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**THE EFFECT OF CODE SWITCHING ON EFL
LEARNERS LEARNING DEVELOPMENT
CASE STUDY: FIRST YEAR LMD STUDENTS OF
ENGLISH AT CHADLI BENDJEDID-EL TARGH
UNIVERSITY**

**Dissertation Submitted in Partial Fulfillment for the Requirements of the
Degree of Master in *Didactique de l'Anglais***

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**ACADEMIC YEAR
2015/2016**

DEDICATION

This work is dedicated to:

My dear mother who has supported me a lot in my life.

My father without whom I would not be who I am.

All my family, particularly my sister Hanane who shared the hard moment with me and encouraged me to go further.

Karima Amrani

DEDICATION

This work is dedicated to:

First to my parents who supported me along my life and provided me with love and affection.

To my sisters Malika and Chafia.

To Leila, her husband Fares Abddich and their children Safae and Mounsef.

To my brothers Mohammed and Abd-El-Madjid.

To my uncles and aunts.

To all the teachers of the English department.

Soheyla Djlama

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We would like to express our sincere thanks to our supervisor Mrs. BOURAS Sana who guided this research and who has generously given her time and expertise to better this work. We are very grateful for her invaluable observations, for her precious advice that she has given us and for her encouragement.

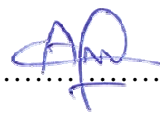
Special thanks to our sample population; both English students and teachers at El Tarf University.

At least, we pray God to convey that thanks in his own way back to you all “Amen”.

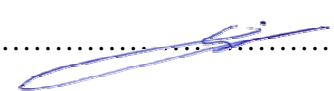
DECLARATION

We hereby certify that this research paper, which we now submit for assessment of the programme of study leading to the award of **Master in didactique de l'Anglais** is entirely the result of our own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the context of our work.

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ABSTRACT

This study aims to investigate the aspect of teachers' code switching as they occurs both in teaching and learning process in a classroom setting with English Foreign Language Learners. Accordingly, a number of students of 1st year and their teachers of EFL classroom take part in this study. Those participants are chosen to have an overview of the effect of teachers' code switching in EFL classroom. Data are collected through the questionnaires which are administered to both the students and teachers. The results of the quantitative analysis shows that teachers' code switching is quite higher than expected. The analysis reveals that teachers employs code switching in EFL classroom, for allowing an effective communication between the students and the teachers in a way that was a reliable, natural atmosphere for learning a language. The findings indicate that teachers' code switching is a mean to explain grammar, vocabulary ,language tasks, to facilitate ,foster learning process, especially during the first stage of their learning.

Table of content

Dedication.....	I
Acknowledgement.....	III
Declaration.....	IV
Abstract.....	V
Table of content.....	VI
List of abbreviations.....	VIII
List of tables and figures.....	IX
GENERAL INTRODUCTION.....	P1
Statement of the problem.....	P1
Research question	P2
Hypothesis.....	P2
Research Objective.....	P2
PART ONE: REVIEW OF LITERATURE	
CHAPTER ONE: A GENERAL OVERVIEW ABOUT THE ACT OF CODE SWITCHING IN AN EFL CLASSROOMS	
INTRODUCTION.....	P3
I.1.1. EMERGENCE OF CODE SWITCHING.....	P3
I.1.2. SOCIOLINGUISTIC VISION OF CODE SWITCHING.....	P4
I.1.3. THE DEFINITION OF TEACHERS' CODE SWITCHING.....	P8
I.1.4. THE DIFFERENCE BETWEEN CODE SWITCHING, CODE MIXING, BORROWING.....	P11
I.1.5. THE DIFFERENT TYPES OF CODE SWITCHING.....	P14
I.1.5.1. Inter-sentential code switching.....	P15
I.1.5.2. Intra-sentential code switching.....	P15
I.1.5.3.Tag switching.....	P15
I.1.5.4.Situational switching.....	P16
I.1.5.5. Metaphorical switching.....	P16
I.1.5.6. Conversational code switching	P17
CONCLUSION	P17
CHAPTER TWO: AN EXAMINATION OF OTHER ISSUES, ASPECTS OF CODE SWITCHING.	
INTRODUCTION.....	P18
I.2.1. RESEARCH METHODOLOGY.....	P18
Method and Instrument.....	P18
Participants	P19
Procedure.....	P19
I.2.2.THE ATTITUDES AND VIEWS OF TEACHERS' CODE SWITCHING IN AN EFL CLASSROOM.....	P20
I.2.3.THE CAUSES OF TEACHERS' CODE SWITCHING IN EFL	

CLASSROOM.....	P23
I.2.3.1. Instructions for classroom activities.....	P23
I.2.3.2. Translation.....	P25
I.2.3.3. Input comprehension.....	P25
I.2.3.4. Code switching as a strategy for a healthy atmosphere	P27
I.2.4. THE FUNCTIONS, ROLES OF TEACHERS CODE SWITCHING IN AN EFL CLASSROOMS.....	P28
I.2.4.1. Clarification.....	P28
I.2.4.2. Explanation and emphasis.....	P29
I.2.4.3. Show unity with students.....	P30
I.2.4.4. Micro and Macro function.....	P30
I.2.4.5. Class organization.....	P31
I.2.4.6. Affective function.....	P32
I.2.4.7. Repetitive function.....	P33
I.2.4.8. Encouragement and motivation.....	P34
I.2.4.9. Ensuring comprehension.....	P34
CONCLUSION.....	P35
PRACTICAL PART: THE EFFECT OF CODE SWITCHING ON LEARNERS' LEARNING DEVELOPMENT	
CHAPTER THREE: PART ONE: PRESENTATION AND ANALYSIS OF THE FINDINGS	
INTRODUCTION.....	P36
II.3.1. DATA ANALYSIS PROCEDURE.....	P36
II.3.2. PRESENTATION OF TEACHERS' FINDINGS.....	P37
II.3.3. DISCUSSION.....	P55
II.3.4. PRESENTATION OF STUDENTS' FINDINGS.....	P56
II.3.5. DISCUSSION.....	P69
CONCLUSION.....	P70
PART TWO: PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH	
II.3.6. IMPLICATION RECOMMENDATIONS FOR FUTURE STUD	
INTRODUCTION.....	P71
II.3.6.1. Limitations of the study.....	P71
II.3.6.2. Pedagogical Implications.....	P71
II.3.6.3. Suggestions of future research.....	P73
CONCLUSION	P73
GENERAL CONCLUSION.....	P74
BIBLIOGRAPHY.....	P75
APPENDICES	

List of Abbreviations

1. B: Borrowing
2. C: Code
3. Cc: Communicative Competence
4. CLE: Classroom Learning Environment
5. CM : Code Mixing
6. EFL: English Foreign Language
7. FL: Foreign Language
8. FLL: Foreign Language Learning
9. Inter-S: Inter-Sentential
10. Intra-S: Intra-Sentential
11. L1: Native Languages
12. L2: Second Language
13. Lc: Linguistic competence
14. MT: Mother Tongue
15. SL: Second Language
16. TI: Target Input
17. T/L: Teaching or learning
18. TL: Target Language
19. SL: Second Language

List of Tables and Figures

List of Tables

Table 01: The frequency of the use of code switching in EFL classrooms.....	p37
Table 02: the consciousness towards the use of code switching in EFL classes.....	p38
Table 03: The attitudes towards the act of code switching that is implemented in FL settings...	p38
Table 04: The reason behind the use of the use of code switching in EFL classrooms.....	p39
Table 05: The crucial role of learners' level when implementing CS.....	p40
Table 06: The dominant factors that hinder the process of CS in FL setting.....	p41
Table 07: The dominant style for grammar learning.....	p42
Table 08: The most used code in EFL classes in case of differences in L1.....	p42
Table 09: The favorite code for learners to get grammar rules.....	p43
Table 10: The reaction of teachers when learners error due to CS.....	p44
Table 11: The most used type of CS on FL settings.....	p45
Table 12: The timing devoted for CS in low proficiency takes the priority over high proficiency classes.....	p45
Table 13: The dependence of FL as a part of the syllabus.....	p46
Table 14: The use of FL when learners' level is increased advanced enough to manage the FL...	p47
Table 15: The selected activity for learners to practice new grammar rules.....	p48
Table 16: The benefit of the extensive drills in grammar relying on CS.....	p48
Table 17: The dominant grasped aspect of grammar learning relying on CS.....	p49
Table 18: the usefulness of integrating CS in getting grammar rules.....	p50
Table 19: The reaction of teachers towards the negative influence of CS in EFL settings.....	p51
Table 20: The way of managing classes of different proficiency level.....	p52
Table 21: The fact of explain; ensure comprehension in short time through CS.....	p52
Table 22: The effect of CS on teachers timing for finishing syllabus.....	p53
Table 23: Target language as a basis for preparation of learners for the real world.....	p54
Table 24: The daily use of CS for learners' grammar learning.....	p56

Table 25: Learners ‘awareness attention to the act of switching in FL settings.....	p56
Table 26: The reaction of the students towards the daily implementation of this act.....	p57
Table 27: The main situation for switching the code in FL settings.....	p 58
Table 28: The result of code switching on learners performances.....	p58
Table 29: The way of influencing learners’ performances when relying on CS.....	p59
Table 30: The dominant code for introducing, explaining grammar activities.....	p60
Table 31: Grammar rules as a basis for constructing healthy sentences.....	p60
Table 32: The favorite code for learners to get grammar without falling into interference.....	p61
Table 33: The main function that L1 serve in FL settings.....	p62
Table 34: The dominant type grammar rules that is easily absorbed through CS.....	p63
Table 35: the necessity of switching code either once or twice for learners grammar learning...	p63
Table 36: The most selected way for learners to practice the grammar rules.....	p64
Table 37: The significant role of CS in creating healthy, comfortable classroom atmosphere....	p65
Table 38: The reaction of students in the absence of CS in EFL settings.....	p65
Table 39: The effect of the difference that exists between L1 and FL system on learners.....	p66
Table 40: Visual style as a selected way for grammar learning.....	p67
Table 41: The amount of time devoted for FL use in teaching grammar rules.....	p67
Table 42: The timing for grammar teaching relying on CS takes the priority over grammar practices.....	p68

List of Figures

Figure 01: The frequency of the use of code switching in EFL classrooms.....	p37
Figure 02: The consciousness towards the use of code switching in EFL classes.....	p38
Figure 03: The attitudes towards the act of code switching that is implemented in FL setting....	p39
Figure 04: The reason behind the use of the use of code switching in EFL classrooms.....	p40
Figure 05: The crucial role of learners' level when implementing CS.....	p40
Figure 06: The dominant factors that hinder the process of CS in FL settings.....	p41
Figure 07: The dominant style for grammar learning.....	p42
Figure 08: The most used code in EFL classes in case of differences in L1.....	p43
Figure 09: The favorite code for learners to get grammar rules.....	p44
Figure 10: The reaction of teachers when learners' error due to CS.....	p45
Figure 11: The most used type of CS on FL settings.....	p46
Figure 12: the timing devoted for CS in low proficiency takes the priority over high proficiency classes.....	p46
Figure 13: The dependence of FL as a part of the syllabus.....	p47
Figure 14: The use of FL when learners' level is increased advanced enough to manage the FL	p48
Figure 15: The selected activity for learners to practice new grammar rules.....	p49
Figure 16: The benefit of the extensive drills in grammar relying on CS.....	p50
Figure 17: the dominant grasped aspect of grammar learning relying on CS.....	p50
Figure 18: the usefulness of integrating CS in getting grammar rules.....	p51
Figure 19: The reaction of teachers towards the negative influence of CS in EFL settings.....	p52
Figure 20: The way of managing classes of different proficiency level.....	p53
Figure 21: The fact of explain; ensure comprehension in short time through CS.....	p53
Figure 22: The effect of CS on teachers timing for finishing syllabus.....	p54
Figure 23: Target language as a basis for preparation of learners for the real world.....	p56
Figure 24: the daily use of CS for learners' grammar learning.....	p57

Figure 25: Learners 'awareness attention to the act of switching in FL settings.....	p57
Figure 26: The reaction of the students towards the daily implementation of this act.....	p58
Figure 27: The main situation for switching the code in FL settings.....	p59
Figure 28: The result of code switching on learners performances.....	p59
Figure 29: The way of influencing learners' performances when relying on CS.....	p60
Figure 30: The dominant code for introducing, explaining grammar activities.....	p61
Figure 31: Grammar rules as a basis for constructing healthy sentences.....	p61
Figure 32: The favorite code for learners to get grammar without falling into interference.....	p62
Figure 33: The main function that L1 serve in FL settings.....	p63
Figure 34: The dominant type grammar rules that is easily absorbed through CS.....	p64
Figure 35: The necessity of switching code either once or twice for learners' grammar learning.....	p64
Figure 36: The most selected way for learners to practice the grammar rules.....	p59
Figure 37: The significant role of CS in creating healthy, comfortable classroom atmosphere.....	p65
Figure 38: The reaction of students in the absence of CS in EFL settings.....	p66
Figure 39: The effect of the difference that exists between L1 and FL system on learners.....	p66
Figure 40: Visual style as a selected way for grammar learning.....	p67
Figure 41: The amount of time devoted for FL use in teaching grammar rules.....	p68
Figure 42: The timing for grammar teaching relying on CS takes the priority over grammar practices.....	p68

GENERAL INTRODUCTION

The aspect of teachers' code switching has appeared to be one of the crucial issues of foreign language. Teachers' code switching received more attention, in which there are a number of studies that are conducted by scholars, linguists and educators in an attempt to give a clear overview about the different aspects, functions and the effects of teachers' code switching in EFL classroom. Teachers' code switching in EFL classroom has a clear influence and effect on the mental process, it has a kind of confusion at the level of their thinking, comprehension, understanding and creates another problem which is "interference" in which the majority of EFL learners start mixing between the codes that appear obviously in their performance and realizations. The aim of this study is to reveal whether or not teachers' code switching in EFL classroom is helpful and regarded as an effective, good strategy that facilitates learning classroom, lead to successful classroom discussion or impeding, can create problems when they switch between the target language and the native language in foreign language learning classroom. EFL teachers are allowed to switch the code in classrooms in order to simplify the learning and teaching process and the retention of both vocabulary and grammar instructions. But, teachers' code switching results in a transfer to the mother tongue in FL learning. EFL teachers may solve this by reducing the amount of time involved in using another code. The questions that may be asked: what are the reasons that push them to switch the code? What are the influence of teachers code switching in EFL classroom and How could be solved? This study focuses on the effect of teachers' code switching on Algerian EFL learners at EL TARF University - Department English- 1st year in order to discover and reveal explicitly the way teachers switch the code within teaching and learning process in EFL classrooms. Data were collected through the questionnaires as a key procedure that are introduced to both participants' teachers and learners respectively to get clear overview on the effect of teachers' code switching in EFL classroom.

1 .The statement of the problem

The teachers' code switching that is implemented or takes place in EFL classroom is one of the common problems and debatable issues that have been studied by different researchers, scholars and linguists. In an attempt to reveal its effects on EFL learners' comprehension, retention, in the way they turned to be so confused to which code they rely on to pick up a common knowledge within classroom. Teachers' code

switching in EFL classroom creates another barrier which is called interference that hinders the students from acquiring the target language in general and grammar rules and aspects in general.

2. Research Questions

Our research work addressed the following research questions:

- ❖ What are the reasons that urge EFL teachers to switch the code within the classroom?
- ❖ Do teachers' code switching within EFL classroom affects EFL learners?
- ❖ How could EFL teachers overcome the negative aspects of code switching on learners?

3. Hypothesis

We hypothesize that, in EFL classroom learning, teachers are expected to switch the code from time to time as it is a part of learners' needs and it is a beneficial tool that serves EFL learners in the process of learning and understanding target language or code.

4. The aims of the study:

The purpose of this study is to reveal and show whether EFL teachers code switching within classroom is regarded as a good effective technique that facilitates learning process on the side of EFL learners, boosts EFL learners self-esteem, reduce risk taking, encouraging active participation and classroom discussion of them through relying on any preferable code to share and exchange ideas with their teachers.

PART ONE: REVIEW OF THE LITTERATURE

CHAPTER ONE: THE ACT OF CODE SWITCHING IN EFL CLASSES

Introduction

Since the habit of humanity which is to talk expressing their inner feelings, thoughts about the world around us or simply what is happening that's why people always tries to communicate , interact with each other exchange views, transmit messages, sharing conversations. This desire for communication leads them develops language as the only means for that purpose. Nowadays, there are thousands of languages used around the world; these languages have come in contact with each other because of many reasons such as wars, migration, mixed marriages and trade....etc, giving birth to new forms of the languages like pidgins, creoles. Code switching is one of the outcomes of language contact; it involves the use of two languages or varieties of the same language in the same utterance, speech or the interchanging of two languages together while speaking. This chapter will examine in clearly an overview about this issue of concern, the definitions offered by many linguists and the distinction drawn between this item and other language contact finally the different types of code switching that might be implemented by EFL teachers in classrooms.

I.1.1 THE EMERGENCE OF THE STUDY OF CODE SWITCHING:

The beginning of the study of code switching goes back to the 1940's and the early 1950's and emerged to be broadly observed phenomenon especially in bilingual or multilingual communities from single family units to large social groups .Over the past decades , an increasing interest in code switching has trigged a variety of investigation and theoretical discussion . Code switching was a specific phenomenon and strategy of foreign language teachers which received attention in 1980. The concept of code put forward by Bernstein in 1971s .It simply refer to any system of signals, words, numbers which carries obvious and concrete meaning. Wardhaugh pointed out that the term code is neutral term such as: dialects, language, style. Wardhaugh , "It can be used to refer to any kind of system that two or more people employ for communication". In other words, when a particular code is decided on, there is no need to stick it all the time. People can and should in many situations shift from one code to another as the need for this. There have been various definitions of the term code switching offered by many

linguists through their conducted studies. However, it is worth mentioning that like all languages contact phenomena, code switching did not receive much interest from researchers for the reason that it was considered as a random process, the idea which is relevant to the monolingual view of language. Uriel Weinreich says that “code switching is a deviant behavior pattern”. He also asserts that extensive language switching is somehow defective and writes: “The ideal bilingual switches from one language to the other according to appropriate changes in the speech situation (interlocutors, topic etc) but not in an unchanged speech situation, and not within a single sentence”.p Numan and Carter, defines code switching as “a phenomenon of switching from one language to another in the same discourse “

Haugen refers to code switching as: “They [the speaker] may switch rapidly from one [language] to the other, but at any given moment they are speaking only one, even when they resort to the other for assistance.” He says that is very difficult to say which language the speaker is using at a given moment because the latter is supposed to use only one language. The same idea was shared by Uriel Weinreich,

One of the most influential figures in the field of linguistics is Uriel Weinreich’s “languages in contact”. For him bilingual speakers possess two distinct linguistic varieties, which they use in separate occasions. He claims (1968) that “frequent alternation, was a product of poor parenting”.

Next article in which the term code switching appeared in the field of linguistics “language contacts”. In which he got inspired by Weinreich’s “languages in contact”. Haugen, describes the phenomenon of code switching as a process “which occurs when a bilingual introduces completely unassimilated words from another languages into his speech”.

I.1.2. THE SOCIOLINGUISTIC VISION OF CODE SWITCHING:

Gumperz was one of the first academics referred to code switching as the idea that it should be seen as a specific discourse strategy for bilingualism, was also used in language teaching classes either within teachers or students discourse. Gumperz, brought a new vision to the study of code switching; he considers it from an interactional point of view. Gumperz, focuses on the importance of studying code switching from a social perspective. He intends to relate each code to a specific social function. Much of his work was done in Northern India in which he concentrates on

Hindi and its range of dialects. Gumperz , describes three forms: village dialects, regional dialects, and standard Hindi, each form serves different functions from the other. Gumperz claims that: “most male residents, especially those who travel considerably, speak both the village and the regional dialect. The former used at home and with other local residents: the latter is employed with people from the outside.

Nearly all researchers who worked on code switching have concentrated on the identification of “code” and “linguistic theory” as interchangeable notions. Gumperz and Herasimchuk consider code as “clusters of co-occurrent variables: (Ervin-Tripp, 1973, p.90) brought the idea that language choice is influenced by setting, participant and topic. She studied the case of bilingual Japanese-born women living in USA, and noticed considerable correlation between language choice and discourse content. Her work inspired a lot of scholars like Gumperz and others.

In 1963s,(Bloom and Gumperz,1972 ,p.89) studied the case of Hemnestberget which is small fishing village of 10300people in Norway. Gumperz compared the use of standard form which is Bokmal and the vernacular Ranamal in Norway to the use of standard and local dialects in Hindi. He noticed the vernaculars were used in interaction with neighbours, whereas the standard form was reserved for communication across “ritual barriers” which are barriers of caste, class and village groupings in India, and of academic, administrative, and religious setting in Norway. Gumperz claimed verbal repertoire is definable in social and linguistic terms.

Bloom and Gumperz, continued their study of Bokmal and Ranamal in Hemnestberget; these forms were seen as distinct codes, but not distinct languages. They noticed that Bokmal and Ranamal had great similarities but were kept as separate forms by the inhabitants of Hemnestberget and Bloom and Gumperz , claim: “the most reasonable assumption is that the linguistic separateness between dialect and standard... is conditioned by social factors”. Bloom and Gumperz, restrict the choice of linguistic variables in terms of social events such as topic, setting and participant, this means that in some situations a variety or a code may be more suitable than others.

Studies on the difference between L2 and FL learning use code switching to describe either classes , teachers ‘ practices involving the use of more than one language and the majority of researchers have argued that code switching is an important element in English language teaching and learning. Skiba , pointed out that code switching is an opportunity for language development as it allows the effective transfer of information

from senders to receivers. Also, Cook , claims “code switching can be exploited as a means for providing language samples. Although language development is seen to be minimal and show code switching still perceived as positive indication of the learning process “ . It is also defined by Lightbown, as “it is the systematic alternating use of two languages or language varieties within single conversation or utterance” .In other words , it is the shift from one language to another within conversations , speech or simply the use of both FL and the mother tongue in an EFL classrooms while teaching as the need obliged them .

The term code switching was developed by Gumperz , as cited in Zabord Skaja, claim “ it refers to both verbal and non verbal choices of forms within a conversation encounter which interlocutors recognize as marked since they depart from an established or expected pattern of communication “ . In addition to this, Nunan and Carter, defines it as “a phenomenon of switching from one language to another in the same discourse“.(Cook ,1982) claims “ process of going from one language to the other in mid – speech when both speakers know the same language “ .So, the shift from one language to another language in a speech is known as code switching .Also Gumperz , says “ code switching is the juxtapositions within same speech , exchange of passages of speech belonging to two different grammatical systems or subsystems”.

(Badrul Hisham Ahmad, 2009) claim “teachers code switching an effective teaching strategy when dealing with low English proficient learners “. Another definition by linguist Gardner –Choloros, says «code is understood as neutral umbrella term for languages, dialects, styles, registers ...ect”. This reveals that code switching is the exchange of two or more languages within statement or discussion”. As Zaborskaja, points out whenever the topic of code switching is touched upon in the EFL or SLA literature , it is either seen in terms of language transfer or as compensatory strategy .Skiba ,claims “language development takes through sample of language which is appropriate and code switching may be signaling the need for appropriate samples “. The listener in this case is able to extract the message despite the translated piece which is in turn will allow for reduced amount of switching and less subsequent interference as time process .The systematic studies of code switching by Arnafast , indicates that code switching may lead to bilingual competence in learners with the first year of intensive training proficiency movement has made us move away for focus on accurate form toward a focus on fluency and effectiveness which in turn has made the teaching of EFL increasingly important .

During 1970s, 1980s it was assumed that code switching in the class were a counterproductive phenomenon and the major concern was about how to present it and how to maximize the amount of time, time spent using target code and this improves learning efficiency. It was until the 1990s that the use of code switching as a contextualization cue was studied. Code switching is the subject which has existed in the literature on bilingualism the early nineteenth century when Espinosa (1917) wrote of a “Speech –mixture” in the speech of new Mexican. Since then research in the area has focused on different aspects of code switching , roles of code switching , pattern of code switching , types of code switching , functions of code switching .

