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Code Switching in EFL Classroom: Is IT Good or Bad Strategy to Bridge the Communication during the Teaching and Learning process?

The Case of First Year English Language Students at Naama University Centre.

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment of "Master" Degree in Linguistics

Presented by:

Miss. BELYAZID Marwa

Miss. GHANAMI Chahinez

Supervised by:

Mrs. BELAID Bakhta

Board of Examiners:

1. HADJ SAID Nabila	President	University of Naama Centre
2. Mrs. BELAID Bakhta	Supervisor	University of Naama Centre
3. Mrs. BENHEDDI KARIMA	Examiner	University of Naama Centre

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Dedication

We dedicate this humble work to: the source of our success and continual support in life: our parents. May Allah bless them.

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Abstract

The present study investigates the impact of code-switching on EFL Students classroom interaction. It sheds the light on the importance of Code switching as an effective communication strategy to demonstrate better communication in class. In fact, first year EFL students, in particular, seem to have difficulties to communicate fully in English and tend to shift to their mother tongue to express themselves. The aim of this research is, first, to explore the different reasons that lead students to code-switch in the classroom and to explain the reasons behind lack of interaction. Hence, it is hypothesized that code- switching may facilitate interaction in the EFL classroom. To investigate this issue, the researcher opted for a descriptive method and adopted two data gathering tools to confirm the raised hypotheses: a questionnaire and observation. The aim was to collect student's attitudes and experience about the use of code- switching and whether it affects students' interaction in class positively (or not). The research findings revealed that all participants showed positive attitude towards the use of code-switching to foster interaction in class. Moreover, results demonstrated that the majority of students switch to other languages (mainly Arabic or French) for different reasons. They pointed to many difficulties and saw code-switching as a solution to decrease their anxiety, and develop their communicate proficiency. From the outcomes of this research, it is recommended that more attention should be given to students' difficulties in interacting in class as well as focus should be given to code-switching as a strategy to promote interaction.

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List of Abbreviations

CA: Conversation Analysis.

CSs: Communication strategies.

CS: Code Switching

EFL: English as Foreign Language.

L1: Mother Tongue.

L2: Second Language

General Introduction

General Introduction

Communication competence in any given language or code is very important especially in a university context as learners are able to comprehend concepts when they are presented in a code that is more familiar to them. So, with the end of developing an effective communication in EFL classes, especially when there is a lack of vocabulary to communicate smoothly, is among the reasons leading to the use of code switching as a natural part and an unavoidable outcome of the existence of various languages in EFL context.

Hence, the present study attempt to scrutinize this linguistic phenomenon and see how it is used by the students as strategy to better communicate in classroom. The present study attempts to answer the following questions:

1. Why do students of first year License English Language use code switching in EFL classes?

2. Is code switching an effective communication strategy for students?

3. Does code switching facilitate interpersonal communication for students?

For these questions, the following hypotheses have been raised:

1. EFL students in English classes switch between languages used as a resource to keep the conversation and convey meaning when facing communication breakdowns.

2. If student of English are allowed to code switch in EFL classrooms, they will keep the flow of communication and achieve better interaction.

3. Learners, with whom code switching is permitted, may demonstrate a better communication in EFL classes.

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1. 1. Introduction

This chapter attempts to define the main key concepts which are basically related to the research study. It presents some aspects on the difference between language and dialect as basic means of communication, it demonstrates the use of code switching by highlighting its importance as communicative compensatory as well as giving clear insight about students and teachers' code switching and the main reasons behind using it in EFL classroom.

1.2.Classroom Discourse and Communication Strategies

The term classroom discourse refers to the language that shared by teacher and students in the goal of communication. Conducting a debate as one activity in a speaking class might provide opportunities for students to practice their speaking abilities as well as discovering their speaking disabilities, in instance lack of vocabulary and misunderstood of the other participants. So they are obliged to usethe so called "communication strategies" to overcome their speaking disabilities

1.2.1 Language VS Dialect

The topic of language versus dialect has confused many scholars and researchers over years. According to Haugen (1966), language and dialect are ambiguous terms, and both of them are best understood against the perspective of their history. Haugen (1987) also state that: "**One man's dialect is another man's language"**(p.15). This means when talking about the verbal communication system, one can consider the concept of dialect and language the same.

In contrast, the difference between dialect and standard language appears to reside primarily in a ranking evaluation; the dialect viewed as the subordinate and regionally confined in relation to the standard language as a superordinate or overarching language(cf. German Überdachung, Goossens 1973a,1985).

Many people are puzzled if there should be a distinction between the two. Foremost, linguists define the term "dialect" as diversity of language that is being used by a group of people in particular geographical location, so how does it differ from a language?

Well, language is said to be the more generally accepted tongue of a country. This means that a dialect is a variety of language which differs from other variety in the grammatical, phonological and lexical side. (Julita2011)

1.2.2. Discourse Defined

Discourse is considered as one of the four systems of language, the others are vocabulary, grammar and phonology. Discourse has various definitions but one way of thinking about it is as any piece of extended language, written or spoken, that has unity and meaning and purpose. And "extended" refers to language as more than one sentence.

In the same sense, **"discourse is a term used to refer to a unit of language longer than a single sentence"**. (Graesser, Gernsbacher&Goldman, 2003, p.199). It is the organization of language beyond the level of sentence and the individual speaking turn, where meaning is negotiated through the process of interaction (Carter&Nunam, 2001, as cited in Belnam&Pouriran 2009).

In linguistics, discourse refers to a unit of language longer than a single sentence. To study discourse is to analyze the use of spoken or written language in social context.

1.2.3. Communication Defined

Many scholars have tried to give a definitive meaning to communication. According to Lunenberg (2010)**"communication has its root in Latin from the word communis"**(p.1-11)**.**However, he asserts that it means "common", which suggest that there must be a common understanding of the message between the Sender and the receiver concerning the message being communicated.

Giffin& Patten (1976) also statedthatcommunication is the exchange of ideas and interaction among group of members. Acording to The Oxford Advanced Learner's Dictionary of Current English (2004) communication is defined as the activity or process of expressing ideas and feeling or of giving people information.

In another words, one may say that communication is transmission and interchange of ideas, feeling, opinion or facts by two or more persons.

1.2.4. Communication Competence Defined

The concept of communication competence first was coined by linguist Dell Hymes in 1967,which was a reaction to Chomsky's notion of linguistic competence. He defined communication competence as what **"enable a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom, etc"** (p. 13).

