speak outside the classroom
- comment a wrong behaviour
- give examples about the 1<sup>st</sup> language
- give orders
- give instructions

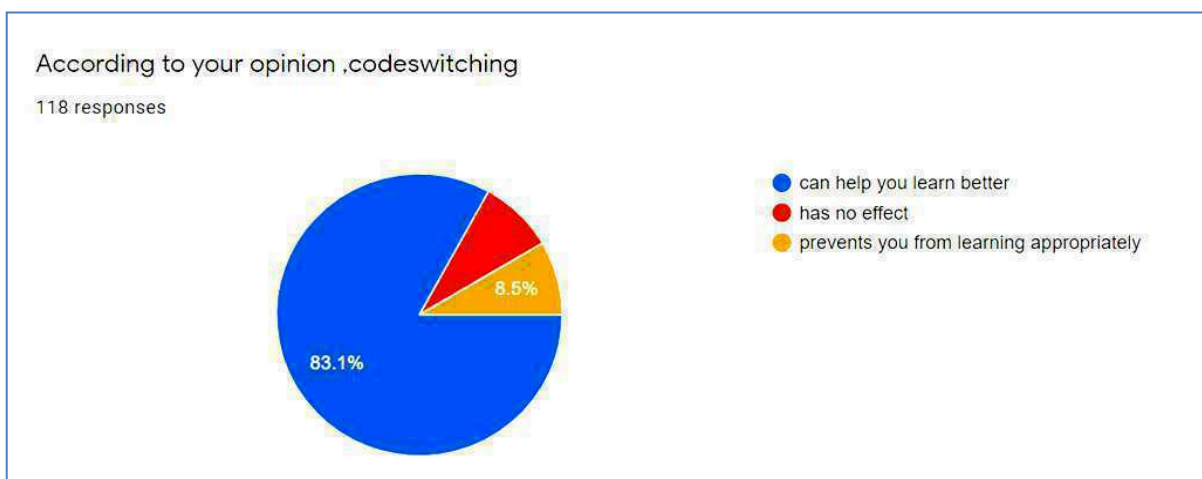


**Figure 24** Teachers' Code-switching Purposes According to Learners Understanding

Learners' opinion according to their answer to the last question shows that 83% of them believe that teachers code-switching is a good technique for teaching. A minority stands for code-switching prevents learning.

Q14: According to your opinion , code switching

- Can help you learn better
- Has no effect
- Prevents you from learning appropriately



**Figure 25** Learners Evaluation to Code-switching

### **3) Interpretations**

According to the findings of this study, code-switching appeared to be strongly used in EFL classes in Timimoun. The study aimed at discovering whether teachers of EFL in secondary schools in Timimoun code-switch and what might be the reasons behind that. It was also conducted to know what was the attitude of learners towards code-switching. One final question in each of learner's and teacher's questionnaires aimed at discovering their opinions about CS.

English language is not part of the natural linguistic environment in Algeria. This situation calls for extra support inside the classroom to make learners more exposed to the target language. Using data show and audios inside the classroom is not always available that is why teachers used CS technique to facilitate communication while teaching English as a target language. It can be said that code switching is a shortcut to reach lesson objective

Results have shown that:

Teachers who switch the code believe that it is necessary because learners' linguistic incompetence prevents them from decoding all the utterances in the TL. It was expected that teachers consider it as a short cut since the low performance of learners doesn't necessitate code switching but rather than that it requires a diversity of other learning techniques such as: using pictures/gestures/ real examples and acting roles. Teachers stated that they used code-switching mainly to explain new terms. This can reflect the fact that the least needed knowledge of the language is absent in learners linguistic experience, or it can be simply due to teachers' unpatientness.

Learners in CBA are not supposed to have notions but skills. Using L1 frequently whether by teachers or by learners makes gaining these skills ill-timed because there will be no urge for them to learn. They will have a dependent spirit as a result. Since teachers use code switching to explain new terms, they are more into the grammar translation method that proved to develop learner's vocabulary but not skills. Since the CBA is an approach that seeks attaining specific competences that are a combination of different skills performed for a communicative purpose, teaching English with the CBA focuses neither on functions nor on notions but



rather using the language in its complicated structure to transmit the message. This competence can be hardly achieved if teachers use different codes with no limitation to the time or frequency to this phenomenon.

Learners, according to this study, demanded code-switching in many situations varying from urgent to repeated and frequent ones. It appears that learners' suppositions about code-switching are positive but this could only be developed by a very weak linguistic knowledge about the TL. If learners mastered the TL, they wouldn't need any facilitating techniques. In the survey there were 3 questions to discover their linguistic competency and the answers were totally contradiction this deduction. Learners claim that they do participate, get good grades in English language exams, and are able to communicate their ideas but still ask for teachers code-switching. This can lead to one of the following results

- 1) Exam evaluation and classroom interaction doesn't measure learner's linguistic abilities and skills.
- 2) Code-switching could help learners reach the objectives of the curriculum in Algeria, not forgetting that it is proved to be an obstacle for developing skills timely.

Both deductions lead to another question which is: Is the method of teaching in Algeria consistent with its evaluation, objectives and rules.