Code switching may refer to different styles of speech within same language, as simply in the case of monolingualism formal and informal ,it is most often used within the field of bilingualism, multilingualism to refer to the alternate use of two or more languages in discourse .The use of code switching further more was considered as part of whole language approach and as such was accepted in literacy classroom Goodman ,states that “whole language progress respect learners: Who they are ,when they come from ,how they talk, what they need, what experiences they had before adopting code switching”. Edlesky, refuses this by saying “whole language values code switching as a sociolinguistic strength...”

Another finding that the process of using different codes (languages, language varieties in speech is identified as code switching .It gained recognition with Haugen, who refers to it as the alternate use of two languages in speech .Expressing a similar view, Gumperz, defines conversational code switching “the juxtaposition of passages of speech belonging to two different grammatical system or subsystems with the same speech exchange “.

According to his observation this alternation takes the form of two subsequent where the speaker employs a second language either to reiterate his /her message or to reply to someone else’s statement .In the same view Pop lack, , Milroy&Muysken, too defines the aspect of code switching “as the alternation of two languages within a single discourse, sentence or constituent “. And as a “alternate use by bilingual of two or more languages in the same conversation, respectively”

According to Milroy and Muysken, Milroy and Gordon, pointed out that code switching is an umbrella term that subsumes different forms of bilingual behavior, it has been differentiated from code switching and borrowing by some researchers. Muysken,

claims that “code switching refers to instances where lexical items and grammatical features of two languages appear in one sentence “.

Kashru, compared code switching to code mixing and defines this later as “the use of one or more languages for consistent transfer of linguistic units from one language into another”. According to him, here is an “absorbed code” and mixing can occur at both intersentential and intrasentential levels .Borrowing, on the other hand, is seen as a strategy adopted by interlocutors to enrich certain registers of a language. It involves importing features from other languages to ones’ native language.

Canagarajah , figured out that, the terms code switching ,borrowing , mixing have been used in sociolinguistics literature to distinguish between types of code alteration .They can all function alike in rhetorical effect .Eastman ,too pronounces that “effective to distinguish between code switching ,borrowing ,code mixing are doomed “.Hence, the term code switching as suggested by Milroy and My s ken , canagarajah ,Eastmen ,can be used as an umbrella term that would cover code switching ,code mixing, borrowing.

I.1.3. THE DEFINITION OF TEACHERS’ CODE SWITCHING:

During the first stage of learning, the learners are so curious to know how to use language and to master the fluent use of it either in the both oral or written form right clear from the beginning .This leads to what is known “the dependence phase”. This latter ends as soon as learners feel confident enough to use the target language. There are a number of suggested definitions offered by a several of linguists to give clear cut, overview about teacher’ code switching as they occurred in teaching and learning process specifically in classroom setting.

Hanife & Bensen, claim that “teachers’ code switching was an effective tool to enhance learning when employed carefully; code switching was a common within the bilingual classroom”. This simply means that the act of code switching is conducted by EFL teachers as a good, successful technique that helps learners to understand better, facilitate learning process, improve it as .It also allows them to interact freely in classroom environment as it makes the input clear so that their product is fruitful too. A number of linguists found that teacher’ code switching has a positive role on the process of teaching, learning the target language. It encourages the teachers to use whether the

second or foreign in as many situations as possible and to find out when, why code switching should occur?

The result from Lin, study finds that “both teachers switched to a larger extent in informal situations whereas the target language dominated in formal ones”. He also pointed out that teachers’ code switching is used to create closer relationship between students and their teachers.

Simon, claims “this comfort atmosphere that code switching can contribute to is important in the teacher student relationship since it gives them an opportunity to communicate in a more formal way where the risk of understanding due to FL shortcoming can be avoided. This reveals that in formal situation code switching can be used to make the teaching more easier , effective .

Lin, states “when the teacher explains what is said in the curriculum , academic tests it can be useful to translate or explain some concepts further in the students’ L1”.

Cook, states that code switching “leads to more efficient teaching for simple reason that the students understand faster and thoroughly .Hence, teachers code switching is an important tool for explanation and instructions”. He argued that both vocabulary and grammar can be better be comprehensible, understood through switching the code either to their L1 or L2; relying more than one code in EFL classes to simplify and clarify it.

Kumar and Brenda (2012) found that grammar instruction was the area that contained the largest amount of code switching; when code switching L2, FL teachers were able to draw upon students L1 grammar knowledge. This is similar to what Cook, found in her study, she says that “explicit grammar teaching could be conveyed more thoroughly in the students’ L1: even with a high L2 or FL proficiency level absorbed information about grammar ,better, was through their L1”. Another area concerning code switching has been studied is that of vocabulary learning where Lin’s findings that teachers ‘code switching seems to increase the amount of cognitive

Cook, pointed out that the students find the classroom learning environment more natural and comfortable when teachers switch to more than one code or when it is allowed and integrated in EFL classes . Also, Cook, pointed that “code switching is an important tool for both teacher and the student when learning and teaching ...”

In a given study both Song and Andrew, 2009 found that the students tended to accept their teachers’ code switching regardless of what, how often they code switched .

Song and they claim “the code switching varied regarding amount, purpose and topic. The key to the students ‘acceptance seemed to be confidence in their teachers’ code switching as the medium of teaching chosen fulfilled a purpose and served to help them to meet different needs”

This simply reveals that most linguists seen it as a useful strategy conducted in classroom to facilitate learning, teaching processes in which it encourages the interaction in classes, it becomes part of classroom instruction and learners need it to be applied in FL to save the timing through making the input clear as possible especially the grammar instruction can be better learnt ,stored in their memory .

The issue of code switching, free language alternation, in the classroom has been also studied by “Mackey, in a unique study in which he states “in a setting where the teachers continually alternate between languages throughout the teaching”.

There are many researchers among them Burden, who states “code switching can be an important element in contributing English language teaching and learning process”. In addition to this, Sert, claims «in some cases code switching may be regarded as an automatic and unconscious behavior”. This indicates that teachers’ code switching in EFL classes can not only be conscious i.e.; there are cases where they switch the code, shift from one language to another without being aware of this act.

Gumperz pointed out that code switching is simply is a useful strategy in teaching the target language because it uses the shortest and the easiest way to teach topic or any other instructions in classroom environment. It means that teachers switch the code in an attempt to simplify instructions especially grammar because it cannot be absorbed unless the teacher switches the code to the L1, mother tongue, especially when the level is too low .

This was a point also raised by Qing, as a teacher in her study claims “teacher code switched to translate or elaborate the important message during the process of explaining new vocabulary or grammar points”. She says that this act is available for clarifying both grammar points and aspects of vocabulary and it is better in terms of time constraints of syllabus they are following or syllabus requirement which facilitate, enhance the learning process.

Gumperz also found that “code switching enables the teacher to convey precise, exact meaning when students don’t aim to learn the use of language for

communicative purposes code switching make this easier and lead to better results in examinations” . In addition to this , he come up with the point that code switching closes the gap between teacher and students in which there is a good relationship between them ,the students feel relaxed and comfortable to share their ideas , they are supported to take active role , make the input clear which lead to better results.

I.1.4. DIFFERENCE BETWEEN CODE SWITCHING, CODE MIXING AND BORROWING

In linguistics, code switching occurs when speakers alternate two or more languages, or language varieties, in the context of a single conversation; multilingual speaker of more than one language. Sometimes, use elements of multiple languages when conversing with each other. Thus code switching is the use of more than one linguistic variety in manner consistent with the syntax and phonology of each variety.

Code switching is a phenomenon that is completely different from borrowing. Borrowing relates to words, terms that are loaned from other language, while code switching refers to the use of more than one language during communication, interacting with others.. In 1940 s, 1950 s, many linguists as Gumperz considered code switching to be a sub-standard use of language. Since the 1980s, however, most of them have come to regard it as a normal, natural product of bilingual and multilingual language use.

The term code switching is also used outside the field of linguistics. Sometimes it is used to refer to switching among dialects, styles or registers as practiced by speakers of African American vernacular English as they move from less formal to more formal settings.

Also, people who switch back and forth between languages are more or less aware of their behavior or at least they know that they make use of two or more languages, as opposed to the other term borrowing or loan words, this phenomenon is concerned only or limited to words some words, phrases inserted within utterances or conversations.

Some linguists like Sarah Grey Thomason claimed that “code switching and borrowing are two ends of continuum, and that code switching is the main road which leads to borrowing”.

She also says that “in fact I believe that is impossible in principle and practice to draw an absolute boundary between code switching and borrowing. They are indeed two separate phenomenon, but they are linked by continuum as in so many area of historical linguistics, the dividing line between them is Fuzzy not sharp”

Sarah Grey Thomason adds the notion of frequency to make distinction between code switching and borrowing in saying that:

“a code switched word or other morpheme becomes a borrowing if it is used more and more frequently-with or without phonological adaptation-until it is regular part of the recipient language, learned as such by new learners”

Code switching reflects person or one being able to speak two or more different languages appropriately as Hymes mentions that code switching differs from borrowing since it is based on linguistic competence whereas borrowing is the result of lack terms in a certain language, code switching motivated by many factors solidarity, social, status, topic affection. This linguistic phenomenon can be used to show either convergence or divergence with others through speech, or to reflect a certain socio economic background, also, a speaker may switch codes according to the topic being discussed in order to reveal a certain attitude or a position, code switching also may triggered by the urge to express attitude as well as to persuade the audience, grasp their attention. Another distinction is drawn between two terms in which (Kovacs 2001, p. 63) claims that “borrowing refers to lexicon only, and usually one word items are borrowed from another language into bilingual speech”.

Borrowing means introducing single word item idiomatic phrases from one language to another. Furth more, these words are integrated into grammatical system of the borrowing language. In contrast, Gumperz “code switching is a juxtaposition of two varieties which operate under two distinct grammatical systems”. Pffaffound that to differentiate borrowing from code switching by determine the status of an FL word in L1 utterance. Gumperz, proposes five main functions to distinguish it from borrowing. The latter for him is defined as: “the incorporation of single words or short, frozen, idiomatic phases from one variety into another with no pho-systematic adaption”. In studying the outcomes of language contact, people always meet terms like code switching, code mixing and borrowing. The confusion which is made between distinguishing these two terms in which number of researchers provides definitions for

each: Romaine, says “Problems of terminology continues to plague the study of language contact phenomena with terms such as code switching, mixing, borrowing not being used by all researchers in the same way or even defined at all”.

What has been agreed upon among scholars is that both code switching, code mixing are communication strategies but they still receive different definitions in the literature.

William C. Ritchie and Tej K. Bhatia, claim

“we use term code switching to refer to the various linguistic units (words, phrase, clause, sentences) primarily from two participating grammatical systems across sentences boundaries within speech event. In other words, code switching is intersentential and may be subject to discourse principles. It is motivated by social and psychological factors”

and they define code mixing

“We use the term code mixing to refer to the mixing of various linguistic units (morphemes, modifiers, Phrase, clauses, sentences) primarily from two participating grammatical systems within a sentence. In other words, code mixing is Intra sentential and is confused by grammatical principles and may also be motivated by social psychological factors”.

These two definitions by those researchers make clear distinction between intersentential code switching and intrasentential code mixing. While the former occurs between sentences, the latter occurs within the sentence, but there is a feature which is shared between them which is that both of them are motivated by social and psychological factors.

The distinction between these two terms seems not to be accepted by all researchers. Hatch found that there is no distinction between inter -sentential code switching and intra-sentential code mixing.

McLaughlin , tries to draw a line between code switching and code mixing. He says: “distinguishes between code mixing to refer to switches within sentence and code switching to refer to changing language over phrases or sentences” McLaughlin

Pfaff seems to have another vision concerning this confusion and he rather uses the term “mixing” as an umbrella term for code mixing and borrowing. But Hugo Beardsmore, decides not to use the term “mixing” and says:

“Code mixing will not be further referred to, since
It appears to be the least-favored designation and
The most unclear for referring to any form of none
Mongol norm-based speech pattern”

The other distinction is drawn between code switching (language alternation) and code mixing (interference), both of them discovered to be different from one another. There were different views proposed to differentiate the two.

The terminology of code switching is anything but simple. There are many terms that are used; the aim is to distinguish it from other concepts or terms as code mixing. Code switching and code mixing are two distinct terms that are used. In some cases, they are used as complementary terms, in the sense that code switching is reserved for language alternation between sentences and code mixing for the language alternation of two languages within a sentence. Sometimes, the term code change is also used when referring to switching between sentences.

I.1.5. TYPES OF CODE SWITCHING

Though the earliest discussion about code switching started in 1970s with Gumperz, but they did not appear to explain the phenomenon of code switching. One of the most frequently discussed types of code switching is given by Shana Poplack () who identifies three types of code switching namely as: inter-sentential code switching, intra-sentential code switching, tag code switching and metaphorical code switching.

I.1.5.1. Inter-sentential code switching

This type is known as mechanical switching or code mixing because it occurs when a speaker is unable to remember a term but is able to recall it in a different language. According to Romaine, “it involves a switch at clause or sentence boundary, where each clause or sentence is in one language or another”. In other words, in that type, there is a change of language that happens at the clause or the sentence being in L1 the second in

L2. According to Pop lack, inter-sentential switching requires the least of integration as code switching happens between sentences”.

I.1.5.2. Intra-sentential code switching

This type is also called code-changing; it is characterized by fluent intra-sentential shifts, transferring focus from one language to another. It is motivated by situational and stylistic factors and the conscious nature of switching between two languages is emphasized Lip ski. “Intra-sentential code switching involves a switch within a clause or sentence boundary”. “It may also include mixing within word boundaries (e.g. switching of: NP, VP, PP, N, ADJ, etc.)”

Pop lack refers to this type of code switching as “a more intimate type than inter sentential switching since both the code switched segment and those around it must adapt to the underlying syntactic rules of two languages within a sentence or an utterance”. This is to say that the speaker has and needs to know the two grammars to produce a correct grammatically sentence and avoid ungrammatical utterances.

I.1.5.1. Tag switching

Poplack uses the term tag switching, however Milroy and Muysken employ the term extra-sentential. It involves inserting a tag in one language to an utterance which is otherwise in another language. It requires little integration of two languages. Pop lack uses the term extra-sentential to refer to both tag switching and inter-sentential switching to separate them from intra-sentential switching. She also added that the insertion of a tag to an utterance has no ramifications for the rest because tags have no syntactic constraints, they moved freely and inserted anywhere in a discourse without violating grammatical rules Pop lack, she adds that “Tag switching also involves discourse marks as: well, ok, right”.

Besides these switching at systematic levels, Gumperz introduces the concept of situational and metaphorical switching, change in participants and/or strategies is termed as situational switching while a change in topical emphasis is known as metaphorical switching. These two terms were first described by John J. Gumperz and Jan J. Bloom when they wanted to clarify the social and linguistic factors involved in the communication process by showing that speaker's selection among semantically,

grammatically and phonologically permissible alternates occurring in conversation sequences recorded in natural groups is both patterned and predictable on the basis of certain features of the local social system. They wanted to explain why, in a community where all the members of a community have access to two codes; a speaker will sometimes prefer one over another. And here we will describe each type:

I.1.5.4. Metaphorical code-switching

Gumperz offered definition for this type claiming “It refers to the tendency in a bilingual or multilingual community. It relies on the decision that participants make to code switch at a specific time during conversation in order to discuss a topic that would normally fall into another conversational domain and to achieve special communicative effect. In fact it is used to emphasize or draw attention”

I.1.5.5. Situational code-switching

This type is viewed as the change of code and includes shift for topic, it involves change of topic as well as the setting of conversation. It is called situational code switching because the change is in response to a shift in situation including topics, places, and kinds of activities, person and purposes. According to Gumperz situational code switching “assumes a direct relation between language and the social situation [...] and involves clear changes in the participants’ definition of each other’s rights of obligation” in contrast to metaphorical code switching which is not related to change in social situations which means that it is one of the things that serve to define the situation. The speakers, in this type, have to make many considerations, and one of these things is which language will be understood by addressee. Of course the speakers choose the language that the participant can understand, Hudson states “In bilingual communities, language choice depends on the circumstances and thus choice is controlled by social rules which members of the community learn from their experience and which become part of their total linguistic knowledge”.

The choice of language is guided by social rules. In 1971, Denison made a similar study on the community of Saris in Italy; Saurian is a dialect of Italy. She found that most speakers used German within the family in informal situations in the village, and standard Italian to strangers and in more formal settings as school, the church, and at work. Also, the languages in use in this community are related to social and interpersonal rules. Each language encodes and fulfills a given social functions which

are related to the experiences of speakers that they have with their varieties and also to patterns of acquisition, the history and status of the varieties used by the community.

I.1.5.6. Conversational code switching

According to Gumperz conversational code switching is "...the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems" Conversational code switching is not guided by a change in content or situation, and it is rapid, and used for communicative purposes. According to Hudson and Boamrane a bilingual speakers may change language without any change in situation of conversation and this process is also known as code mixing by some scholars. Conversational code switching has stylistic or textual functions as signaling a quotation, marking emphasis, changing a tone from the serious to the chronic Sridhar.

Conclusion

So, this issue of code switching which is one of the result of language contact as it is mentioned on the above chapter emerged to be one of the crucial issues, area of investigation which attracted considerable attention recently by a number of linguists, scholars, researchers and especially, the findings proved it to be studied, tackled from different angles: from linguistic, sociolinguistic, pragmatic views. The findings in the above sections proved that linguists, researchers covered many issues, points related to it or give a general overview about this area of investigation, linguistic aspect relying on their conducted studies, research that takes a long time ago. The outcome of these studies, investigations end in giving clear sight about this issue, aspect of considerable debate in one side. On the other side as a significant act in bilingual classrooms, EFL classroom as a strategy for learners to learn the target language well or for people to communicate freely without restriction in the real world through shifting from code to other code to show their rank, developed abilities, total control.

CHAPTER TWO: EXAMINATION OF OTHER ISSUES RELATED TO CODE SWITCHING.

Introduction

Code switching has a considerable attention and concentration by scholars in an attempt to give clear overview. It appeared to be a strategy of FL teachers which received attention in 1980s and implemented by EFL teachers in classroom learning environment while lecturing or teaching a particular aspect either grammar , vocabulary modules ...etc in order to simplify things to their learners. The different attitudes that are offered by a number of linguists and researches towards this act would be discussed deeply in this chapter. The aim of this chapter is to make in depth look on the description of the research methodology and different views towards this issue, the act of code switching in bilingual classrooms, to shed light on the roles or different functions that code switching might play in an EFL classrooms and to conclude with brief discussion of the main reasons that urges EFL teachers to switch the code in EFL classrooms.

I.2.1 RESEARCH METHODOLOGY

The present study sheds light on the effect of EFL teachers' frequent code switching to either L1 or L2 on Algerian EFL Learners at El Tarf University - Department of English- 1st year students by investigating the area of teachers code switching in EFL classroom in term of revealing explicitly how code switching is taken place?.

Method and Instrument

The results of information, data collected through questionnaires as fundamental research instruments that are administered to both teachers and learners. On this case study the act of code switching that takes place in EFL classroom either to L1 or L2 while teaching the grammar rules, points in FL learning environment. Responses from the administered questionnaires were used in analyzing teachers' code switching ,revealing certain points related to the act of code switching that is implemented or integrated in EFL classrooms . Quantitative analysis of the responses to the questions indicates participants both teachers and students attitudes towards the act

of code switching in EFL classroom ,the amount of time devoted for L1 and L2 used by EFL teachers while explaining the grammar rules ,also , the functions that code switching plays in FL classrooms ,consciousness use of that act ,factors that affect switching to students` L1 in EFL classrooms specifically the effect that code switching may cause on learners performance.

Participants

The focus of this study is on a First year EFL students, this selection is made because there is more code switching occurring at this level as the students are still at the initial stage of their learning compared to other levels. The participants in this study are both EFL teachers and students at the Department of English, Chadli Ben jeddid Tarf University. A number of teachers of grammar module, First year teachers accepted to take part in this study through giving a true and realistic answers and responses to the offered questionnaires, this later is also administered to the students as well to reveal their attitudes towards the act of code switching that takes place while learning the grammatical rules. A sample group of 7 teachers and 50 students (male, female) were simply involved in the study. (Students are of intermediate level whereas the teachers graduated from different Universities specialized on grammar module. They taught students of different levels, all of them received training in English pedagogy, their teaching experience ranged from 5 to 10 years, they are as well representatives of the majority FL Teachers in high education) .Both participants are so important in this study; they are expected to be involved in this research through responding to several questions. The collected responses seek to give clear understanding of code switching,” language alternation” that is implemented by EFL teachers as a language teaching strategy in learning environment.

The Procedure

This research is simply conducted on the area of code switching that takes place in an “EFL” classroom learning environment in which Quantitative analyses were primarily used for the data from the administered questionnaires to both fundamental elements in learning environment: EFL teachers and the students. They immediately received such instructions on how to complete this questionnaire precisely. They learned that this is a case study; research not a test on crucial issue that is the dominant in EFL learning environment “CODE SWITCHING”. Also, there are no right or wrong answers, they are supposed to answer freely on some questions and to say” Yes” or No”

with their personal justifications, to choose one answer from the given, suggested ones. All copies were about 25 copies for EFL teachers and 17 copies for students with extra ones in case of any missing. After two or three days their answers, responses concern this area would be collected in order to analyze it, to come up with touchable facts about this area carefully. The answers from the questionnaires were counted by hand and percentage of each choice was calculated using Microsoft Excel.

I.2.2. ATTITUDES TOWARDS CODE SWITCHING IN EFL CLASSROOM :

Song and Andrew found that the communicative language teaching method has been one of the most adopted teaching methods in the world, They also pointed out that this method avoids L1 and it also focuses on one of the crucial issue which is the target language for communication rather than teaching linguistic system of language through participation in communicative activities. The FL learners are using the target language so that their goal becomes touchable because the purpose is to use it frequently in order to acquire it. Song and Andrew state “code switching should be kept to a minimum in the EFL or L2 classes”. They went further by pointing that students tended to accept their teachers code switching regardless of what and how often they code switched. They also claim “the key to the students acceptance seemed to be confidence to their teacher, the students thought that the medium of teaching chosen by their teacher fulfilled a purpose and served to help them to meet different needs

On the contrary, other researchers who show great support towards the act of code switching (cross lingual)as a teaching strategy that is dominant in the EFL classes including Tiknoff and Vazquez-Faria, Levin, Chen Liping etc, argue that L1(the first language) can promote the learning of target language and it deserves a place in foreign language classroom . Code switching is a good strategy of creating comfortable and relaxable atmosphere in foreign learning.

The proponents of target language like F.chambers, Hall Well Jones, Macdonald's, exclusively argue that it is not necessary for learners to understand everything that is said to them by the teacher and that switching to the first language undermines the process of learning. For them, the process of teaching entirely through the target language makes the language authentic and allows learners to experience it as it is natural and develops the learners' fluency or they will have total mastery of a language. Researchers like Chaudron , Ellis and Wong-Fillmore emphasized that it is

important for second language (SL) and foreign language (FL) teachers to expose learners to as many language function as possible in the target language.

Ellis argued that the use or overuse of the L1 by SL and foreign language teachers will deprive learners of valuable target language input. Wong-Fillmore, thought that learners who are used to hear their teacher's use the L1 tend to ignore the target language and therefore do not benefit fully from valuable target language input. At the mean time, avoidance of the L1 does lie behind many teaching methods. For example: the Direct Method, which has been used in the classroom since the 19th century, it permits only the target language to be used in language classroom, including the language of the exercises and teacher' talk used for classroom management. It has one very basic rule; no translation is allowed, like the direct method, the audio-lingual method is also an oral-based approach according to which the target language is used in the classroom, not the students' native language being afraid of the students' habits about the native language that might interfere with the students' attempts to master the target language.

On the other hand, Stern, and Cook, argued that students' L1 deserves a place in FL classroom. Both of them support the native language use in the form of code switching that it might be an effective strategy in various aspects in which Cook, believed that when the students use their mother tongue feel more relaxed, their interaction in the EFL classes is increasing to a large extent because it permits them to say what they want to say, express themselves well. Cook, found that the use of students L1 is "a learner preferred strategy". It means that it is the time for the use of code switching either L1 or L2. Stern, found that the learner inevitably works from an L1 reference base, so it can be helpful for him to "orient himself in the L2 through the L1 medium or by relating L2 phenomena to their equivalents in L1 ". Moreover, Stern pointed out that several students for less positive opinion on the exclusive use of target language. Most of the students felt that their failure to understand the target language was due to insufficient explanation being given in the L1 and implicitly express a need for the techniques that would integrate more use of the L1.

