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Motivations, Patterns and Functions of Teachers' Code Switching in Classroom:

The Case of the Department of English at Mouloud MAMMERI University

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- ◆ To my parents, especially my mother who stood by me and taught me perseverance;

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Abstract:

This study is an exploratory inquiry on the pragmatic use of code switching by university teachers in classes taught in English. It aims as exploring and understanding the phenomenon of classroom code switching produced by teachers during class time. This phenomenon is investigated from a pragmatic perspective which accounts for three elements of study: i.e. the motivations, the structures and functions of teachers' code switching behaviour. Classroom observations and audio-recording reinforced by a questionnaire are the instruments that were implemented to gather pertinent data for this research. A mixed method analyzing both qualitative and quantitative data was employed for the accomplishment of this study. In order to know what we are dealing with, recordings of 8 lectures by 4 university teachers' of English lasting 120 minutes each were transcribed and analyzed. All utterances of code switching were transcribed and Statistical analyzed. Statistical analysis of the corpus was followed by the implementation of a questionnaire, which gives us more details about the subject of study. The collected data is analyzed and interpreted according to the pragmatic approach. Jef Verschuenren's Theory of Language Adaptability (1999) was used to highlight the situations in which teachers' code switching happen and gives us insight to teacher external and internal motivation for the use of code switching in class and account for the structure and forms of code switching. We adopted Yu Guduong' Code Switching Adaptability Model (2001) and Ferguson's Categorization of Teachers' Code Switching Functions (2003) to explore and describe the different pragmatic functions that teachers' code switching fulfils in teaching. The results of the investigation show that teachers code switch to Kabyle, French and Arabic for different reasons. Some are imposed by external factors such as physical or linguistic factors in the classroom environment, and others spring from the teachers inner motivations such as their awareness of their social roles in class and their psychological intentions. Most of the time teachers adapt their language to their roles as teachers and to their students' psychological states to fulfill teaching and communicative goals. The main function of university English teachers' code switching is to help teachers first, explain lesson contents to students, second manage classroom issues and activities and third, maintain a good relationship with students and provide them with the most suitable classroom environment for their learning.

Key Words: Classroom Code switching, teachers' code switching, language adaptation theory, pragmatic approach, motivations, pragmatic functions, English language teaching, case study.

المستخلص:

هذه الدراسة هو تحقيق استكشافي للاستخدام العملي للتناوب اللغوي من قبل المعلمين في فصول تعليم اللغة الإنجليزية. يتم التحقيق في ظاهرة التناوب اللغوي في الفصول الدراسية من منظور عملي تداولي للاكتشاف الدوافع و وظائف السلوك اللغوي للمعلمين. الملاحظات الصفية و التسجيل الصوتي يعززها الاستبيان هي الأدوات التي تم استخدامها لجمع البيانات ذات الصلة بهذا البحث. كما انه استعملت طريقة مختلطة تدمج الأساليب النوعية والكمية لتحليل البيانات في إنجاز هذه الدراسة. وكانت التسجيلات قد أخذت من أربعة (4) دروس كل منها دامت مئة و عشرون دقيقة ,بعد تحليلها وتفسيرها وفقا لنظرية جيف فيرشورن للتأقلم (التكيف) اللغوي (1999م) تم الكشف عن قدرة المدرسين على التكيف مع المتغيرات المادية والاجتماعية والنفسية للبيئة التعليمية و تم توضيح البعض من الوظائف ذات الطابع التداولي لسلوك التناوب اللغوي لديهم. أيضا نوقشت التطبيقات التربوية للتناوب اللغوي من قبل المعلمين تحت ضوء استخداماته في التدريس وطبيعة وظائفه التواصلية في تعليم اللغة الإنجليزية.

الكلمات الرئيسية: التناوب اللغوي لمدرسي اللغة الانجليزية ,التناوب اللغوي الفصلي, ونظرية تكيف اللغة، النهج العملي التداولي و،الدوافع والوظائف الواقعية، تعليم اللغة الإنجليزية.

List of abbreviations

AA: Algerian Arabic

SA: Standard Arabic

F: French

K: Kabyle

CS: Code Switching

L1: First language (mother tongue)

L2: Second language

CA: Conversation Analysis

MMU: Mouloud MAMMERI University

Transcription conventions

T: teacher

S: student (single)

Ss: all students (plural)

Text (in Times New Roman): Utterances in English

Text (in Times New Roman, bold): utterances is French

Text (in Amazigh Arial, bold): utterances in Tamazight

النص باللغة العربية : utterances in Arabic

{}: translation to English

[…]: missing text

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Introduction:

Language use in society inevitably involves verbal communication of thoughts and meaning. Sociolinguistics is the field responsible for exploring language in society and how society affects language, making it possible to inquire about human communication. To communicate means to exchange information between interlocutors either via oral, written or other forms of language. Communication is the product of social activity and it depends on social and cultural factors. In multilingual communities, speakers have multiple linguistic resources to invest for the purpose of communicating meaning. In this case, code switching emerges as a functional language strategy used by most bilingual and multilingual speakers in conversation.

The term code switching is a term that combines two concepts, code and switching. Code is the use of any intelligible and shared type of sign systems in order to communicate information among participants in an act of communication. Code could be a national language, a dialect, a variety of a language, or even a different style of speaking. Switching is an action that entails movement, flexibility and change. To switch is to move from one state to another. Therefore, a code-switch is a movement from one code to another.[1]

Code switching has attracted much research in bilingual studies. Researchers worked on different language pairs such as English/ Spanish (Poplock, 1978[2]; 1980[3]) these studies focuses of the linguistic constrains and the types of code switching; English/French (Turpin, 1998[4]), Chinese/ English (Liu Jingxia, 2010[5]), Arabic /English (Abu Haidar, 1988[6]), and the

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[1] Ronald Wardhaugh, *An introduction to sociolinguistics*. Vol. 28. John Wiley & Sons, 2011.

