

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen**



**Faculty of Letters and Languages
Department of English
Section of English**

***Reasons behind the use of Arabic and French in EFL classrooms: The
Case of 1st – Year Teachers and Students at The University of
Tlemcen***

Dissertation submitted to the department of English as a partial fulfilment of
the requirements for Master's degree in Language Studies

Presented by:

Miss. GAOUAR Fatima Zohra

Miss. HAMMOU Marwa

Supervised by :

Prof. NEGADI Nassim

BOARD OF EXAMINERS

Dr. KHERBACHE Fatma	President	University of Tlemcen
Prof. NEGADI Nassim	Supervisor	University of Tlemcen
Dr. ADDER Fatima Zohra	Examiner	University of Tlemcen

2022 - 2023

Dedication 1

In the name of ALLAH, Most Gracious, Most Merciful

To express my thanks to all those who contributed in many ways to the success of
this work and made it unforgettable for me

To my lovely family particularly my dearest parents Mounia and Bouziane for their
encouragement,

prayers and sacrifices

To my beloved grandparents

To my treasured sisters Djennat and Meriem

To my little nephew Wassim

To my adorable Aunts and Aunties

To my wonderful cousins and particularly Meriem who helped me as a teacher
during all the work

To my lovely friends

To all those I know and I love...

Tema

Dedication 2

I dedicate this modest work to my precious family. To my greatest parents

Fatima and Houcine, the light of my eyes.

To my beloved sister Nesrine and borther Djabber who awarded me with their
motivation, support to complete this work.

To my angel Rawane .

To all my dear friends Nessrine, Nihel, Yassmine, Zineb and every special person
who contributed to my success.

To all who know me.

And with all my love.

Marwa

Acknowledgment

Words seem less expressive when it comes to thank people. First of all, our deepest gratitude and thanks to ALLAH the almighty, who gave us power and patience to fulfill this work.

A great thanks and appreciation to our supervisor **Prof. NEGADI Mohammed Nassim**, for his guidance, advice and encouragement. We also would like to express our gratitude to the board of examiners **Dr. KHERBACHE Fatma** and **Dr. ADDER Fatima zohra** for their corrections, criticism and evaluation.

We would like to thank all the teachers of our department for all the efforts they made while teaching us.

Finally, we extend a special thanks to the teachers and students who collaborated in our work.

Abstract

The present dissertation is a sociolinguistic research work that focuses on the study of the use of Arabic and French in EFL classroom. The purpose of this work is to bring to light the reasons that push both the teachers and the students to use Arabic or French in the EFL classroom. Therefore, the case of first year LMD students and teachers of Tlemcen University at the English department were chosen as a sample. The study included three classes of around 103 students and 4 teachers. In order to collect data, a questionnaire and observation were used for both students and teachers. Data were analyzed both quantitatively and qualitatively. The results showed that the learners switch to Arabic or French during EFL classes. They do so for different reasons such as: lack of English vocabulary; to gain time and sometimes to change the mood of the class. The findings also revealed that teachers Code Switch to Arabic and French for other reasons such as to emphasize a point, to give important instructions and to facilitate of communication with the students.

Table of Contents

Dedication1.....	I
Dedication2.	II
Acknowledgement.....	III
Abstract.....	IV
Table of contents.....	V
List of Acronyms.....	VIII
List of tables.	IX
List of figures.....	X
General introduction.....	1
Chapter One: Literature Review	
1.1 Introduction.....	3
1.2 Code Switching.....	3
1.3 Types of Code Switching.....	4
1.3.1 Poplack’s Taxonomy (1980).....	4
1.4 Models of Code Switching.....	5
1.4.1 Situational & Metaphorical Model (Blom and Gumperz, 1972).....	5
1.4.2 Discourse Functions of Code Switching (Gumperz,1982).....	7
1.4.3Markedness Model (Myers Scotton, 1993a).....	8
1.5 Reasons behind Code Switching.....	9
1.6 Attitudes towards Code Switching.....	11

1.7 Sociolinguistic Situation of Algeria.....	12
1.7.1 Linguistic Profile of Algeria.....	12
1.7.1.1 Modern Standard Arabic.....	13
1.7.1.2 Algerian Arabic.....	13
1.7.1.3 Berber.....	14
1.7.1.4 French.....	14
1.8 Language Contact in Algeria.....	15
1.8.1 Bilingualism.....	15
1.8.2 Diglossia	16
1.8.3 Borrowing	17
1.8.4 Code Switching and Code Mixing.....	18
1.9 Conclusion.....	20
 Chapter two: Data Collection and Data Analysis	
2.1 Introduction.....	22
2.2 Situation Analysis.....	22
2.3 Research Design.....	22
2.4 Sample Population.....	24
2.5 Research Instruments.....	24
2.5.1 Teacher’s and Student’s Questionnaire.....	24
2.5.2 Classroom Observation.....	25
2.6 Data Analysis and Data Interpretation.....	26

2.6.1 Analysis of Teacher’s Questionnaire.....	26
2.6.2 Analysis of Student’s Questionnaire.....	31
2.6.3 Analysis of Classroom Observation.....	36
2.7 Discussion of The Findings.....	40
2.8 Conclusion.....	42
General Conclusion.....	43

Bibliography

Appendices

List of Acronyms

AA : Algerian Arabic

Ar : Arabic

Br : Berber

CA : Classical Arabic

CS : Code Switching

EFL : English as Foreign language

Fr : French

MSA : Modern Standard Arabic

List of Tables

Table 1.1: Examples of borrowings.....	17
Table 2.1: Codes used by teachers in EFL classroom.....	26
Table 2.2: Frequency of students switching.....	27
Table 2.3: Possibility of using Arabic and French during lecture.....	27
Table 2.4: Statistics of using Code Switching while explaining by students.....	28
Table 2.5: Teachers beliefs about Code Switching helpfulness.....	30
Table 2.6: Languages used by students with their teachers.....	31
Table 2.7: Language used by student while speaking.....	32
Table 2.8: How often students code switch in classroom.....	32
Table 2.9: Number of teachers who allow Code Switching in EFL classroom.....	33
Table 2.10: Reasons Behind Code Switching.....	35
Table 2.11: Code Switching among 1 st year LMD students in CWE session.....	37
Table 2.12: Code Switching among 1 st year LMD students in Oral session.(1 st teacher)	38
Table 2.13: Code Switching among 1 st year LMD students in Oral session.(2 nd teacher).....	39

List of figure

Figure 1.1: Code Switching.....	19
Figure 2.1: Research Design	23
Figure 2.2: Codes used by teachers in EFL classroom.....	26
Figure 2.3: Frequency of students switching.....	27
Figure 2.4: Possibility of using Arabic and French during lecture.....	28
Figure 2.5: Statistics of using Code Switching while explaining by students.....	29
Figure 2.6: Teachers beliefs about Code Switching helpfulness.....	30
Figure 2.7: Languages used by students with their teachers.....	32
Figure 2.8: Language used by student while speaking.....	33
Figure 2.9: How often students code switch in classroom.....	34
Figure 2.10: number of teachers who allow Code Switching in EFL classroom.....	35
Figure 2.11: Reasons behind Code Switching.....	36

General Introduction

General Introduction

Language is the essential means of human communication. It consists of words used in a structured way and conveyed through speech. Language reveals about human's history, culture, identity, and many other things of the different existing communities. Sapir (1921) maintains that language is a set of symbols and a human tool used to express emotions, desires, and ideas. Language has piqued the interest of researchers since it is such an important tool for sharing ideas. People often find themselves in contact with each other and with different languages. Code switching was a useful solution to create a way of creating mutual understanding.

Language contact is the social and linguistic phenomenon through which speakers of different languages or different dialects meet with one another resulting in code switching, which is considered as the use of two or more codes during the same conversation. People are more open to use codes interchangeably in their usual conversations, and that results from bilingualism and diglossic situations that the person finds himself in. Using codes has become a common practice in communities and even with EFL learners and teachers. This investigation tackles the issue of the code switching phenomenon during EFL classes and tries to elicit why learners and teachers code switch. The purpose of this study is to examine the reasons that push both teachers and learners to use different codes during EFL classes.

This present dissertation tries to investigate the different reasons behind the use of Arabic and French by teachers and students during the class.

This work attempts to raise the following research questions:

1. Why do teachers code switch during EFL classes?
2. What are reasons that lead the learners to code switch?

This study aims at finding answers to these questions, and the following hypotheses are put forward:

1. Teachers may code switch during EFL classes to facilitate the communication with the learners.
2. Learners may code switch to Arabic and French for pedagogical reasons: lack of English vocabulary, gaining time, and a better explanation.

In this research, two main tools were used: a questionnaire and observation. A questionnaire is directed to first-year students and their teachers at the department of English at Tlemcen University so as to investigate the reasons behind code switching during EFL classes, whereas a non participant overt observation is used to compare the questionnaires' answers.

This research work is divided into two main chapters: The first chapter deals with definitions of code switching, including other sociolinguistic phenomenon. The second chapter is the practical part of the work. It is concerned with the methodology followed to collect data and analyze them.

1.1 Introduction

The term ‘code switching’ was coined in the mid 20th century by Haugen in 1954. Scholars and linguists from different fields such as psychology, sociology and sociolinguistics were interested in the exploration of code switching as a language phenomenon. This work is a sociolinguistic study of the phenomenon. This chapter is an overview of code switching. First, it discusses language contact in Algeria. It then, deals with the importance of code switching in bi/multilingual communities by providing some definitions, types and models following scholars and researchers, such as Poplack (1980), Myers Scotton (1993) and also provides attitudes towards this language phenomenon. It also deals with the sociolinguistic situation in Algeria.