Cook believed that teachers should use the L1 when "the cost of the target language is too great" whenever it is too difficult or time-consuming for the students to process and understand the target language. Other researchers like Duff and Polio also presented the problems associated with the exclusive use of target language in foreign

classroom. In short, it is not only unpractical to exclude the L1 from the classroom but it is also likely to deprive students of an important tool for language learning.

Cook introduced another view where the frequent “code switching in a situation need to be avoided due to the point that the students miss out input in the target language and are deprived of a genuine foreign language interaction”. This reveals that this phenomenon in a situation should be avoided and target language be used consistently instead especially when their level increased and becomes too high.

Lin Jiangxi states “that teachers switched to a larger in informal situations whereas the target language dominated in formal ones” He argued that the target language should take the priority over the use of either L1 or L2 in EFL classroom.

According to Simon a typical feature of bilingual or multilingual language classroom interaction is that code switching has been thought of as a forbidden practice or if not forbidden then to be avoided at all costs. She continues by claiming that teachers who have employed code switching have felt guilty of doing so that has not been considered as good practice. Simon proposes that FL classrooms are specific area for code switching context since, Firstly EFL classroom can be considered as a multilingual community. Secondly, teachers have limited knowledge of FL whereas the teachers know it well; this may increase the occurrences of code switching. Thirdly teachers and pupils have socially and institutionally predominated roles: Teacher- Status is associated with the use of FL language.

Cook continues in arguing that code switching is a natural phenomenon in a setting where the speakers share two languages, so the teachers should not discourage it in the classroom. He proposes positive ways of using the mother tongue in the classroom. First of all, teachers can use it positively conveying meaning of words, sentences, explain grammar and organizing classrooms. Secondly, students can use mother tongue as part of the learning activity (Translation) , and in classroom activities (e.g:explain the task to classmates in the mother tongue).

Polio and Duff studied university teachers who taught FL to students whose mother tongue was English. Teachers were all native speakers of the target language. They found the following users of students’ mother tongue by the teacher: For class administrative vocabulary (e.g.: quiz, review section), for grammar instruction, for classroom management, to show empathy and solidarity, for practicing their own English, to offer a translation and when there is lack of comprehension.

Polio and Duff say that” code switching can be an effective teaching strategy ;however ,they encourage the teachers to make a conscious discussion about when to speak mother tongue in the classroom because code switching can only be beneficial to the pupils if it is used deliberately”.

I.2.3. REASONS FOR TEACHERS’ CODE SWITCHING IN EFL CLASSROOMS :

There are several reasons as to why teachers felt obliged to switch the code. Attempts have been made to describe and clarify the various reasons and functions of the use of the L1 in teachers ‘speech. Macaro (1997) used surveys, interviews and classroom observation to explore the L1 and target language use among students and teachers of foreign languages in schools. It was revealed that teachers switched to L1 most often in order to give and clarify instructions for classroom activities, to give feedback to the students concern their performances for translating and checking comprehension, in other word whether the content being taught stored or retained in their memory or not.

I.2.3.1. Instructions for classroom activities

Duff and Polio in 1994 discovered that the teacher switched to explain grammar, to manage the class and maintain discipline, to index a stance of empathy or solidarity towards students to translate unknown vocabulary items, and to help students when they have problems of understanding. They also found that teachers were quote an aware of “how, when, and the extent to which they actually use English (the L1) in the classroom”. Thus, teachers’ lack of awareness caused inconsistencies of the target language or L1 use in the classroom.

Some teachers, who apparently believed they used the target language exclusively and urged the student to speak the target language, would themselves at times switch to the L1 for help. Levine in2003 also granted L1 the right position and pointed the L1 apparently serves numerous functions in foreign language class, such as, managing class, discussing grammar instructions, vocabulary and usage, discussing tests, quizzers and other assignments. In Duff and Polio’s in1994 study, it was found that the factors which may have played a role included “language type” (the distance between the linguistic systems of the L1 and target language), department policy on target language use, and objectives, pedagogical materials, and formal training.

Benefiting from the previous studies, Robin-Lanzitti and Brownlie concluded that teaching code switching mainly involved in three functions: translation, meta linguistic uses, and communicative uses. Storch and Wiggleworth studied the use of L1 in task solving process of adult learners and found four functions of L1 use: task management, task clarification, vocabulary and meaning explanation, and grammar presentation

Reasons for code switching put forward include the socializing role of teacher importance of variation and repetition, teachers' linguistic competence and insecurity. Code switching may be also in EFL classroom from the following reasons: linguistic insecurity, for example; the difficulty that teachers experience in relating new concepts, discussed by Merrit et al in 1992, another reason which is topic switch, when the teacher switches the code according to the topic under discussion. It might be suggested for instance that certain speech of foreign language teaching as grammar instruction are perfectly expressed in the mother tongue of the students. Affective functions, for example, spontaneous expression of emotional understanding in discourse with student.

Socializing; when the teacher turns the students' foreign language to signal friendship and solidarity Merrit et al and repeating; when the teachers convey the same messages in both languages for clarity. The last reason is the importance of variation; it is important for teachers to vary the code that used in classroom relying on more than one code. The variation in terms of languages used in EFL classroom as the L1.

Code switching can be conducted in an EFL classroom for deeper understanding of instructions that are introduced by teachers especially the grammar aspect that deserve switching either in L1 or L2 to simplify it and make the input or the grammar rules clear as much as possible. Certain studies have attempted to show clearly or give an obvious sight about the real reasons behind teachers code switching that is implemented frequently in an EFL classroom from time to time. Teachers switch in order to be closer to the students or simply create a healthy comfortable classroom atmosphere because the environment is the only area where the students may feel so relaxed to grasp as much as possible the target input and store it in their memory forever.

Also ,the relaxed atmosphere created by teachers when adopting the act of code switching in an EFL classroom lead to full interaction from the side of the learners to make the instruction or the lesson more understandable when the students interact

actively ,share their point of views ,say what they want to say through the code that they are familiar with ,it also allow the learners to feel enjoyed or amused in a classroom environment where the language is simple , comprehensible and clear convey a message or a particular idea very well .

I.2.3.2. Translation

In some situations, code switching is done deliberately to translate certain items that are abstract, unclear in a particular language as the target one when it comes to vocabulary learning and grammar rules or points in target language that need the integration of code switching to translate it in a code or language that the students are familiar with so that they will be grasped or absorbed by the EFL learners. The aim of foreign language teaching is to build up students' communicative competence in the foreign language, students who speak fluently, express their opinions freely without any stress, anxiety or any hesitation in their speech while interacting or communicating with their teachers. Accepting the use of both languages in an EFL classroom, in whatever form seemed most natural, enhancing the process of learning and teaching for EFL learners by allowing them to express themselves in comfortable, relaxed atmosphere and specifically in precise way.

Teacher in an EFL classroom can implement the act of code switching while explain a particular instructions to their learners or introducing an activity or exercise for them, to check their comprehension, to teach the target language in a very simple way no difficulties or problems face them. Teachers can begin a lesson in one language then in a situations they feel obliged to switch the code or change the language this is simply due to the students get more confused and open minded as the input or the content is not understandable, clear at all in the target language that's why teachers switch the code to get their attention, to follow them and especially to grasp any idea or data, points covered by them while explaining the lesson.

I.2.3.3. Input Comprehension

Also, to enable them to comprehend the lecture, target input through switching, to facilitate the process of storing or retain the lesson well. Code switching can be seen as an effective, beneficial tool used in classroom to allow interaction, get students in touch with their teachers communicating effectively , grasping the input easily and quickly .It is argued by the majority scholars , linguists that code switching adopted by EFL teachers while teaching whether the grammar aspect or vocabulary learning as an

effective and successful strategy used by teachers to make the input so clear , obvious and retained by learners in one side . On the other side, teachers' message is transferable quickly to their learners that's why there will be good mood in classroom full of interactions and participating actively without any confusion or hesitation because classroom environment is the area where the learners perform freely and reveal their competences.

Both Flyman Mattson and Burenhut pointed out that teachers switch the code from FL to L2 or L1 is for their students to comprehend their speech, communication, messages as well .Also, Gumperz, noticed that code switching is for reason of assessing the understanding to the students in EFL classes concern the aspect being taught.Gulzar explains that teachers switch the code when they want to show unity ,solidarity to their learners to be friendly with students. This indicates that teachers tried to socialize with their students to get a positive, better results that appear obviously in their performances in tests and exams, quizzes as well. Liu Jingxia, gives some reasons as to why teachers 'code switch claiming "Time saving, grammar oriented exams and worries about too much pressure on the studies ".This implies that managing the class is the main reason to switch to the L1in classrooms.

There are other reasons that lead teachers to switch from the code to another and these will be now considered, as presented by Crystal in 1987 the first of these is the notion that the teachers may not be able to express a particular knowledge in one language so switching to the other to compensate for deficiency is appeared to be another cause that urge teachers to switch the code. As a result, the teachers may be feeling obliged in certain situations to switch to other code for a while. Code switching commonly occurs when an individual wishes to express solidarity with particular group of people. Rapport is established between teachers and students when the students respond with similar switch.

There is evidence it is that majority of teachers believe that switching to L1 while being inevitable is useful. It is used as a strategy for the sake to simplify their language, to accommodate the students low language proficiency which appeared to be another reason for switching the code and especially to create a not threaten, stressing classroom environment. When code switching is conducted in EFL classroom the majority of teachers viewed it as a positive tool, mean and useful strategy which ensures the smooth flow of classroom interaction.

There are multiple reasons that urge the teachers in an EFL classrooms to switch the code from FL to either L1 or L2 especially when dealing with grammar module (rules, points related to grammar) for more clarification, simplification and make it as easy as much as possible, clear too, i.e. to be absorbed, grasped without any difficulties and use it fluently. Teachers certainly use code switching or switch the code as a medium, means of instruction whether at schools or at colleges levels it is used as a tool that directly helps students to talk, interact, share their views with their teachers, their colleges this due to the simplified lessons, instructions. Many researchers as Cole have in many times argued that the act of code switching that is implemented by teachers in EFL environment can be an important element in contributing English Language Teaching. It is used by teachers because they want the language being taught to be more developed when it is acquired by EFL learners, they also switch always the code or shift from one code to another while teaching as it is so beneficial, successful and useful tool for allowing learners to gain in quick time a better understanding, comprehension, especially when providing equivalent comprehension, as well as giving classroom procedures.

1.2.3 4. CS as a strategy for a healthy atmosphere

Code switching recently is considered in fact by many researchers as a strategy employed by teachers while T/L a foreign language, to help learners, serves them as a part of their needs or simply their learning needs to master both crucial issues related to language learning when it comes to master the basic linguistic systems, grammar rules of languages, basic structures communicative competence which means that to be more fluent within language use to interact either in classes or in the real world with native speakers of the target language.

Thus, teachers when switch or shift from one code to another in attempt to create healthy, comfortable classroom atmosphere free of anxiety, stress to practice learning the target language, especially to convey precise, concise meaning, to attract the attention in order to emphasize a point also to interact, participate actively. In case of misunderstanding to be clarified, some concepts being easier to express in more than one language, expressing solidarity, good relationship between the students and teachers.

It is also used to create a supportive classroom atmosphere for the students especially the use of code switching can be so crucial for the clarification of grammar

rules. Especially, when for the low level learners, code switching is helpful when it comes to syllabus requirement, English is impossible as it is time consuming, English alone can't serve learners' needs or their learning need. Code switching enables teachers to convey, transmit clear, concise, precise meaning which helps enhancing, improving the learning, teaching process.

Possibilities of misunderstanding or any are of confusions are minimized or it can be vanished as well as learners' native language is used while teaching the grammar points or rules. The code that learners are so familiar with, understand it and more importantly, information could be retained long time. Teachers also switch the code for the reason that they want to facilitate learners' learning, enhance it for good communication, especially for gaining better results grades whether in examinations, tests. Teachers use code switching to deal with number issues in the classes.

I.2.4.THE FUNCTIONS OF CODE SWITCHING:

A great number of researchers, linguists and scholars as Gumperz, Gulzar, Guthrie and McClure have done research on the act of code switching, this study is so interesting to know the different functions of code switching in an EFL classrooms. Findings from this conducted study, by those researchers arrived at or reached the point that code switching has significant or plays crucial roles in FL learning environment. Amongst the findings that EFL teachers almost switch or use either L1 or L2 while teaching grammar rules in order to create good, comfortable classroom atmosphere for teachers to simplify and more specifically to convey the lessons' content, make it more understood, comprehensible by them. Learners also respond to their teachers' instructions naturally, good way without any hesitation, stress, sharing their ideas, expressing themselves well, boost their motivation to take part, to be active rather than passive learner of FL increase their interaction in classroom practices or while the teachers explaining the lessons.

I.2.4.1. Clarification:

McClure is one of the linguists that conducted a specific study concern the issue of the main roles of code switching. McClure pointed out that code switching that is almost conducted by EFL teachers in EFL classrooms might achieve in any classroom learning environment. McClure too states that "some of the most cited functions of code switching are as follow: teachers use code switching to elaborate, to

emphasize ,to specify and to clarify ,to shift the word of discourse ...”.This reveals that code switching that is implemented by EFL teachers in classrooms has a clear role , as Mc clure found that it can be used by teachers for more clarification of a given points (as; grammar aspects) related to the lessons being explained by teachers relying on FL only and not understood or stored in their memory , emphasis in which teachers switch to another language to stress on an idea ,point related to the course ,instruction being taught in classroom .Elaboration means that teachers use either mother tongue or the second language in EFL classrooms settings in order to provide learners with more additional knowledge related to the lessons to enrich their knowledge.

I.2.4 2. Explanation and emphasis:

Concerning the role of code switching, there are a number of viewpoints expressed by linguists as Cook states that “code switching a useful tool in classroom, an effective strategy in multiple aspects”. Cook pointed out that code switching accomplish or serves several functions and considers the use of it as “a natural response in bilingual classrooms “.

Probyn takes the use of this act as “a useful strategy to get desirable ends”. He reached the point that the main role of code switching is to enable EFL learners to achieve their goal, main objective in classrooms easily which the focus of the whole year .

Lin Jingxia stated that the function of code switching are:”translation of unfamiliar words ,explain of grammar ,managing class ,helping students ,apprehending difficulties and indicating sympathy and friendship to students ,putting stress on important notions, citing sayings of others shifting topics ,getting students concentrations ,assessing the understandings ...”.

Gulzar enumerates the different functions of code switching relying on what it was found from the study claiming” linguistic insecurity ,topic switch ,affective function, sociolinguistic function ,repetitive functions.” In addition to this , from a conducted study by Guthrie figured out that code switching might serve five main functions:”translation,...,directions,clarification,for checking understanding.”

Thus, Olmedo –William from her study of language code switching in classroom settings describing main roles that this act could perform or serve in any classroom environment .This latter include “emphasis, sociolinguistic play, clarification,

accommodation, lexicalization, attracting attention, regular behavior and miscellaneous switches “She believes that lexicalization and clarification are related to the ability to express oneself better in the other language on a given topic.

In simple words ,shifting or moving from one language to another while teaching either grammar or vocabulary aspect in which much debate has been done on the issue of functions of code switching .The functions consist of translation of new words that are unknown ,explanation of grammatical rules, class administrations as it is found by Yao clarification Ajmal Gulzar stressing important notions ,creating understanding and harmony with students, and assisting in apprehending by referring words of others .

Teachers give significance to code –switching while switching as they want to make the understanding of students clear as much as possible .They do not take risk to convey everything in the target language. This is relevant to what Fly man-Mattson and Burenhult quote two main functions:”the teachers do not want to misunderstand the message as it is very important ,or they used code switching to get the attention of the students.”

I.2.4.3. Show unity with students:

Teachers does code switching to be friendly with students,Crystal claims” that teachers tries simply to socialize with students to get positive results .They do code switching to motivate them by quoting the maxims of the native language .Sometimes ,he uses it to shows his feelings of pleasure and warth”. Crystal states” that when a person wants to show unity to a socially recognized group of people ,he usually takes help from switching. When the receiver reacts with the same switch, a relationship is developed between encoder and decoder”. . In order to access the understanding to the students they switch from FL to L1 or L2,code switching lead to creating friendly environment so that learners access the understanding to the students because teachers in some situations feel that they are obliged to use native language to transmit their ideas quickly and in very short time.

I.2.4.4. Micro and Macro function:

Canagarajah, from a conducted research study in bilingual setting classroom environment pointed out the main roles, functions of code switching in EFL classroom can be characterized into what is known as micro, macro functions .Cangarajah in 1995

found that the former type “Micro function” consists of :Classroom management ,content transmission .Canagarajah claims that “under classroom management functions ,the considerations of how code switching facilitates the teacher and student to regulate classroom interaction systematically and efficiently was under scrutiny ,whereas content transmission which reflect the idea that code switching can help in the affective communication of the lesson content and language skills which have been specified in the curriculum”

According to Canagarajah the main components of micro functions as classroom management categories consist of opening the class, negotiating directions, requesting help, managing discipline, teacher encouragement, teacher compliments, teacher commands, interaction...etc. Whereas content transmission categories consist of clarification, definition, explanation, negotiates cultural relevance, translation, collaboration...etc.

Macro function is the other function that act of code switching might perform in FL classes as Cangarajah found from their deep studies consist training the pupils for the social and communicative life outside school. In short, micro function deals with issue in classroom whereas macro function had connection to the issues outside the class. Cangarajah pointed that the common role of code switching in an EFL classroom is reformulation, translation or word substitution, allows interaction, bringing new information to the learners, explanation, more precisely the strategy of repetition.

I.2.4.5. Class organization:

Class organization is also another function that code switching might serve in any FL classrooms as Aguirre pointed out that some teachers switch to the mother tongue in attempt manage or organize the classrooms well ,frustration comes out through native language .Aguirre describes that in classrooms where both students and EFL teachers are culturally and linguistically varied ,the code-switching offers a chance both for students and teachers to communicate , interact without any restriction studies showed the use of code switching is significant in bilingual classroom .

Many linguists as Gumperz listed several roles that the code of code switching play it in EFL classrooms learning environment :”...to convey precise meaning, to ease communication, reutilizing the shortest and the easiest route ,to negotiate with greater authority to capture attention ,i.e. stylistic ,emphatic, emotional ,to emphasis a point ,to

communicate more effectively ,to identify with a particular group ,to close the status gap ,to establish good will and support”.

I.2.4.6. Affective function:

Other studies conducted by Martin –Jones who reviews research in bilingual education programs in the context of classroom code-switching found that teachers switch the code for linguistic insecurity ,i.e. the difficulties that they might face for explain such notion in foreign language or related to it ,code switching serve them to accomplish this task by transmitting the meaning easily.Fly man-Mattson found that code switching help the teachers while teaching grammar aspect or vocabulary. It might be suggested ,for instance as he mentioned that certain aspect of foreign language teaching such as grammar are preferably expressed in the mother tongue of the students to be easily absorbed.”

Flyman-Mattson too pointed out that affective function is the most well known function of code switching, i.e. spontaneous expression and emotional understanding with students is helpful for them to take part in classes. Socializing, i.e. when teachers turns to the students ‘first language to signal friendship and solidarity, be closer to them which is mainly covered by Merritt et al .

Yet, Sert also noticed that code –switching might perform such a repetitive functions, teachers use code-switching to transfer the necessary knowledge to the students in order to convey clarity and especially to stress importance on foreign language content for better comprehension, this is the point covered by Sert i.e. When teachers feel that students do not comprehend the meanings in target language, then she/he translates in students’ mother tongue for clarification. When translation occurs, students do not pay attention to the target language as his/her teacher translates the input, instruction, lesson into code that they are familiar with, make the message achievable, code-switching facilitate task for teacher while explaining grammar or vocabulary learning as they do not need to use different techniques like gestures, realia or paraphrase to make the input understandable, clear as translation, code-switching offer this.

I.2.4.7. Repetitive function:

Gumperz too noticed that the repetitive function is adopted for assessing the understanding of the learners for particular classroom instructions either grammar learning or the vocabulary one. Fly man-Mattson and Burenhult claim that “the repetition in the first language can be either or full and the standard deviation of this variable. Eldridge found when messages are not comprehended in one language (T L); they are explained in other language (mother tongue or second language). In addition, the teacher does not speak much in (T L) that student misunderstand so he/she immediately switch the code or translate what he said in target language.

Turnbull and Arnet ‘s findings in a current study showed that code switching is used for interactional , pedagogy and administered purposes in the class in order to accomplish it. Also, code switching either in L1 or L2 in the class fulfills, accomplishes a number of functions: as a strategy to create positive affective classroom environment, a compensatory strategy in the face of low FL comprehensibility of the students.

Sampson found that code switching has several functions .For instance, code switching is used by both teachers and students to ensure that everyone in the group understood what has been said .It also serves to be valuable for language learning as it is “essential for the mastering of “TLI” either rules when referring to grammar rules. The second function that code switching in EFL classroom might accomplish as (Sampson, 2012) noticed is the facilitation of the discussion tasks, performing it easily through the encouragement of teachers to use, grasp the TI through the process of code switching.

Celik proposes that the usage of code switching especially to L1 can be useful, beneficial to larger extent .It was useful for students with low proficient ability to comprehend ,grasp ,absorb the” TL” when teacher implement the act of code switching in an EFL classroom learning environment .

Another finding concern the function, role of code switching in the language classroom is that it is beneficial for teachers, learners too as Celik, claims”L1 is extremely effective during teaching to provide a swift and clear and clear cut synonym or paraphrase of a complicated concept or an utterance which otherwise would takes long time for teachers to clarify”.

Ahmed pointed out that high proficient students preferred class to exclusively be held in the TL, whereas students with limited abilities in the FL needed support from

the L1, code switching to L1 specifically may help students as a tool with low proficient English classes to reach a passing grade to succeed or reach an advanced level abilities in the TL to support language learning . Ahmed claims” that the teachers’ use L1 can be beneficial , fruitful when it comes to supporting the students’ abilities in order to be more developed”.

I.2.4.8. Encouragement and motivation:

Although, the recent literature on English Language Teaching discourages the use of L1 in language classroom. Atkinson, pointed out that teachers do in fact make use of code-switching in language learning classrooms for main purposes such as clarifying meaning, motivating students. According to Atkinson when teachers encourage negotiation between languages by reinforcing the practice of code-switching students ‘understanding ,which leads to participation and motivation is enhanced i.e.: in this regard ,it is agreed that code switching may be useful if the students are interactively motivated as code switching develop communicative competence ,abilities.

Researchers as Pop lack, Mc clure, Gumperz and others have pointed out a number of different socio-pragmatic functions that is presents in speech when code switching is used. They provided several classifications of these functions as: direct quotation, emphasis, clarification or elaboration, focus/topic...etc.

I.2.4.9. Ensuring comprehension:

Scheu, pointed out that code –switching plays important roles that van be characterized as “translation of unknown vocabulary items, to explain grammar, manage the class”.Scheu, noticed that from a conducted a research study that explanation /translation of English sentences of the text and discussed them together with the students including translating sometimes boost the students’ comprehension.

Previous findings e.g.: Duff and Polio, Mc clure, Levine 2003 which suggest the switching to L1 necessarily serves some basic functions which may be beneficial in FL learning environment .It was found that the basic functional uses of code switching can be found in the following categories :translation unknown vocabulary items ,explain grammar ,class management ,emphasizing some points, expressing a stance of empathy or solidarity .Sometimes ,translating vocabulary happened when the teachers used other

teaching strategies in English before or after translating the word or phrase. Translation is proved to be the main feature in all teachers' practices. (Cook ,1982) argued that mother tongue is efficient when teaching vocabulary items ,it may be efficient for fulfilling or accomplishing the purposes or functions of ensuring comprehension to EFL learners .

According to polio and Duff, teachers are very unwilling to teach the grammar in the target language for various reasons as time saving, grammar –oriented exams and worries about too much pressure on the studies. Duff and Polio, concluded that teachers switch to build solidarity –intimate relations with the students and to show some concerns when students seemed to have such problems ,allow solidarity or empathy it was of great value to teachers guarantee the effective communication between the students and teachers.Duff and Polio, pointed out that many of the teachers resorted to the L1 for rapport building with students and to “temporally back-ground the roles as a teacher to perhaps foreground their roles as an empathetic peer and to digress from instructional sequence”.