[2] Shana Poplack, *Syntactic structure and social function of code-switching*. Vol. 2. Centro de Estudios Puertorriqueños, [City University of New York],1978.

[3] Shana Poplack, "Sometimes i'll start a sentence in spanish y termino en espanol: toward a typology of code-switching1." *Linguistics* 18, no. 7-8 (1980): 581-618.

[4] Danielle Turpin, "'Le français, c'est le last frontier': The Status of English-origin Nouns in Acadian French." *International Journal of Bilingualism* 2, no. 2 (1998): 221-233.

[5] Liu Jingxia, "Teachers? Code-Switching to the L1 in EFL Classroom. The Open Applied Linguistics Journal, 3, 10-23. [Online] Retrieved February 24, 2011." (2010).

[6] Farida Abu-Haidar, "Arabic With English: Borrowing and Code switching in Iraqi Arabic. Abhath Al-Yarmouk." *Literature and Linguistics Series, 6.1: pp45* 58 (1988).

different South African languages (Eze, 1998[7]). Interest has, also, been given to multilingual communities in North Africa. Many Algerian researchers dealt with code switching as a sociolinguistic practice in the Algerian society: (i.e. Rabah Kahlouche, 1985[8]; Morsly Dalila, 1983[9], 1990[10], 1966[11]; Khaoula Taleb Ibrahimi, 2004[12]). However, very few works dealt with code switching to the Berber language in the Algerian university.

The Algerian society is known for its linguistic diversity. In Some regions of the country some speech communities can fairly be called multilingual. This is the case with "Kabylie" in northern Algeria. And this is where we choose to investigate code switching in an academic context.

The present study attempts therefore to investigate the code switching behaviour of the teachers at the department English, in Mouloud MAMMERI University of Tizi-ouzou, by means of analyzing their classroom discourse. The goal of this research is to explore how teachers adapt their language to specificities of communicative situations inside the classroom. In other words, our aim is to discover the external and internal motivations of teachers' code switching, the pragmatic functions it fulfills inside the classroom, and the linguistic elements involved in it. The overall aim of the study can be formulated in the following research questions:

1. What are the contextual situations that motivate teachers' code switching to French and/or Berber or Arabic, in English language classes?

2. What are the structural or linguistic choices of code switching most used in the classroom?

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[7] Ejike Eze. "Lending credence to a borrowing analysis: Lone English-origin incorporations in Igbo discourse." *International Journal of Bilingualism* 2, no. 2 (1998): 183-201.

[8] Rabah Kahlouche. "Bilinguisme et énonciation, étude descriptive et pragmatique des interférences réalisées par des locuteurs bilingues." PhD diss, 1985.

[9] Dalila Morsly, "Diversité phonologique du français parlé en Algérie: réalisation de/r." *Langue française* (1983): 65-72.

[10] Dalila Morsly, "En arabe classique le journal televise." *La linguistique au Maghreb* (1990): 163-174.

[11] Dalila Morsly, "Alger plurilingue." *Plurilinguismes* 12 (1996): 47-80.

[12] Khaoula Taleb Ibrahimi, "L'Algérie: coexistence et concurrence des langues."*L'Année du Maghreb* I (2004): 207-218.

3. What are the pragmatic functions of code switching in the classroom and how do they serve as a pedagogical strategy and/or a communicative strategy?

In order to deal with these questions the following hypotheses lead our research:

1. Teachers' code switching is a motivated behavior which is inflected by external and internal factors of the context.
2. Teachers code switching has different linguistic structures that allow its adaptation to different contexts.
3. According to its motivations teachers' code switching fulfills educational and communicative functions inside the classroom.

This study sets ground in Mouloud MAMMERI University, and involves the teachers of the English department. Teachers' code switching will be investigated through a participant observation of teachers' lectures, and questionnaires will be distributed to the teachers participating in the study to further inquire on their attitudes about their code switching. The recorded data will be transcribed and analyzed according to a qualitative method. To this end, the theoretical framework of our study comprises Verschueren's Linguistic Adaptation Theory (1999) and two code switching functions classification models: Yu Gudong (2001) and Fergusons (2003). Yu Gu Duong [13] asserts that when a teacher switches to other languages, he/she is merely adapting to the linguistic, social, and psychological reality of the situation. The principles of the adaptability theory (mainly: variability, negotiability and adaptability) will facilitate the exploration of the teachers' linguistic, social and psychological motivations for code switching in the classroom. General functions of code switching in the classroom environment will also be revealed throughout the study.

The results of the questionnaires on the other hand will be subjected to a quantitative and qualitative analysis which will determine the teachers' beliefs and attitudes toward the use of code switching in teaching. However in order to take better advantage of the collected data, we will opt for a triangulation of qualitative and quantitative analysis. The mixed method

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[13] Yu, Gu. Duong. "An Adaptation Model of Code-Switching Study." *Contemporary linguistics* 1 (2004): 77

analysis is suitable for this investigation. Triangulation allows us to identify different aspects of the code switching phenomenon more accurately by combining different methods and techniques to guarantee the validity of the collected data, and overcome the weakness of a single method of research. Each method of data analysis will act as verification to the other; and will guaranty precision and validity of the results[14]Analyzing the corpus of teacher's lectures along with the results of administered questionnaires will allow us to check whether teachers are aware of their code switching or not, and will give us the opportunity to understand its actual use in the classroom.

This dissertation follows the traditional simple structure, also known as the IMRAD framework. Thus, it includes an introduction, a review of the literature evaluating previews works and the clarification of the theoretical frame work under which the study is conducted. The other sections are: the methods and materials sections, the findings and results analysis followed by the discussions part where the analyzed data is discussed under the light of the chosen theoretical framework. Finally while the conclusions attained acknowledge the limitations of the study, they also contain recommendations for future research.