1.2 Code Switching

In a broader sense, Code Switching [hereafter CS] is the result of language contact and bi/multilingualism. It is considered as one of the most important phenomena in sociolinguistics. Looking at language from an interactive point of view, bi/multilingual people switch from one code to another within the same situation. CS, according to Gumperz (1982, p. 59), is "the juxtaposition within the same speech exchange of passages of speech belonging to different grammatical systems or subsystems". According to this latter definition, CS shows the presence of different words, phrases, or sentences in the same context with different grammatical systems, i.e., from one language to another like French/Arabic CS or from one code to another within the same language, for instance MSA/AA.

CS, on the other hand, is considered from different aspects. One that deals with the social meaning, how it is communicated, and for what purpose it acts. The second deals with structure, i.e., it focuses on grammar, morphology, syntax and semantics. These two different CS perspectives have different interests, but are related and serve each other. CS often paves the way to borrowing because as a

group of people becomes accustomed to certain words or phrases; through time they would adapt it to their language. As an example of some loanwords in the Algerian context:

/déjà, OK, neflexilek, normalement, ntéléchargé/

‘already, OK, I charge you phone credit, normally, I download’.

CS may happen consciously or unconsciously, from one language to another, from one variety to another, or from one style to another.

1.3 Types of Code Switching

There are various linguists and scholars who have worked on how to classify CS phenomena into different categories. Each linguist labeled and dealt with CS from a certain perspective. Poplack (1980) focuses on the structure of the sentence in her classification of CS.

1.3.1 Poplack’s Taxonomy

Generally speaking, Poplack (1980) suggests different types of CS. She came up with a type named Grammatical CS, which is classified into three sub-types. It was viewed from a linguistic and structural perspective. It shows that switching between two varieties that are genetically unrelated is not random but rather rule-governed and requires mastery of the target language. The sub-types of grammatical CS are:

a-Intra-sentential Code Switching

Intra-sentential was called classic CS by Myers Scotton (1993) and Alternation CS by Muysken in (2000). It is the alternative use of two languages in the same sentence boundary. Moreover, this type of CS is about switching from one variety to another at any part of the utterance.

Bhatia and Ritchie (2004) mention a good example of intrasentential CS: "This morning mi hermano y yo fuimos a comprar some milk" (This morning, my brother and I went to buy some milk), (Bhatia & Ritchie, 2004, p. 283)

b- Inter-sentential Code Switching

This kind of switching occurs at a clause or sentence boundary, where the two sentences or clauses have separate languages. An example is taken from a Puerto Rican bilingual Spanish/English speech given by Poplack (1980, p. 581-618). Sometimes I'll start a sentence in English y termino in espanol. (Sometimes I'll start a sentence in English and finish it in Spanish.) Inter-sentential CS requires the person to be skilled in both languages.

c-Tag Switching

It is also called Extra-Sentential CS. It is the insertion of an extra word different from the language of the sentence, such as / OK, dɒk nʃu:f / (ok, I will see). Because of the syntactic nature of tag switching, they can be added in many different parts of an utterance without disturbing the syntactic order. This kind of CS is too simple and does not require a good command of both languages.

1.4 Models of Code Switching

1.4.1 Situational & Metaphorical Model CS (Blom and Gumperz, 1972)

Bloom and Gumperz identified two distinct type of CS; Situational Code Switching and Metaphorical Code Switching .

a- Situational code switching

This type of CS happens when shifting from one language to another according to the situation, participants, topic, and setting. This also occurs when a person needs to express something very specific that exists only in a particular language. Wardhaugh

and Fuller (2015, p. 98) claim that speakers change languages depending on the situation they are in; each is used in a specific situation different from the other. In the same line of thought, Hudson (1996, p. 52) mentions that situational CS is synchronized with some external changes, so the language is fully governed by the rules.

b- Metaphorical code switching

It is also known as conversational CS. It happens within the same situation with the same interlocutors in order to give significance to various components; it usually needs to be expressed and has a specific purpose, for instance, to show solidarity, make an effect, or emphasize; and sometimes it may happen to shift from formal to informal and vice versa, as in the EFL classrooms. Auer (1998, p. 156) posits that metaphorical CS pertains to the alternation in language choice, despite the setting remains unchanged. In a like manner, Garder-Chrolos (2009, p. 58) asserts that metaphorical CS is “when a particular linguistic variety is introduced into a conversation with the intention of evoking its associated connotations and creating a metaphorical 'world' associated with that variety”. Similarly, Blom and Gumperz say, "however, in certain instances, the situation may be less definitive, either due to its ambiguity or because the speaker intentionally disregards the observable external situation. Instead, the speaker chooses to concentrate on the less apparent attributes of the individual involved (Blom and Gumperz , 1972, cited in Hudson, 1996, p. 53).

In summary, in this case, language fits the message and determines the situation. A typical example: a student uses a formal form of speech with the teacher in class, while he or she uses a lower-level form of speech with his or her classmates.

1.4.2 Discourse Functions of Code Switching:

Gumperz (1982, p. 61) explains that in conversational CS, the relationship between language usage and social context is more complex. According to him, speakers can exchange codes to create a metaphorical effect to convey information about how they intend to understand their words. Gumperz (1982) posited that CS is used by individuals to convey meanings of a socio-pragmatic nature; he proposed some conversational functions of CS:

a- Quotation:

Gumperz (1982, p. 75-76) mentions that “in numerous cases, the passages featuring code-switching can be readily recognized either as direct quotes or as reported speech”. This latter explanation explains that switching occurs between individuals when quoting or reporting speech.

Eg: A teacher tells a student “man ghaffana faleirsa mina”

The one who cheats is not of us

b- Interjections:

The code switch serves to mark an interjection or sentence filler (ibid, p. 77). This type of switching is what Poplack (1981) calls ‘tag’ switching or extra-sentential switching (Milroy and Muysken, 1995).

Eg: **Bon**, ana rani mafya

Well, I’m leaving

c- Addressee specification :

The switch is used to forward the message to one of several possible addressees.

Eg: A girl direct a specific utterance in a specific language to her sister among the rest of the family.

d-Reiteration :

It occurs when a message is repeated in two different codes. In this case, this repetition serves to clarify or emphasize what is said.

Eg: êtes-vous prêt

Are you ready

d- Message qualification :

It is produced to qualify or specify something that has already been said in another language.

Eg: Lekbira, la plus grande ζ andha ζ afr sni:n

The oldest has ten years

e-Personalization versus objectivization

The code contrasts here seem to refer to things like the distinction between speech about action and speech as action, the speaker's level of engagement or distance from the message, whether the speech reflects personal opinion or knowledge, whether it applies to specific cases or relates to known facts.

Eg: Cette robe est vraiment belle madabijja nechri wahda kifha

This dress is really beautiful I would like to buy one like this

1.4.3 The Markedness Model

Gumperz's model has been criticized for being descriptive, limited to a list of possible modifications but not explaining what might happen in CS (Myers Scotton, 1993). In the mid-1990s, Myers Scotton introduced the markedness model as one theory of CS to focus on the social and psychological motivations for CS. It looks at

the reasons behind the choice of one code over another, since CS requires the need of at least two codes to be utilized. In order to express one idea, people have various choices. When they choose a specific code deliberately, this is called a marked choice, whereas codes are used automatically. While the unmarked choice is the choice of one code made unconsciously. Moreover, when there is no clear marked or unmarked choice, people use code switching as a conversational tactic to explore possible language choices. In addition to negotiation with interlocutors, marked and unmarked models are tied to speech communities and social aspects.

a-The Matrix Language :

Myers Scotton introduced a linguistics theoretical framework called Matrix Language frame (MLF) in 1993 to study the grammar of CS. For Myers Scotton, CS consists of a base language ML.

B-The Embedded Language :

It is considered as the contributing language. It is the opposite of the matrix language. It is put into the latter and has a small role in that utterance; it follows the norms of the underlying language. i.e., the second language brings elements

1.5 Reasons behind Code Switching

Switching from one code to another is not done randomly. There must be reasons why speakers switch. In this context, Trudgill (2000, p. 81) asserts that the same speaker employs a range of linguistic variations in various situations and with different intentions. Since CS has become a desired phenomenon in today's societies, it has been included in a large part of almost all societies around the world. Thus, different scholars have mentioned purposes behind the use of CS, which has spread over the globe.

Holmes (2013, p. 35-44) listed many reasons behind the use of CS. These reasons are presented as follows:

- To include or exclude someone from the conversation;
- To show solidarity;
- To make a change in the situation;
- To adopt a positive perspective regarding the inclusion of a new participant;
- To identify a group membership;
- To construct ethnic identity;
- To indicate the status of relations between people;
- To show the formality of people's interactions;
- To express emotions and feelings;
- To reflect lexical borrowing (when the person does not find words in the language);
- To persuade the audience.

In the same range, Hoffman (1991) has summarized some reasons why the speakers change from one language to another. For bilinguals shifting from one language to another is related to :

- Quoting; people quote by using the original language;
- Talking about a specific topic to express group identity;
- Emphasizing and insisting on something;
- Making an interjection or showing astonishment or surprise;
- Repeat in order to clarify, soften, or strengthen a request;
- A lack of facility in a given language;
- Exclude others when a comment is intended for an exclusive audience.

As a conclusion, from the reasons that have been mentioned by the two scholars, it can be said that individuals use this phenomenon in their daily conversations when they want to convey a particular meaning in a specific situation and for a specific purpose.

1.6 Attitudes towards code switching

Before 1970, people believed in the idea of one language, one nation. They had a negative view towards CS. It was seen as a language deficiency and incompatibility marker. It was also considered a bridge between languages and a threat to their mother tongue. Pejorative terms for CS such as "word salad" (in Nigeria), "still colonized" (in Morocco), and "very boring" (in Hong Kong) have been noted in many studies (see citations in Lawson and Sachdev's Citation 2000).

The empirical studies on attitudes towards CS used appropriate sampling techniques and largely confirmed the negative results of questionnaires and interviews. Bentahila (1983) found that a significant portion of the 109 Arabic-French bilingual individuals in Morocco who took part in the study responded unfavorably about CS phenomenon. Lawson and Sachdev's own study (Citation 2000) of 169 Tunisians found CS to be the lowest of all forms.