MartinJones, reported that teachers teach grammar in L1 or L2 sequence ,the use of these two languages “can lay their own instructions or direct students to important content .Code switching to L1 or L2can be used to give emphasis”.

Conclusion

So, as it is seen in the above chapter which deal with main issues related to the act of code switching that simply ,the usage of code switching by EFL teachers can be considered as a technique which aims at creating comfortable classroom atmosphere, allow interaction, communication between teachers and students, their peers and simplify the target or the foreign language input, make it as clear as possible through switching from code to code that students are familiar with as their mother tongue. But, teachers must be aware to the amount of time spend during the act of switching of code that they rely on in an EFL classrooms, since the majority of teachers switch the code for time saving and syllabus requirement because the use of the target language alone with learners who are beginners ,their early stage of learning it can be time consuming , waste their time when they tried to paraphrase , simplify things through TL alone , code switching is considered as it is mentioned above section as a successful tool , mean for better grasping the input or instructions.

THE PRACTICAL PART: THE EFFECT OF CODE SWITCHING ON LEARNERS' LEARNING DEVELOPMENT

CHAPTER THREE: PERSENTATION OF FINDINGS

Introduction

The third chapter is concerned with the practical part of this research paper .First, it states the research instruments as a fundamental tool for collecting data ,then it presents the sample population chosen to take part in this research study or to undertake the research. After that, it identifies the procedures that are taken for analyzing the collected data. Furthermore, it seeks to confirm the research hypothesis by discussing, analyzing and interpreting the obtained data .To reach this end, a case study research was conducted in EL-Tarf University, and using questionnaires as a research instrument .The data collected were analyzed.

II.3.1. DATA ANALYSIS PROCEDURE:

There were about 7 teachers involved in the research study and about 50 students take part as well in this questionnaires .Teachers were receiving copies of questions whereas copies were valuable for the students with extra ones in case of missing any copy . Responses were immediately counted by hand and transcribed into figures (tables) for both teachers and students collected answers that share the same view on certain issues related to the act of code switching. Thus, both participants in this research students gave their own personal views to the open questions that are considered as key, core part which show specific information as the basis for analysis.

The data were obtained among groups of 60 students with an intermediate levels in English Foreign language classrooms and groups of 7teachers specialized on grammar modules ,graduated from; different universities .Both of them were asked to complete the administered questionnaires .After collecting the responses to the questions from both participants in this research study ,the resulted were calculated and illustrated in tables (see Appendix)through the use of statistics concerning the answers of teachers and students about different issues related to the act of code switching .

II.3.2. PRESENTATION OF THE FINDING OF TEACHERS' QUESTIONNAIRES:

Question 01: How often do you switch the code in EFL classroom while explaining grammatical rules?

Choices	Teachers percentage
Always	64.3%
Sometimes	21.4%
Occasionally	14.3%
Never	0

Table 01: The frequency of the use of code switching in EFL classrooms.

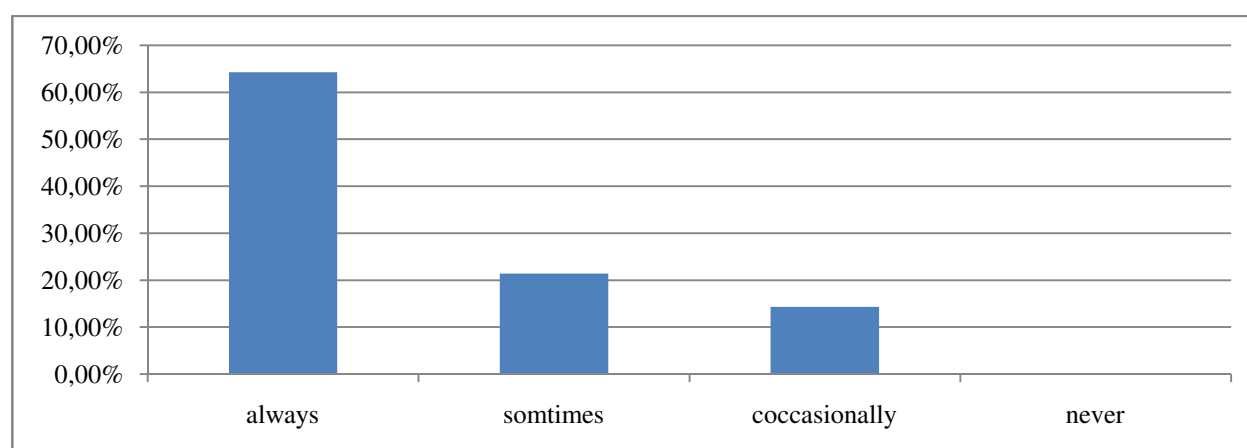


Figure 01: The daily use of code switching in FL settings.

According to the findings, the majority of teachers show general consensus towards the frequency of CS use in EFL classroom settings .About **64, 3%**of teachers agree on the daily use of CS either to L1 or L2 especially when it comes to grammar teaching aspect. While few percent **14,3%**show that CS is used sometimes ,**21,4%** agree on the use of it occasionally rather than frequently .No participant for the absence of this act in FL classrooms settings especially when referring to grammar rules.

Question 02: Are you always conscious about the act of code switching in EFL class?

Choices	Teachers percentage
Always	10%
Sometimes	32.9%
Occasionally	57.1%
Never	0

Table 02: The consciousness for the use of code switching in EFL classroom.

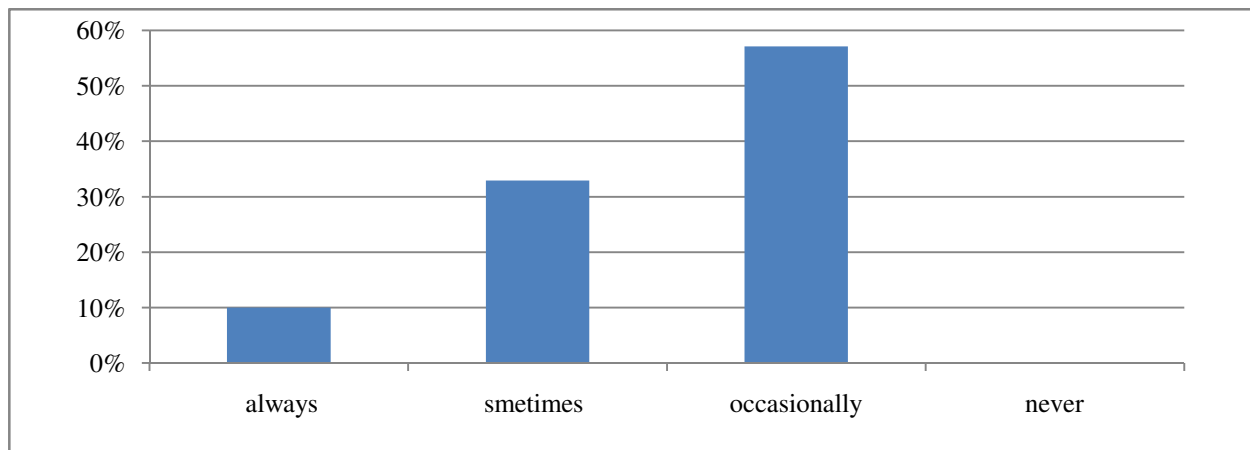


Figure 02: The consciousness for the use of code switching in EFL classes.

It is found that majority of teachers **57,1%** share the idea that switching the code in EFL classrooms are occasionally **32,9%** sometimes are conscious while teaching grammar rules. Whereas only **10%** agree on their consciousness when using CS this implies that teachers of English don't always use L1 code consciously in classes, instead CS to L1 occurs automatically or unconsciously.

Question 03: what is teachers' attitude towards the act of code switching in FL settings?

Choices	Teachers percentage
Extremely agree	64.3%
Don 't care	21.4%
Dissagree	14.3%

Table 03: The attitudes towards the act of code switching that is implemented in FL settings

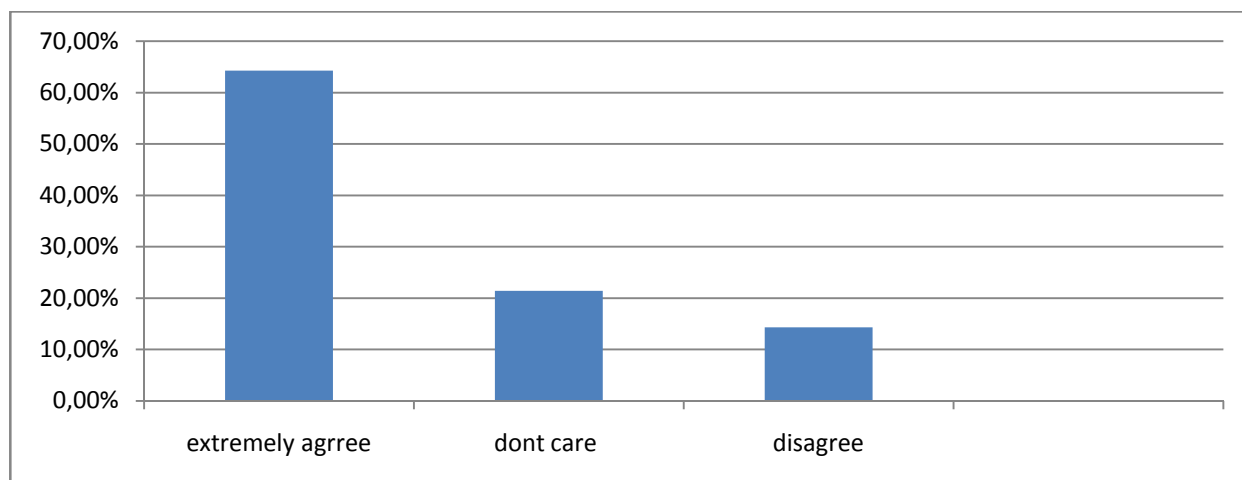


Figure 03: The attitudes towards the act of code switching that takes place in FL settings.

Among the respondents ,there are about **64 ,3%** agree on the usefulness of the use of code switching in EFL classrooms settings while explaining grammar aspects ,rules as their learners benefit a lot from the act of CS especially to L1 .However ,only **21,4 %** don't care extremely about this act as opposed others representing **14,3%**are extremely against the idea of integrating CS to grammar teaching .This indicates that the majority or high percent show their consensus or hold positive attitude towards CS use or they simply accept it as a medium of instruction.

Question 04: What are the real reasons behind the use of CS in EFL classes?

Choices	Teachers percentage
Time saving	64.3%
Part simplification	21.4%
Grasp grammar	14.3%

Table 04: The reason behind the use of the use of code switching in EFL classrooms.

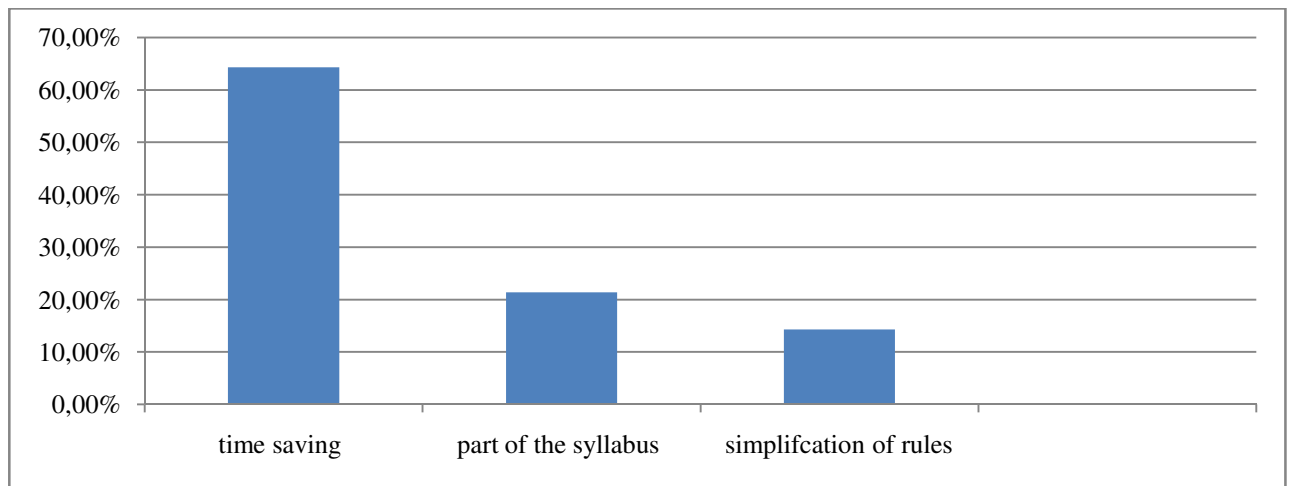


Figure 04: The reason behind the use of code switching in EFL classrooms.

It reveals clearly that most teachers **64,3 %** share the idea or believe that CS that is adopted by EFL teachers only for the sake of timing, to save the time as is not an easy task to rely on the target code to simplify grammar rules While, **21,4%** view that switching the code is due to syllabus requirement .However, only **14,3%** argues that switching the code from time to time for the simplification of grammar rules .This indicates that the timing is the main factor that urges teachers to switch the code.

Question 05: Do learners' level plays vital role in the implementation of CS in EFL settings?

Choices	Teachers percentage
Strongly agree	80%
Disagree	20%

Table 05: The crucial role of learner's level when implementing CS.

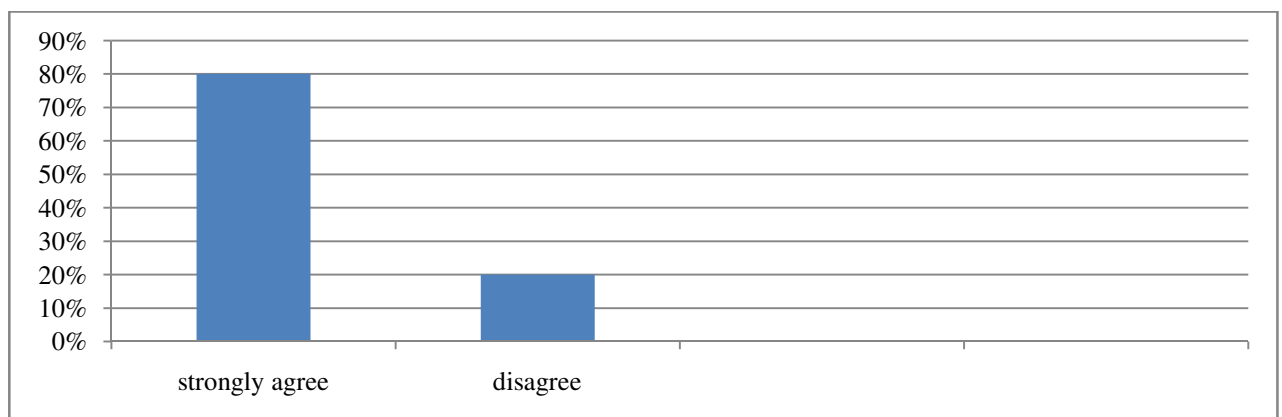


Figure O5: The crucial role of learners level when implementing CS.

Results show that the majority of teachers **80%** strongly agree with the idea that learners low level plays great role for implementation or integration of CS .Whereas, **20 %**only disagree that code switching adopted in EFL classes relevant to learners' level .This implies that the level of learners is the core issue for shifting from code to another.

Question06: what is the dominant factor that hinders the process of switching from code to another in EFL classes?

Choices	Teachers percentage
Distance between L1, linguistic and English system	60%
Pedagogical material, lesson content or objective	20%
Learners attitude towards CS	10%
Proficiency of students in TL use	10%

Table 06: The dominant factors that hinder the process of CS in FL settings.

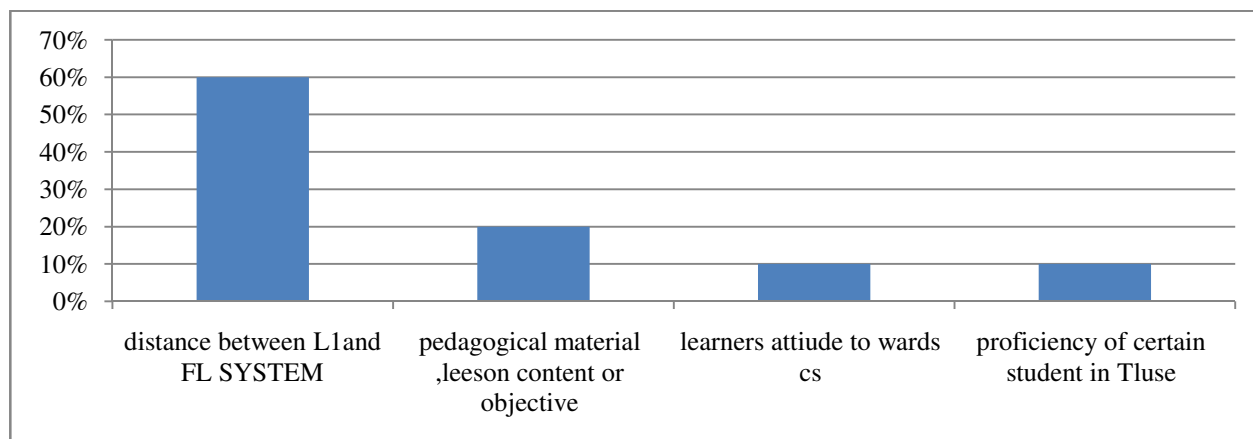


Figure 06: The dominant factor that hinder the process of CS .

More than **60%** of teachers agree with the idea that the distance between L1 and FL system is the most significant influencing CS that takes place in EFL classrooms .About **20%** view that pedagogical material, lesson content is therefore another factors that inhibit the process of CS .While **10%** considers learners' attitudes towards the act of CS might affect their performances. Simultaneously, **10%**view that proficiency of certain students in TL use may be considered as another barriers.

Question07: which one of the following styles those are dominant in EFL classes for grammar learning?

Choices	Teachers percentage
Visual style	60%
Auditory style	30%
Kinesthetic style	10%

Table 07: The dominant style for grammar learning.

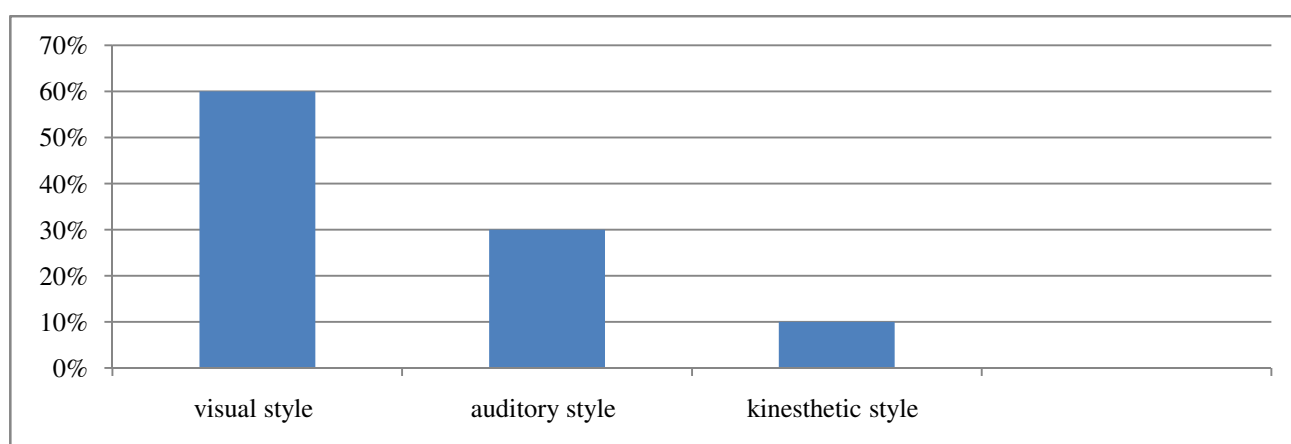


Figure 07: The dominant style for grammar learning.

The findings in this figure show that high percent of teachers **60 %** noticed that the visual style is the dominant one in FL when it comes to grammar learning, few of them **30%** view that the auditory style is also common in FL settings .Whereas, **10%** small percent agree that kinesthetic is also used for grasping grammar doing something physical practicing grammar activities to store it .This means that visual style takes the priority overall.

Question 08: What is your reaction when your EFL learners don't share the same L1 in case of CS?

Choices	Teachers percentage
FL as a basis for explanation and clarification	70%
Switch to L2 to simplify rules	30%
Using other codes except L2 or FL	0

Table 08: The most used code in EFL classes in case of differences in L1.

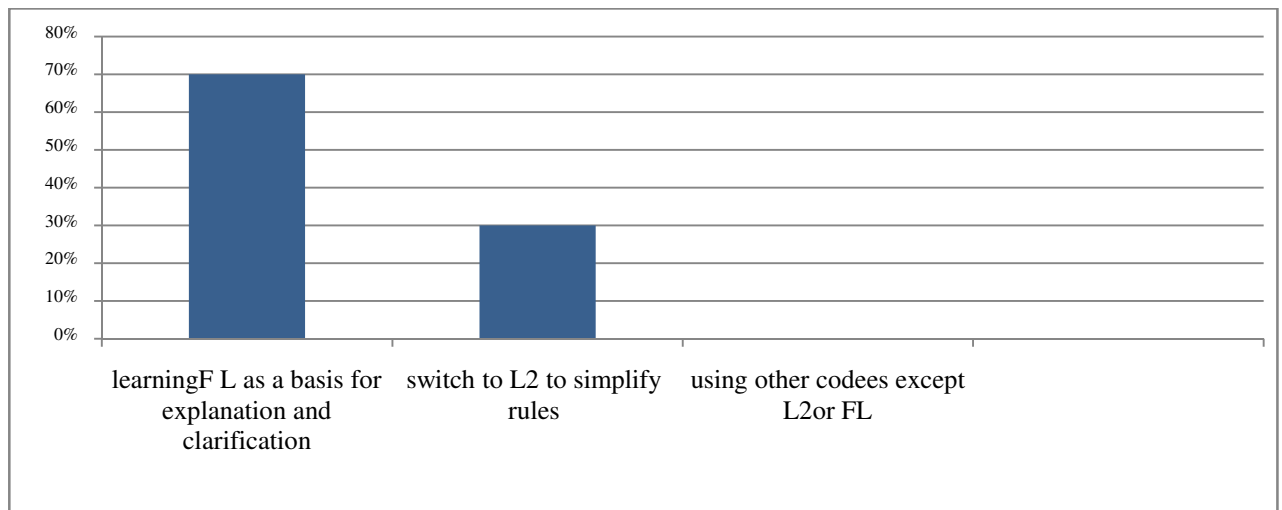


Figure 08: The most used code in case of differences in L1.

It is found that **70 %** of teachers strongly agree on the use of FL as basis for grammar simplification ,clarification in case of their learners don't share the same L1,**30%** argue that switching to L2 can substitute L1 in this situation. None agree that the use of other codes except FL or L1

Question 09: Which one of these codes that is better for learners to get grammar rules?