To sum up, having no space in the natural linguistic environment and being used discontinuously inside the class, English language cannot be easily learned. These factors limit the exposure of learners to this foreign language. In case of successful learners who still ask for code-switching, another question will create its space.

#### **4) Conclusion**

The study aims at measuring the frequency of code-switching in EFL classes, and discovering the reasons that stand behind this phenomenon. The results have shown that most of the participants in the study code-switch but in different rates. the major cause for using the common language by the teachers is to explain new terms while Learners

demand that teacher code-switch for a variety of purposes such as : explaining the lesson, giving examples, announcing test and exams, communicating outside the classroom , and instructing while doing additional activities. These results show that code-switching is viewed positively by teachers and learners in Timimoun. It can even be said that the negative effects of code-switching are not even noticed since learners linguistic competency calls for a rescuing plan.

## **5) Summary of the Findings**

- The sample consists of 120 learners and 5 teachers. Four of them are females.
- All teachers teach the two streams; scientific and literary.
- 40% of them had either 5 to 10 years of experience or more than 10 years. The rest have less than 5 years of service.
- 60% stated that they had difficulties delivering the message to learners using English.
- 100% said that they generally code-switch to solve this problem.
- All teachers said that in about half the cases where they faced the problem of communication difficulty, they code-switch.
- 100% of the sample switched to Arabic while 80% of them used French additionally.
- All of them agreed on the necessity of code-switching to explain terms.
- 80% of the sample responded positively about the need for CS to refer to a link between L1 and L2, i.e., negative and positive transfer points.
- Three teachers used CS to comment on bad comportments inside the class and for additional activities (clubs, competitions, workshops, celebration days preparation.)
- Two out of five teachers used code switching to explain grammar, to console learners, and/or to communicate with them outside the classroom.
- Announcing exams and tests, seeking social approval, giving example ,reporting news, and managing the classroom were classified as the last situations that requires code switching.
- 100% of the questioned teachers claimed that their need for code switching is due to learners' linguistic insufficient competency that prevents them from communicating smoothly using the target language.
- Four out of the five teachers stated that code-switching is an effective technique. None of them referred to any negative impact of code-switching.

- 38 learners had marks over 16 in English language exams, according to their answers ,while about 30% of the sample are of average performance About the third of participants declared to have below average grades in EFL exams .
- 93.3% of learners participate during English language sessions .But only 18 out of 120 did that constantly.
- 88 learners used code-switching in EFL sessions.
- 68.5% of learners claimed that they knew how to express some of their ideas using English. Only 11.7 % said that they knew for sure.
- 99 of learners used Arabic and 22 only said that they used French when switching codes. Zenete was switched to by 14 % of learners.
- 60% of learners stated they witnessed their teachers' code-switching.
- 30.7% had a positive attitude towards their teachers code-switching, while 53.3% stated that they didn't have a clear opinion about CS use.
- More than 49 of participants chose all the following situation as times when they need their teachers to code switch: explaining the lesson, giving examples, announcing test and exams, communicating outside the classroom , and instructing while doing additional activities.
- 99 learners noticed that their teachers switch toArabic.20% of participants witnessed teacher's c-s to French. 2 declared that their teachers used Spanish, Zenete ,and /or Korean.
- Learners stated that their teachers normally switch to bring examples from L1,speak outside the classroom, and explain language points.18% witnesses making announcements and commenting wrong acts using L1 by their teachers.
- 83% of learners believe that code-switching can help them learn better, while only 8.5% had a conscious negative attitude towards it.

## **6) Pedagogical Implication**

Code switching was usually used to add fun to the learning process and to build a social relationship between the teacher and the learners, and among learners. It also helps teachers to form an alternative to long tests. Translation can work as a fast check for understanding the meaning of difficult words and technical terms.

In addition to that, code-switching gives courage for low performing learners to participate in building the lesson .Using a common language makes that gap between good and low performing learners disappear.

Teaching sometimes can be more effective when the teacher and the learners are engaged in a friendship-like relation. The best thing that makes this real is using a common language that takes learners ‘out of the class’ for seconds.

But it should be mentioned that exaggerating in using code-switching gives opposite results.

## **7) Suggestion**

Further studies are needed to measure the performance of learners speaking skills and link it to the frequency of code-switching .This research paper could only investigate its prevalence ,reasons ,and the attitude towards it. It missed the deep causes that led to its use .The linguistic profile is not enough to expect teachers and learners opinions about CS because it seems to be a rooted phenomenon that needs more investigations.