On the basis of Morrow (1977) and Widdowson (1978), communication is a social interaction, unpredictable and creative in form, in which two or more people use authentic language as well as non-verbal symbols in order to achieve successful outcomes. Communication takes place in discourse and sociological contexts in which the speakers use appropriate language and they are able to interpret the message. It is a constantly changing process of production andcomprehension, exchange and negotiation of meaning.

Therefore, **"communicative competence can be explained in terms of three components competencies, grammatical competence, sociolinguistic competence and strategic competence"** (Dornyei&Thurell1991,p.16). Put it simply, communicativecompetence is of course the ability to communicate and it concerns both spoken and written language in addition to all the four language skills (Oxford, 1990,p.7).

1.2.5. Communication Strategies Defined

Learning aforeign language includes the ability to communicate. Communication assists people to send and receive messages effectively and negotiate meaning (Rubin & Thompson, 1994). However, in some cases the message cannot be clear to the receiver or the meaning is ambiguous because the sender is unable to speak the language that they shared fluently. For the sake to solve this problem, researchers discoverstrategies that help learners to share their ideas in a clear way.

Communication strategies are strategies used by learners to overcome the communication problem that caused by a lack of linguistics resources. The concept of communication strategy was first introduced by Selinker in 1972, and then was defined by different scholars. Tarone (1983) defined CSs as **"a systematic attempt**

by the learner to express or decode meaning in the target language, in situation when the appropriate systematic target language rules have not been formed"(p.5).

Bialystok (1983) sees Communication Strategies as **"all attempts to manipulate a limited linguistic system in order to promote communication"**(p.102). As another definition Færch and Kasper (1983) defined CSs**as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal"**(p36).

To conclude, communication strategies are a necessity for any student of a foreign or second language during communication, due to the high probability that they are presented with a linguistic and or cultural inadequacy when the conveyance of meaning occurs between one another.

1.3. Classification of Communication Strategies

Communication strategies have been classified by different scholars as following:

1.3.1 Reduction

It t is a type of communication strategies; it is activated when a speaker has poor linguistic or strategic competence and therefore can make a deliberate decision not to speak or alter the original message. In other words, Reduction strategies are used by learners to avoid solving a communication problem and allow them to give up on conveying an original message. The strategies are meaning replacement, message abandonment and topic avoidance.

1.3.2 Achievement

It is the second type of communication strategies, it is used when the speaker try to solve a communication problem by attempting to find different ways of conveying the message and thus compensating for the language gap (Bygate 2015p 42). Achievement strategies allow learners to have an alternative plan to achieve reachingan original goal using the resources that are available. The strategies are categorized as Circumlocution, approximation, word coinage, restructuring, literal translation, foreignzing, code switching, paralinguistic strategies, direct appeal.

To conclude, Tarone (1977), Faerch and Kasper (1984), andWillems (1987), classified 12 CSs which EFL learners employ in their communication tovarying degrees. Some learners may make use of all of them and some may choose toemploy a few of them. However, these strategies help the learner to establishsuccessfulcommunication. They are summarized and described as showed in the list below.

Table 1.1 Classifications of the most Common Communication Strategies (Adapted from: Tarone 1977, Faerch and Kasper 1984, and Willems1987)

Avoidance or Reduction Strategies	
1	**Message abandonment**: leaving a message unfinished because of language difficulties.
2	**Topic avoidance**: avoiding topic areas or concepts which pose language difficulties.
Achievement or Compensatory Strategies	
3	**Circumlocution:** describing or exemplifying the action or object instead of using the right L2 structure or item.
4	**Literal translation:** translating literally a word, an idiom, a compound word or structure from L1 to L2.
5	**Foreignizing:** the learners utilize an L1 word or phrase by morphologically or phonologically adjusting it to an L2 word.
6	**Code switching**;the learners use an L1 word or phrase with an L1 pronunciation.
7	**Approximation**: the learners employ an L2 word which is semantically in common with the targeted lexical item.
8	**Word coinage**:the learners coin a non-existing L2 word by overgeneralization
9	**Use of all-purpose words**:the learners use a general word to fill the vocabulary gaps.
10	**Restructuring**: the learners establish a new speech plan when their first attempt fails**.**
11	**Appeals for assistance**: the learners turn to partners for assistance.
12	**Stealing or Time-gaining strategies**:the learners employ such hesitation devices as fillers or gambits to gain time to think.

1.4. Code Switching as a Compensatory Strategy in EFL Classroom

Within the world of language use, code-switching in foreign language classrooms has recently been the subject of considerable debate. At this point, Jusoff (2009) asserts that exposure to the target language does not ensure success; on the contrary, it leads to confusion and frustration because the input is vague to the students. He further adds that **"code-switching should not be considered as a sign of +defect in the teacher"**, but it should be looked at as **"a careful strategy employed by the teachers"**(ibid, p. 50). Moreover, an extensive body of literature studies reports that the use of code-switching in the classroom is not only a normal but a useful tool of learning.

When communicating with others in foreign languages, there is always a switching from L2 to L1. The extent to which the switching happens depends on the interactants' analysisof the real communicative situation (Fraech and Kasper 1983). For example, foreign classroom students often share the L1 with their teacher, which enable them to switch code extensively between L2 and L1.

Cook (2001) refers to code-switching in the classroom as a natural response in a bilingual situation. According to him, the fact of using students' L1 is a **"learner preferred strategy"** (ibid, p.242), and to let them use their mother-tongue is a humanistic approach as it allows them to say what they really want to say. Thus, learner's L1 should be regarded as a resource not a barrier to successful learning.

Tarone (1980) elaborates the definition of CS by saying **"…mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared"** (p.288).According to her, **"…meaning structures include both linguistic and socio-linguistic structure"** (Tarone 1980,p. 288).

To sum up, researchers generally agree that the main purpose of code switching is to deal with communication problems.

1.4.1 Code Switching

The term "*code*" is a general name referring to language, dialects and other language varieties. The tendency in bilingual or multilingual settings to alter codes from time to time has led to the emergence of the concept "*code switching"* as a research topic since 1980s. Code switching is broadly used in linguistics and a number of related fields such as communication. Code switching can be discussed from different parameters or perspectives. Thus, the phenomenon of code switching has become one field of research with many publications and organizations (Kovàcs,2001). A search of the Linguistics and Language behavior abstract database shows that in 2005, more than 1800 articles on CS were published in almost every branch of linguistics (Nielp, 2006).

1.4.1.1 Definition of Code Switching

In linguistics, code switching or language alternation occurs when a speaker alternates between two or more languages, or language varieties, in the context of single conversation or situation. That's why multilinguals sometimes use elements of multiple languages when conversing with each other. Therefore, code switching is the use of more than one linguistic variety in a manner consists with the syntax and phonology of each variety.