Choices	Teachers percentage
L1	55%
L2	15%
FL	30%

Table09: The favorite code for learners to get grammar rules

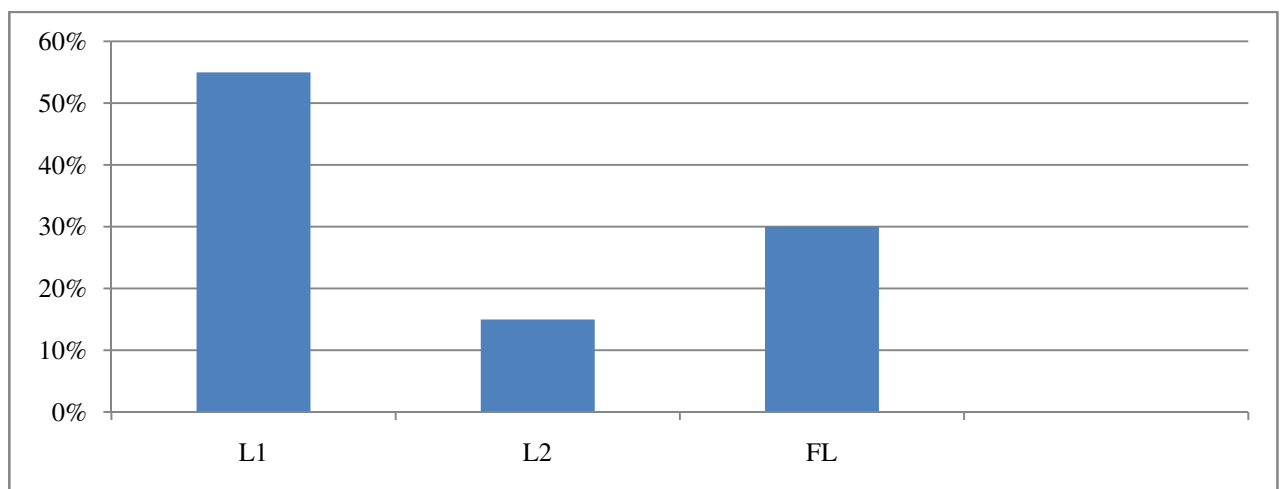


Figure 09: The favorite code for learners to get grammar rules.

According to the findings in this figure, it is found that nearly about **55%** view that L1 is the main medium of instruction, code that allows learners to store grammar rules easily, quickly. FL is used also as a mean of instruction in FL classroom settings in which about **30%** view this .Whereas,**15%** prefer to switch to L2 instead. This implies that both FL and L1 is the most used codes in EFL classes' settings.

Question 10: What if your learner's error is due to CS that is frequently used in FL settings?

Choices	Teachers percentage
Stop the act of switching	50%
Using only one code during the explanation	30%
Sticking on FL	20%

Table 10: The reaction of teachers when learners' errors are due to CS.

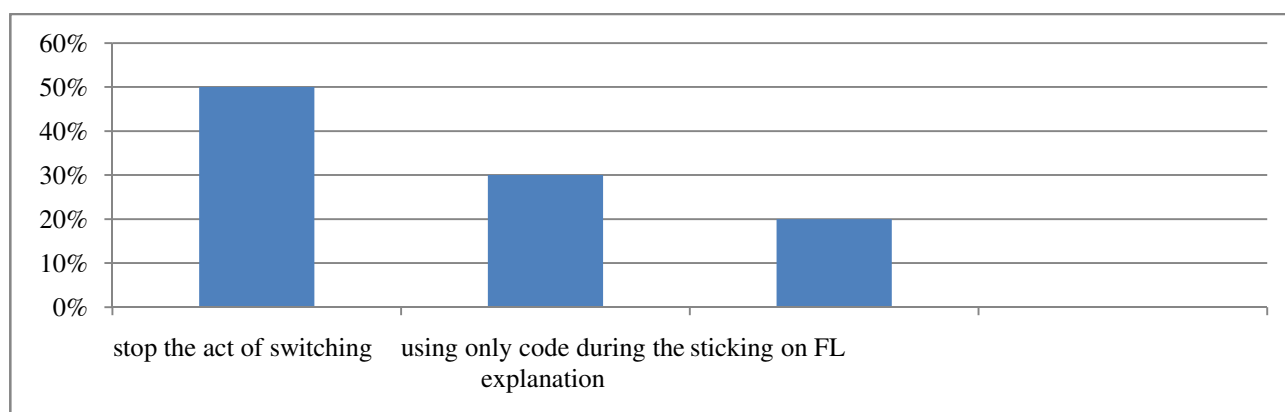


Figure 10: The reaction of teachers when their learners' errors are due to CS.

Among the respondents, there are about **50%** agree that when their learners are confused while explaining grammar due to shifting from one code to another to stop immediately the act of switching .However, **30%** view that using one code could be better for learners .**20%** lower percent who support the idea of adopting FL to simplify things bit by bit

Question 11: What is the dominant type of CS that is most used by EFL Teachers?

Choices	Teachers percentage
Intra-sentential CS	90%
Inter-sentential CS	10%
Tag switching	0

Table 11: The most used type of CS on FL settings.

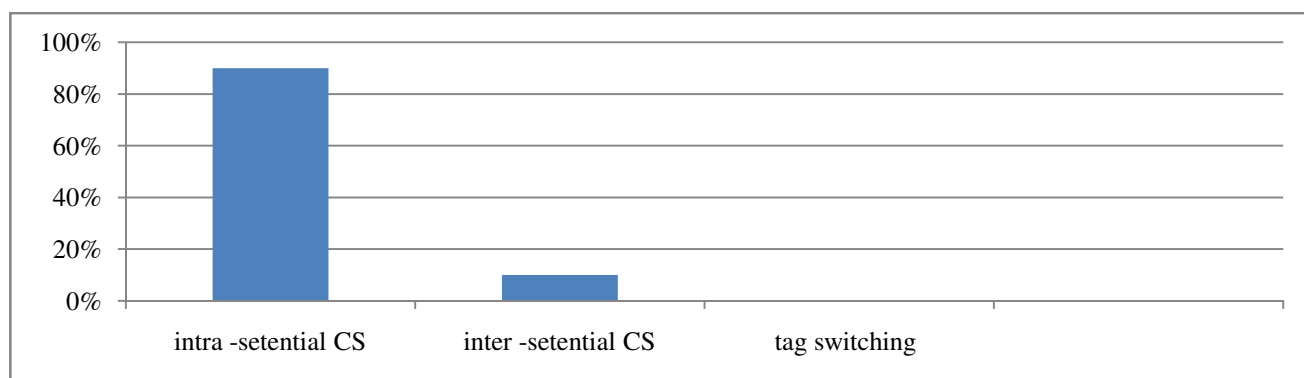


Figure 11: The most used CS in FL settings.

The majority of the teachers **90%** argued that intra –sentential is most used since the teacher in many cases felt obliged to switch code from time to time. However nearly about **10%** prefer inter-sentential rather tag switching .This indicates that teacher rely almost on intra-sentential as a fundamental type of switching.

Question 12: Does the amount of time devoted for CS to L1 use in low proficiency classes more than timing in high proficiency classes?

Choices	Teachers percentage
Agree	90%
Disagree	10%

Table 12: The timing devoted for CS in low proficiency takes the priority over high proficiency classes.

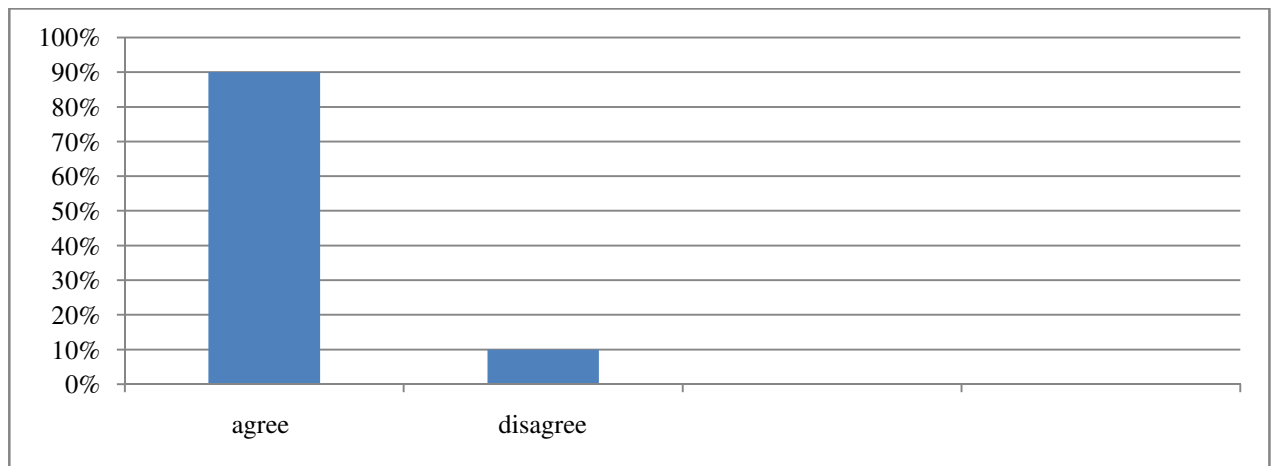


Figure 12: The timing devoted for CS in low proficiency classes takes the priority over high proficiency classes.

According to the results that are seen clearly in this figure, that **90%** high percent of teachers claimed that large amount of time devoted for CS to L1 use in low proficiency classes more than the amount of time in high proficiency classes in which small minority **10%** said the opposite did not switch the code in low proficiency more than in high proficient classes. This means that the amount L1 used in low proficiency determined by the proficiency level of students.

Question13: what do you do when the syllabus announce that classes must be conducted in English?

Choices	Teachers percentage
Classes would be conducted in FL	90%
Switch the code only when it is necessary	10%

Table 13: The dependence of FL as a part of the syllabus.

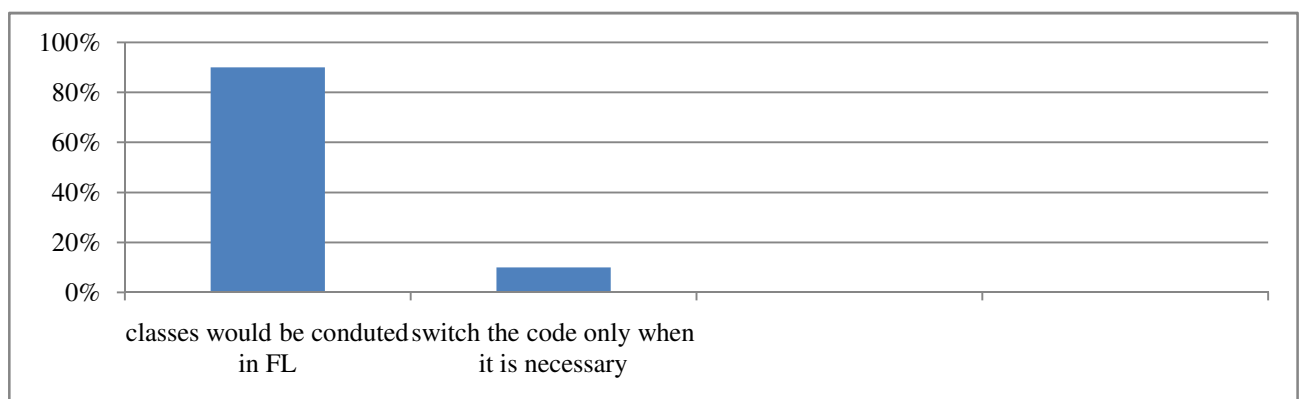


Figure 13: The dependence of FL as part of syllabus.

According to the results in this figure ,a high percent of teachers **90%** claimed that classes would be conducted in FL when the syllabus announce this .While few percent **10%**,said that they switch only when it is necessary .

Question 14: What do you do when learners level increased, advanced enough to manage the task of grasping FL rules?

Choices	Teachers percentage
Stop switch the code	60%
Keep switching	40%

Table 14: The use of FL when learners level is increased ,advanced enough to manage the FL.

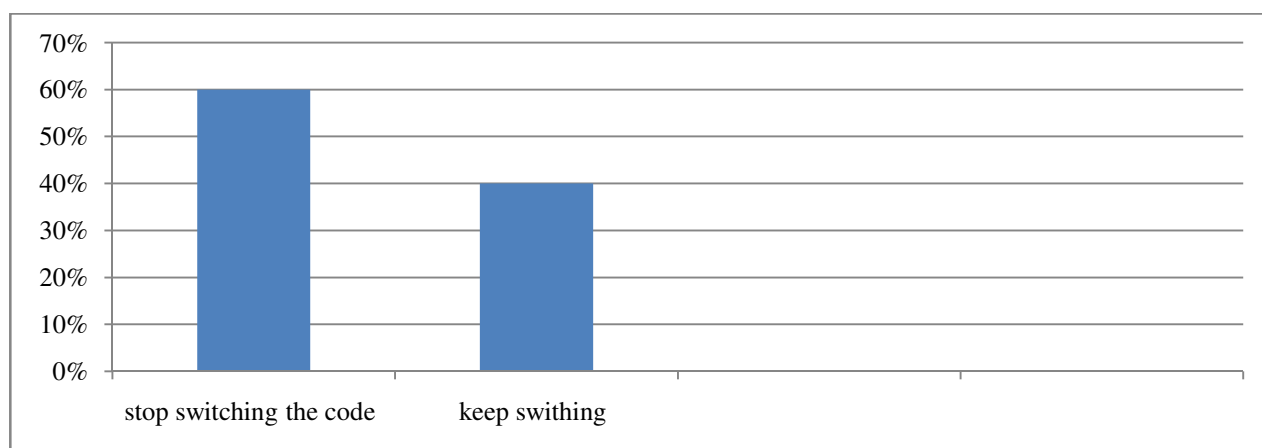


Figure 14: The use of fl when learners level increased enough to manage the FL.

According the findings, most of teachers **60%** confirm that they will immediately stop switching or this act that is implements in EFL classroom settings when learners level is increased, advanced enough to manage the task of grasping grammar input .While **40%** of them claimed that even the level advanced but they keep doing so as it leads to increase the interaction in FL settings.

Question 15: How would you like your EFL learners to practice the new learned grammar rules?

Choices	Teachers percentage
Constructing sentences based on new learned grammar	60%
Practicing it in conversation dialogues	30%
Giving activity in short time	10%

Table 15: The selected activity for learners to practice new grammar rules

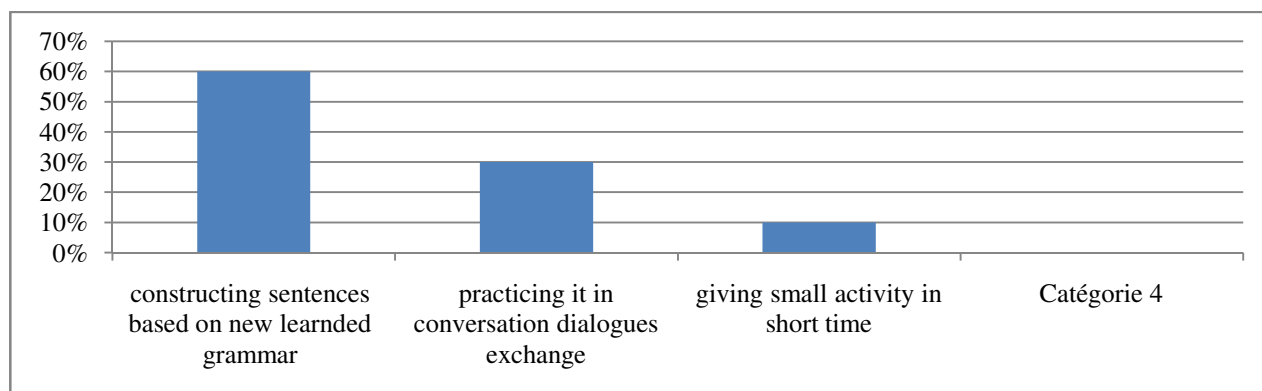


Figure 15: The selected activity for learners to practice the new learned grammar.

More than half of the teachers 60% claimed that constructing sentences on new learned grammar rules could be better for learners to store it, get it easily while, 30% stated that they prefer their learners to practice it through engaging in conversations, however, 10 % prefer to design short activities concern the new learnt rule to practice rules.

Question16: Is engaging your students in extensive drills in grammar relying too much on CS might lead to confusion?

Choices	Teachers percentage
Switch the code a lot while engaging learners in extensive dills	80%
Switch the code could be beneficial to get such rules	20%

Table 16: The benefit of the extensive drills in grammar relying on CS

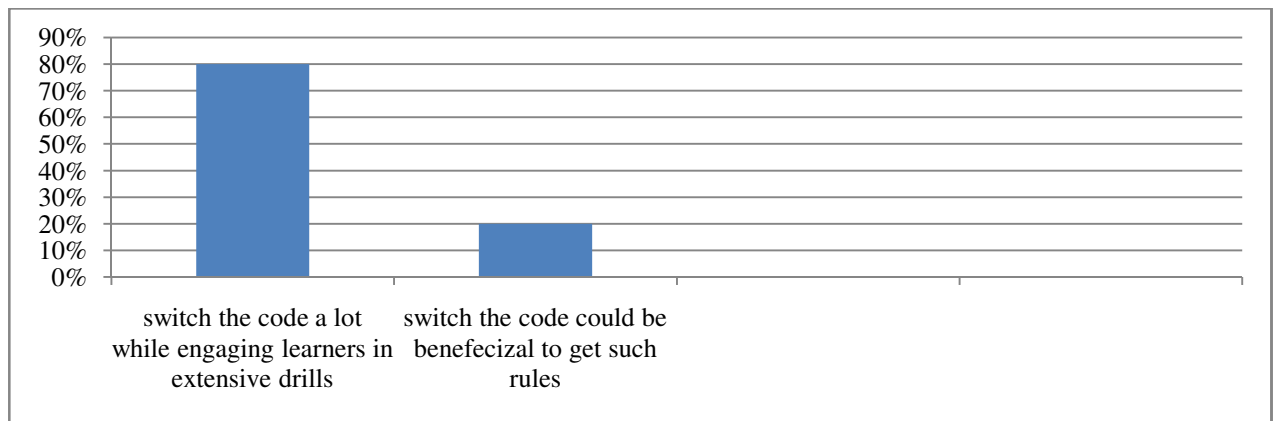


Figure 16: The benefit of extensive drills in grammar relying on CS.

High percent of the teachers **80%** claimed that engaging students in extensive drills in grammar rules relying on CS may lead to confusion while **,20%** only stated that engaging students in grammar drills through switching could be beneficial ,useful to get ,grasp rules .

Question17: which one of these aspects in grammar learning in which you can switch the code to explain it without any effect on your learners?

Choices	Teachers percentage
Explaining grammar aspect	30%
Dealing with tenses of verb	20%
Identifying the position of verb	10%
Identifying the position of adjective	10%
Identifying the position of adverb	10%
Identifying the position of preposition	10%
Identifying the connectors, relative pronoun	10%

Table 17: The dominant grasped aspect of grammar learning relying on CS.

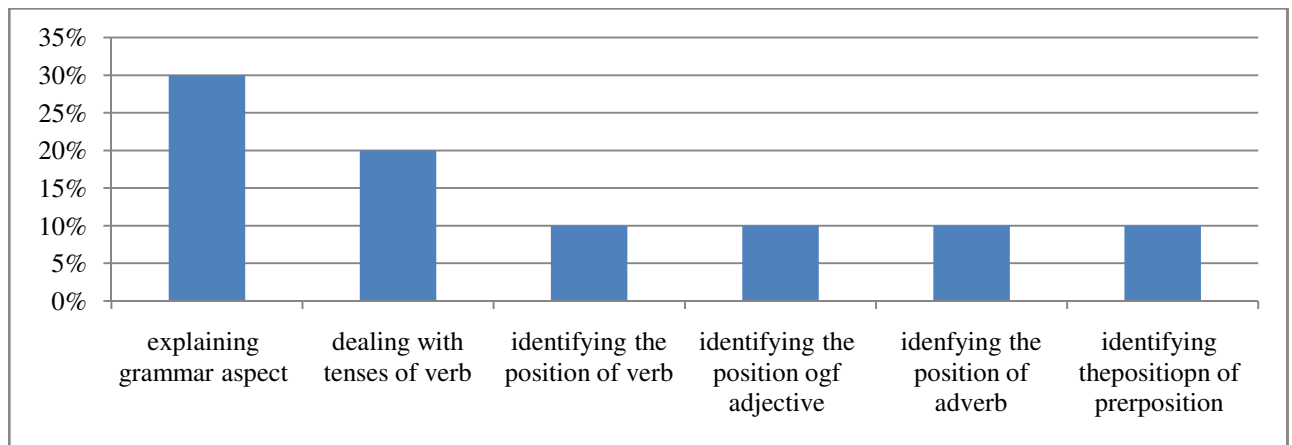


Figure 17: The dominant grasped aspect of grammar learning relying on CS

We notice that there are different responses concerning this question, the majority of teachers **30%** can switch the code without any difficulties, in case of identifying basic grammar aspects or basic units of sentences. While **20 %** only stated that dealing with tenses have no influence on learners performances. Few percent **10%** only share the view that identifying position of either adverb, adjective, preposition, connectors could be easily to be learnt through code switching without any effects.

Question 18: Do you think that the majority of your learners benefit from the use of CS in getting grammar rules: they don't deviate from the exact rule?

Choices	Teachers percentage
Strongly agree	80%
Disagree	20%

TABLE 18: The usefulness of integrating CS in getting grammar rules.

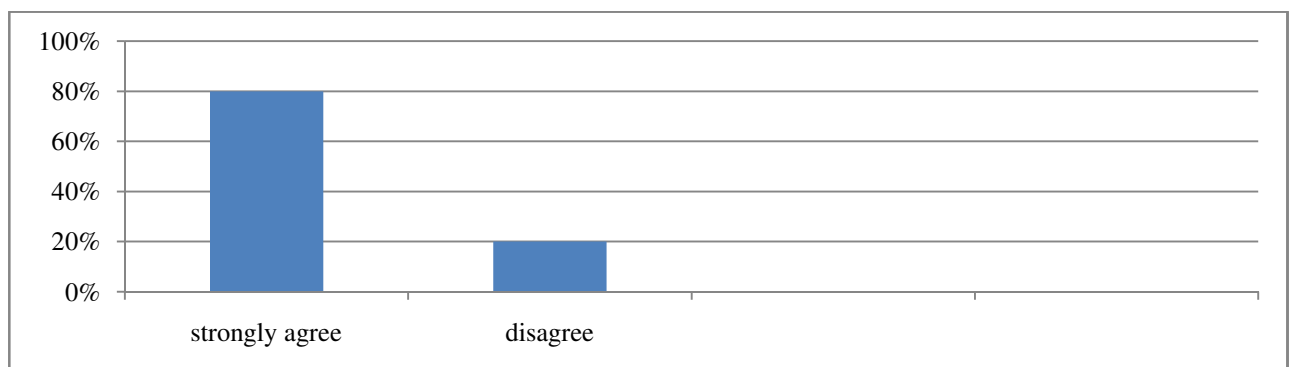


Figure 18: The usefulness of integrating CS in getting grammar rules.

80% of the teachers strongly agree that all learners benefit from code switching in EFL classrooms learning environment while teaching grammar rules .While **20%**extremly disagree on the benefit or usefulness of this act for all learners as it can serve some and cause problems for others .This reveals that CS can be useful tool for grammar instruction ,it could also be seen as language interference .

Question 19: What do you do if the dominant error of your learners due to CS let to “interference”?

Choices	Teachers percentage
Stop the act of switching	80%
Rely on FL for paraphrasing	20%

Table 19: The reaction of teachers towards the negative influence of CS in EFL settings.

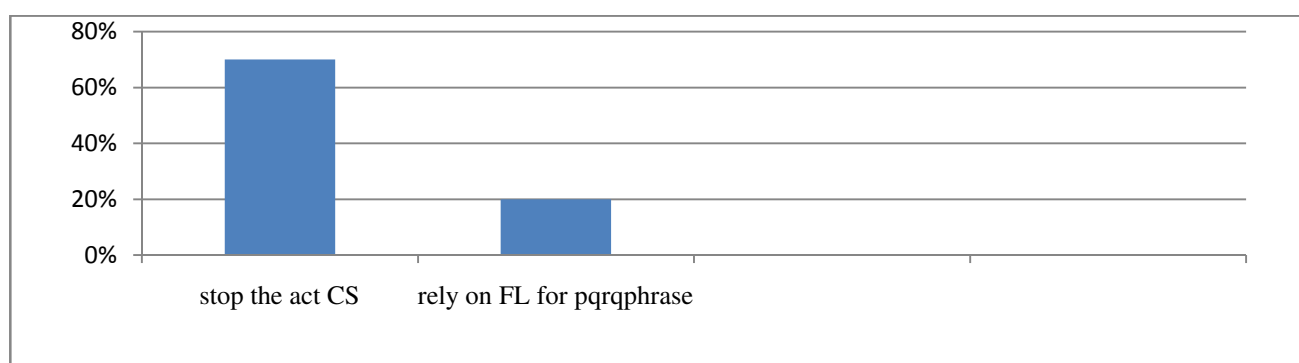


Figure 19: The reaction of teachers towards the negative influence of CS in EFL settings

Among the respondents, **80%** of them agree with the idea of stopping this act immediately when the dominant errors of their learners due to CS and **20 %** try to paraphrase grammar instruction through relying on FL ,target code only .This implies that there are general consensus amongst teachers on getting rid from the use of this act as it might influence learners achievements either in tests ,exams.