Recently, people sometimes switch consciously, but usually people are not aware of this switching. Holmes (2013) states that in many societies attitudes towards CS were negative, even though mastery of intra-sentential CS need a good command of both languages, as in Britain. That is to say, most of monolinguals have a negative view toward this switching between languages. Such as French / English CS is called (Tutti-Futi) in Britain, Mexican Americans call it (Tex-Mex). For purists, one language homogeneity means refusing bilingualism, and thus, they look to CS as a threat to their identity. However, Holmes (2013, p. 41) states that CS :'' in places like East Africa, where multilingualism is the norm, attitudes toward proficient CS are much more positive ''. This means that CS is a language proficiency marker in

multilingual speech communities. Moreover, it reflects a mastery of both languages. For more reasons, people have positive attitudes and accept CS since they become open-minded.

Nowadays, CS has become useful for many communicative purposes in all over the world. This study was conducted to investigate CS in the Algerian university context; thus, it is important to shed light on the sociolinguistics situation in Algeria.

1.7 Sociolinguistic situation of Algeria

Algeria is a complex speech community because of the historical, social, cultural, and political elements. Historically, Algeria has been the centre of invasion by numerous civilizations like the Phoenicians, Carthaginians, Byzantines, Turkish and French, which has created a peculiar sociolinguistic situation over time. This last paved the way for overt language contact phenomena such as CS , bilingualism, diglossia, and borrowing. In turn, political factors are responsible for the current language situation in Algeria due to the political factors behind language planning .

1.7.1 Linguistic profile of Algeria

Algeria is known as a *de jure* multilingual country. However, it is considered as a *de facto* polyglot speech community in which several varieties are found, namely: MSA, AA, Berber, and French. MSA and AA are varieties coming from Arabic, which is the language of religion and the Holy Book, the Qur'an. On the other hand, Berber varieties are considered as the languages of the earliest inhabitants of the Maghreb in general including Algeria where they still exist in some regions. French [hereafter Fr] is a colonial language and it was spread through the linguistic imposition and imperialism. The French language has an important status in Algeria, till nowadays.

1.7.1.1 Modern Standard Arabic

MSA is considered as the simplified form of what is called Classical Arabic (CA). The two variants differ in terms of vocabulary because MSA contains a lot of borrowings and Arabic versions of foreign words; however, phonology and morphology remain largely unchanged. MSA is a Semitic language, which is part of the Afro-asiatic family. The spread of this language was in the seventh and eighth centuries when Muslims came to Algeria to spread Islam using Arabic. Thus, because of its association with religion, the language spread. MSA is the variety used in formal settings and contexts like: schools, TV/radio news, religious speech, books, and news papers. Moreover, MSA is the lingua franca in the Arab world.

1.7.1.2 Algerian Arabic

Algerian Arabic is a variety of MSA. It serves as a method for everyday communication among Algerians. AA is full of borrowings, and this is because of many historical events. For instance, there are some Spanish words that have been adapted to AA due to the Spanish conquest, particularly in the west of Algeria (Oran) in 1732, for example, /bogador/ from Spanish ‘abogado’ ‘lawyer’.

Furthermore, the occupation of the Ottoman Empire in the 16th century, different Turkish words were adapted to AA. For example, the word /qahwadzi/ which means ‘waiter’, In addition, some Berber words were also part of AA, due to the mixture of Berbers and Arabs in big cities such as Algiers: /fekron/ ‘tortoise’. Concerning Fr, it is the most influential code on AA because of the long period of colonialism by the French. The Algerians keep using some French words in their daily conversations, even though there are equivalent words in AA like /sac, table, tirifoun, vista, etc.) (bag, table, phone, coat). Despite the fact that some phonological and lexical differences exist between AA speakers, mutual intelligibility remains.

1.7.1.3 Berber

Berber [hereafter Br] was recognized as a national language by a constitutional amendment on April 10th, 2002, but only became an official language recently, in February 2016, becoming a common official language with MSA. The Berbers are said to be the earliest indigenous inhabitants of Algeria. They settled down because of trading, and thus they brought their language with them. Br is written in two scripts: the Latin alphabet and Tifinagh. Br is used in media, broadcasting, and advertising, but is restricted in some places. Br is a Hamito-Semitic language spoken by more than 5 million people in different places, including Egypt, Mali, Niger, Tunisia, Morocco, and Algeria. In Algeria, Br has different varieties in different regions: Chaouia in Aures (Batna and its neighboring cities, such as Oum El Bouaghi and Khenchla). In Kabylia: Tizi-Ouzou, Bejaia, Jijel. Moreover, some parts of Algiers, Setif, and Bordj Bou Arreeridj speak Mozabite (Ghardaia) in Mزاب. In the South Touareg (Hoggar) also Chenoua, in Cherchel and Tipaza, and Tamashekht in the Sahara. In recent years, there have been many attempts to spread Berber language in Algerian schools, but they have always faced opposition.

1.7.1.4 French

The French language is largely used in different domains, such as in speeches delivered by officials and in some administrations like banks and post offices. This is because of the long era of the French colonization (132) Fr is considered as a foreign language , pupils learn it starting from primary school until the university; some specialties in higher education is thought only in French, like mathematics and technical engineering. Fr is considered by some Algerians as a language of prestige, the language of civilization, and development. In addition, any job in Algeria requires a mastery of Fr . Arabophone has less chances than a Francophone. Fr is considered

as a high variety and AA as a low one, and this gives birth to extended diglossia. This has resulted from the outcomes of language contact in Algeria.

1.8 Language Contact in Algeria

Many countries have more than one official language, and most people in the world speak two or more languages. This leads to language contact. Language contact occurs when speakers of different languages come into close contact with each other and their languages influence one another. While characterizing this phenomenon, Weinreich (1953) stated that two or more languages are considered to be in touch if they are utilized alternately by the same person.

Language contact may arise from many factors, such as social, political, and economic conditions as a result of occupation, conquests, migration, globalization, urbanization, trade, etc. For instance, in Algeria, due to the long colonialism by the French (1830–1962), French and Berber came into contact in some scattered Berber areas. As a result, many distinct sociolinguistic phenomena emerge, such as bi/multilingualism, diglossia, and code switching.

1.8.1 Bi/multilingualism

Bi/multilingualism refers to the individual's capacity to speak two or more languages. According to (Weinreich, 1986, cited in Adder & Bagui 2020, p. 146) "bilingual speakers are those speakers who show an ability to use two languages in daily life communication whenever a social setting requires the alternate use of languages". On the other hand, for Bloomfield, a bilingual person must be fluent in two languages just as native speakers do. However, other linguists reject the idea of being perfectly fluent in two languages and would assert that a bilingual person can just have "a minimal competence in only one of the four language skills of listening

comprehension, speaking, reading, and writing in a language other than his mother tongue", (Macnamara, 1967a, as cited in Adder & Bagui 2020, p. 146).

In Algeria, different languages are used for communication. After the independence of Algeria, the language of colonial which is French became part of the linguistic repertoire of the majority of Algerians speech community and was used in their everyday communication. Arabic is the native language. French is the first foreign language, and English is the second foreign language. English is used in education, and it is the second foreign language. Generally speaking, it can be concluded that Algerian people are bilingual and multilingual since there is more than one language used in their everyday communication. Algerian communities are also diglossic in their speech; for this reason, it is important to talk about diglossia.

1.8.2 Diglossia

Diglossia is a situation in which two dialects or languages are spoken with different functions one considered as a *high* variety and the other as *low* variety. The diglossic language situations could be described by Ferguson (1959a) as classic diglossia or Fishman (1967) as extended diglossia are characterized by a functional distribution of high (H) and low (L) varieties that are used differently in different situations and for different purposes. For example, (H) is used in education, media, politics, religion, and other fields. However, "L" is the colloquial language used with family and friends and is informal.

For instance, in Algeria, the situation is diverse and complex. The diversity of Algeria and some other factors, such as sociocultural, economic, and geographical, indicate the coexistence of different languages. Arabic dialects are the mother tongue of almost everyone except of Berbers, whereas MSA language is used in a formal setting.

1.8.3 Borrowing

Borrowing is to take or adopt a word from another language and use it in daily communication. Algeria is the best example of a borrowing situation because many words are borrowed from different languages, such as Spanish, Turkish, French, and Berber. Many words from different languages were integrated into AA and became an element of its lexicon. Also, many monolinguals use them in their daily communication unconsciously. The table below shows some borrowed words from different countries used in daily Algerian discourse.

Table.1.1: Examples of borrowing words.

Words	Translation	Transliteration	Origin
سبردينة	snikers	Sperdina	Espadrillas (spanish)
سيما نة	week	Simana	Semana (Spanish)
برانية	Aubergine	Braniya	Branīya (Turkish)
بلاك	May be	Balek	bālāk (Turkish)
فكرون	A tortoise	Fekrun	Fəkrūn (Berber)
موسطاش	Moustache	Shlaghem	šlāgəm (Berber)
فرملي	Nurse	Fermly	infirmier (French)
طابلة	Table	Tabla	Table (French)

In Spanish, Simana means ‘a week,’ and Sperdina means ‘snikers.’ Turkish words like **balek**, which means ‘may be’ and the word Branīya, which means ‘**aubergine**’.

Berber words like Fakrun, which means ‘a tortoise,’ and Shlaghem ‘Moustache’. French words include ferimli ‘Nurse’, and Tabla ‘Table’. The majority of Algerians borrow from French due to the long period of colonialism and the close contact with French people.