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[14]Robert C. Bogdan, and Knopp Biklen Sari. "*Research for education: An introduction to theories and methods*." (2003), 111

Review of the literature:

Before starting a review on code-switching studies, it might be of interest to give a brief description on the linguistic panorama in Algeria in order to attest for its linguistic diversity, then to define the delimitation of this research' scope and limitations. Besides, when speaking about the code switching phenomenon, several other concepts come to mind such as: bilingualism, diglossia, code-mixing and borrowing. A clarification of the terminological differences between these terms is therefore necessary to avoid confusion. However, focus will be put on the theoretical framework used in this study.

The present study takes the pragmatic approach as its basis for the study of teachers' code switching behaviour. The theoretical framework used for the analysis of the collected data in the present research may be divided into three parts. The First part starts with a detailed description of Jef Verschueren's linguistic adaptation theory (1999), followed by an explanation of its applicability to teachers' code-switching in English language classrooms. The third part presents two models of categorization for classroom code-switching functions. One is proposed by Yu Guodong based on Verschueren's language adaptability theory, and the second deals with Ferguson's categorization of classroom code switching.

I.   Linguistic diversity in Algeria:

Algeria, like many other countries in the world, displays a rich case of multilingualism. The term multilingualism means the use of three or more languages by individuals, groups or regions. Bouamrane combined a number of definitions to form his own interpretation of bilingualism which he defines as: "*the use by an individual, a group or a nation of two or more languages in all uses to which they put either*"[15]. Sridhar stated that the

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[15]Ali Bouamrane, *.Aspects of the sociolinguistic situation in Algeria*, (Diss. University of Aberdeen, 1986). 15

term is used in the literature "*to refer to the knowledge or use of more than one language by an individual or a community*"[16].

Like in the majority of other North African countries, the linguistic profile of Algeria is said to be a complex one. Three main languages co-exist in the country with different political and social statuses. In Algeria we have: 1) Tamazight with its different varieties; 2) "The Algerian Arabic" with its geographically different varieties, 3) Classical (literary Arabic) as the official language and 4) French. In the following section, we describe the main characteristics of the four languages and varieties that are in contact in Algeria. All four languages are distinct from each other and have a different origin and historical backgrounds. However, they are undeniably part of Algeria's present day's linguistic scenery.

1. Berber:

Berber or (Tamazight) does not refer to a single language but rather to several varieties. There are about thirty varieties of Berber spoken in different parts of Africa, mostly in the North (e.g.Marocco). On the Algerian soil, Kabyle, Shawia, Mozabite and Tamshekt are spoken in different regions of the country. Kabyle is the most widespread variety spoken mainly in Tizi- Ouzou. Kabyles, the Kabyle speaking community of Algerians refer to themselves as Imazighen, which means free or noble men. The (Amazigh) or the Berber language including all its Algerian dialects and varieties has been recognized in the Algerian Constitution as a national language since 2000.

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[16]Kamal Sridhar, "Societal multilingualism." *Sociolinguistics and language teaching* In McKay, S.L., and N.H. Hornberger (Eds.), Sociolinguistics and Language Teaching Cambridge: Cambridge University Press. (1996): 47

2. Arabic:

The Arab settlement in Algeria, took place in the period during the 7th century and the 11th century which has known important invasions of 'Banu Hillal' a union of powerful tribes from the Arabian Peninsula[17], on the northern part of the African continent that is now known as Algeria. The Arab conquest resulted in a big scale transfer of linguistic, sociological and political values. As the language of the sacred Quran and consequently that of Islam, Classical Arabic has quickly attained some prestige over indigenous languages. Nowadays, Algeria is considered as an Arab- Muslim country in which Arabic is the official language in addition to its religious role.

Classical Arabic or Modern Standard Arabic (MSA) is used for the medium of instruction and for some formal relationships with the Arabic world. This variety is mainly learnt at schools to be used in particular formal contexts such as the court of justice or political and religious speeches. However, it is not practised within the Algerian society on a daily basis. The second variant is "Algerian Arabic", "Colloquial Arabic" or "El Darridja"[18]. This one is the mother tongue and language of daily life speech of the majority of the population in Algeria, to the exception of particular areas where Berber remains dominant. There is a considerable variety of dialects of both Arabic and Berber languages which constitutes the rich oral literature of the Algerian society

3. French:

The existence of the French language in Algeria goes back to the French occupation since 1830 which lasted for one hundred and thirty two years. The domination of French as the language of communication among Algerians for so long led to its integration in the the Algerian linguistic map. Long after the French coloniser left Algeria, the French language

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[17] Bernard G Weiss & Green Arnold H, *"A survey of Arab history"*, American University in Cairo Press, 1987 :129

[18] Lamria Chetouani, "Langues du pouvoir et pouvoirs de la parole dans les pays maghrébins." *Mots* 52, no. 1 (1997): 74-92.

remained in use in the Algerian society[19]. The Algerian people consider the French language as a heritage from the colonial times. In the fifty years old independent Algeria, a good quality of oral and written French is used by a great number of people particularly in the cities. It is mainly spoken by students and French educated adults. Alongside with education, emigration is another factor that leads to the popular use of French in Algeria. French is not only a colonial legacy; it is still present in the Algerian society through different well-known daily newspapers that have their faithful readers such as 'El-Watan', 'LeSoir d'Algérie', 'Liberté' and many more, in addition to 'Canal Algerie' TV Channel. Administrations in Algeria like public and privet institutions (university, business companies…) still use French, and administrative papers are written both in Arabic and French. The influence of French is so strong that many dialects of Arabic and Berber borrowed numerous French terms and adapted them to their phonological systems.