In other words, this phenomenon is widely and differently defined by many linguists.The term code switching has been referred to as *'code mixing', 'code shifting', 'language alternation' ,'language mixture' and 'language switching'* (Benson,2001) although some have differentiated between them.

First, Trousdale (2010) defines that code switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire. While Gumperz (1983) has argued that code switching is a conversational strategy, the function of which is to express social meanings.A broad definition of the term CS is given by Poplack (1980) as **"the alternation of two languages within a single discourse, sentence, or constituent"** (p.200)**.**Then, Myers-Scotton (2001) describes a code switcher as a person who has sufficient proficiency in the two varieties he/she uses.

Finally, many linguists have stressed the point that switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for monolingual speaker (Romaine 2000).

1.4.1.2 Code Switching Vs Borrowing

Code switching and borrowing are ordinary phenomena in language contact situation and bilingual context. Many scholars consider and discuss this phenomenon since it is always confused with code switching in literature but these scholars tried to make a distinction between them. Gumperz (1982) states,

> **"Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety (i.e;language), into the other. The borrowed items are fully integrated into the grammatical system of the borrowing language and they are treated as if they are part of the lexicon of that language and share the morphological and phonological systems of that language. Code switching by contrast relies on the meaningful juxtaposition of what speakers must process as strings formed according to the internal syntactic rules of two distinct systems."**(p.66)

Hence, borrowing is filling the lexical gap in the borrowed language while code switching does not.

According to Schmidt (2014) claimes that, code switching and borrowing are similar there is a significant difference between them. CS is complete switch to the other language for word, phrase or sentence. In contrast, borrowing is taking a word or short expression from one language and adopting it usually, phonologically and morphologically to the matrix or the base language.

In addition, Hornby (2005) defined borrowing as **"a word, a phrase or an idea that somebody has taken from another person's work or from another language and is used in their own"**(p.169)**.** Moreover, a traditional definition says that borrowing

refers to the phenomenon when a word phrase is taken from one language to be as a part of the monolinguals speech of another language.

1.4.1.3 Code Switching Vs Code Mixing

These two terms are motivated by social and physiological factors and are used interchangeably by some scholars. Very often, the term *"code mixing"* is used synonymously to mean metaphorical code switching. In the domain of language contact, code-switching has always been confused with code-mixing; some linguists or scholars argue that there are two different paradigms in the "inter-sentential and intra-sentential level", whereas others consider those two sides are used for the same coin. In one hand, some scholars like Sridhar (1980), Kachru (1983), Bombaka (1988), Muysken (2000) they take this phenomenon as there is distinction and different between the two CS and CM.

Kachru (1984) differentiates between code-switching and code-mixing by the degree of code sharing between the participants:

> **"Code switching refers to the alternation in which the speech event does not necessarily require that the speaker and hearer share identical code repertoires. The user may be bilingual and the receiver a monolingual. On the other hand, in code-mixing, the codes used and the attitudinal reactions to the codes are shared both by the speaker and hearer."** (p.65)

Bokamba (1988) also claims there are different functions between code switching and code mixing in linguistics and psycholinguistics. He (1988)says,

> **"Code switching is the embedding or mixing of words,phrases,and sentences from two codes within the same speech event across sentence boundaries; while code-mixing is the embedding or mixing of various linguistic units, i.e; affixes, words, and clauses from two distinct grammatical**

> **systems or subsystems within the same sentence and the same speech situation."**(p.24)

However, in other hand some scholars Scotton (1992), Eastman (1992) consider this phenomenon as there is no distinction between the two.

At this point, it is essential to make a distinction between code switching and code mixing because code mixing discusses issues that are related to grammar, but code switching does not, Sridhar (1996).

1.4.1.4 Types of Code Switching

There are different types of code switching and scholars use different names to refer to them. According to Poplack (1980) and Romaine (1995), these types are: tag switching, inter-sentential and intra-sentential switching.

- **Tag Switching:**

It is also known as label switching. It is switching of phrase word or both from one language to another. This type involves not only tags but also discourse markers like "well", "right", "so" or interjections such as "ah", "oops", "oh".

According to Poplack (1980)

> **"Tag switching involves the interjections, fillers, tags, and idiomatic expressions, all of which can be produced in L2 with only minimal knowledge of the grammar of that language. This means that this type, when produced, does not break the rule of grammar of the language L2."** (p.605)

This type is very simple and the speaker could switch and perform freely.

- **Inter-Sentential Switching:**

It is when the speaker switches from one language to another in which the switching is done at the beginning or at the end of sentences, phrases or clauses. Sometimes it is known as "*mechanical switching"* and it occurs unconsciously. According to Poplack (1980), inter-sentential code switching requires a high degree of proficiency in both language than tag switching. In addition, Jendra (2010) argues **"inter-sentential code switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language".**(p.76)

- **Intra-Sentential Switching:**

It is also known as code-changing. Myers (1997) explains, **"Intra-sentential switches occur within the same sentence or sentence fragment"** (p.4)**.** In intra-sentential code switching, the shift is done in the middle of a sentence with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the rest of two types. In other words, it is regarded as the most syntactically risky because only bilinguals with high fluency in both languages can use this type without violating either language's rule.

1.4.1.5 Conversational Code Switching

Conversational code switching is a particular type of discourse strategy that operate below the level of consciousness through making people unaware of their language use as they are so immersed in the interaction. According to Gumperz (1982), conversational code switching is **"the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems"**(p.59)**.** Most frequently the alternation takes the form of two subsequent sentences, as when a speaker uses a second language either to reiterate his message or to reply to someone else statement.

In conversational code switching, the participants are unaware of which code is used at anytime. Besides, conversational code switching is used on daily basis in almost every verbal interaction where the high level of proficiency in two languages

explains the variety and richness of communicative strategies to bilingual member of the same community (Auer, 1998).

1.4.1.6 The conversation Analysis (CA) Approach to Code Switching

Conversation analysis is a set of methods for studying talk-in-interaction and the ways in which talk is organized often associated with the name of its founder Harvey Sacks. The goal of this type of analysis is **'the description and explication of the competences that ordinary speakers use and rely on in participation in intelligible, socially organized interaction'** (Heritage & Atkinson,1984,p.1). Thanks to CA, talk-in-interaction had been proven to be orderly at different degree (Gafaranga, 2007).

According to Schegloff (1968), the speech of each participant cannot exist or be analyzed on its own as in a conversation there is always a 'give and take' relationship among the participants. What follows from these ideas is that utterances should be used.