1.8.4 Code switching and code mixing

Code switching and code mixing are the most studied linguistic processes in bilingual countries. Many linguists and scholars argue that there is a distinction between the two concepts, while others argue that there is no distinction between the two concepts. There is a distinction between code switching and code mixing, where the first involves switching from one language to another between sentences (inter-sententially), whereas in code-mixing, the switch is within sentences (intra-sententially). These two concepts are very used in Algeria in order to make an effect and to attract the consumers. For instance, generally, they are found on advertising placards and are randomly selected and analyzed to detect overt and implicit code-switching and mixing strategies for impacting the consumer. In the advertisement placard 1 below, it is read / Tlélécharji my ooredoo w instali ribh /, meaning (download my ooredoo and install wining).



Figure1.1: An example of code switching in billboard

This advertising message on the one hand includes lexical item from standard and dialectal Arabic (الربح) means (to win) and on the other hand includes lexical items from English (**my**) and French (**installi**) and (**telechargi**). Here the code mixing is used in order attract the consumer consciously and at the same time seeking memorability, a state of being easy to remember.

1.9 Conclusion

As a conclusion, CS is a sociolinguistic phenomenon which is found in all communities around the globe, and in Algeria precisely because of many reasons, which have been mentioned previously. The information that has been presented above are the major prominent outcomes of language contact phenomenon such as: bilingualism, diglossia, CM, CS, etc. The focus was on CS dealing with its definitions presented by different scholars from linguistic point of view, it Also deals with the reasons that push people to use CS. In addition, this chapter included some phenomenon related to CS. All these varieties are parts of our daily communications, used by a large among of people in all over the world, due to its contribution in facilitating our conversation and creating a good contact between people in exchanging emotions, thought and other intentions.

Chapter Two :
Data collection and data analysis

2.1 Introduction

The second chapter is concerned with the practical side of the present research work ,i.e, data collection and data analysis.First, it deals with the situation analysis. Then, it describes the research design, the sample population, and the research instruments that are used for data collection. Finally, it analyses, interprets and discusses the findings gathered from the informants by the questionnaires and observations, in order to answer the research questions and check the hypotheses to confirm or infirm them . This research was conducted in Tlemcen university at the English department .The researchers used teacher’s and student’s questionnaire and classroom observation as a tool for data collection. The results obtained were analysed quantitatively and qualitatively .

2.2 Situation Analysis

In order to investigate CS in the Algerian educational context and to elucidate the underlying causes, this study was conducted at Abou bakr Belkaid University in Tlemcen. This university has a large population of teachers and students who come from different regions and countries with different linguistic backgrounds. The sample for this study was a first-year EFL LMD class. Three courses were chosen: two oral sessions and one for written expression, Concerning these modules, one hour and half was planned for each one.

2.3 Research Design

Kothari (2004, p. 23) said that: “Research design must, at least contain a clear statement of the research problem, procedures and techniques to be used for gathering information [...] As well as, the population and methods to be used in processing and analyzing data”. Therefore, this research is an exploratory case study since focuses

on 1st year students/teachers in EFL classroom at Abou Bakr Belkaid university of Tlemcen, to explore the sociolinguistic phenomenon of code switching in EFL classroom. A mixed method was adopted to combine both qualitative and quantitative methods for the purpose of having both statistical and descriptive findings. The use of more than one tool provides more reliability and validity to the work.

This research was conducted at the level of the Algerian university of Tlemcen which is named Abou Bakr Belkaid. In this study, a questionnaire was designed and distributed to 103 1st year students and to 4 teachers in the English department. In addition to a classroom observation.

The following diagram shows the design of this chapter :

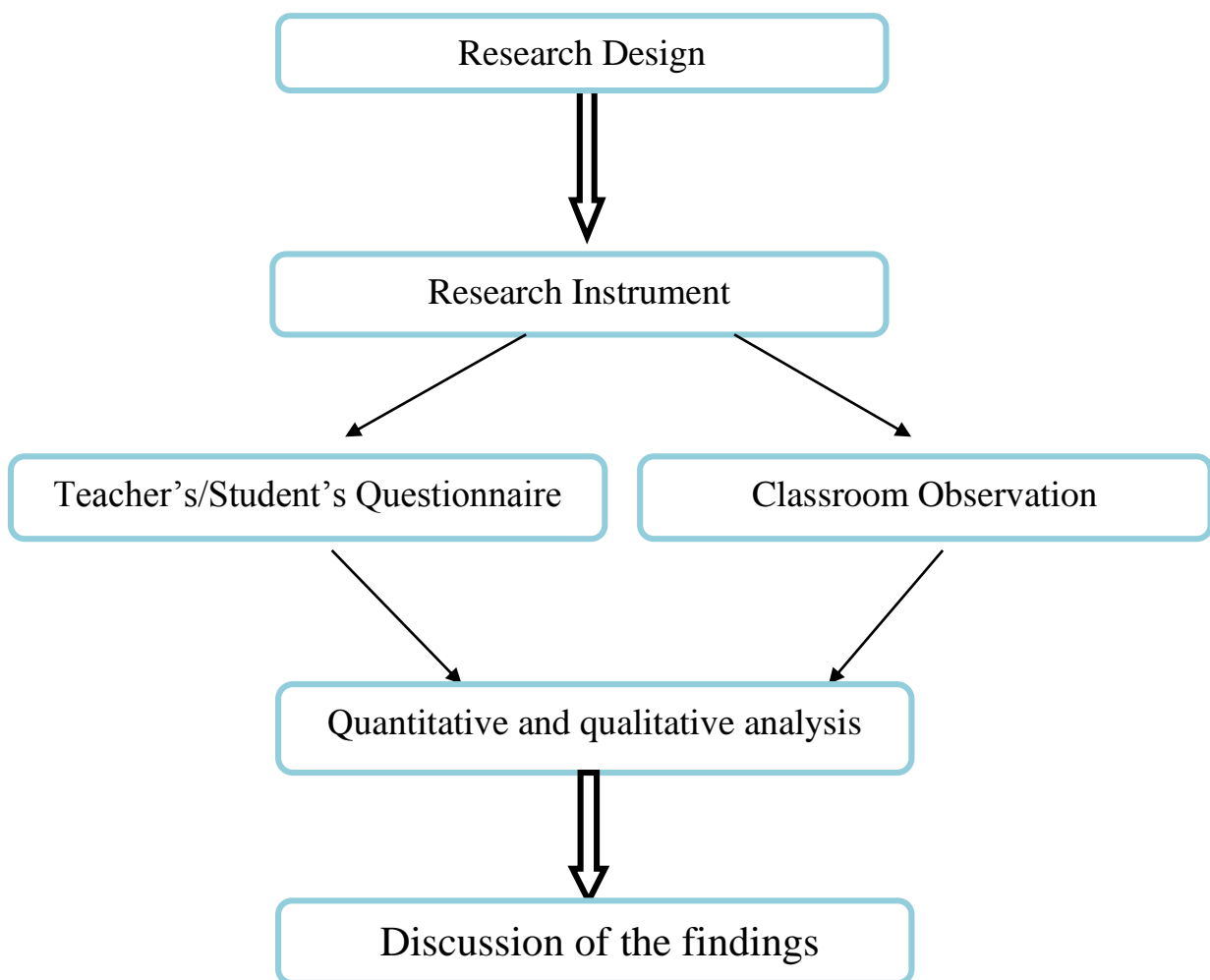


Figure 2.1 Research design

2.4 Sample Population

Sampling is an important process in any research. According to Herdiansyah (2010), the population is the whole element or object to be examined. Its purpose is to narrow down the scope of the research. The participant who took part in this study were a sample of 1st year EFL students/teachers at Abou Bakr Belkaid university of Tlemcen. The participants were 103 students and 4 teachers from different groups.

2.5 Research Instruments

In order to have a clear definition of research instrument, Birmingham and Wilkinson (2003) mentioned that research instrument could be described as devices used in order to obtain information that are related to a research project.

In this study, two different tools were used; teachers'/students' questionnaire and classroom observation for the aim of obtaining both qualitative and quantitative data.

2.5.1 Teacher's and student's questionnaire :

The questionnaire is a research tool or methodology for collecting information about a specific topic. Menta Satya (2012, p. 37-41) states that "the questionnaire is a research tool consisting of a series of questions it designed in order to collect different data from a respondent."

A research questionnaire is usually a combination of closed-ended and open-ended questions and aims to collect quantitative and qualitative data from people. In this study, 103 students and 4 questionnaires were given a version of the questionnaire in order to have a variety of valuable information about students opinions, facts, and attitudes about a given topic. This questionnaire consists of two parts: part one is about student use and their attitudes towards the code switching phenomenon. while

the second part is about their teachers use and attitudes towards code switching. The total number of questions varied between closed, open, and multiple-ended questions.

2.5.2 Classroom Observation

Generally speaking, observation is a research method used to collect a variety of data about people's attitudes, actions, and behaviours. It is a very useful method since it helps collect data from real situations. Also, it allows one to reject or confirm a theory.

For this study, a non-participants, unstructured observation was employed, only a table to take notes was prepared. In this observation, the participants were aware of being observed thus, it was an overt observation.

In this work, a non-probability sampling was used, because it targeted only at first-year English LMD students. The sample was composed of teachers and students from the English department of the Abou bakr Belkaid University in Tlemcen. In this study, four teachers were concerned one of written expression, and two others of oral expression were observed, in addition to 103 students of first year. It is worth mentioning that observation was easy due to the teachers' collaboration.

2.6 Data analysis and data interpretation

At this level, the information collected from teacher's and student's questionnaire are analyzed and summarized from qualitative and quantitative description with the use of frequencies and percentages in the following tables and graphics.

2.6.1 Analysis of Teacher's Questionnaire

Question 01: In addition to English, which language do you use during classes?