## General Conclusion

▪ This study is designed to find out how and for what purposes teachers use code-switching in their EFL classrooms. Timimoun was the case study of this survey. To conduct it, the quantitative method was followed. Questionnaires were handed to 20% of the target population (first year learners in two secondary schools in Timimoun). Teachers also participated so as to make the results reliable. In order to design the questionnaire, a long time was given to reading previous pieces of research. The questions aimed directly at measuring the frequency of teachers' and learners' code-switching. They were also meant to discover reasons and situations when learners and teachers code-switch. Some direct and indirect questions aimed at revealing learners and teachers attitudes towards code-switching. Results in general were not surprising because foreign languages are not largely spoken by people in Timimoun. If compared to other cities, people in Algiers and Tizi Ouzo, for example, use French even in their daily communication because they were more targeted by the colonialists. English falls in a lower class because there is no common historical point that links Algeria to native English speaking countries. That is why it was expected to find that teachers use other language to compensate the low linguistic competency of learners. The results of the analysis suggest that regardless of the teachers' competence, all of the participants in the study code-switch in their classrooms. Although the recent literature on TEFL discourages the use of the native or any common language in languages classes; teachers still switch the code when teaching a foreign language. There are some general purposes to code-switch such as clarifying meaning and explaining positive and negative transfer, commenting wrong behaviors and communication for additional activities. All the mentioned situations are when learners are facing new terms. Learners on the other hand stated that they wish their teachers switch for other purposes like explaining the lesson, giving examples, announcing test and exams, communicating outside the classroom, and instructing while doing additional activities. Learners not only confirmed how teachers see them but also answered as if calling for a change in the way their teachers teach. They demanded code-switching in many situations that have a relation to their linguistic readiness for learning. Learners show that the gap between what they know and what they need to learn is bigger than what the program provides. Teachers, according to the findings, couldn't manage to bridge the gap except by code-

switching. Since this piece of research is a quantitative study, it gave mainly numerical data about this phenomenon. The big sample was meant to strengthen the validity of the findings. In short, code-switching exists in EFL classes in Timimoun and it is viewed to be effective no matter how the currently used approach presented it.

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## Webography

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4-<https://www.masterclass.com/articles/a-guide-to-the-5-levels-of-maslows-hierarchy-of-needs> (The hierarchy of needs,Maslow)



# Appendices

## Teachers' Questionnaire

This is a questionnaire about the use of code switching in EFL classes. Please, choose the suitable choice to answer.

\*No personal information will be used.

Please, tick the right answer.

1. You are a

- Female teacher
- Male teacher

2. You have

- Less than 5 years of experience
- 5 years to 10
- More than 10 years of experience

3. What streams do you teach

- Scientific streams
- Literary streams

4. What levels do you teach

- 1 year learners
- 2 year learners
- 3 year learners

5. Do you find difficulties delivering the message to your learners?

- Yes
- No

6. Do you code-switch to solve this problem?

- Yes
- No

7. If no, what is your opinion about code switching in EFL classes? (Please, tick all the right answers)

- It comes out of a linguistic incompetency
- It weakens the level of learners
- It is unnecessary
- It is odd to the competency based approach

8. If yes, in what classes

- 1 year scientific stream
- 3 year scientific stream
- 1 year literary stream
- 2 year literary streams
- 3 year literary streams
- 2 year scientific streams

9. How often do you switch codes

- Always
- Frequently
- Sometimes
- Rarely
- Hardly ever

10. To which language(s) do you switch

- Zenete
- Arabic
- French
- Other? Mention :

11. For what purposes

- To set the classroom rules
- To explain a grammar point
- To explain terms
- To announce an exam, test or a homework(give assignment)
- For social approval
- To give instructions
- To communicate with learners outside the classroom
- To give examples
- To console learners
- To comment a bad behavior
- To report news
- To refer to a link between English and the language that you switch to
- For additional activities (competitions,English club, workshops, April 16th preparation..)

12. What makes you choose code switching as a solution

- It is a shortcut
- Learners' linguistic competency is insufficient to understand
- It is a habit
- Learners demand it

13. Fed by your experience, what is your opinion about the effectiveness of code switching in EFL contexts?

### Learners' Questionnaire

This is a questionnaire about the use of code switching in EFL classes. Please, choose the suitable choice to answer.

\*No personal information will be used .

\* Required

1)You are a \*

female

male

2) You are a \*

1st year learner

2nd year learner

3rd year learner

3) you are in the \*

Scientific stream

Literary Stream

Foreign Languages Stream

Philosophy and Literature Stream

Technical Mathematics Stream

4) How do you rate your performance in English exams? \*

below average

average

good

excellent

5) How often do you participate during English language sessions? \*

never

rarely

sometimes

often

always

6) Do you use other languages during English language sessions? \*

yes

no

7) Can you express all your ideas using English?

Yes

No

- some of them

8) If you do code switch, what language(s) do you use?

- Spanish
- French
- Arabic
- Zenete
- Others:

9) Does your teacher use other languages rather than English? \*

- Yes
- No
- Sometimes

10) If no, do you think that he/ she should do so?

- Yes
- No
- Maybe

11) In what situations do you think you need your teacher to use another language?

- when explaining the lesson
- when giving examples
- when announcing exams, tests, projects, news...
- outside the classroom
- for additional activities (clubs, workshops, competitions..)
- Others:

12) If yes, to what language(s) does he/she switch?

- Spanish
- French
- Arabic
- Zenete
- Others:

13) Does he/she switch to .....

- Explain grammar
- make an announcement
- speak outside the classroom
- comment a wrong behavior
- give examples about the 1st language
- give orders
- give instructions

14)According to your opinion, code switching

- can help you learn better.
- has no effect.
- prevents you from learning appropriately.