Auer (1984, 1995) was one of the first scholars who propose that CS can be accounted by using conversation analysis. From an interactional point of view, Auer (1984) calls for a sequential analysis of CS, whose 'global function' is dependent upon its local function –that is, in conversational context itself. Therefore, what the researcher should do in order to arrive at an interpretation of CS, is take into account the preceding and following sequences; **"our purpose to analyze members' procedures to arrive at local interpretations of language alternation"**(p.3). This should be done in order to avoid **"anecdotal descriptions of selected utterances"** (p.2) or a simple enumeration of the functions, which as discussed earlier, is inadequate.

1.4.1.7 Patterns of Switching in Conversation

Peter Auer's Pragmatic approach appears in 1984, it is also known as a central model to the analysis of code alternation in multi/bilingual studies. Auer perceives that code switching is much more than a rule-governed phenomenon in view of the fact that it is associated with the sociological representation of ethnic attitudes and

conversational analysis framework of bilingual behavior standing on the fact that "**any conversation involving different varieties is by definition a conversational event**" (Auer 1998,p.1).

Auer's approach is a regarded as a pragmatic one because it takes into account the essential ways of sequential development where some of conversational/verbal cues such as pauses, interjection, hesitation, gestures etc, are involved in an interaction during the conversational analysis.

Adopting such approach brings about the integration of extra conversational means within the analysis of the same conversation. Auer outlined a variety of distinction between alternation, transfer, and discourse related functions which characterize the participant's performance.

- **Discourse Related Switching**

In this process of language alternation, code switching is related to specific language means whereby the participants tend to organize their usage of different available language varieties in interaction where occasionally, different topics are tackled.

- **Participant Related Switching (Preference related Switching)**

This preference may perhaps be in turn to the different implication when the same participants use/choose different languages within the same message.

- **Transfer**

Transfer is considered neutral with respect to the negotiated language of interaction. This means that in code switching the bilingual from time to time have a propensity to transfer freely from one language variety to another then come back to the first variety while interaction.

1.4.2 Reasons of Code switching

There are many different reasons that lead the bilingual speaker switch from one language to another either to convey exact meaning, to show solidarity with a social group from different or the same ethnic groups.

Holmes (2000) discusses, that a speaker can or may switch to another language as a signal of group membership and shared ethnicity within an addressee**.** Also, a speaker can code-switch to discuss a certain topic as Holmes (2000) argues, that people may switch code within a speech event to discuss a particular topic.Another important reason is when we want to impress and persuade the audience since code-switching often used in speech and rhetoric to attract attention and convince people. Another reason is to participate in social encounters and to express feelings and affections. Speakers may also switch codes to express happiness, anger, love, sadness, and many other feelings. In some situations, code switching id seen as facilitator in communication and bilinguals usually code switching because they think that some concepts are simply easier to express in one language than in another. Code-switching can also be used to continue in speech situations when the speakers are unable to express their thoughts or ideas. Some authors think that code switching replace a lack of vocabulary in the first language. By contrast, others said that when we code-switching there are no exact words in one of second language.

In some cases, the speaker code-switches when he/she wants to convey a specific meaning in a specific situation and for a specific purpose as Trudgill (2000) claims, **"The same speaker uses different linguistic varieties in different situations and for different purposes"**(p.81)**.** Professor Peter Auer (2002), says in his book Code-Switching in Conversation: Language, Interaction and Identity, that the Code-switching carries a hidden prestige which is made explicit by attitudes**.** Hence, when the bilinguals tend to distinguish themselves from other social classes.Lipski (1985) states that code switching may be used in a variety of degrees, whether it is used at home with family and friends or with superiors at the workplace.

All in all the ultimate reason for code-switching is to achieve effective communication between the speaker and receiver. It is good to refer to code-switching in learning a foreign language in the classroom.

1.5 Students' Attitude to Code Switching

Within the world of language use, code-switching in foreign language classrooms has recently been the subject of considerable debate. Commonly, this phenomenon is viewed with suspicion in EFL classrooms. When analysts address the issue (the use of the mother tongue in EFL classrooms), there seem to be two opposing language attitudes among them; target language exclusivity and the opposition. On the one side of the issue, the occurrenceof code-switching in EFL classrooms has sometimes been of lower status; a strategy handled by weak language users to compensate for language deficiency. Some researchers consider CS as a native and undesirable behavior.

According to Elridge (1996), it is **"a failure to use the [mother tongue] and learn the target language or unwillingness to do so"** (p.303)**.** Some other researchers, like Sridhar (1996), describe this kind of use (the use of CS in FL classes) as**"a sign of laziness or mental sloppiness and inadequate command of the language"** (p.59). Cummins & Swain (1986), for instance, argue that **"the progress in the second language is facilitated if only one code is used in the classroom"** asserting that **"the teacher's exclusive use of the target code will conduct the 'pull' towards the native code"** (ibid,p.105).Whereas,Maccaro (2001) claims that the students' exclusive use of the target language provides them with more exposure to the foreign language which makes it real.It also permits learners to experience unpredictability and develops their own in-built language system. In the same vein, other researchers like Chaudron (1988) and Ellis (1984) also agree that it is important for second language (SL) and foreign language (FL) teachers to expose learners to as many language functions as possible in the target language.

To conclude, for these supporters, there seem to be a feeling that languages should be kept strictly demarcated (Eldrige, 1996) despite the fact that codeswitching is employed in the **"repertoires of most bilingual people and in most bilingual communities"** Romaine (1989:02).

1.6 Students VS Teachers Code Switching

Code Switching has become an interesting phenomenon to study especially in the field of classroom interactions since it is one of the major aspects of bilingual's development process. This study includes both teachers and students use of code switching in teaching and learning concept.

1.6.1 Teacher's Use of Code Switching

According to Ferguson (2009), code switching can fulfill several functions, namely, clarifying unfamiliar concept, summarizing a certain idea, greeting and interacting with students. Although Gulzar (2010) is partly in agreement with Ferguson (2009); she listed more functions associated with code switching, which are clarification, affective instruction, translation, socialization, repetition, and topic shift. Therefore, in reporting on the functions of code switching, she supplemented those put forward by Ferguson.

A survey conducted by Tariq, Bilal, Abbas, and Mahmood (2013) established some uses of code-mixing and code-switching that include four areas. First, starting a new topic; second, clarification, translation, assessing understanding; third, repetition, grammar explanation, class management, and emphasis; and fourth lack of vocabulary.

In the same sense, Jingxia (2010) maintained that code switching used to translate unfamiliar words, explain grammar, manage a class, display sympathy and friendship to students, shift topics, get students concentration, and assess their understanding.