Table 2.1: Codes used by teachers in EFL classroom

Option	Frequency	Percentage
Arabic	1	25%
French	0	0%
Both	3	75%
None	0	0%

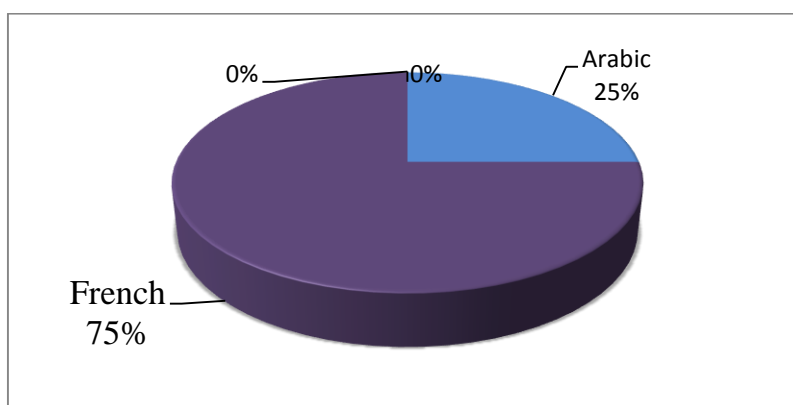


Figure 2.2: Codes used by teachers in EFL classroom

The results show that over 80% mention that they use both Arabic and French during classes, however 1 of them (25%) stick to Arabic only.

Question 2: How often do your students code-switch to Arabic or French during lectures ?

Table 2.2: Frequency of students switching

Option	Frequency	Percentage
Very often	0	0%
Sometimes	4	100%
Rarely	0	0%
Never	0	0%

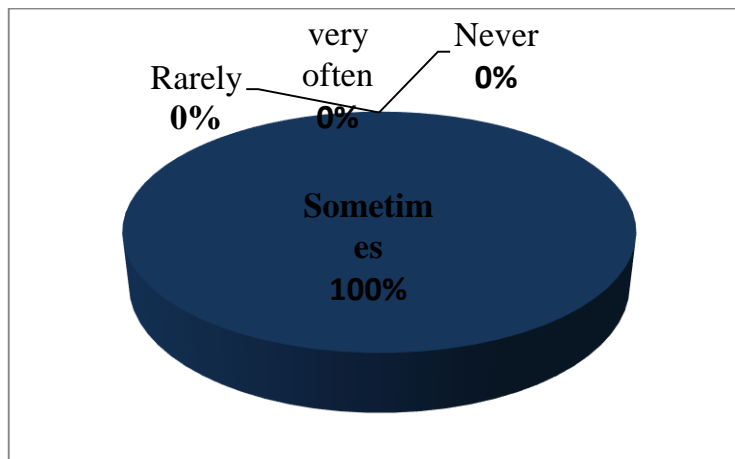


Figure2.3: Frequency of students switching

This question aims to determine the student’s frequency of CS in EFL classroom. A total of (100%) teachers claimed that sometimes their students CS to Arabic and French.

Question 3: Do you allow your students to use Arabic or French during lectures? Yes or No and why?

Table 2.3: Possibility of using Arabic and French during lecture

Option	Frequency	Percentage
Yes	4	100%
No	0	0%

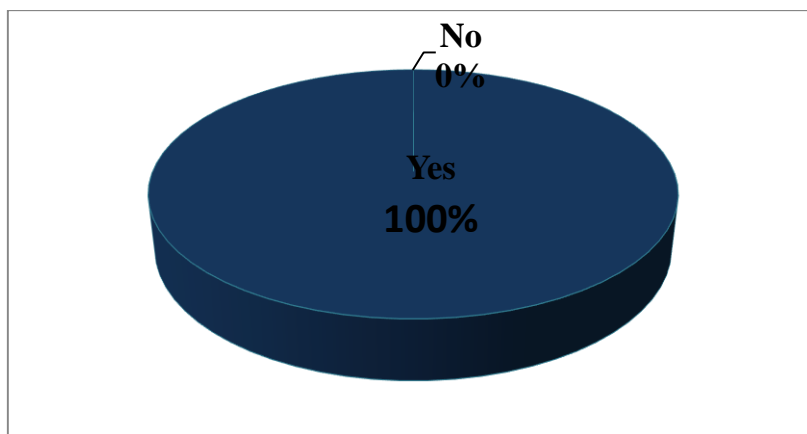


Figure 2.4: Possibility of using Arabic and French during lecture

The table and the graphic above show that all the teachers (100%) allow their students to switch during lectures. This question was asked in order to find out the reasons that led the teachers to allow their students to CS during classes. The answers were as follow:

- To ease the burdens of communication;
- Using Ar (home language) provides a better understanding and performance when learning English;
- CS is allowed only for common request;
- Ar and Fr are allowed only for L1 students mainly because they are not used to use English only, and so that they can express themselves easily.

Question 4: do you ask your students which language you want them to use while explaining?

Table 2.4 :Statistics of using CS while explaining by students

Option	Frequency	Percentage
Yes	1	25%
No	3	75%

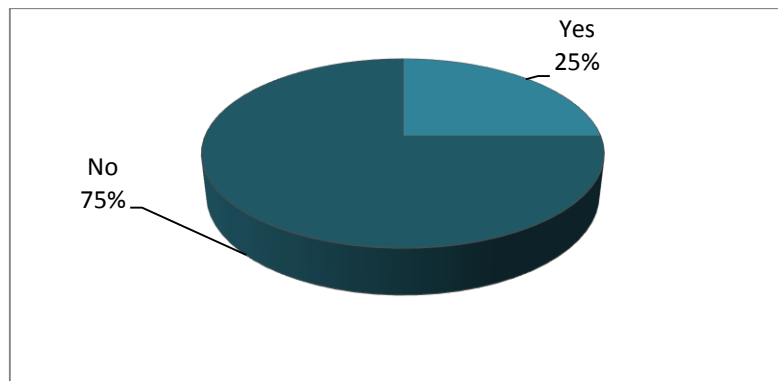


Figure 2.5: Statistics of using CS while explaining by students

The answers given by teachers about the student's use of CS while explaining were as follow:

The answers of the teachers who said No:

- What count a mistake in the target language (the use of Arabic) is often creative attempt to solve a problem using resources learners already attain;
- Because the choice is in the target language (English);
- To take the opportunity to use English and mainly for a matter of practice at least inside the classroom.

The teacher who said yes:

- The switching usually happens in Arabic, but the teacher ask them to repeat it in English even with mistakes in order to correct them.

Question 5: In which situations do you feel the need to switch from English to Arabic or French?

The teachers answer that they switch when they need to talk about certain situations or expressions as idioms to make the link so that ideas would be more clear for them. Moreover, in the situation when really all ways of explanation are expended (definition, synonymy, antonymy etc). In addition, CS is used when giving instructions (important ones, related to exams, revisions, home works to avoid

ambiguity and misunderstanding). Finally, when they face unfamiliarity with cultural expressions, failure to achieve the equivalence in the target language.

Question 6: do you think that code switching helps the students to understand better? Yes or No?

Table 2.5: Teachers beliefs about CS helpfulness

Option	Frequency	Percentage
Yes	3	75%
No	1	25%

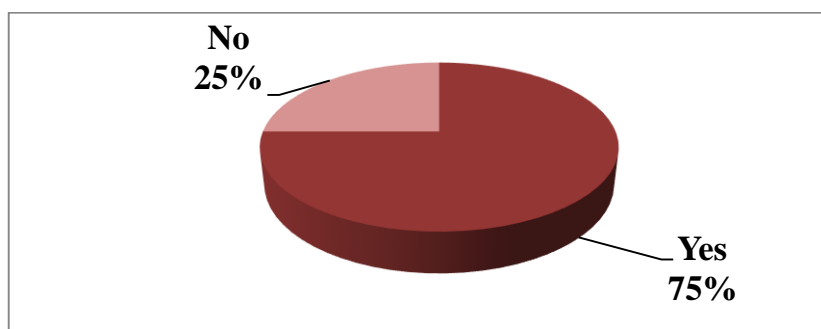


Figure 2.6: Teachers beliefs about CS helpfulness

The purpose of this question is to know if CS helps the students to understand more or not . The results show that (25%) said no, whereas (75%) said yes.

Question 7:do you think that code switching in class is beneficial or not?

From the obtained data we noticed that the majority of teachers asserted that CS is beneficial for L1 students. The teacher’s opinion about CS are as follow:

- CS is beneficial in some cases but not all the time, it should be done in organized manner to pave the way to using English only;
- Switching is beneficial but not too much;
- CS is helpful somehow for instance when cultural aspect are necessary to acquired the language to avoid cultural shock (intercultural competencies);

- CS helps to transfer the necessary knowledge to student so as to convey clarity. Also, it allows the learners to feel less stressful and become more comfortable to learn.

2.6.2 Analysis of students' questionnaire

Question 1: In addition to English, which language do you use while speaking with your teacher in the classroom?

Table2.6: Languages used by students with their teachers

Option	Number of students	Percentage
Arabic	69	67%
French	28	27%
Both	6	6%

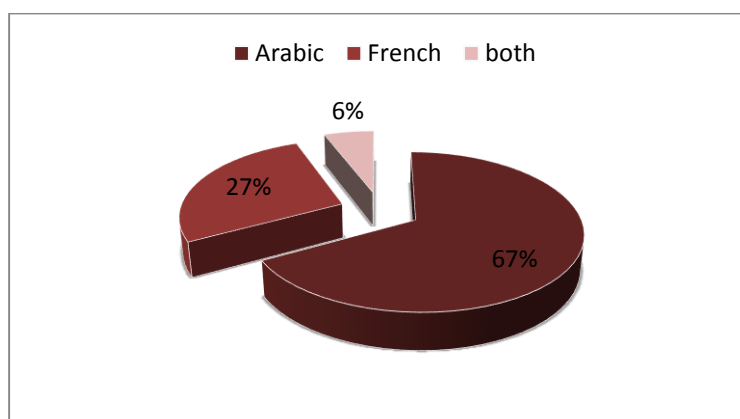


Figure2.7: Languages used by students with their teachers

It has been found that 'Arabic' is the language most dominant by 1st EFL students, 67% stick to Arabic and 27% stick to French but only 6% use both of them.