1. Bilingualism:

Since language change is a common practice in bilingual communities and mainly performed by bilinguals, it is important to define what the word bilingualism and identify what is a bilingual person.

Bilingualism is a multi-dimensional psychological and socio-cultural linguistic behaviour which involves the process of using two or more languages. It is both an individual capacity and a social phenomenon. The concept of Bilingualism is so complex that no single definition is reached by researchers yet.

To begin with, an early definition given by Bloomfield's specifies one criterion for bilingualism i.e. the "native-like control of two languages"[20]. Later Nangen, and Macnamara argue that "native-like" control of several languages is not always achieved by language users

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[19] Farida Bougrit, "*The Combination of Language Varieties in Students' Speech. A case study: Students from UMC*", University of Constantine, 2010: 11.

[20] Leonard Bloomfield,. "Language. New York: Holt, Rinehart and Winston." *A classic in linguistic studies and the first serious attempt in the development of morphology. Pre-and post-generative morphology conceptually were nurtured from the remarkable insights given in this linguistic masterpiece* (1933).56

therefore they discredit it of being a criterion for bilingualism. They assert that bilingualism begins when the speaker possesses even a minimal degree of proficiency in a language as the ability to produce meaningful utterances in the other language[21].

"Bilingualism can be discussed as an individual phenomenon or a societal phenomenon"[22]. Hammers and Blanc make a clear distinction between the two phenomena and state that bilinguality denotes an individual's use of two languages, while bilingualism refer to the use and the different functions of two or more languages in a given society[23]. As a sociolinguistic phenomenon several approaches to its study are proposed by researchers. Baker asserts that "this phenomenon should be studied at several levels of analysis: individual, interpersonal, inter-group and inter-societal" [24] while pointing out their interdependency, Hammers and Blanc suggest that "bilingualism must be approached as a complex phenomenon which simultaneously implies a state of bilinguality of individuals and a state of language in contact at the collective level."[25]

2. Diglossia:

The term 'diglossia' was first coined by Emmanuel Roidis and Psychari Yaniss (1828) cited in Boyer[26].it was used by the authors to describe Modern linguistic situation in Greece where two languages or language varieties were used for different purposes in Greece. Later, in 1959, Ferguson popularized the concept by studying communities where two varieties of the same language were used in 'complementary distribution', i.e. for different functions and in different contexts as it is the of the Arabic speaking countries where two varieties of the same language coexist (classical Arabic the official language of the state and colloquial

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[21] Malik Ajmal Gulzar, "*Classroom Discourse in Bilingual Context: Effects of Code-switching on Language Learning in Pakistani TEFL Classroom*." PhD diss., National University, 2009.

[22] Tove Skutnabb-Kangas. *Bilingualism or not: The education of minorities*. Vol. 7. Multilingual Matters, 1981.97

[23] Josiane Hamers, and Michel Blanc, "*Bilinguality and bilingualism*", (Cambridge University Press. 2000: 9)

[24] Baker, Colin. "The development of bilingualism." *Baker, Colin. Foundations of bilingual education and bilingualism* 3 (2001:97)

[25] Josiane Hamers, Josiane F., and Michel HA Blanc. "*Bilinguality and bilingualism*". (Cambridge University Press, 2000:19)

[26] R H Boyer.. *Sociolinguistique: territoire et objets*. Delachaux et Niestlé, 1996.

speech Arabic used by Arabs in informal settings) Fishman's extended definition of diglossia and applied it to bilingual societies[27].

3. Code Switching

Different definitions have been given to code switching by a number of researchers over time, depending on the point of view of their study. Some terminological differences arise between these definitions[28].

Grosjean defines Code switching as "the alternate use of two or more languages in the same utterance or conversation"[29] while Myers-Scotton describes code switching as the use of two or more languages in the same conversation without phonological assimilation from one variety to the other.[30] We can say that in order for code switching to appear, a juxtaposition of elements from two codes must occur.[31]

Some scholars refer to code switching even in monolingual discourse as the alternation of varieties of styles and jargons, such as the use of formal and informal speech in conversation between monolinguals, however, considering bilingualism and multilingualism, it is used to refer to the use alternatively of two languages.[32]

This study acknowledges that monolinguals use code switching when switching from a language variety or style to another. However the scope of this research is on code switching as the alternative use of four languages, English, Kabyle, French and Arabic.

[27] Joshua Fishman, and John Lovas, "*Bilingual education in sociolinguistic perspective*", ERIC Clearinghouse, 1970.

[28] Milroy, Lesley, and Pieter Muysken, eds. *One speaker, two languages: Cross-disciplinary perspectives on code-switching*. Cambridge University Press, 1995.145.

[29] ibid 145

[30] Lesley Milroy, and Pieter Muysken, eds. *One speaker, two languages: Cross-disciplinary perspectives on code-switching*. Cambridge University Press, 1995.157

[31] Donald Winford,. "Sranan TMA and substrate influence." In *workshop Transatlantic Sprachbund, NIAS, Holland*. 2003.103

[32] Suzanne Romaine,. *Bilingualism*. B. Blackwell, 1989. 170

3.1. Code Switching Versus Code Mixing:

The terms code switching and code mixing are complementary. In the sense that the term code switching is used to describe language alternation between sentences and code mixing dictates the language alternation of two languages within the same sentence[33]. Sometimes the two terms are used interchangeably, as to cover all types of alternation. But some researchers use the term *code-change* to designate the switching of languages from a sentence to another.[34]

Another terminology is used by Auer (1995, 1998); He referred to code switching as "code-alternation"[35]. The Switches can be either intra-sentential (alternation within the same sentence, of single morphemes, words, or phrases) or inter-sentential (to switch from one language to the other between sentences, a sentence in one language and the next in another language). The term extra-sentential code switching is also used sometimes as replacement for the term Tag switching.[36] Both mean the inclusion of tag questions, or common words or phrases from a different language in a monolingual of a bilingual speech.[37]

However some researchers are inclined to call the intra-sentential code switching with another appellation, considering that it occurs solemnly inside the sentence to differentiate it from the switch of language from a sentence to another; there is where the term Code mixing appeared.[38]

This research will use the term code switching to refer to code switching and code mixing. The terms intra-sentential code switching, inter-sentential code switching and tag switching are used to determine the types of code switching.