1.6.2 Student's Use of Code Switching

According to Eldridge (1996) is that learner's code-switch to L1 when the equivalent of L2 item is unknown. This process can be attributed to incomplete knowledge of the target language lexicon. Second, floor-holding which is the intention to continue interacting with no interruption; this process occurs when the learner uses his native language in an attempt to keep communicating without any hesitation so that communication is maintained and sustained without collapse.

Third, reiteration which is simply repetition for emphasizing.Eldrige (1996) confirmed that **"message and reinforced, emphasized, or clarified where the message has already been transmitted in one code, but no understood**."(p. 306). In this context, the learner repeats the message in L1 to make sure that its meaning is conveyed in L2 smoothly and clearly.

Code switching is maybe due to three factors, incorrect translation of the meaning in the target language, student's supposition that the teacher may not have grasped the intended purpose, and the third factor namely, conflict control is used for avoiding any sort of conflict. It occurs when culturally equivalent vocabulary items in the first and second languages are lacking, and this, in turn, may lead to misunderstanding of the intended message.

In conclusion, we may result that both teachers and students have similar reactions to code switching despite some slight differences between the two. And also code switching could be beneficial in learning and teaching mathematics.

1.7 Conclusion

To conclude, all what have been presented in the literature review above can be summarized as follows. The process of classroom discourse has been studied in relation to communication strategies.This chapter has given a clear insight about the use of code switching as strategy in EFL classroom and the students' attitude toward this phenomenon.The coming chapter will take a practical path to investigate the use and the effect of code switching by first year license English language students at Naama University Centre.

Chapter Two: Research Methodology and Data Analyses

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2.1. Introduction

This chapter is the practical part that investigates what has been mentioned in the review of literature. Itis devoted to the presentation and analysis of the obtained data through the use of a questionnaireand an observation.

Therefore, this chapter is divided into two main parts. The first part is devoted to research methodology. The second part is assigned for the analysis and the interpretation of the data collected from the informants.

2.2. Research Design

The Research methodology represents all the proceeding policy of research, its Steps and blueprints are used in data collection and later on in data analysis during the research investigation (Polit and Hungler.1997, p. 491). Accordingly Parahoo (1997, p. 142) defines research design as **"a plan that describes how, when and where data are to be collected and analyzed".** Likewise Polit et al (2001, p. 167)give a definition to research design as follows: **"the researcher's overall for answering the research question or testing the research hypothesis"**. In other wordsby thoroughly planning the research design the researcher can make the right decisions and undertake appropriate procedures to achieve initial purposes of research and avoid errors.

The aim behind this research is to investigate if student's use of code switching is a good or bad strategy to bridge communication in EFL classroom.

2.2.1 Sample Population

A sample is "a smaller (but hopefully representative) collection of units from a population used to determine truths about that population" (Field, 2005).The study is concerned with the information gathered from the respondents in order to obtainthe data needed.Sampling is considered as aprocess of selecting a number of individuals that is of interest to the researcher for aresearch study in order to gather data and attain results that can be generalized. Thestudy used probability sampling. A random technique of choosing a sample tookplace as no precise aspects were necessarily taken into account to decide about thesample choice.

2.2.1.1. Learners'Profile

For the aim of accomplishing the present work, twenty students were selected randomly to answer the research tools addressed to them. They were first year License English language students at Naama University Centre. Their ages range from 18 to 33 years old.

2.2.2 Data Collection Research Instruments

After choosing the sample, the research instruments that were addressed to the participants are a questionnaire and observation.

2.2.3. The Questionnaire Description

The questionnaire is designed to twenty students. It aimed at finding the reasons behind the use of code switching in EFL classroom. It is a combination of 09 closed and opened questions that are organized in three sections, each section intended to investigate and provide particular information. This research instrument aimed at testing the first research hypothesis.

The first section involved learners' back ground and general information. The second section included an overview on the use of English language. The third section investigated the use of code switchingin EFL classroom.

2.2.4The Observation Description

To test the second and the third research hypothesis, the researcher added an observation. The observation is focused mainly on the effectiveness of code switching and on what degree it may facilitate learners' interpersonal communication. The researcher included this instrument to give clear and detailed data since the ***"Observations have a fairly high degree of reliability and validation, and could constitute observation data for research purposes"*** *(*Griffee, 2012:p178).

2.3. Analysis of the Results

The data collected from participants would be analyzed quantitatively, and qualitatively.

2.3.1. Analysis of the Questionnaire Results

Since the questionnaire consists of both opened and closed questions, the results will be analyzed both quantitatively and qualitatively.

Section one: Background and General Information

The current section is devoted to collect data about learners' gender and ages. It has been found that the informants are of different gender; their ages are between 18-33 years old. From the table below, it is clear that the highest majority of students are females.

Table2.1: Learners' Gender

Gender	Male	Female	Total
Students	05	15	20

Section Two: anOverviewon the use of English

The second section presented clear insights about the use of English language in EFL classroom.

Question item 1: In EFL classroom, you are allowed to speak:

The aim of this question was to know whatparticipantsspeak in EFL classroom. According to the answers presented in the figurebelow, 45% of thestudents claimed that they used English and their mother tongue, 35% speak only English, and 15% of them speak English and French. However, only 05% claimed that they speak other languages.

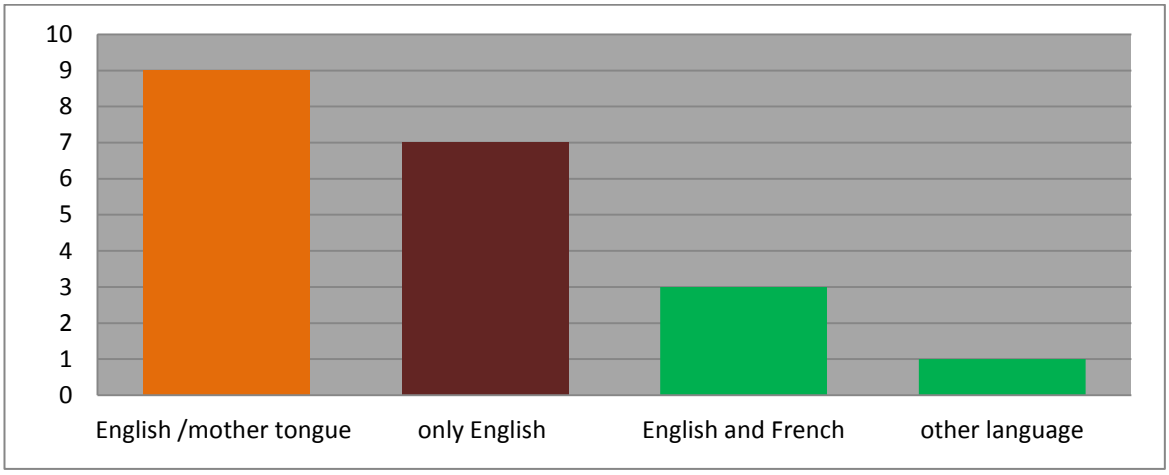


Figure 2.1: The Use of English among EFL Students

Question item2: During classroom's break times, which languages do you speak with your teachers?