Question 20: How would you manage the situation when you meet with learners of different proficiency level?

Choices	Teachers percentage
Create balance between two levels	100%
Other solution	0

Table 20: The way of managing classes of different proficiency level

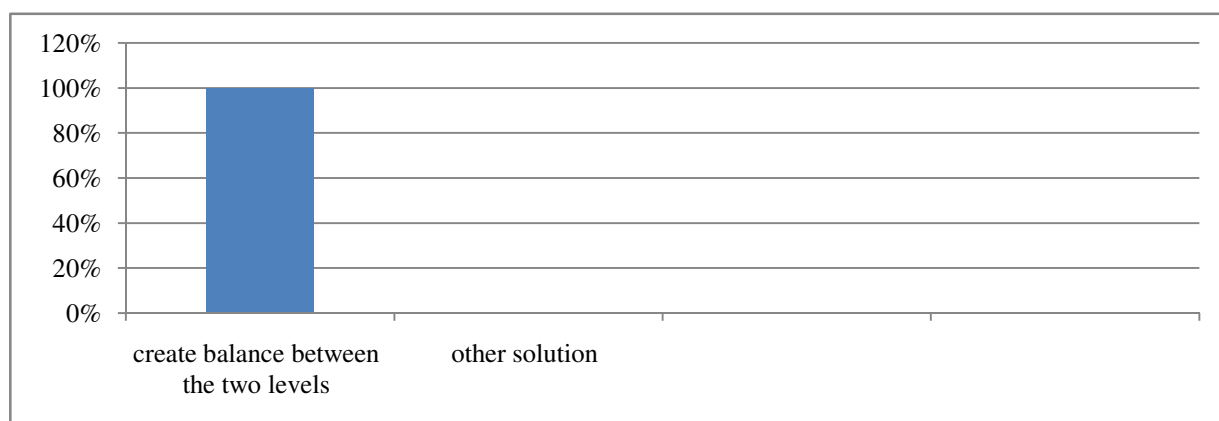


Figure 20: The way of managing classes of different proficiency level.

All teachers **100%** selected that the only solution to deal with the case ,situation of learners of different proficiency levels ,is simply to create balance between both low ,high levels through offering specific time to those who have low proficiency ,leave time for those who posses advanced level to practice grammar learning by being exposed directly to target language .This means that both low level students might be benefit from CS to L1 as high level students have chance to be exposed immediately target code not deprived from it.

Question 21: Did you succeed to manage the task of explain; ensure grammar comprehension in exact time along your teaching experience?

Choices	Teachers percentage
Yes	30%
No	70%

TABLE 21: The fact of explaining, ensuring comprehension in short time through CS.

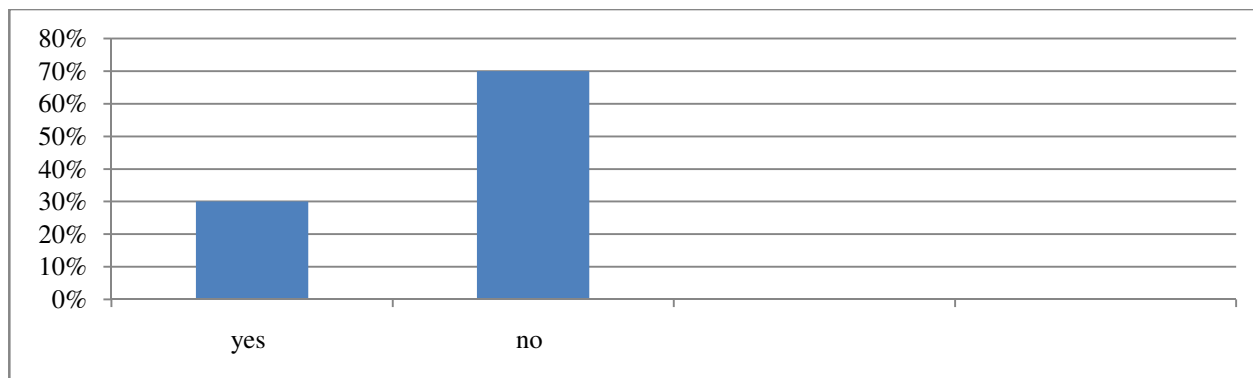


Figure 21: The fact of explaining, ensuring comprehension in short time through CS.

There are about **30%** answered that they might succeed to manage the task of explaining and ensuring grammar comprehension in exact time ,according to the announced time in the syllabus ,high percent **70%** it could be so hard to accomplish this task as CS itself took more time .This means that majority of teachers confirming that along their teaching experience they failed to accomplish this task ,ensuring comprehension through CS according to the timing of the syllabus , i.e. there is no extra timing.

Question 22: Does CS applied while teaching grammar allow you to finish the syllabus earlier or any obstacles hinder you?

Choices	Teachers percentage
Agree	10%
Disagree	90%

Table 22: The effect of CS on teachers timing for finishing syllabus.

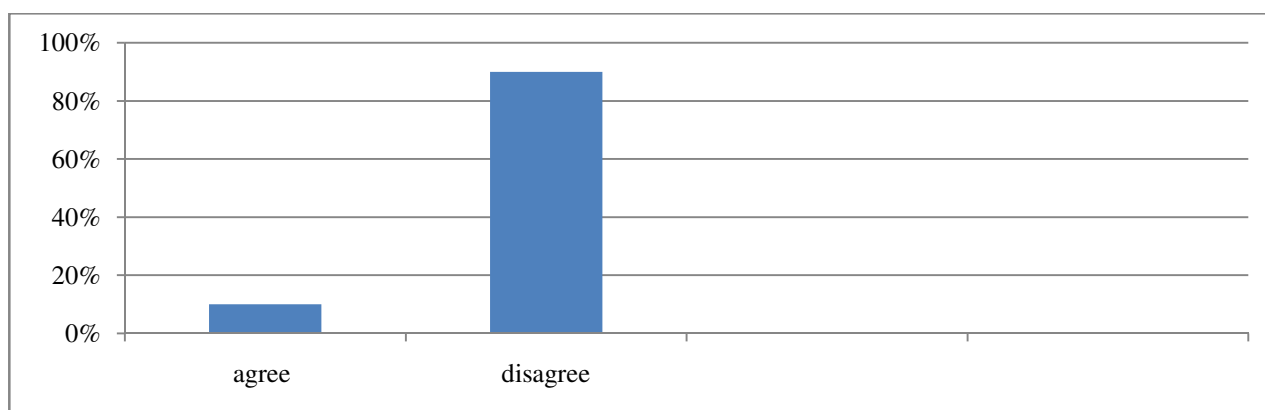


Figure 22: The effect of CS on teachers timing of finishing syllabus.

Among the respondents ,there are high percent of teachers **90%**disagree with the idea that CS has only effect on their learners as it might also cause problems for teachers ,this mainly appear on their syllabus ,courses not to be finished in the suitable time ,the need for extra time to complete the lessons, no timing for tests, evaluation or quizzes as the time is too limited when it comes to applying this act .Only few percent **10%** agree that the effect is common in learners more than teachers.

Question 23: Do you think that preparing students for the real world TL only code that suit them best as opposed to CS?

Choices	Teachers percentage
Agree	70%
Disagree	30%

Table 23: Target language as a basis for preparation of learners for the real world.

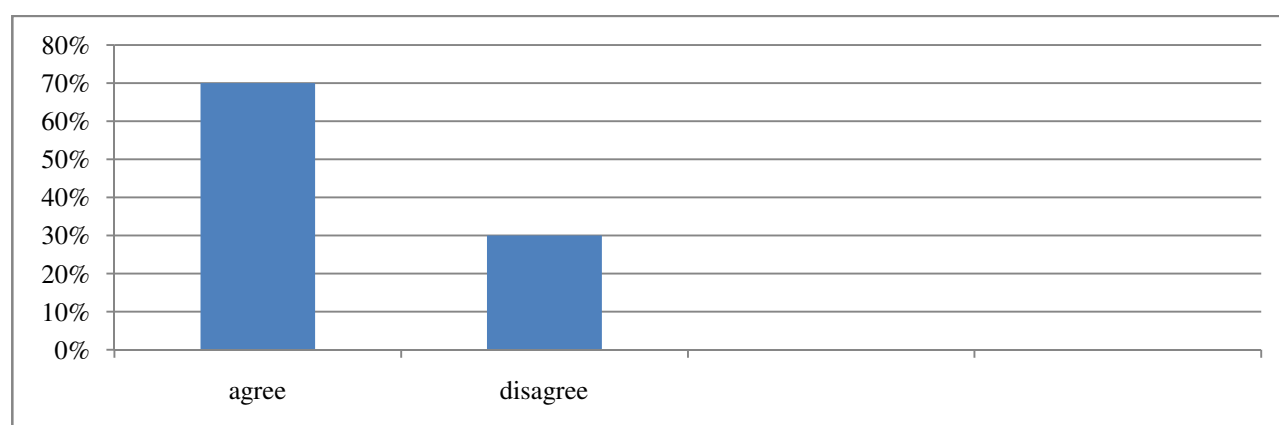


Figure 23: Target language as a basis for preparation of learners for real world.

According to the results in the above figure, there is general agreement amongst teachers **70%** that in most cases FL is the only code that serves learners a lot either in classes to interact with their teachers especially in the real world to communicate with native speakers without any hesitation ...etc. Only **30 %** disagree with this view claiming that CS too is good tool that opens ways for learners to get it ,enriches their knowledge in target language through acquiring items ,concepts translated in L1 to be absorbed easily especially getting grammar rules of FL as basis for fluent use of the language as result communicate easily.

II.3.3. DISCUSSION OF THE TEACHERS' QUESTIONNAIRES:

The questionnaires that are introduced to the EFL teachers greatly contribute its share to come up with the following finding. To begin with, the data from this questionnaires reflect teachers daily use or the implementation of code switching in EFL classes while teaching grammar rules to their learners due to several reasons that urge EFL teachers to switch the code from time to time in classroom while teaching the grammar to simplify, clarify the rules to be easily grasped, in most cases, the act of switching is conducted by teachers to create healthy good atmosphere for learning, to make the target input clear, comprehensible, to be easily stored. Teachers believed that their implementation of code switching as a good, efficient technique that play significant role in explaining, clarifying grammar rules and managing the class effectively. In addition to those findings, most of the teachers hold a positive attitude that the act of code switching that takes place in classes either to L1 or L2 in EFL classes reflect positively on learners' performances either in tests or exams especially their interaction, participation in classroom increased. In most cases, the act of code switching turns the learners to be active, vived element, boosts students intrinsic, extrinsic motivation to take part in learning process, to be exposed to as much English grammar rules as possible. It offers chance for the students to communicate without any hesitation inside classroom; code switching facilitates the understanding or insures comprehension on learners' side.

EFL teachers consider almost code switching as efficient, good tool, especially medium instruction that directly serves several function as task management, task clarification, simplification and exploration of meaning. But the over use of code switching in EFL classroom might affect learners performances that appear obviously in tests, exams in which learners get confusion and start mixing between codes especially when it comes to grammar practices this lead to the phenomenon of interference.

The only solution to avoid the act of CS that might affect learners performances either in tests, exams and lead them to confusion, deviating from the exact rule, making a lot of errors as a result of interference between their mother tongue and TL, or between TL and L2. If the syllabus, curriculum announces that classes have to be conducted in TL, no place for L1 and L2 use, the act of CS will be disappeared from being adopted or implemented by teachers while teaching grammar.

II.3.4. PRESENTATION OF THE FINDINGS OF THE STUDENTS' QUESTIONNAIRES:

Question 01: How often does your EFL teacher switch the code while teaching grammar rule?

Choices	Students percentage
Always	66.6%
Sometimes	16.7%
Occasionally	16.7%
Never	0

Table 24: The daily use of CS for learners' grammar learning.

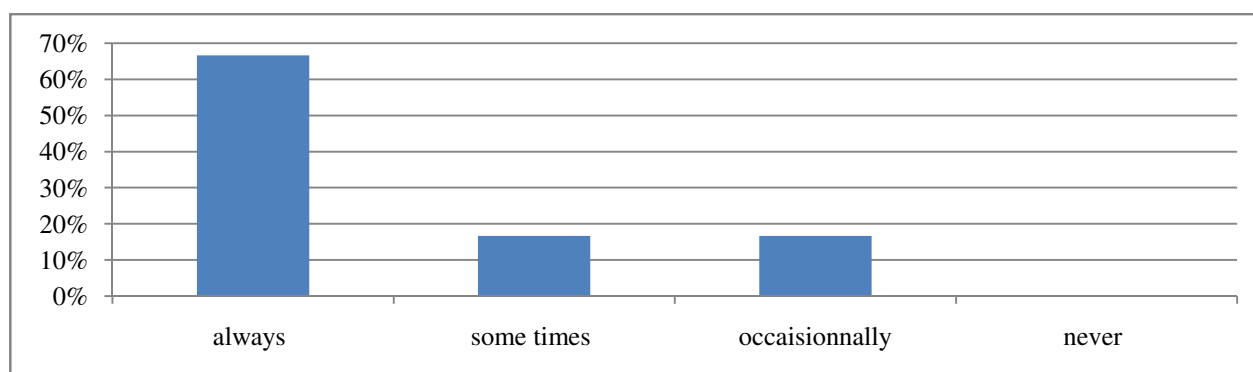


Figure 24: The daily use of CS for learners' grammar learning.

According to the findings, the majority of learners **66,6%** share the idea with that of teachers that switching to either L1 or L2 is common in EFL classes .Whereas ,there are about **16.7 %**argue that code switching is used either sometimes or occasionally .This means that Cs is always present in EFL classroom learning environment.

Question 02: Do you pay attention to the switching that takes place in an EFL classes?

Choices	Students percentage
Always	66.6%
Sometimes	16.7%
Occasionally	16.7%
Never	0

Table 25: Learners' awareness attention to the act of switching in FL settings.

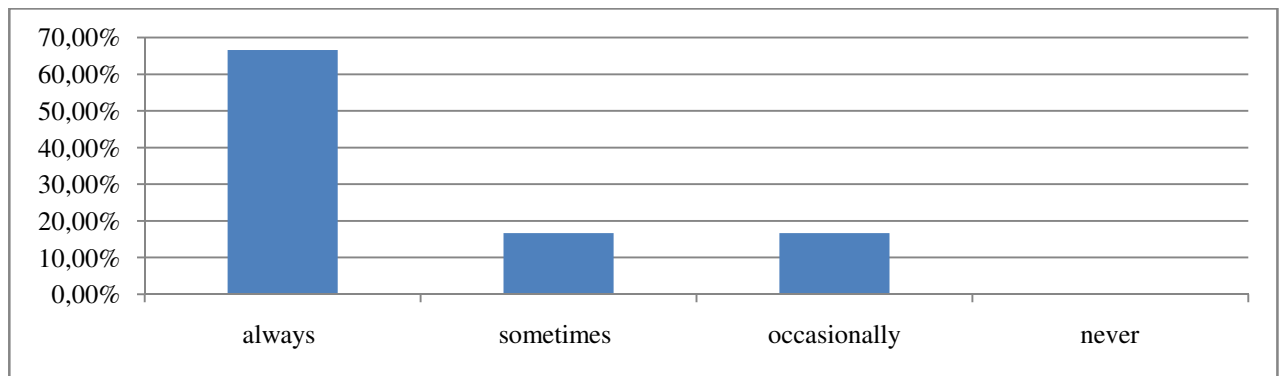


Figure 25: Learners' awareness, attention to the act of CS.

The high percent **66.6%** of students found that they are almost aware in the situation when their teachers switch the code while explaining or lecturing during courses .However, few percent **16.7%** are often or occasionally conscious about the use of this technique in FL settings. This implies that learners are aware about the implementation of this act compared to the responses of teachers that are mentioned above.

Question 03: what is your opinion, attitudes towards the daily use of this act while learning grammar rules?

Choices	Students percentage
Extremely agree	66.7%
Don't care	25%
Disagree	8.3%

Table 26: The reaction of the students towards the daily implementation of this act.

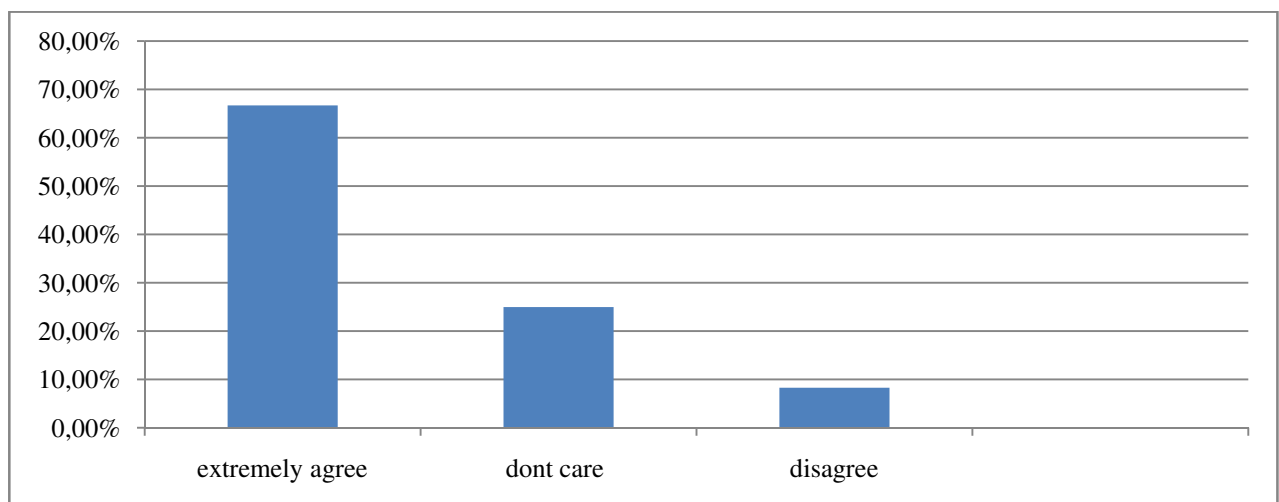


Figure 26: The reaction of the students towards the daily implementation of this act

According to this figure, the majority of learners 66,6% possess positive attitudes and agree on the use of this act in FL classroom settings .While ,very few learners **8.3%** show their total reluctance towards this act .This reveals that the majority of learners view CS as good and beneficial strategy.

Question 04: In what situation do your EFL teachers switch the code?

Choices	Students percentage
Insure comprehension	80%
Managing class	15%
Give grammar instruction	5%

Table27: The main situation for switching the code in FL settings.

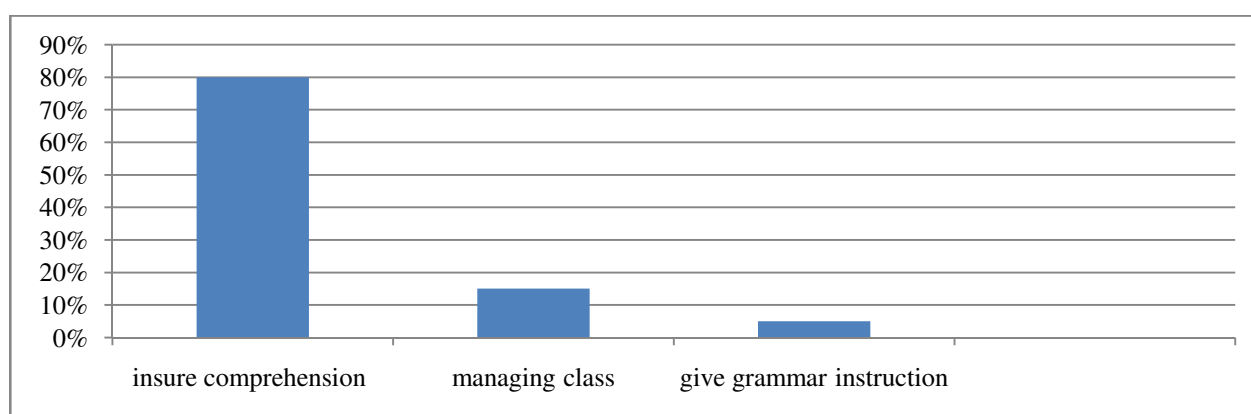


Figure 27: The main situation for switching the code in FL settings

There are different views but the overwhelming majority of learners **80 %** agree on the idea that their teachers almost switch the code to insure, check the comprehension of particular points discussed after each and every session .While **15%** believe that teachers switch only in attempt to manage the class well .The rest percent **5%** who believe that CS only for giving grammar instructions.

Question 05: Does CS result almost negatively or positively on your performances?

Choices	Students percentage
Positive	50%
Negative	50%

Table 28: The result of code switching on learners performances.

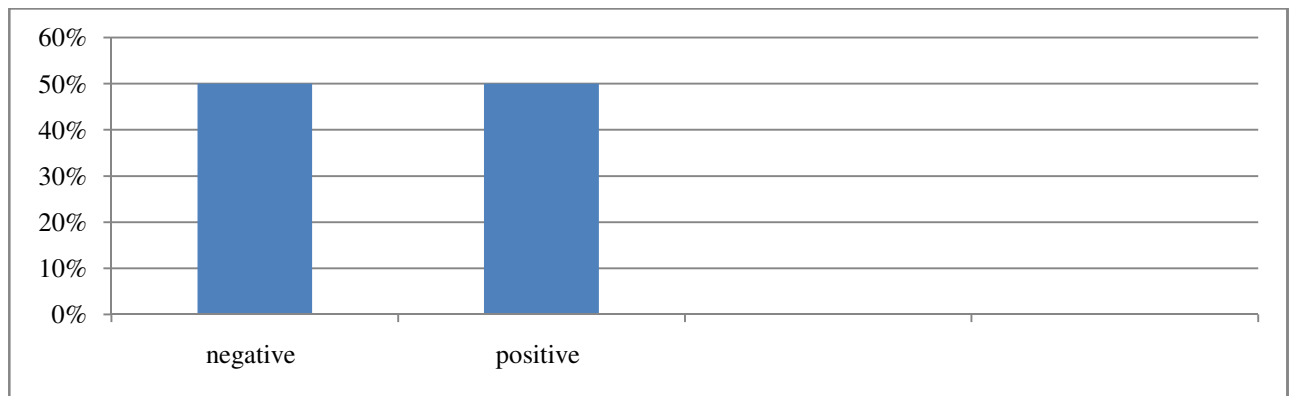


Figure 28: The result of code switching on learners performances.

The figure shows that there are about half of students **50 %** answered that CS affects almost their achievement negatively; whereas, the remaining percent **50%** claimed that it has positive effect on their activities and practices .This indicates that the act of code switching can benefit for some while might affect others.

Question 06: How does CS influence your performance?

Choices	Students percentage
Great beneficial	60%
No influence	30%
Harmful	10%

Table 29: The way of influencing learners performances when relying on CS.

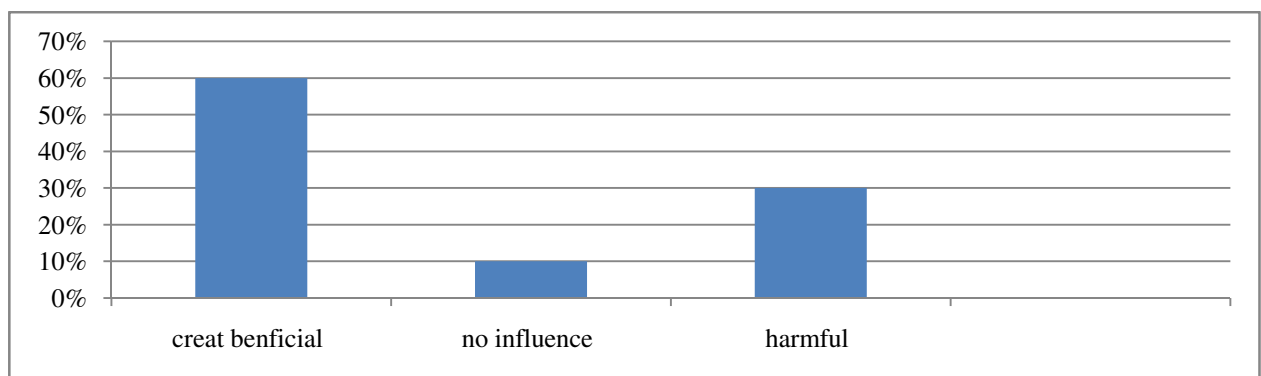


Figure 29: The way of influencing learners performances relying on CS.