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[33]Donald Winford, , and Migge. Bettina " Substrate influence on the emergence of the TMA systems of the Surinamese creoles." *Journal of Pidgin & Creole Languages* 22, no. 1 (2007): 105

[34]Timo Lauttamus, , John Nerbonne, and Wybo Wiersma. "Detecting Syntactic Contamination in Emigrants: The English of Finnish Australians." *SKY Journal of Linguistics* 20 (2007).

[35] Peter Auer, *"Bilingual conversation"*. John Benjamins Publishing, 1984.

[36]Shana Poplack, "Sometimes i'll start a sentence in spanish y termino en espanol: toward a typology of code-switching1." *Linguistics* 18, no. 7-8 (1980): 581-618. 581

[37]Lesley Milroy, and Pieter Muysken, eds. *One speaker, two languages: Cross-disciplinary perspectives on code-switching*. Cambridge University Press, 1995.8

[38]Donald Winford, "Sranan TMA and substrate influence." In *workshop Transatlantic Sprachbund, NIAS, Holland*. 2003.105.

3.2. **Code switching versus borrowing**

Some researchers wonder whether it is necessary to make a difference between code switching and borrowing at all. Usually, when one-word items are from another language into bilingual speech the term Borrowing can be used. Gumperz indicates the difference between borrowing and code-switching by assuming that borrowing means the introduction of single word items or idiomatic phrases from one language to another and that these items are fully integrated into the grammatical system of the borrowing language. Code switching however, consist of juxtaposing two different varieties each with a distinct grammatical system (integration is not necessary)[39]. Furthermore, two contradictory views exist on the question of distinguishing between code switching and borrowing. On The one hand Poplack argues that borrowing is limited to the integration of single items from another language, while code switching allows for longer stretches of switches[40]. Moreover, in Poplack's view, in order for borrowing to occur in bilingual discourse, the borrowed items must be integrated in the borrowing language on three levels the phonological, morphological and syntactic levels. Code switching, on the other hand, requires only one type of integration at one level of language structure.

This study follows Myers-Scotton's view that any distinction between code switching and borrowing is not useful for a critical analysis of bilingual speech[41]. The present study aims at analysing code switching in teachers' discourse inside foreign language classrooms and the distinction between code switching and borrowing is not the focal concern of this study. It focuses more in code switching in teachers' discourse, therefore, only the term code-switching will be used.

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[39] John Joseph. Gumperz, *Discourse strategies*. Vol. 1. Cambridge University Press, 1982. 66

[40] Shana Poplack, "Sometimes i'll start a sentence in spanish y termino en espanol: toward a typology of code-switching1." *Linguistics* 18, no. 7-8 (1980): 581-618. 585

[41] Carol Myers-Scotton,. "Elite closure as a powerful language strategy: The African case." *International Journal of the Sociology of Language* 103, no. 1 (1993): 149.

4. Approaches to studies on code-switching behaviour

As the natural result of language contacts, code switching (CS henceforth) has been subjected to various researches in the sociolinguistic, ethnographic and educational fields. Researchers have studied code switching from different perspectives, using different approaches. Five approaches to CS can be identified. The structural/Grammatical approach is interested in the linguistic and syntactic aspects of code switching[42]. But a detailed discussion concerning linguistic analysis of code-switching is beyond the scope of this study since our aim is to reveal the role of context in bilingual and multilingual speech production.

The sociolinguistic approach studies the social factors, functions, and contextual connections in the performance of code switching. The psychological approach deals with the mental processes that govern the code switching behaviour and psychological, cultural and identity related motivations. The conversational approach attempts to catch the dynamic patterns of code switching during conversations through the analysis of sequencing and conversational turns. As to socio-pragmatic approaches, they attempt to reveal the various functions fulfilled by code-switching, in accordance with the context of its occurrence.

The following sections will therefore review several theoretical approaches that served to investigate the various functions fulfilled by code-switching behaviour. The final section will concentrate on code-switching research in educational settings as the multilingual language production data collected for the purposes of this study exclusively consist of recorded classroom interactions.

4.1. The Sociolinguistic Approach to Code Switching Studies:

4.1.1. Discourse Analysis and Code-Switching:

Gumperz pioneered the Sociolinguistic research investigating the meaning of code-switching behaviour .He studied code-switching from an interactional point of view and

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[42]Shana Poplack,. "Sometimes i'll start a sentence in spanish y termino en espanol: toward a typology of code-switching1." *Linguistics* 18, no. 7-8 (1980): 585.

considered the use of multiple languages as a "communicative resource" rather than a 'communicative deficit'[43] i.e. using code switching is vied more as communicative strategy that enhance communication and add meaning to a conversation, and not just as mean of hiding lack of language mastery, in other words, people who code switch do not have difficulties in the languages they speak, on the contrary, their mastery of their languages is the one thing that lead them to use more than one language in their speech. He explains that speakers try to convey "metaphoric information" and expect their utterances and language behaviour to have communicative effects of other people. Language alternation emerges as a device helping speakers to convey and understand meaning intended by the speakers[44].