This question sought to identify which language students speak with their teachers. The figure showed that the 15% of learners speak only English with their teachers, 15% speak their mother tongue. 15% of them use English and French, 55% preferred using all of them when speaking with their teachers. However, none of them speak French.

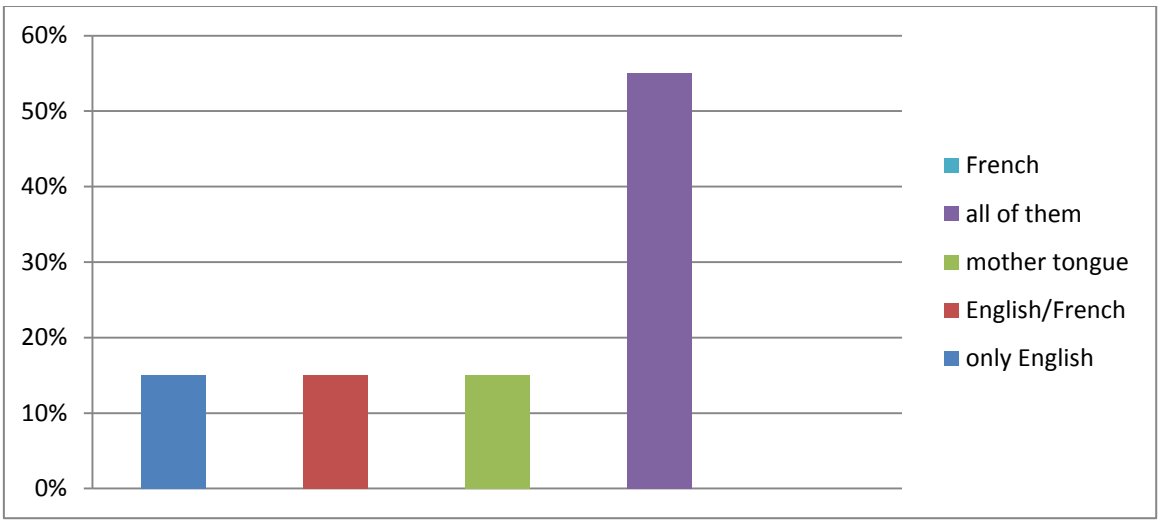


Figure 2.2: Students' language with their teachers

Section three:the Use of Code Switching

For the aim of examining the use of code switching a set of questions are raised.

Question item 1: Do you use code switching in EFL classroom?

From the tablebelow, the researcher noticed that most of the students (80%) confirmed that they use code switching in EFL classroom.However, 20%of them claimed that they don't use code switching in EFL classes.

Table 2.2: Students' Use of Code Switching

Answers	yes	no
Students	16	04
Percentage	80%	20%

Question item 2: To which language do you switch?

This question aimed at finding to which language do learners switch. It had been found that 75%of the studentsswitch to Arabic, 20% of them switches to French, and 05%of the participants use other language.

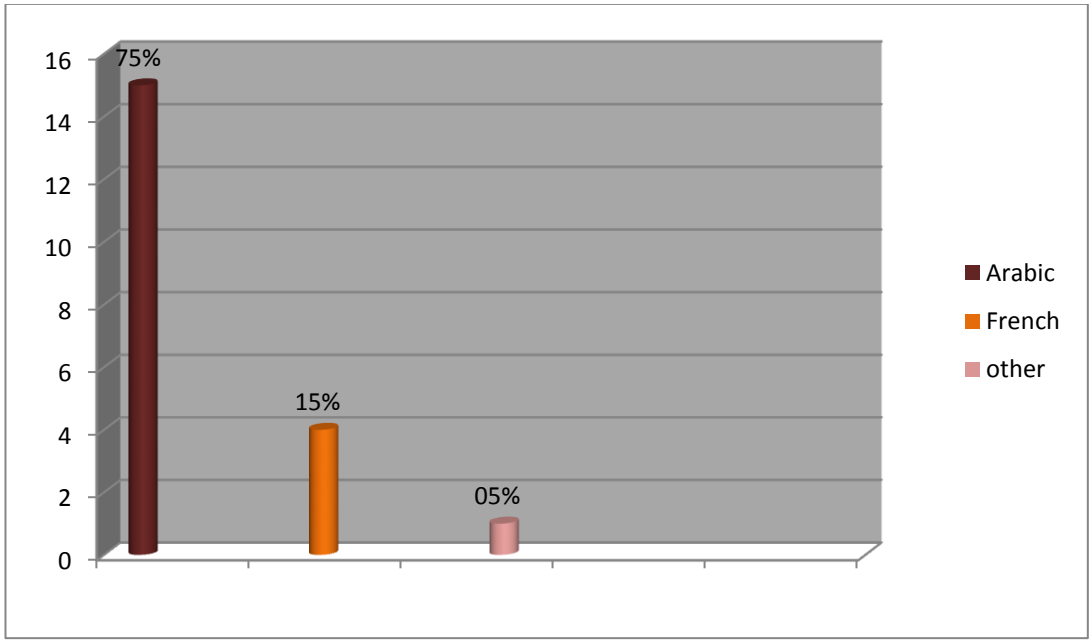


Figure2.3: Language Used when Switching

Question item 3: Why do you use code switching?

This question investigated students' reasonsbehind the use of code switching. The majority of participants 50% claimed that they use code switching to maintain the flow of the conversation, 35% to give more ideas, and 10% of them said that when they are unable to express themselves in English and 05% gave the following reasons:

- Using code switching is a new method for learning English.
- Liking speed in expressing ideas to gain time.
- Feeling at ease and comfortable when switching.
-

Question item 4: How often do you use code switching when communication with your peers?

This question was designed mainly for exploring the frequent use of code switching.It is noticeable that the half of the informants 50% often uses code switching while 35% of them claimed that they always use code switching, 10% of them rarely use code switching, however the rest of them never use code switching in their communication.

Table 2.3: Frequency of Code Switching Use

Answers	always	Often	rarely	Never
Students	07	10	02	01
Percentage	35%	50%	10%	05%

Question item 5: Is code switching something you resort only with your classmates or does it involve your teachers as well? Justify?