The results reveal clearly that most of students **60%** agree that CS has great benefits on their performances .While, **30%** claimed that might affect them harmfully .The remaining answers represents very low percent **10%** that CS has no influence at all either in tests ,exams ...etc.

Question 07: Which code does your teachers rely on to introduce, explain grammar activities?

Choices	Students percentage
L1	80%
L2	10%
FL	10%

Table 30: The dominant code for introducing, explaining grammar activities.

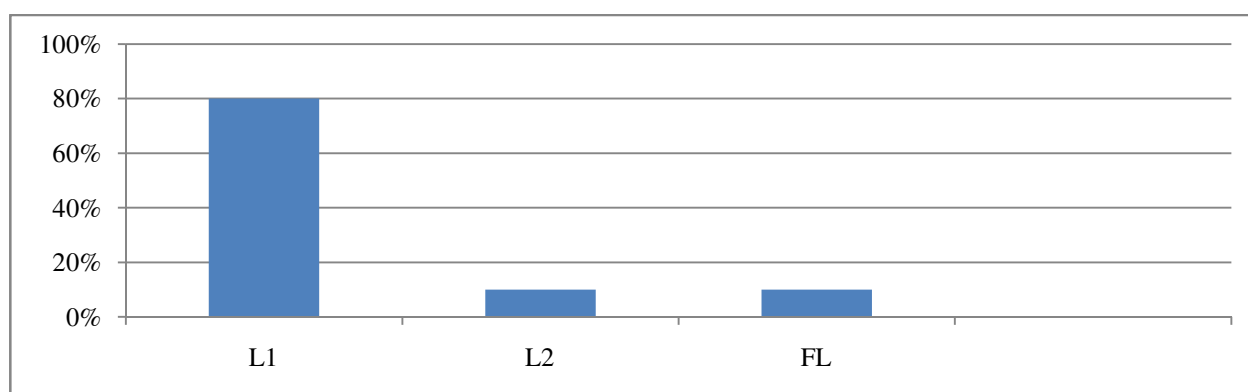


Figure 30: The dominant code introducing, explaining grammar activities.

As it is shown, the majority of students **80%** agree that L1 is the dominant code when it comes to grammar practices .However, L2 or FL is approximately used the same .This reveals that CS to L1 or mother tongue takes the priority overall codes in EFL classrooms .

Question 08: Do you think that mastering grammar rules enable you to construct healthy, correct sentences?

Choices	Students percentage
Yes	100%
No	0

Table 31: Grammar rules as a basis for constructing healthy sentences.

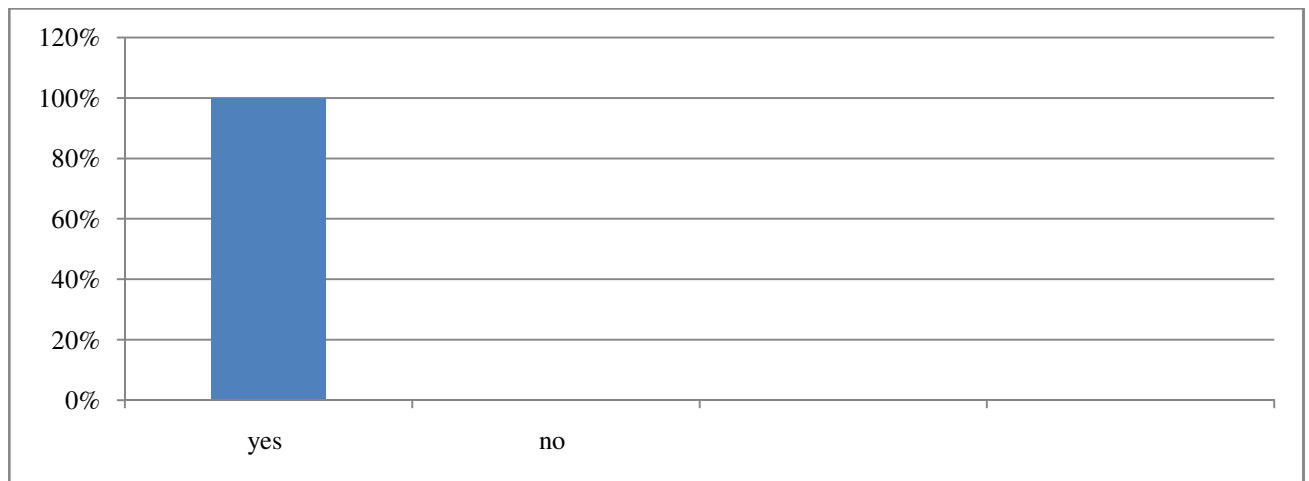


Figure 31: Grammar rules as a basis for constructing correct sentences.

According to the results, all students **100%** responded by YES whereas there is null result for those who responded by NO .This implies that grammar is considered as a fundamental area that need to be mastered to master the fluent use of language.

Question 09: Which code do you prefer it to learn grammar rules easily, not lead you to confusion grasp it as it is?

Choices	Students percentage
TL	60%
L1	20%
L2	15%
Other codes	5%

Table 32: The favorite code for learners to get grammar without falling into interference

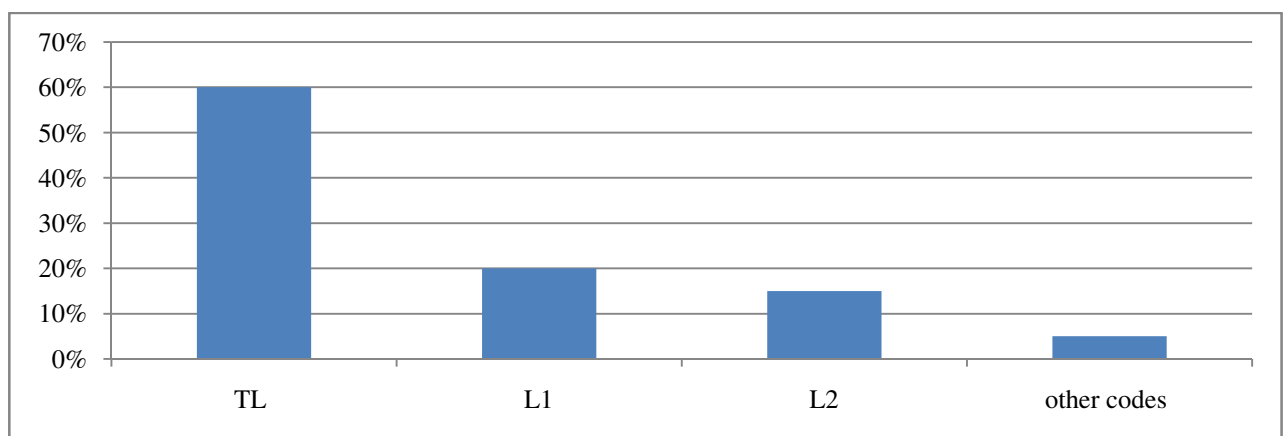


Figure 32: The favorite code for learners to get grammar without falling into interference.

Most of learners **60%** show that target code can be useful for them especially at the early stage of their learning to grasp grammar rules, structures as it is .Whereas, only **20 %** view the mother tongue can be beneficial in their grammar learning .L2 is preferred only by **15 %**.This implies that FL is therefore favorite code for grammar learning especially to be exposed easily to rules as it is without falling into confusion through shifting from code to code.

Question 10: Which one of these functions that L1 apparently serve in FL classrooms?

Choices	Students percentage
Management task	15%
Clarification task	75%
Simplification of unknown things	10%

Table 33: The main function that L1 serve in FL settings.

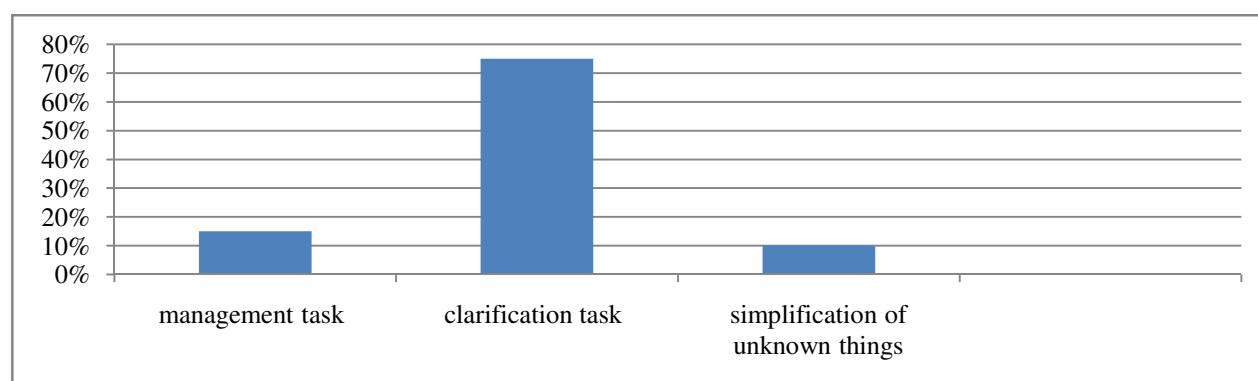


Figure 33: The main function that L1 serve in FL settings.

Most of students **75%** show their total agreement that L1 main function is accomplishing clarification task .While **15%** considers mother tongue is adopted in FL for managing classes well through transmitting meaning to learners .Few percent **5%** claimed that simplification of unknown ,abstract things is another role that L1 might play in FL classes.

Question 11: Which one of these grammar rules that is easier to be learnt in FL?

Choices	Students percentage
Deciding about changeable position of adverb	10%
Analyzing grammatically categories of the words	65%
Dealing with tenses and preposition in sentences	10%

Table 34: The dominant type grammar rules that is easily absorbed through CS.

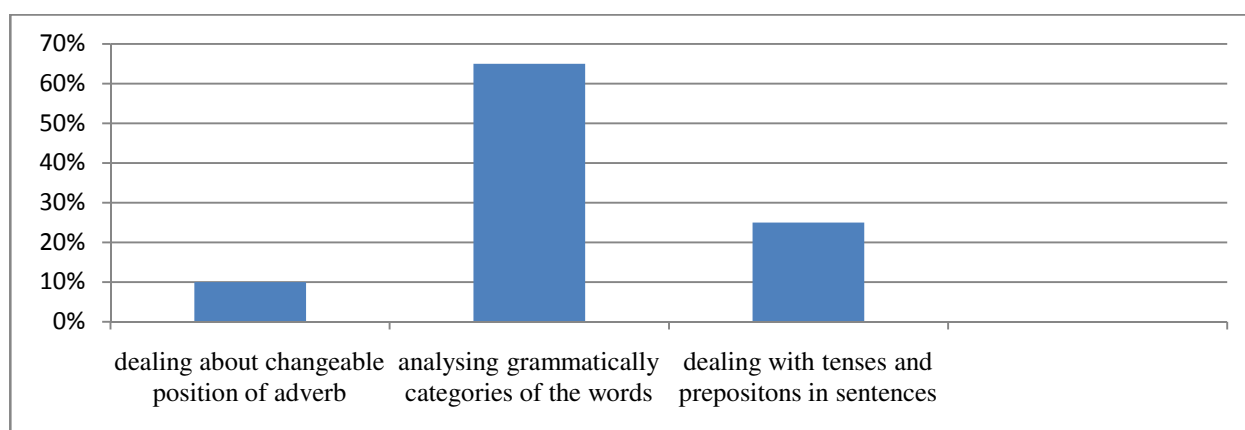


Figure 34: The dominant type grammar rules that is easily absorbed through CS.

65 % of the learners consider analyzing grammatical categories of sentences of word easily to be understood in FL as opposed **25%** view that dealing with tenses prepositions could be better learnt in fl Whereas only **10%** few percent ,argue that changeable position of adverb can be grasped through target language

Question 12: Is it true that you couldn't get anything unless your teachers switch once or twice in a session?

Choices	Students percentage
Yes	70%
No	30%

Table 35: The necessity of switching codes either once or twice for learners' grammar learning.

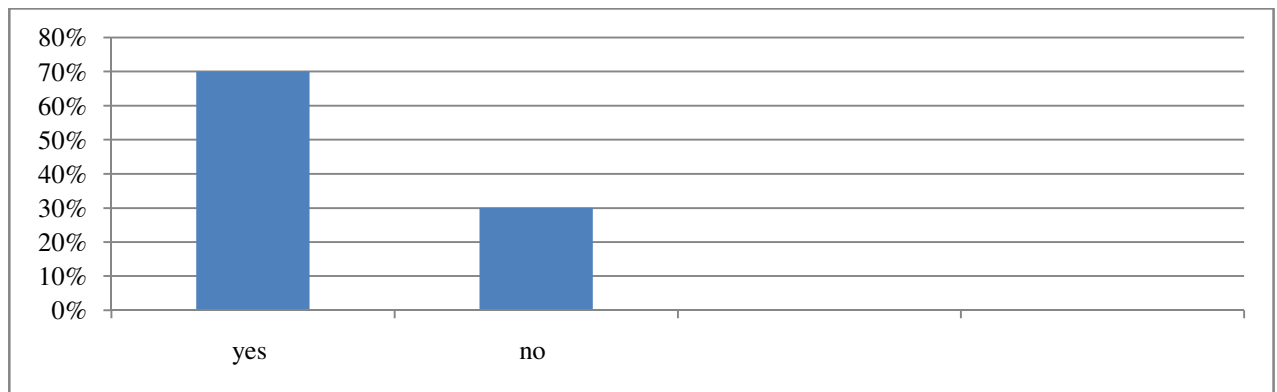


Figure 35: The necessity of switching code either once or twice for grammar learning.

70% agree that switching codes even once per session may serve them in their grammar learning .While, **30%** few view that they could grasp, get teachers view without the need of this act. This means that they are most likely to be the learners of high proficient level who prefer to be always used to FL, no place for L1

Question 13: How do your EFL teachers engage you in grammar practices?

Choices	Students percentage
Individually	85%
In pairs	15%

TABLE 36: The most selected way for learners to practice the grammar rules.

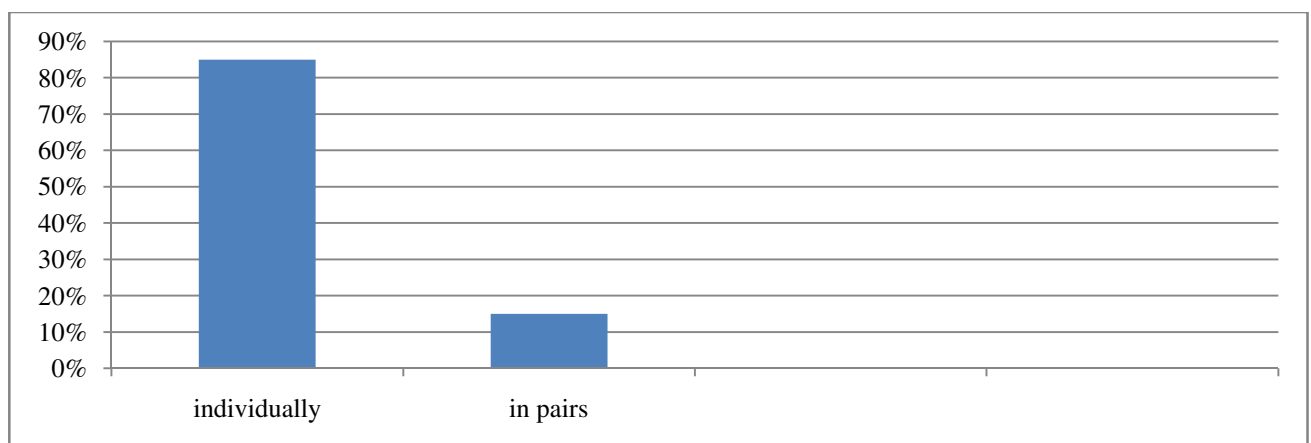


Figure 36: The most selected way for learners to practice grammar rules.

The results show that majority of learners **85%** agree that they almost engaged individually in grammar activities .While only few percent **15%** see that their teachers almost

engage them in pairs or groups .This reveals that working individually is common here this in order to show the capacities of each students whether the content being taught stored or not.

Question 14: Does CS create healthy comfortable classroom atmosphere?

Choices	Students percentage
Yes	80%
No	20%

Table 37: The significant role of CS in creating healthy, comfortable classroom atmosphere

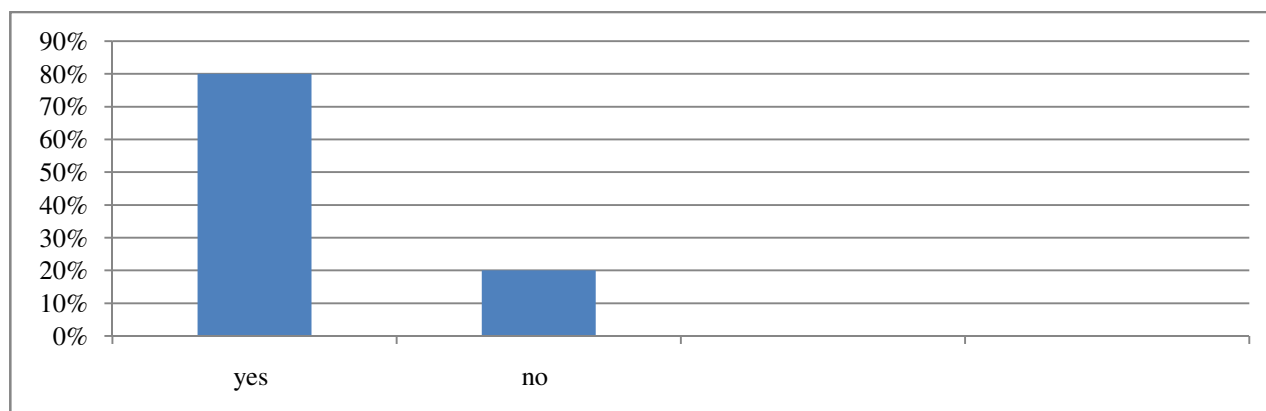


Figure 37: The significant role of CS in creating healthy, comfortable classroom atmosphere.

Most of teachers **80%** agree that CS can create healthy classroom atmosphere especially increase participation in classroom .Whereas, very few percent **20%** see the opposite.

Question 15: What if your teachers reject to switch the code as part of syllabus requirement?

Choices	Students percentage
Rely on their own	75%
Other solution	25%

Table 38: The reaction of students in the absence of CS in EFL settings.

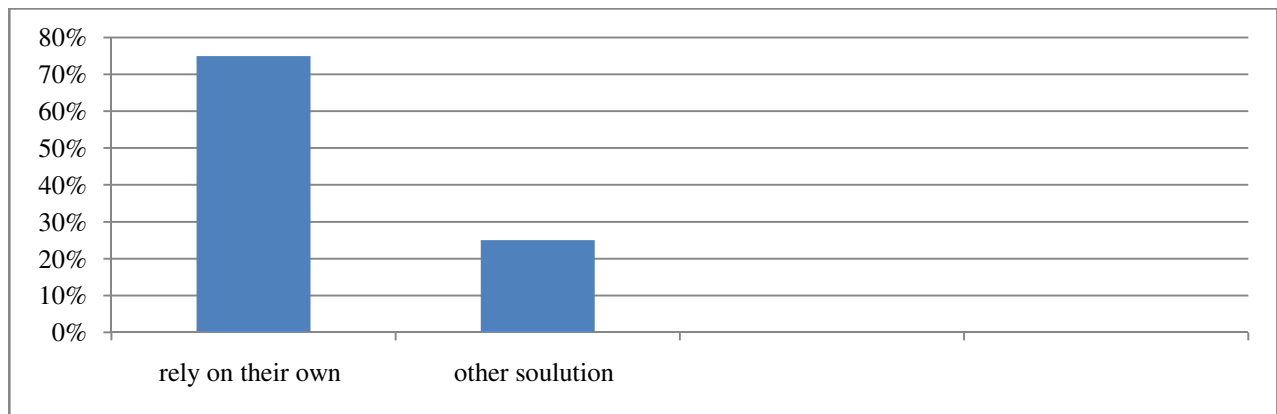


Figure 38: The reaction of students in the absence of CS in EFL settings.

The findings show that most of teachers **75%** claimed that they might rely on their own as searching, reading books ...etc. While, 25% percent claimed that they might look for other solutions.

Question 16: Is it true that the difference between l1 system and FL system might affect you?

Choices	Students percentage
Yes	80%
No	20%

Table 39: The effect of the difference that exists between L1 and FL system on learners.

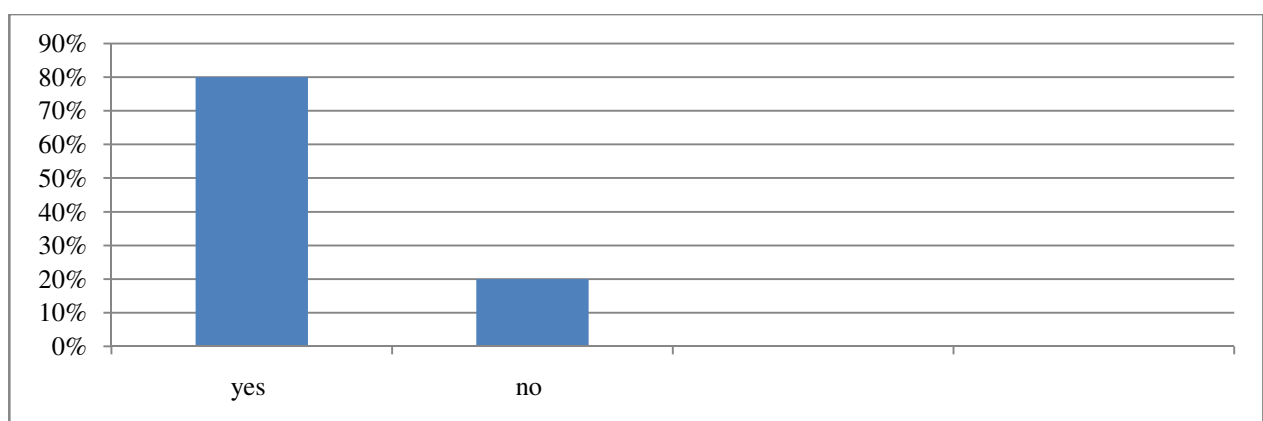


Figure 39: The effect of the difference that exists between L1and FL system.

According to the students' responses, most of them **80%** found that the difference of the systems especially when it comes to grammar learning might cause interference .While very few **20%** disagree with this point. This indicates that the differences that exist between

L1 system and FL system may be considered as another factor inhibit the use of CS in EFL classroom setting.

Question 17: Is it true that the visual style is the dominant way overall styles in your grammar learning?

Choices	Students percentage
Yes	95%
No	5%

TABLE 40: Visual style as a selected way for grammar learning

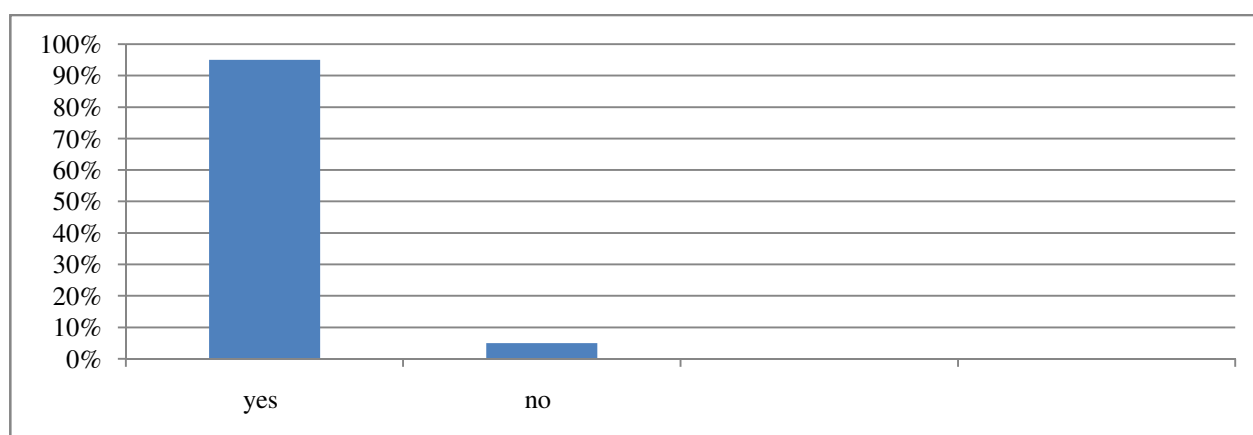


Figure 40: Visual style as a selected way for grammar learning.