Gumperz makes a conversational analysis of code-switching by referring to the concept of identity. He distinguishes between the 'we codes', which are specific to an ethnic minority and which is used to express solidarity, and 'they codes' which consist of the dominant language of the majority group. He made a further distinction between 'situational switching' and 'metaphorical switching'.[45] The Metaphorical switching is closely connected with its social context and it is particularly visible when speakers quote, emphasize or joke.[46] Some situations can become connected with certain codes, therefore switching codes in speech may signal social intentions, or indicate certain activities. Code switching here represents "contextual cues.' The meaning conveyed by metaphorical code-switching relies heavily on the social status of languages".[47] These two visions of code-switching take root in the assumption that language reflects social conventions directly, without passing through contextual or individual conditions. This is one of drawbacks of this approach. Sebba and Wootton in their study on British-born Caribbean living in London, draw attention to the

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[43]John Joseph Gumperz,. *Discourse strategies*. Vol. 1. Cambridge University Press, 1982. 61
[44] Sarah Shin, J., and Milroy Lesley. "Conversational codeswitching among Korean-English bilingual children." *International Journal of Bilingualism* 4, no. 3 (2000): 351
[45]John Joseph. Gumperz, *Discourse strategies*. Vol. 1. Cambridge University Press, 1982..89
[46]Peter. Auer, "*Bilingual conversation*". John Benjamins Publishing, 1984: 4

[47]Trine Esdahl,. "Language choice as a power resource in bilingual adolescents' conversations in the Danish folkeskole." *Journal of Multilingual and Multicultural Development* 24, no. 1-2 (2003): 78.

difficulties they encountered to establish which codes act as 'we codes' and 'they codes' in a particular speech community. They assumed that it is not necessary for researchers to establish a fixed relationship between a certain code (e.g. London Jamaican) and a social identity (e.g. Caribbean).[48] Despite the limitations of Gumperz's framework, it inspired a number of other influential conversation analysis models of code-switching, namely Myers-Scotton's Markedness Model and Auer's sequential approach to language alternation more over the sociolinguistic approach is not the appropriate approach to tackle the subject of this study as it centres on general social concerns rather than contextualised individual speech of teachers.

4.1.2. Conversation Analysis Approach

Auer emphasises the importance of investigating code-switching behaviours from an interactional perspective. He argues for the use of Conversation Analysis (CA) approach for the interpretation of code-switching in conversations. He neglected the macro-social elements in the interpretation of bilingual conversations such as speaker identity (e.g. age, gender, ethnicity etc.) Auer's CA focuses on the ways meanings is expressed and interpreted on the basis of turn-by-turn sequences[49]. In fact, Auer argues against the "symbolic approaches" such as Myers-Scotton's Markedness Model or Gumperz's concepts of 'we code/they code' because of their heavy reliance on the social connotations of languages. Through the use of The CA approach Auer (1984) defines the different types of language alternation (transfer and code-switching) and their functions (discourse-related and participant-related) however, it has been seriously criticised due to its over fixation on transcription details.[50] Transcripts do not constitute exact representations of interactions. The decisions taken during the transcription can have an impact on the analysis of the data subjectivity into CA approaches which claim to

[48]Mark Sebba, , and T. Wooton. "We, they and identity." *Code-switching in conversation: Language, interaction and identity* (1998): 262

[49] Lesley Milroy, and Gordon Matthew. *Sociolinguistics: Method and interpretation*. Vol. 13. John Wiley & Sons, 2008. 218

[50] Li. Wei, ""How can you tell?": Towards a common sense explanation of conversational code-switching." *Journal of Pragmatics* 37, no. 3 (2005): 174

base their interpretations of language alternation practices solely on context-bound cues. Auer's CA approach also neglects larger social components like the "the social background of speakers (age, gender, ethnicity) and the 'socio-psychological associations". Therefore, it can only offer a "flat" explanation of the multi-dimensional verbal communication[51]. In order to remediate to the weaknesses of CA approach Li Wei suggests combining symbolic (sociolinguistic "discourse analysis") and sequential (conversational) analyses as a 'dual-level approach. This combination gathers the benefits of both approaches mentioned above and helps to extract factors of different nature on the language alternation behaviour. "A combined analysis can account for the ways in which bilingual speakers create meaning through their code-switching practices on both local and social levels"[52] and now the multi-level approach or pragmatic approach will be discussed below.

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[51] Carol Myers-Scotton, , and Agnes Bolonyai. "Calculating speakers: Codeswitching in a rational choice model." *Language in Society* 30, no. 01 (2001): 28.

[52] Li. Wei, ""How can you tell?" Towards a common sense explanation of conversational code-switching." *Journal of Pragmatics* 37, no. 3 (2005) 387

5. Theoretical Framework of The Present Study:

5.1. The Pragmatic Approach to Code Switching Studies:

A number of linguists working on the field of pragmatics such as Thomas (1995) and Verschueren (1999) try to define pragmatics, yet no agreed-upon definition is reached. It is known, however, that Pragmatics explores how people comprehend and produce a communicative act in concrete situations. "Pragmatics has been conceptualized as to incorporate micro and macro component". [53] Thomas (1995) asserts that the impact of pragmatics has reached broader than the sociolinguistic approaches to the study of communicative acts provided that it accounts for the abnormalities of using language in society. This means that when the social norms of language use are not respected by the speaker for a reason of another we turn towards pragmatics to explore these reasons and to explain the linguistic behaviour of the speaker when sociolinguistics can no longer do that. Therefore it is "only when S [speaker] does not use intimate address as S's sociolinguistic knowledge normally requires, does its use becomes part of pragmatics."[54] During an interview done by Melissa G. Moyer in 1995, Jef Verschueren tried to answer the question of what is pragmatics. He said that "Pragmatics has to be defined in relation to al1 kinds of other enterprises within the field of Linguistics"[55] instead of being only one subfield of it.