It seems that the majority of students 85% use code switching with their teachers while 15% of them avoid using code switching with teachers. Students justified their answers with the following reasons:

- It involves my teachers too in order to express myself clearly.
- To make a suitable atmosphere during the learning/teaching process.
- It's not professional when switching in EFL classroom.
- Some teachers forbidden using other language in EFL classes.
- To wipe any confusion.
-

Question item 6: When using code switching you:

The results showed that 60% of learners introduce isolated words from another language into a sentence. 25% of them claimed that they switch within the same utterance while 15% of learners said that they switch between several utterances.

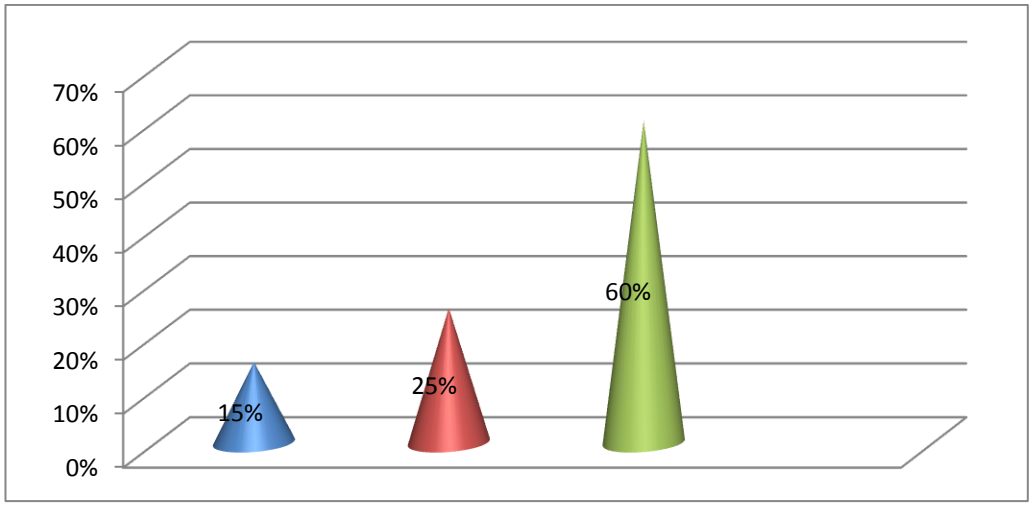


Figure 2.4: How Learners Switch

Question item 7: do you think that it helps batter when using mother tongue or French in EFL classroom? Why?

The question aimed at investigating the use of mother tongue and French when switching in EFL classroom. It is found that 80% of the participants confirmed that code switching by using mother tongue or French helps them better in EFL classroom while only 20% of participants do not argue that using mother tongue or French may help better when switching. The participants justified their answer as the following:

- To get extra information.
- It helps us to learn faster and spread ideas.

- To give place to creativity.
- French is closer to English than Arabic.
- Using only English is better than using Arabic or French to improve our level.

Question item8: do you think that using code switching enhances your English learning level? How?

This question aimed at highlighting the effectiveness of using code switching in learning English. As it is shown in the table bellow, the majority (60%) of participants claimed that using code switching enhance their English learning level.

The participants' answers where summarized as the following:

- Code switching helps to memorize the difficult words.
- It gives the opportunity to express different ideas.
- It makes students rely on the other language more than learning English language
- It helps to have an idea about the words that students can't introduce them in English.

Table 2.4: Code Switching Effectiveness in Learning English

Yes	No
80%	20%

Question item 9: how do you think you learn best? Justify?

The last question investigated the way students learn better English. The results showed a diversity of answers where 75% of students claimed that they learn English better when they use other languages they know in EFL classroom while 25% of them claimed that they learn better when using only English in classroom. They presented the following reasons:

- It helps learning new vocabulary when using other languages.
- Repeating some words in other language helps students to learn them easily in English.
- Using other language will decrease students' English level and skills.
- The focus should be on only English to improve the learners' level.

Table 2.5: The Best Way to Learn English

Answers	When using only English	When using other languages
Students	05	15
percentage	25%	75%

2.3.2 Analysis of the Observation

The researcher used the observation as a second research instrument for the aim of collecting more concrete and reliable data about the students' use of code switching in EFL classroom communication. In addition, the observation involved the participants' behavior and attitudes in a natural setting in which the researcher attended three sessions a week with 1st year EFL students at Naama University Center in an oral expression class.

The observation is based on checklist to analyze the participants' classroom interaction, the participant were informed that are observed for research purposes. Accordingly, the checklist involved three main parts;code switching types, the main languages‟ switches inthe classroom and categories of code switching in classroom. The following tables illustrated the main data obtained from the classroom observation.

Table 2.6: Code Switching Type

Code switching types	Switchers	Percentage
Inter sentential code switching	10	50%
Tag- switching	6	30%
Intra sentential code switching	4	20%

Table 2.7: Frequent Language Alternation

Languages	Students	Percentage
English - French	3	15%
mother tongue- English	7	35%
All of them	10	50%

Table2.7: Code Switching Categories.

Items	Students	Percentage
Students- students code switching	03	25%
Students- teachers code switching	17	85%

2.4. Data Interpretation

2.4.1 Interpretation of the Questionnaire Results

The questionnaire was designed with the aim of exploring the students' attitudes and reasons behind using code switching in EFL classroom communication. The analysis of the questionnaire allowed the researcher to answer the first research problem.The majority of the learners showed positive attitudes towardsusing code switching saying that they express their selves and ideas clearly and easily. Accordingly, code switching is a helpful method to learn English by using new vocabulary and saving time and efforts.

However, minority of the students avoid using code switching in learning English. According to them, code switching decrease English learning skills since students use other language. Code switching may make students rely on the other language rather than learning English.

2.4.2 Interpretation of the Observation Results

After analyzing different notes taken in the checklist during the classroom observation, it had been found that the participants use code switching between each others as well as with their teachers when communicating. In addition to English, they resort to French and their mother tongue when speaking.It was noticed that the participants use several code switching types in classroom as it has been mentioned in the previous chapter.

2.5. Discussion of the Main Findings

After describing and analyzing the participants' responses by using different research instruments including students' questionnaire and observation, which are used to reach the aim of the study and find out whether the use of code switching by EFL students can be a good or a bad strategy. And those instruments also attempt to answer the research questions and accept or refute the hypotheses through transforming the observation notes and the responses of the participants in to descriptive and statistical findings.