Question 2: Which language do you use while speaking with your mates in the classroom?

Table 2.7: Language used by student while speaking

Option	Number of students	Percentage
Arabic	89	86%
French	4	4%
None	5	5%
both	5	5%

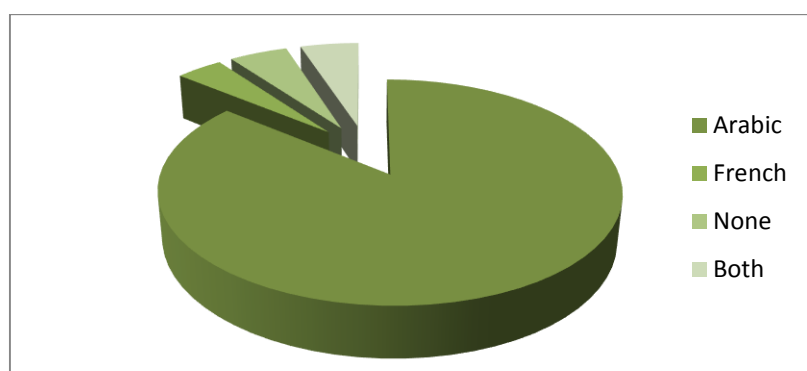


Table 2.8: Language used by student while speaking

The statistics of the table above shows that Arabic is the language used by the students while speaking. The findings show that 86 % students said Arabic and 4% said French , for both and non it was 5%.

Question 3: How often do you interact in class using Arabic and French?

Table 2.8: How often students code switch in classroom

Option	Frequency	Percentage
Very often	12	12%
Sometimes	61	59%
Rarely	28	27%
Never	2	2%

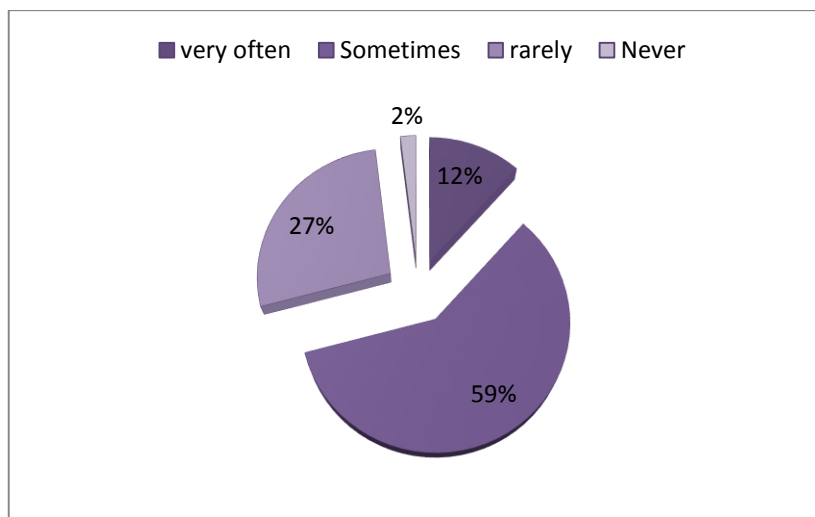


Figure2.9: How often students code switch in classroom

As it is illustrated in Figure 2.9, there are 59% of participants who sometimes interact in class using Arabic and French while 27% of students they rarely switch to Ar and Fr and 12% very often they use Ar and Fr. The statistics of the ones who never switch to Ar and Fr was 2%.

Question 4: Do your teachers allow you to use Arabic and French during EFL classroom?

Table 2.9: number of teachers who allow CS in EFL classroom

Option	Number	Percentage
Yes	44	43%
No	59	57%

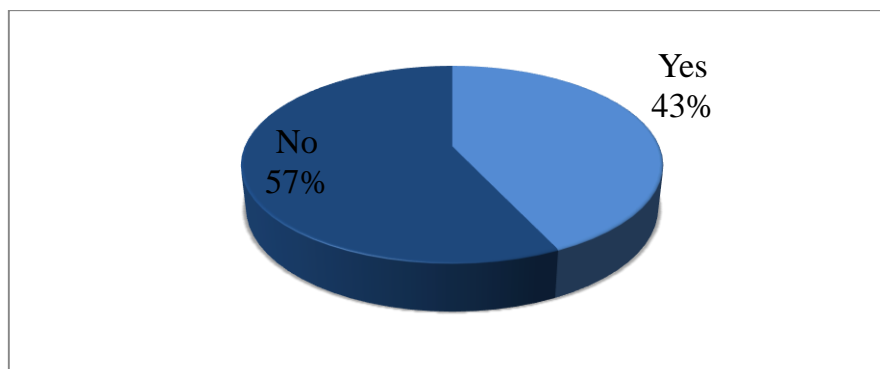


Figure 2.10: Number of teachers who allow CS in EFL classroom

As the table shows 59 of the participants said No to the use both of Ar and Fr in classroom, representing a percentage of 57% from all the answers. While 44 participants said Yes, and they represent a percentage of 43%.

Question 5: The reasons that push you to use Arabic and French during the classroom

Table: 2.10 : Reasons behind Code Switching

Reasons	Yes		No	
	Number	Percentage	Number	Percentage
Explain difficult items	93	90%	10	10%
Be more confident	40	39%	63	61%
Save time	55	53%	48	47%
Ask for additional information	70	68%	33	32%
Illustrate	69	66%	34	33%
Change the mood of the class	28	27%	75	73%
Make the communication easier with teachers and mates	86	83%	17	17%
Show the bilingual competence	42	41%	61	59%

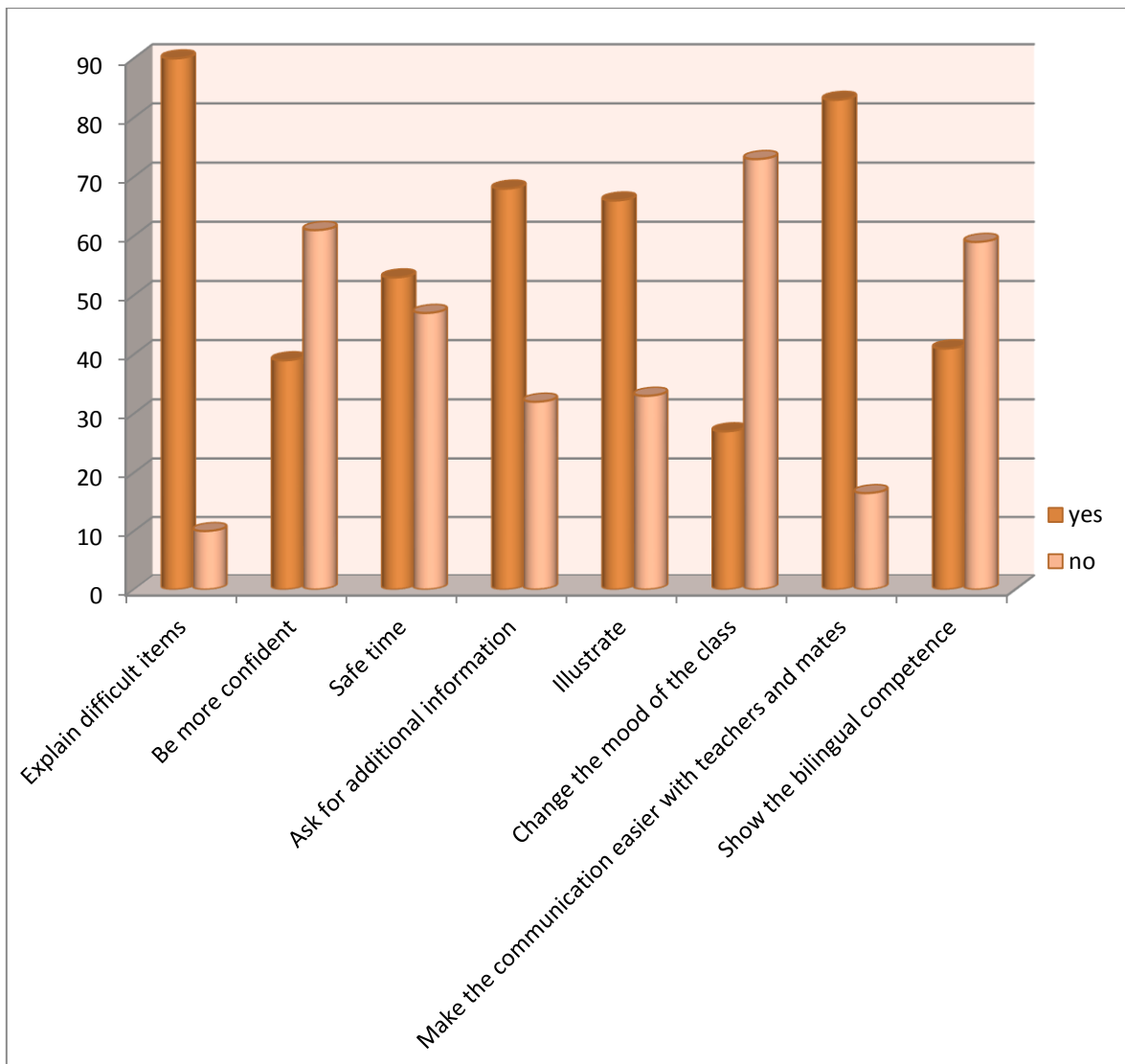


Figure 2.11 : Reasons behind CS

The results above show the main reasons behind using CS in classroom. The statistics of the answers for this question were as follow:

- The participants who code switch in order to explain difficult items were 90%;
- The ones who change the language in order to make the communication easier were 83%;
- Students who switch to ask for additional information were 68%;

- The students who switch to illustrate were 66%;
- The ones who switch to save time were 53%;
- The students who change the language to show the bilingual competence were 40%;

Question 6: If there are other reasons please mention:

The most common reasons behind code switching was as follow :

- Arabic is language of Muslims;
- Arabic is their native language;
- Lack of vocabulary;
- They are not accustomed to speak English everywhere;
- To provide a good comprehension of the lecture;
- To give extra explanation for their mates;
- To give jokes;
- Switching unconsciously due to anxiety;
- Since French is the language of prestige.