This figure displays that most part of learners **95%** strongly agree that grammar learning can be better absorbed visually compared to other ways or styles. ie: seeing it written down in front of them in board. While few percent **5%** disagree with this point claiming that other styles is also valuable for learning grammar rules. This means that the visual style is preferred by some or each and every students has his own way of grammar learning.

Question 18: How often do your EFL teachers rely on FL to teach grammar rules?

Choices	Students percentage
Never	0
Sometimes	60%
Occasionally	40%

Table41: The amount of time devoted for FL use in teaching grammar rules.

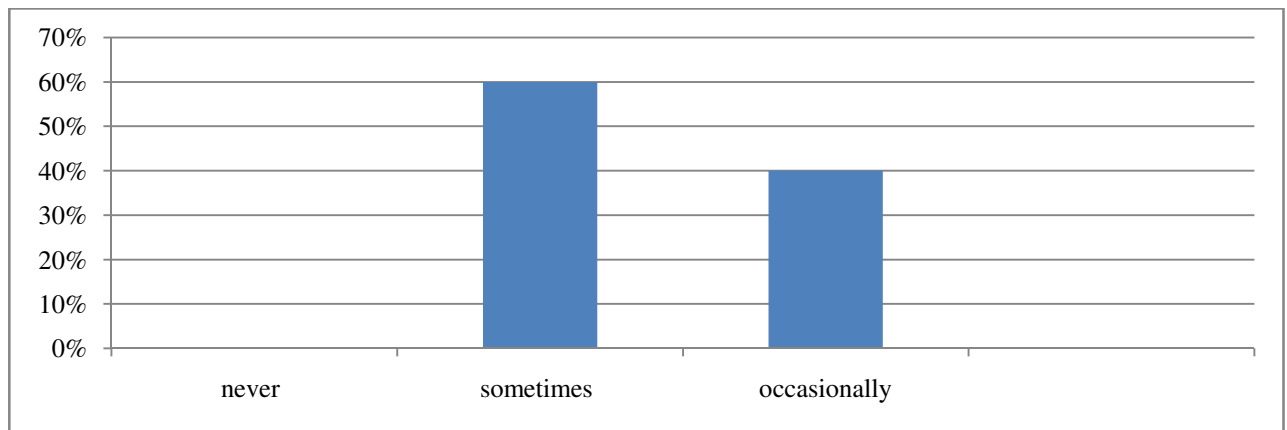


Figure 41: The amount of time devoted for FL in teaching grammar.

According to the findings, most of learners 60% agree that or noticed that FL are sometimes used in EFL classes simultaneously 40% share the point that it is occasionally applied in FL classrooms environment. No participant, no one claimed that fl is not present in EFL classrooms settings .This implies that using code switching in EFL settings does not mean the target code is extremely neglected.

Question 19: Does the amount of time spend for grammar explain, teaching relying on CS similar to the timing devoted for grammar practices?

Choices	Students percentage
Yes	90%
No	10%

Table 42: The timing for grammar teaching relying on CS takes the priority over grammar practices.

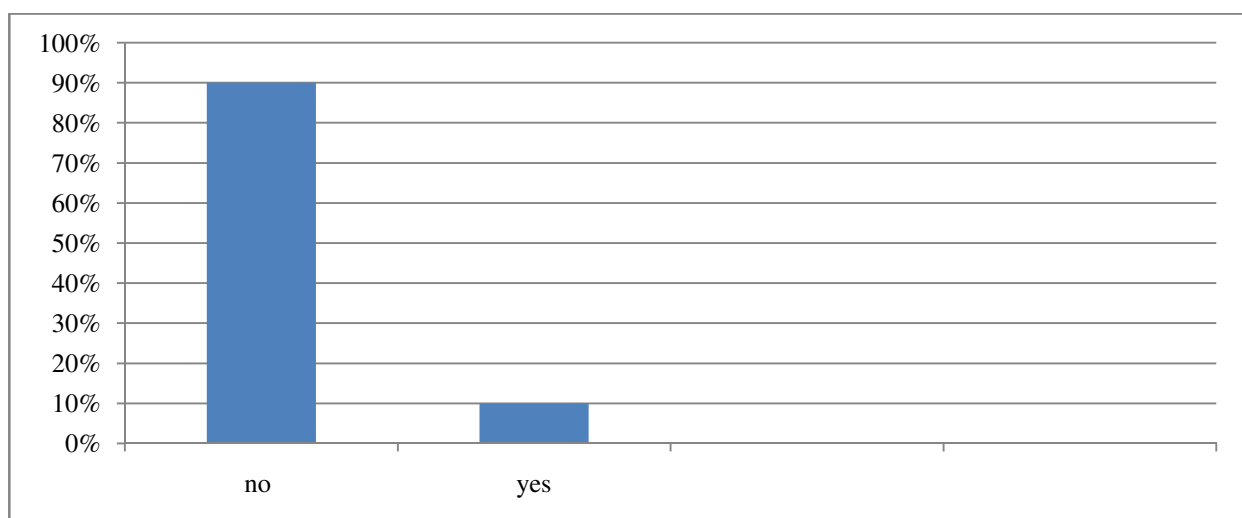


Figure 42: The timing for grammar teaching takes the priority over grammar practices.

Among the respondents, there are high percent **90 %** share the idea that timing spend in explaining clarifying grammar rules relying on code switching is higher, more than the timing specialized in grammar practices ,activities .Only few percent **10%** agree on the idea that timing is simply the same.

II.3.5. DISCUSSION OF THE STUDENT'S QUESTIONNAIRES:

The questionnaires that are introduced to students are greatly contributing share to shaping following finding: the data reflect the idea that the majority of EFL learners share the same view point with that of teachers on the daily use of code switching in EFL classrooms, unlike teachers, high percent of students about 66, 6% are always conscious in the parts of courses where their EFL teachers shift from code to another code while teaching grammar aspect. Besides, the majority of EFL learners 80% agree with the idea that their teachers almost switch the code to check, ensuring comprehension for particular grammar rules. Only few percent 5% who believe that the switching is only for giving grammar instructions or presenting grammar points .In addition, all the students claimed that the visual style is the dominant way for grammar learning, i.e. they prefer to grasp, learn it well through seeing clear obviously the grammar rules .While very few percent prefer practicing grammar rules to get it easily. Then, the findings from the questionnaires too demonstrated that half of the EFL learners benefit from this act of code switching, seen it has great benefit, good tool for grammar learning whiles the rest representing 50% identifying that code switching has clear negative effect on their performances either in tests ,exams .This indicates that as code switching can be useful ,beneficial also they might have negative effect amongst learners. In addition, the mother tongue through which the majority of students 100%reveals that positive attitudes towards it, it simply takes the priority overall codes when it comes to code switching while teaching grammar aspect. Analyzing the grammatical categories of the words is the only aspect of grammar that can be better taught in FL, The majority of learners 85% noticed that their teachers almost engage them individually to practice the new learnt grammar rules and structures. The use of code switching does not mean that FL is derived from FL classrooms settings as majority of learner 60% agree that FL is sometimes use in classrooms .

Finally ,timing of code switching used for grammar learning is more than timing specialized for grammar practices. So, the findings from the analysis found that the act of code switching has a significant crucial role in EFL settings as it is considered either by teachers as an effective tool to simplify clarify and explain grammar rules easily or by students as a good strategy to grasp the foreign language rules quickly without facing any

difficulties .The native language takes the priority over all codes when it comes to code switching while teaching the grammar aspect (rules, structures) .The usefulness of code switching in grammar learning ,does not mean that it does not have negative effect on learners 'performances either but it can cause or lead to the phenomenon of “interference “that appear clearly while they are performing either in tests or exams.

Conclusion

So, the finding from the analysis found that the act of code switching has significant crucial role in EFL setting as it is considered either by teachers as an effective tool to simplify, clarify and explain grammar rules easily or by students as good strategy to grasp the FL rules quickly without facing any difficulties the native language takes the priority over all. Code when it comes to code switching while teaching grammar aspect (rules, structures) The usefulness of code switching in a grammar learning does not mean that it does not have negative on learners perform either; but it can cause or lead to the phenomenon of “interference” that appear clearly while they are preferring either in tests or exams.

II.3. 6. IMPLICATION, RECOMMENDATIONS FOR FUTURE STUDY

Introduction

The research is conducted on the act of code switching is viewed as main area of investigation whether it is beneficial and useful in grammar teaching and learning, the real reason behind its implementation in an EFL classroom settings as well as the significant roles and functions that it can play ...etc. This section is simply specialized for providing some pedagogical implications for this act in EFL classrooms settings, offering suggestions or directions to some points that need to be covered, taken into account as a basis for any research that would be taken in the future.

II.3.6.1. Limitations of the study

The researchers face lots of obstacles during the research study of this issue, area of investigation which is the implementation of the act of code switching in the EFL classroom setting as a tool for teaching/learning especially for grammar module... The first limitation for the researchers is timing. It is too consuming for time to gather data from difference sources and paraphrase it in our own way, the long distance between me and my partner of the study also present big problem for our research work, to arrive at the courses for each module of the first semester which are too complicated to the point that no extra time for starting our dissertation.

II.3.6.2. Pedagogical Implications:

The findings of the current study, a part from shedding light on what is happening in the, universities “EFL classrooms settings”, have a number of implications for teachers’ education. Some teachers believe that the use of L1 has a positive influence on the learners’, it seems that L1 can be recommended as an academic tool in the low proficiency classes ,it is not only making the target input clear, interestingly comprehensible but also increasing classroom participation ,interaction between teachers and students especially reduce risk ,fear or stress that might be appeared on the side of EFL learners when making classroom atmosphere relaxed, comfortable ,less threading...etc .In intermediate levels therefore it is advised either by scholars or researchers that the L1 has to be used as an alternative or” compensatory strategy” for any misunderstanding situations ,cases when all other techniques that is used by teachers to simplify ,clarify the target input ,change students’ views about not to pass or to get

good results because they are in intermediate levels have the ability to understand or to rely on some strategies or ways for some clarification, simplification of the target language especially for grammar learning to be grasped and stored in very short time .This simply refer to the act of switching from students' FL to L1 because students of intermediate level have limited knowledge about target language especially grammar rules ,structures. In high proficiency classes, advanced levels where certain purposes need to be taken into account, those learners who prefer to be exposed to the target input, language know how to use it appropriately either inside the classes or in the real world? , study its culture ...etc, L1 can be avoided altogether .

Thus, concerning managing the classroom settings effectively, well there are certain key principles that need to be taken into consideration as shifting from one academic level to another in an EFL classes ,there are significant changes that EFL teachers need to consider L1can be adapted or used to clarify ,simplify data ,ideas conveyed in low proficiency classes.

However, there is no need to resort, stick to the use of L1 to convey, transmit idea, information to the students of advanced, and high proficiency levels.

At the same time, L1can also be employed as a strategy by teachers that would create healthy classroom atmosphere, supportive classroom environment especially it engages or encourages students to acquire target language well without any stress, anxiety .On the other hand, in low levels, this can be used more than in high levels as high proficient learners prefer FL to be conducted only in classes whereas low proficient students benefit mostly from it as a tool.

According to the findings of the current research, L1 needs to be utilized also to prefer the above function if students are against the idea of using the L1it is advised to either minimize its use in EFL classroom learning environment or immediately to discontinue, stop its implementation.

In other words, in order to use L1 as tool, “instructional strategy “as it is mentioned, it is important that such principles should be taken into account for the use of it in the classrooms. Raheem and Ratwatte too believe that “we need to create consensus on what we should teach and why”.Atkinson, discusses how to achieve balance of L1use in classroom without depriving learners of valuable target input .This can be achieved or reached by the use of L1 according to the following factors : students' level , ability

,students' previous knowledge individual lessons , courses .Teachers should take these into account when implementing L1 in their EFL teaching pedagogy.

II.3.6.3. Recommendations for future research

This research paper has discussed different issues related to the aspect of code switching that takes place in an EFL classroom which has been studied deeply by different scholars, linguists' .The common areas, issues connected to the subject of code switching that is discussed in the above chapters' .Hence, one of the most obvious elements or issues of this study is the absence of information, clear view concern the amount of time devoted for the usage of code switching to either learners' L1 or L2 and exposure to the target language while teaching grammar aspect for example in EFL classroom setting .Since the timing planned for teaching especially" FL " is one of the crucial factor that teachers 'take into consideration ,as basis when designing their syllabus .Another element that the fact of different levels exist in the same F class high proficient learners who benefit a lot from lessons conducted in target language only while low proficient learners who benefit from code switching to L1.It is important that future research concentrate more on this study regarding the way of teaching FL especially the grammar aspect when meeting with learners of different levels in the same classroom .Besides , research can be studied to uncover the similarities and differences between the implementation of code switching while teaching two different academic year (1st and 3rd years) .This can be viewed crucial to be studied to reveal whether teachers teaching in tow different academic years change or no his code switching behavior .By doing so, the use or non use of L1in the EFL classrooms can be justified ,discussed too to know when it is useful to switch the code ,when it is unnecessary.

Conclusion

Using code switching in English institutes is inevitable and necessary especially when the level is too low. This act is not only part of EFL classroom setting but also an active part either along learning or teaching experience. Both teachers and students have became increasingly aware of the significant role that code switching specially to L1 play in EFL classroom setting, teachers before adapting this act need to keeping in mind certain principles as learners level, ability, previous knowledge...etc concern the module that is going to be taught. Thus, how to manage a class of different proficiency levels when it comes to CS is a posed question for future research study.

GENERAL CONCLUSION

The research study that highlighted certain issues related to the act of code switching that occurs in an EFL classroom learning environment especially referring to EL Tarf University EFL classes settings which is our focus in this paper. This later has dealt with the effect of code switching in EFL learners' learning development in relation to whether it is beneficial, useful when it comes to grammar teaching /learning. In most cases, this act might lead to the phenomenon of interference that hinders learners' path from acquiring the target language in general and the grammar aspect specifically since it is hypothesized that code switching that takes place in EFL classrooms can be regarded as an effective tool that facilitates both learning and teaching process. There are needs to be considered, taken into account when code switching is used in Tarf University, taking into account learners' level, know the students' well, their language abilities in order to understand clearly when it is useful to switch the code and when code switching is unnecessary. The outcome of this research study revealed obviously that teachers' usage of code switching as an "instructional strategy" that facilitates learning the grammar aspects in some situations as there are others when students may face difficulties when learning grammatical structures, rules that need simplification in learners' L1: they may benefit from it or can take advantage to augment learners' comprehension of FL rules. There are needs to be considered, taken into account when code switching is used in Tarf University, taking into account learners' level, know the students' well, their language abilities in order to understand clearly when it is useful to switch the code and when code switching is unnecessary. Though, the overuse use of this act may lead to "interference" that is dominant in learners' with low proficiency levels. Despite the fact that code switching has received much concentrations, view and criticism too about its efficiency or inefficiency in the process of learning and teaching, there is a gap that need to be filled in term of proving whether it is real effective or not

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Appendix A: Questions for Teachers

These questionnaires are administered to EFL Teachers:

Question 01: How often do you switch the code in EFL classroom while explaining grammatical rules?

Always

Sometimes

Occasionally

Never

Question 02: Are you always conscious about the act of code switching in EFL class?

Always

Sometimes

Occasionally

Never

Question 03: what is teachers' attitude towards the act of code switching in FL settings?

Extremely agree

Don't care

Disagree

Question 04: What are the real reasons behind the use of CS in EFL classes?

Time saving

Part of the syllabus

Simplification of the grammar

Question 05: Do learners' level plays vital role in the implementation of CS in EFL settings?

Strongly agree

Disagree

Question06: what is the dominant factor that hinders the process of switching from code to another in EFL classes?

The distance between English systems and L1 linguistic system

Pedagogical material, lesson content or objective

Learners' attitude towards CS

Proficiency of students in TL use

Question07: which one of the following styles those are dominant in EFL classes for grammar learning?

Visually; seeing it written down

Auditory; listening to the teachers' clarification and explanation

Kinesthetic; doing something physical and practice exercises to get the rule

Question 08: What is your reaction when your EFL learners don't share the same L1 in case of CS?

FL as a basis for clarification and explanation

Switch to L2 to simplify rules

Using other codes except L2 or FL

Question 09: Which one of these codes that is better for learners to get grammar rules?

L1

L2

FL

Question 10: What if your learner's error is due to CS that is frequently used in FL settings?

To stop switching the code

To explain it relying on one code

To stick on FL to simplify things bit by bit

Question 11: What is the dominant type of CS that is most used by EFL Teachers?

Intra sentential CS

Inter sentential CS

Tag switching

Question 12: Does the amount of time devoted for CS to L1 use in low proficiency classes more than timing in high proficiency classes?

Agree

Disagree

Question 13: what do you do when the syllabus announce that classes must be conducted in English?

Classes would be conducted in FL

Switch the code only when it is necessary

Question 14: What do you do when learners level increased, advanced enough to manage the task of grasping FL rules?

Stop switching the code

Keep switching

Question 15: How would you like your EFL learners to practice the new learned grammar rules?

Constructing sentences based on new learned grammar

Practicing it in conversation, dialogues with their partners

Giving small activity to do it in short time

Question 16: Is engaging your students in extensive drills in grammar relying too much on CS might lead to confusion?

Yes

No give your justification.....

.....

Question17: which one of these aspects in grammar learning in which you can switch the code to explain it without any effect on your learners?

Identifying parts of speech, basic units of sentences

Identifying the position of adjectives

Identifying the position of adverbs

Identifying the position of the prepositions

Dealing with tenses of verbs

Identifying connectors, relative pronoun

Question 18: Do you think that the majority of your learners benefit from the use of CS in getting grammar rules: they don't deviate from the exact rule?

Strongly agree

Disagree

Question 19: What do you do if the dominant error of your learners due to CS let to "interference"?

Stop the act of CS

Rely on FL for paraphrasing

Question 20: How would you manage the situation when you meet with learners of different proficiency level?

Create balance between two levels

Other solution

Question 21: Did you succeed to manage the task of explain; ensure grammar comprehension in exact time along your teaching experience?

Yes

No

Give your justification.....

.....

Question 22: Does CS applied while teaching grammar allow you to finish the syllabus earlier or any obstacles hinder you?

Agree

Disagree

Question 23: Do you think that preparing students for the real world TL only code that suit them best as opposed to CS?

Agree

Disagree

Appendix B: Questions for Students

These questionnaires are administered to EFL Students:

Question 01: How often does your EFL teacher switch the code while teaching grammar rule?

Always

Sometimes

Occasionally

Never

Question 02: Do you pay attention to the switching that takes place in an EFL classes?

Always

Sometimes

Occasionally

Never

Question 03: what is your opinion, attitudes towards the daily use of this act while learning grammar rules?

Extremely agree

Don't care

Disagree

Question 04: In what situation do your EFL teachers switch the code?

Insure comprehension

Managing class

Give grammar instruction

Question 05: Does CS result almost negatively or positively on your performances?

Negative

Positive

Question 06: How does CS influence your performance?

Great beneficial

No influence

Harmful

Question 07: Which code does your teachers rely on to introduce, explain grammar activities?

L1

L2

FL

Question 08: Do you think that mastering grammar rules enable you to construct healthy, correct sentences?

YES

NO

Give your justification.....

.....

Question 09: Which code do you prefer it to learn grammar rules easily, not lead you to confusion grasp it as it is?

TL

L1

L2

Other code

Question 10: Which one of these functions that L1 apparently serve in FL classrooms?

Management task

Clarification task

Simplification of unknown things

Question 11: Which one of these grammar rules that is easier to be learnt in FL?

Deciding about changeable position of adverb

Analysing grammatically categories of words

Dealing with tenses and preposition in sentences

Question 12: Is it true that you couldn't get anything unless your teachers switch once or twice in a session?

Yes

No

Give your justification.....

.....

Question 13: How do your EFL teachers engage you in grammar practices?

Individually

In pairs

Question 14: Does CS create healthy comfortable classroom atmosphere?

Yes

No

Give your justification.....

.....

Question 15: What if your teachers reject to switch the code as part of syllabus requirement?

Rely on their own

Other solution

Question 16: Is it true that the difference between I1 system and FL system might affect you?

Yes

No

Give your justification.....

.....

Question 17: Is it true that the visual style is the dominant way overall styles in your grammar learning?

Yes

No

Give your justification.....

.....

Question 18: How often do your EFL teachers rely on FL to teach grammar rules?

Never

Sometimes

Occasionally

Question 19: Does the amount of time spend for grammar explain ,teaching relying on CS similar to the timing devoted for grammar practices ?

YES

NO

Give your justification.....

.....

Résumé

À travers ce qui a été déjà analysé et traité concernant cette question soumise à l'étude et la discussion dans les chapitres précédents et qui a porté, en particulier, sur plusieurs points relatifs à cette question qui se pose particulièrement dans les différents départements qui s'intéressent à l'enseignement de la langue étrangère à savoir le phénomène de l'usage, le passage d'une langue à une autre ou bien le recours à plus d'une langue, qui peut être une langue maternelle ou une langue seconde, pour expliquer cette langue étrangère. Cette recherche a également porté sur l'utilisation de cette technique si elle est d'une très grande utilité d'abord sur la performance de l'élève notamment dans l'enseignement des règles de la langue étrangère. En plus de plusieurs autres points essentiels qui doivent être pris en considération dans la mise en application de cette technique de la part des professeurs en prenant en compte le niveau de l'étudiant et la connaissance de ses capacités et son potentiel afin de bien comprendre les points forts et les points faibles de cette technique. Le résultat des études et des recherches a donc montré que l'utilisation de cette technique est positive surtout que l'étudiant pourrait rencontrer beaucoup de difficultés dans compréhension de certaines règles quand cette technique n'est pas utilisée. Toutefois, le recours systématique à cette technique peut avoir des effets négatifs sur l'élève en le faisant tomber dans le phénomène de l'interférence linguistique. En dépit des critiques faites à cette démarche, celle-ci contribue d'une façon significative à améliorer la participation et à communiquer sans hésitation.

ملخص

من خلال ما سبق تحليله و معالجته بالنسبة لهذه القضية المطروحة تحت الدراسة المناقشة في الفصول السابقة التي ركزت بنسبة كبيرة على عدة نقاط متعلقة بهذه القضية التي تتمركز بشكل كبير في مختلف الأقسام المهمة بتعليم اللغة الأجنبية ألا و هي ظاهرة استعمال أو الانتقال من لغة إلى أخرى أو الاعتماد على أكثر من لغة قد تكون لغة أم، لغة الثانية لشرح تلك اللغة الأجنبية كما أن هذا البحث ركز بشكل كبير على استعمال هذه التقنية إن كان مفيدا بشكل كبير على أداء التلميذ أولا خاصة في تعليم قواعد اللغة الأجنبية. بالإضافة إلى عدة نقاط أساسية أخرى الذي يجب أن تأخذ بعين الاعتبار عند تطبيق هذه التقنية من طرف الأساتذة أخذا بذلك مستوى التلميذ معرفة قدراته أو إمكانياته قصد فهم بوضوح أين تظهر سلبية أو إيجابية هذه التقنية إذن، نتيجة الدراسات و الأبحاث أظهرت إيجابية استعمال هذه التقنية خاصة أن التلميذ قد يواجه صعوبات كثيرة في فهم قواعد إلا إذا استعملت هذه التقنية. لكن الاستعمال المفرط لهذه التقنية قد يؤدي أو يؤثر سلبا على التلميذ مؤديا به إلى الوقوع في ظاهرة تداخل اللغات بالرغم من الإنتقادات التي وُجّهت لهذه العملية إلا أنها تساهم بشكل كبير في زيادة نسبة المشاركة، التواصل بدون تردد.