> "Traditionally, Pragmatics has been conceived of as an additional component of a theory of Linguistics, on a par with disciplines such as Phonetics, Phonology, Morphology, and Syntax. My position with respect to the definition of Pragmatics is that you do not get very far if you try to define it as an additional component to a theory of language. The reason is that for Pragmatics you cannot identify a specific unit of analysis. It is more helpful if we adopt a broader approach whereby Pragmatics is defined as the cognitive, social and cultural study of language and communication."[56]

He also introduces the concept of "Linguistic Pragmatics" to indicate the pragmatic issues dealt with in his theoretical model. "[...] language use that involves certain cognitive

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[53] Jacob Mey p*ragmatics: (An Introduction*.1993).
[54] Jenny Thomas, *Meaning in interaction: An introduction to pragmatics*. London: Longman (1995: 186),
[55] Jef Verschueren,. *Understanding pragmatics*. Vol. 31. London: Arnold, 1999. 57
[56] Jef. Verschueren, *Understanding pragmatics*. Vol. 31. London: Arnold, 1999: 57

processes taking place in a social world with a variety of cultural constraints." Verschueren views pragmatics as a new perspective for studying linguistic phenomena. He stresses the fact that "instead of being a component for a theory of language, it would be a perspective"[57] for the study of any linguistic phenomenon at any level of structure.

The choice of the pragmatic approach as the base of this study steams from its definition as a holistic approach that covers all dimensions of language phenomena as shown in the words of Verschueren when he says "it is only if you try to define the field of Pragmatics in terms of a perspective that you can develop some sort of coherent theory or frame of reference." The goal of Pragmatics then "is to gain an understanding of what you could call the meaningful functioning of language." Based on this assumption, Jef vershueren developed a linguistic theory which supports the adaptive functions of language production.

5.2. **Verschueren's Linguistic Adaptation Theory:**

"Verschueren takes pragmatics as a functional perspective."[58] Verschueren broadened the scope of pragmatics to include all linguistic and non-linguistic elements of discourse. Thus pragmatics is part of every aspect of language, and linguistics is only one part of the pragmatic's concern. The all-inclusive perspective of Verschueren's pragmatics gives it the potential to explain language phenomena in a way other theories do not. According to Linguistic adaptation theory, Verschueren claims that using language consists of the continuous making of linguistic choices, consciously or unconsciously[59]. The choice depends on linguistic factors (internal language structure) and extra-lingual factors (external to the language structure). The factors that influence language choice are categorized into three fundamental and interrelated factors. (I.e. Variability, Negotiability and Adaptability)

Variability means the flexible property of language in use of having many variables from which to choose. These variables can be used in many possible ways and frequencies

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[57] Jef. Verschueren, *Understanding pragmatics*. Vol. 31. London: Arnold, 1999: 58

[58] ibid.58
[59] ibid.59

and they cover all levels of language, phonetic, lexical, and semantic levels. Negotiability means that the choices made when using language do not depend on strict predefined patterns, nor do they occur mechanically according to strict rules. Finally, Adaptability is this human ability to negotiate meaning according to the context or the necessity to adapt to a certain context of communication[60]. Though these three notions are equally important in the language adaptability theory, Adaptability makes the central key concept of the whole theory, as it is the glue that maintains the other component of the theory together.

The adaptability of language takes place whenever Speakers (language users) adapt their language behaviour to different elements among which we find the three contextual correlates: the physical context (time, space: proximity, distance, noise, voice.. etc), social context (the actual relationship between the participants in the communicative act) and the psychological context or (the moral world of the participants; i.e. the intentions, meanings they wish to convey, awareness, and unawareness of their language behaviours) All of these three contextual correlates of language adaptability are highlighted in the following chart:
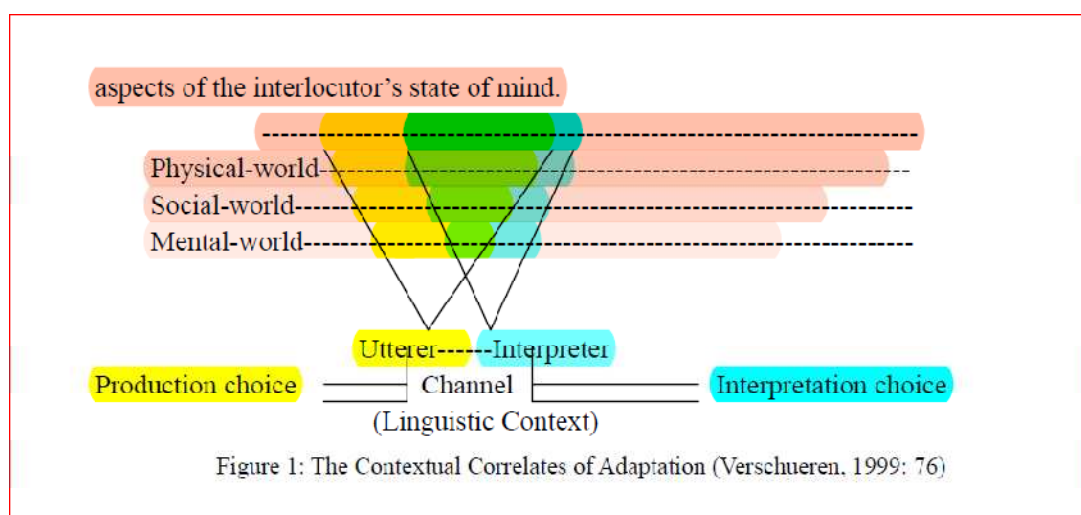
Figure 1: The Contextual Correlates of Adaptation (Verschueren, 1999: 76)

Language production is an act of adaptation to the whole communicative situation where the utterer and the interpreter negotiate meaning. The communicative situation is made of three kinds of contextual correlates: physical, social and psychological). The utterer adapts

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[60] Jef Verschueren, *Understanding pragmatics*. Vol. 31. London: Arnold, 1999: 61.

to his/her language by choosing what linguistic (structural) variables are to be used, in what time, and for what purpose.