2.6.3 Analysis of classroom observation

Table2.5 : Code Switching among 1st year LMD students in CWE session

	Inclusion of Ar		Inclusion of Fr	
	Reasons	Examples	Reasons	Examples
CWE session (CS by students)	<p>-To ask questions</p> <p>- Asking for repetition</p>	<p>-fa ndiru ?</p> <p>“What are we going to do?”</p> <p>-Wasem ?al ?</p> <p>“ what did he say”</p>	<p>-Ask question politely to stop talking</p> <p>-Ask for clarification</p>	<p>-S'il vous plait vous nous déranger</p> <p>“please you are disturbing us”</p> <p>-ça veut dire quoi “nutshell”?</p> <p>“What does it mean nutshell”?</p>
CWE session (CS by teachers)	<p>-The teacher felt the need to switch to explain the instruction.</p> <p>-the teacher switch to give an advice.</p>	<p>-Diru hadi,zawbo <u>Ṣ</u>ala ḥsab blas.</p> <p>“follow the space given”.</p> <p>-mataḥafdoch ki perroquet, xaskom tafahmo wasem rakom taḥafdo.</p> <p>“don't learn like parrot, you should understand what are you learning”.</p>	<p>-to give an order</p>	<p>-met ton telephone dans ton sac.</p> <p>“put your phone in your bag”.</p>

Table2.6: Code Switching among 1st year LMD students in Oral session.(1st teacher)

	Inclusion of AA		Inclusion of Fr	
	Reasons	Examples	Reasons	Examples
1 st Oral session with the 1 st teacher (CS by students)	-The students did not understand the language used by the the teacher.	-Wasem ra ygoul hada? “What is he saying”		
	-A reaction about a presentation To joke.	-Yah tomatefa hedi. “is this a tomato”?		
1 st Oral session with the 2 nd teacher (CS by teachers)	-To emphasize	-Ketbu ?soumatkum matensawf. “don’t forget to write your names”.		
	-A warning	-Li yzi b nessafa retard Qi meidzif. “don’t come after 30minute”.		

Table2.7: Code Switching among 1st year LMD students in Oral session(2nd teacher)

	Inclusion of AA		Inclusion of Fr	
	Reasons	Examples	Reasons	Examples
2 nd Oral session With 2 nd teacher (CS by students)	-A students did not understand the task.	-A Qi <u>ƙ</u> awed fahemni kif na <u>ƙ</u> amlou.(explain to me how we do it).	-To ask for meaning.	-Brillant “bright”. - Informatique.
	- Asks for clarification to avoid confusion	-The students said mariƙ hna. “she is not here”.		
2 nd Oral session with 2 nd teacher (CS by teachers)	-to emphasize in order not to forgot the presentation.	-Ƙeda tali ta <u>ƙ</u> koum. “tomorrow is the last day”	-The teacher get outside and CS to talk with some students “for prestige”. -The teacher ask them to summarize.	-S’il vous plait allez ailleurs, vous faites du bruit. “please, go away you’re making noise”. -Vous avez 10minute faites vite. “you have10minute, hurry up”.

Three sessions of one hour and half (two for oral session and one for written expression) of classroom observation were conducted. There were about 39 students (male and female) in each group and three teachers of the previously mentioned modules. During those sessions, the three teachers switched between AA and Fr for specific purposes such as: warning, advising, emphasize, ordering. The examples are mentioned in the tables above. However, the students switch more than teachers, and the dominant language used to switch was AA. The two oral sessions took place in the laboratory where the students were setting in a U shape. The most involved and interested students were setting in the first tables. The 1st session with the 1st teacher was a presentation, a student was presenting and the others were listening. From time to time, some students ask questions fully in English and they were debating, sometimes students CS to change the mood of the class and to make some reactions. The 2nd session with the 2nd teacher was a lecture of dependent and independent words. The lecture was fully in English but when the teacher asked questions about a certain items the answers were mostly in AA or Fr

2.7 Discussion of the findings

After the data have been collected and analyzed through the use of a questionnaire for students and teachers and a classroom observation. The two research questions and the two hypotheses have been verified.

Concerning the first research question, ‘Why do teachers code switch during the class’, the results show that most EFL teachers tend to switch between AA and Fr. On the one hand, the participants asserted that they usually Code Switch when they need to speak about certain situations or use some expressions as idioms to make it clear for students when all ways of explanation are expended. In addition, CS is used when giving important instructions related to exams, revisions, home works to avoid ambiguity and misunderstanding. Moreover, when teachers come across unfamiliar cultural expressions or a failure to achieve the equivalent meaning in the target language. Finally, to facilitate communication, this goes in line with Bollinger (1975 as cited in Inuwa, Christopher and Bakrin 2014) who asserted that bilinguals choose CS as a tactic of conversation in order to lessen the difficulties of

communication (2014, p. 44). On the other hand, in the classroom observation the gathered data shows that teachers CS to Ar and Fr to emphasize, to warn students in order to make them aware, to give a pieces of advice and to order them. Therefore, the first hypothesis which suggests that EFL teachers switch between Ar and Fr To avoid ambiguity and misunderstanding and to facilitate the communication between teachers and students, is confirmed.

Regarding the second research question, ‘What are reasons that lead the learners to code switch’ the results obtained from the questionnaire demonstrated that the majority of students CS to explain difficult items , ask for additional information, to save time and to illustrate. However the minority switches to show the bilingual competence and for some they switch because they are more confident when they use a language they master. Also, since Arabic is their native language, students are accustomed to switch to it, they found it very beneficial for learning process. This opinion corroborate with Atkinson (1987) who said that the use of L1 helps language learning for their language process. Moreover, other answers show that students Code Switch to give jokes to change the mood of the class, to give an extra explanation to their mates and for some of them switching French is a sign of prestige. On the other hand, in the classroom observation the data obtained shows that the common reasons for switching are because of lack of language knowledge; when students do not have reach vocabulary they change to AA or Fr to find the equivalent word, to ask for meaning for a better learning. Also for having extra information about the instructions given by the teachers when working in groups in order to gain time. Finally, some students switch when talking with their pears. Thus, the second hypothesis which is lack of English vocabulary, gaining time, and a better explanation, has been validated.

To sum up, it is obvious that code switching is an unavoidable sociolinguistics phenomenon among bi/multilinguals, which is constantly used by both EFL teachers and students of 1st year university students to achieve specific purposes. Almost all the participants share the same reasons behind this linguistic practice, as well as their attitudes towards it as a linguistic phenomenon

2.8 Conclusion

The present chapter deals with the discussion of the fieldwork of this study. Ultimately, an overview of the research methodology, the concerned sample, and the research instruments used are presented here. In order to collect a large variety of data about the topic, the researchers adopted the case study and mixed methodology where two data collection tools were employed, teacher's and student's questionnaire and a classroom observation. Further, the results obtained through the questionnaires were analyzed and interpreted qualitatively and quantitatively using tables and graphs. While, the observation was analyzed and interpreted qualitatively. Finally, a discussion of the results was provided at the end of this chapter, to answer the research questions and confirm the hypotheses.

General Conclusion

General conclusion

CS is a wide spread sociolinguistic phenomenon. For this reason, this research work shed light on the reasons behind the use of Arabic and French among 1st year EFL teachers and students. Therefore, this study aimed at finding out answers to the two major research questions. The first one was to know the reasons that push the teachers to code switch during the classroom while, the second question was about the reasons that lead the learners to code switch. Thus, two hypotheses have been formulated.

This study consists of two chapters. The first chapter is devoted to the theoretical part dealt with defining the main key words related to code switching. Also, it revealed out the attitudes towards CS and a description of the language situation in Algeria. The second chapter is concerned with data collection, analyzing and discussing the findings. Its purpose was to describe the research design, the participants, the methods and the instruments employed for data collection besides to the procedures used to reach the final results.

This work was based on an exploratory case study. In order to have both qualitative and quantitative data, a mixed method was used. Therefore, two research instruments were used for gathering data, which are: a questionnaire directed to both teachers and students of 1st year EFL classroom at Tlemcen University to have both quantitative and qualitative data about the teachers and students use of code switching and their opinion about it. The classroom observation was conducted with three different groups from the same department in order to confirm what has been said in the questionnaires and to know their real behaviour about it.

After the analysis and the discussion of the finding obtained from the questionnaire and the classroom observation, the results showed that almost all teachers share the same opinion about CS which is: CS is used to give important instructions such as: revision, exams, homework..., to avoid misunderstandings, to give pieces of advice in order to make an effect, to order or warn them. Also, when

they need to speak about certain situations or expressions as idioms to make the link so that ideas would be clearer for students and make the communication more comfortable. Finally, in the case when all ways of explanation are expanded. Concerning the students, the findings revealed that students are not accustomed to speak English only because of the lack of vocabulary. Also, they switch with their mates to provide a good comprehension of the lecture. Moreover, sometimes they use Arabic to give jokes to change the mood of the class. In addition, some students switch unconsciously due to anxiety.

To conclude, from the results obtained, it was noticed that the dominant language that teachers and students use to switch is Arabic since it is their mother tongue. According to the analysis obtained, the information revealed that CS is an important strategy during English classes since it increases the understanding and interaction in the classroom. However, it should be reduced to oblige the student to practice English and to acquire a proficient language and to get used to English. Therefore, the results obtained from the research instruments answered the research questions and confirmed the hypotheses.