The students' questionnaire was for the aim of answering the first research question of the reasons behind using code switching by EFL students in classroom communication. And the result one may get after analyzing the questionnaire is that the students use code switching for the purpose of keeping the flow of the conversation and facing the communication break downs which confirm the first research hypothesis.

The other instruments is classroom observation which was for the purpose of answering the second and the third research questions of the effectiveness of code switching and how it can facilitate the interpersonal communication. After analyzing the observation the result shows that students with whom they switch may demonstrate a better communication and achieve better interaction, which confirm the second and the last hypothesis.

Finally, the discussion of the main findings concludes that all the research hypotheses have been confirmed by the research instruments.

2.6. Research Limitation

On the same topic as the current investigation, the researcher has reached the aim of the study. However, some limitations faced them which hindered and affected the study. Those limitations are linked to both conceptual and methodological aspect of the research work.

The conceptual limitations are related to the lack of resources and a limited number of books which lead the researcher to use the online database. Whereas the methodological limitations includes firstly, the sample size which was small to generalize the results. Secondly, the period of the observation was too short to observe such phenomenon, which contained only three sessions a week. Finally, the last one was related to therefusal of the participants to answering open questions.

2.7 Recommendation and Suggestion

Based on the findings and data obtained from this research, there are some recommendations suggested for future studies:

First, according to the results the studyrevealed what learners feel when they use code switching. They fell motivated to interact and express themselves in the classroom. Hence, future research can be carried out on the role of code- Switching inside the EFL classroom which helps the student to communicatesmoothly without facing difficulties in interacting with the teacher or other students.

Second, the teacher hasto provide comfortable classroom atmosphere for learning to be successful and stressful. He /she can organize students to work in groups or in pairs so they benefit from one another and motivate each other’s with exchanging information.

To conclude, Code-switching is very useful for students in learning English and this strategy can applied to help them interact in class.

2.8 Conclusion

The present chapter has tried to examine the use of code switching among 1st year EFL students. It is divided into two parts. The first part dealtwith the research methodology focusing on the sample and research instruments.To serve the needs of the research hypotheses, the second part analyzed the data that have been gathered from the informants through a questionnaire and an observation quantitatively and qualitatively.

General conclusion

General conclusion

The present study investigated the use of code switching as a strategy to bridge the communication during the teaching and learning process among first year English students at Naama University Centre. Accordingly, this study attempted to confirm the research hypothesis: EFL students in English classes switch between languages used as a resource to keep on the conversation and convey meaning when facing a communications breakdowns.

This study contain of two chapters. The theoretical chapter which looked for two different variables: Communication strategies and code- switching. It highlighted the communication strategies and communication competence. The practical chapter analyzesand interprets the research instruments: the students' questionnaire and classroom observation. In addition, the research work focused on the possibility of code- switching as an effective strategy to increase student interaction in EFL classroom as a significant role in the process of foreign language learning since it creates opportunities for the classroom community to develop knowledge and skills.

Although many students believed that using code-switching makes it easy to them to interact freely without hesitating, some others did not agree. In addition, it is noticed that the majority of first year students have many difficulties in interacting inside the classroom because they have a lack of vocabulary and a weak mastery of oral performance. Besides, students find difficulties in expressing themselves in the target language and have a fear of making mistakes.

Accordingly, the analysis of the obtained data revealed that the participants switch to other languages in EFL classroom .So ,it is clear that code switching is an unavoidable sociolinguistic phenomenon which is frequently practiced by learners in their EFL classrooms either to save the communication . In addition, it helps students get more comfortable conversing spontaneously in the target language as well as it helps them get more comfortable conversing spontaneously in the target language.

To conclude, code-switching has proved to be very useful strategy for students' English learning. This strategy can be used with the students of first year levels since they are fresh comers to help them improve their interaction inside the classroom and motivate them to share their knowledge with others with free and comfortable way of

communicating. This investigation did not end here;further research can be conducted in this topic using other methods and techniques to explore more results.All in all, future research works can deal with the reasons that lead students to code-switch and mix more than one language in the classroom to bridge communication.

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Appendices

Appendix A

Students' Questionnaire

This questionnaire is a part of a research work. Your accomplishment of this questionnaire will be a great help to bring fruition to the present research work. This questionnaire aims at highlighting and finding students' attitudes toward the use of Code Switching as a strategy to better communicate in EFL classroom. You are kindly invited to answer the following questions by putting a tick on the appropriate answers or justifying your answers where needed. Your answers are of great value for us.

Thanks for your collaboration.

Section one: Back ground and general information

Age: 18-20 ☐ 20-25 ☐ 25 and up ☐

Gender: Male ☐ Female ☐

Section two: an overview on the use of English

1) In EFL classroom, I'm allowed to speak:

-Only English ☐ -English and French ☐

-English and my mother tongue ☐ - Other languages ☐

2) During classroom's break times, which language do you speak with your teachers?

-Only English ☐ -French ☐ -English and French ☐

-My mother tongue ☐ -All of them ☐

Section Three: The use of Code Switching

1) Do you use code switching in EFL classroom?

Yes ☐ No ☐

2) To which languages do you switch?

- French ☐ - Arabic ☐ - other languages ☐

3) Why do you use code switching?

-When I'm unable to express myself in English ☐

- To maintain the flow of the conversation ☐

- To give more ideas ☐

- Only when explaining difficult words ☐

Other reason: ……

4) How often do you use code switching when communicating with your peers?

-Often ☐ -Sometimes ☐ -Rarely ☐ -Never ☐

5) Is code switching something you resort only with your classmates or does it involve your teachers as well? Justify.

Yes ☐ No ☐

……...

6) When using code switching, you:

- Code switch between several utterances. ☐

- I code switch within the same utterance. ☐

-I introduce isolated words from another language into a sentence. ☐

7) Do you think that is help better when using your mother tongue or French in EFL classroom? Why?

Yes ☐ No ☐

……

……

……

8) Do you think that using code switching enhances your English learning level? How?

Yes ☐ No ☐

……

……

…….

9) How do you think you learn best? Explain.

- When using only English in the classroom ☐
- -When using other languages I know in the EFL classroom ☐

……

……

……....

Appendix B

Observation Checklist

Date: ..... **Time: .....**

Number of learners: ..... **Attendance: .....**

Lesson: .....

Item		Frequency	Additional Comment
Categories of Code Switching in EFL Classroom	**Student-student code switching**		
	Student-teacher code switching		
Types of Code Switching Occurring in Classroom Discourse	**Tag switching**		
	Inter-sentential code switching		
	Intra-sentential code switching		
Frequent Language Alternation in EFL Classroom Discourse	**Switching from English to French**		
	Switching from Mother tongue to English		
	All of them		