In this study, researchers confronted some difficulties while collecting data from students. They did not understand all the questions and even the CS phenomenon. Also, students did not answer all the questions. In addition to this, the researchers wanted a covert observation but teachers explain to the students that what they were observed. Thus, they did not behave naturally. Finally, the researchers could not access to some web-site they have to be paid.

Appendices

Teachers Questionnaire

This questionnaire is part of an extended essay research on the use of Arabic and French in EFL classroom. It aims at collecting data about the reasons that make teachers to use Arabic and French in EFL classroom. You are kindly requested to answer this questionnaire. Thank you for your collaboration.

1. In addition to English which language you use during classes?

- Arabic French None

2. How often do your student code-switch to Arabic and French?

- Very often Sometimes Rarely Never

3. Do you allow your students to use Arabic or French during lectures?

- Yes No

Why?.....

4. Do you ask your students which language you want them to use while explaining?

- Yes No

Why?.....

5. In which situations do you feel the need to switch from English to Arabic or French?

.....
.....

6. Do you think that code-switching helps the students to understand better?

- Yes No

7. Do you think that code-switching in class is beneficial or not?

.....
.....

Table of observation

	Inclusion of AA		Inclusion of Fr	
	Reasons	Examples	Reasons	Examples
(CS by students)				
(CS by teachers)				

Bibliography

Adder, F. Z., & BAGUI, H. (2020). *English- Algerian Arabic Code-Switching in EFL classroom: Case of EFL Teachers and Students in The Department of English at Tlmcen University, Algeria Arab world English Jornal*, 11 (4) 144 – 162

DOI: <https://dx.doi.org/10.24093/awej/vol11no4.10>

Auer, P. (1998). *Code-Switching in Conversation: Language, Interaction and Identity*. London: Routledge.

Bentahila, A. (1983). *Language Attitudes among Arabic-French Bilinguals in Morocco*. Clevedon: Multilingual Matters. [Google Scholar]

Birmingham, P & Wilkinson, D. (2003). *Using Research Instruments: A guide for Researchers*- 1 st edition- Routledge.

Blom, J .P., & Gumperz, J. (1972). *Social Meaning in Linguistic Structure*. New York: Holt, Rinehart Winston.

Chemami, M.A. (2011) .*Discussing Plurilingualism in Algeria : The Status of French and English languages Through the Education Policy* . International Journal of Arts & Sciences . 4:227:34 .

Dewaele, J.-M., and McCroskey, J. (2013). Attitudes towards Foreign Accents among Adult Mono- and Multilingual Language Users. Unpublished manuscript. [Google Scholar]

Fizzoui, F. (2013). Sociolinguistic variation in the speech community of Bechar. University of Oran Es-Senia.

Gardner-Chloros, P. (2009). *Code Switching*. Cambridge: Cambridge University Press.

Gumperz, J. J. (1982). *Discourse Strategies*. Cambridge: Cambridge University

Hamers, J. F., & Blank, M. (2000). *Bilinguality and Bilingualism*. Cambridge: Cambridge University Press.

- Herdiansyah, H. (2010). *Methodology penelitian Kualitatif Jakarta Selatan: Salemba Humanica*.
- Hoffman, C. (1991) . *Introduction to Bilingualism*. London, England : routledge
- Holmes,J. (2013) . *An Introduction to Sociolinguistic* (4 th Ed) . London . Pearson
- Habash/ade7ee109082f152f84dca694fc3a006f853fbaf
- Hudson ,R. A. (1996) . *Sociolinguistics*. cambridge: Cambridge university press
- Inuwa, Christopher and Bakrin (2014). *Factors Motivating Code Switching Within the Social Contact of Hausa Bilinguals*, IOSR Journal of Humanities and Social Science.
- Jorda, P. S. M. (2005). *Third Language Learners: Pragmatic Production and Awareness*. UK: Frankfurt Lodge. Multilingual Matters Ltd.
- Kertoubi,F. (2015). *Code Switching in Algeria: Case of Master One English Students*.(Master thesis). University of Tlemcen. Tlemcen, Algeria
- Kothari, C. R. (2004). *Research Methodology: Methods and techniques*. New Age International Puplichers.
- Messaoudi,A. (2022). *Code Switching In EFL Classroom*. (Master thesis) .University of Tlemcen.Tlemcen, Algeria
- Muysken, P. (2000). *Bilingual speech: A typology of code switching*. Cambridge: Cambridge University Press.
- Myers Scotton, C. (1993). *Duelling Language: Grammatical Switching*. Oxford: Clarendon Press.
- Poplack , S. (1980). Sometimes I will start a sentence in Spanich Y termino En Espanol: Toward a typology of code- switching. *Linguistics*. 18(7-8), 581-618.
- Dahmani, A. (2019). *Code Switching in the Algerian Classrooms*. (master thesis). University of Tlemcen. Tlemcen, Algeria

Rebbah, M., Dahmani, A. (2019). *Code Switching in Algerian Classroom*. (Master thesis). University of Tlemcen. Tlemcen, Algeria

Ritchie, W. C., Bhatia, T. K (2004). *The handbook of Bilingualism*. Oxford: Blackwell.

Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society* (4 th edition). London: Penguin.

Wardhaugh, R., Fuller, J.M. (2015). *An introduction to Sociolinguistics* (7 th edition).

Weinreich, U. (1953). *Languages in Contact*. New York: Linguistic Circle of New York.

Webography

https://en.m.wikipedia.org/wiki/Modern_Standard_Arabic?fbclid=IwAR36c6LwECICp51aRUWDX4G3xOzvt9DxWRiBQKkj9ia77cuNvkD_-66xEK8

https://www.mustgo.com/worldlanguages/arabic-modern-standard/?fbclid=IwAR1fNqONRuv2Mu0R37bL-61De2ATkvt23anH6JOS8YxDfsw2Ebs_gFi4bw

<https://www.semanticscholar.org/paper/A-Conventional-Orthography-for-Algerian-Arabic-Saadane-Habash/ade7ee109082f152f84dca694fc3a006f853fbaf>

<http://journal.iaingorontalo.ac.id/index.php/al>

<https://prodelacom.com/news/9465/campagne-ooredoo-decembre-2018-581110>

<https://www.asjp.cerist.dz/en/downArticle/177/3/1/149316>

https://www.researchgate.net/publication/235801675_Questionnaire_Designing_for_a_Survey

<https://www.semanticscholar.org/paper/A-Conventional-Orthography-for-Algerian-Arabic-Saadane->

<https://gerflint.fr/Base/Mondearabe8/guella.pdf>

https://www.unitedlanguagegroup.com/blog/linguistic-code-switching?fbclid=IwAR3YDecL8S99FPouKBkTD5AdvcpGOUJID9Vsu_gC1vWrtDf6un1KM4A

DOI: <https://dx.doi.org/10.24093/awej/vol11no3.16>

https://brocku.ca/MeadProject/Sapir/Sapir_1921/Sapir_1921_01.html#:~:text=Langua%20is%20a%20purely%20human,system%20of%20voluntarily%20produced%20symbols.

https://www.researchgate.net/publication/310005841_Dialectal_Arabic_MSA_and_Fo_rmal_Educatio

الملخص

يعتبر هذا البحث العلمي بمثابة عمل اجتماعي لغوي حول التناوب اللغوي في القسم. الغرض من هذا العمل هو تسليط الضوء على أسباب استخدام كل من المعلمين والطلاب للغة العربية أو الفرنسية في قسم اللغة الانجليزية. لذلك، يتم اختيار طلاب و أساتذة السنة الأولى قسم اللغة الإنجليزية لجامعة تلمسان كعينة. وكانت أدوات البحث المستخدمة عبارة عن استبيان تم توزيعه على 103 طلاب و 4 أساتذة وملاحظة في القسم. أظهرت النتائج أن المتعلمين يغيرون إلى العربية أو الفرنسية خلال الدرس. وهم يفعلون ذلك لأسباب مختلفة مثل: نقص المفردات الإنجليزية؛ توفير الوقت وأحياناً تغيير مزاج الفصل. كما كشفت النتائج أن أساتذة يغيرون الى العربية والفرنسية لأسباب أخرى مثل إبراز نقطة ما وإعطاء تعليمات مهمة وتسهيل التواصل مع الطلاب.

Resumé

Ce travail de recherche est considéré comme un travail sociolinguistique sur le changement de code en classe. Le but de ce travail est de mettre en évidence les raisons pour lesquelles les enseignants et les étudiants utilisent l'arabe ou le français en anglais comme cours de langue étrangère. Par conséquent, les cas des étudiants de langue anglaise en classe de langue étrangère de première année et des enseignants de l'Université Tlemcen dans le département d'anglais sont choisis comme échantillon. Les instruments de recherche utilisés étaient un questionnaire distribué à 103 élèves et 4 enseignants et une observation en classe. Les résultats ont montré que les apprenants passent à l'arabe ou au français pendant les cours anglais comme classe de langue étrangère. Ils le font pour diverses raisons telles que : manque de vocabulaire anglais ; gagner du temps et parfois changer l'humeur de la classe. Les résultats ont également révélé que les enseignants l'alternance codique en arabe et en français pour d'autres raisons, comme souligner un point, donner des instructions importantes et faciliter la communication avec les élèves.

Summary

This research work is considered to be a sociolinguistic work about Code Switching in EFL classroom. The purpose of this work is to bring to light the reasons that push both the teachers and the students to use Arabic or French in the EFL classroom. Therefore, the case of first year LMD students and teachers of Tlemcen University at English department are chosen as a sample. The research instruments used were a questionnaire distributed to 103 students and 4 teachers and a classroom observation. The results showed that the learners switch to Arabic or French during EFL classes. They do so for different reasons such as: lack of English vocabulary; to gain time and sometimes to change the mood of the class. The findings also revealed that teachers Code Switch to Arabic and French for other reasons such as to emphasize a point, to give important instructions and to facilitate of communication with the students.