To account for Language variability, a number of variations are possible to make during language production. The choice of these different variables and codes happens at all levels of the linguistic structure of languages (i.e. words, phrase, sentence, sentence cluster).

5.3. **Code switching and Education**

One of the common settings for ethnographic research on code switching is the educational setting. Classroom discourse is a special type of discourse that often includes the interaction of two parties: teachers and students. Foreign language classes are places where bilingual students and teachers meet for the purpose of second language learning. Manifestations of the first languages are more likely to be noticed in such settings. Many scholars worked on code switching in the educational setting. In the early 70's Flanders (1970) coded by the observed Classroom utterances were for a functional coding of L1 and L2. Legarreta (1977) worked on (L1: Spanish) and (L2: English) and reported their functional distribution in class. Milk (1981) used the model of pedagogical functions created by Sinclair and Coulthard (1975) coded teacher talk into eight basic (e.g. informative, directive, humor-expressive. Guthrie (1984) worked on Cantonese-American students with different degrees of English proficiency inside ESL classes. Numerous other studies have taken language classes as study ground for code switching phenomena, to list only a few: (Merritt et al., 1992; Adendorff, 1993, Martin, 1996, 1999, 2003) their works resulted in listing the functions of code switching in class according to interactional sociolinguistics and ethnography of communication (e.g., Goffman, 1974; Gumperz, 1982; 1986) and conversation analysis (Sacks, 1965/1992).

As we shall show, studies reveal that CS occurs naturally and inevitably in classrooms, either performed by learners and/or by teachers. Opinions of teachers and education specialists toward the use of code switching in foreign language classroom are divided into two distinct trends causing a debate over the appropriateness of L1 use in L2 classes,

Opposing opinions to code switching use in L2 learning classes arguethat the interference of L1 in the process of learning L2 is only a hindrance for learners. (Ellis, 1984; Wong-Fillmore, 1985; Chaudron, 1988; Lightbown, 2001) Conversely supporters of code switching between L1 and the target language, call for reconsideration of the traditional view about the subject, and assert that the use of code witching facilitates communication and provides a more effective learning of the target language, for it allows the continuity of thought and a better transfer of meaning. This creates a more relaxed environment for learners, which affects the target language assimilation positively.[61] Because of its "pedagogical and communicative functions" code switching constitutes a good teaching tool in the language learning classroom.[62] A suitable definition of code switching in the class of foreign language learning is presented by Jill Adler. He considers code switching as an effective learning resource for learners.[63]This paper sides with the advocates of the use of code switching in class and clams its functionality in the language teaching process.

5.4. Pedagogical implementations of Verschueren's Language adaptability theory on the study of Teachers' Code-switching:

5.4.1. Classroom Contextual Correlates of Adaptability:

For Verschueren, the communicative context includes the physical world, the social world, and the mental world of the participant in the act of communication. The classroom environment matches this description. A language classroom is composed of physical elements; (the room, students chairs facing the blackboard, teachers desk facing the students tables rows, and the door isolating the learning environment from the outside), the social elements (the relationship between two entities: the teacher, the students and their interactions that reveal different roles to achieve

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[61] H.H. Stern. Issues and options in language teaching. Allen P, Harley B Eds. Oxford: Oxford University Press 1992.

[62] Cook V. Using the first language in the classroom. Can Mod Lang Rev 2001; 23.

[63] Adler, J., and Y. Reed. "Researching teachers '_ take-up 'from a formal in-service professional development program." *Journal of Education* 25 (2000): 192-226.

specific communicative and teaching purposes.) both physical and social contexts form the external motivations for teachers' code-switching. Plus the mental world of the participants which contains their attitudes and their intentions for using code-switching inside the classroom) in brief the psychological factors represent the internal motivations of teacher's code-switching.

5.4.1.1. The physical reality:

The physical world consists of the temporal and physical dimensions. The physical surroundings influence the verbal interaction between the participants either positively, by facilitating the interaction (loudness, clearness, tone of the voice, distance, proximity), or negatively, by obstructing the language production and interpretation (noise, distance, interruptions... etc).

5.4.1.2. The social reality:

The social setting is made of a number of social and cultural norms to which belong the participants. The cultural setting, the nature of the institution, and the communicative norms specific to the speech community, are important parameters to respect during conversation. Pragmatics concerns comprise the observation of the relationship between linguistic choices and the social world to determine how linguistic choices adapt to the social reality of the language users. The choice-making of codes and linguistic variables depend on a number of social elements including: social class, ethnicity and race, nationality, religion, level of education, profession, gender, sexual preference and so on[64]. The culture of the participants in a communicative act controls their language production and the linguistic choices they make such as the choice of "codes". The participants in the communicative situation include not only the teacher but also all students as they also influence the teachers' choice of language production and comprehension of meaning. Teachers play a social and cultural role while they interact with their students. A teacher does not only teach content and language structures but has also an important educational role. Teachers teach students values of respect, and most of all guide them to improve their lives as individuals. Teachers rarely use socially banned words directly. When necessary, they tackle

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[64] Jef Verschueren, *Understanding pragmatics*. Vol. 31. London: Arnold, 1999. 19

sensitive topics with great care for their language. Sometimes, they adopt some strategies to weaken the offensiveness of some words, among which code-switching is an effective way. Two feature of the Algerian socio-cultural context are going to be discussed: 1) proverbs and 2) storytelling as communicative and educational tools.

5.4.1.3.   Psychological Reality:

In Verschueren's opinion, "Verbal interaction is with no doubt communication from mind to mind"[65] therefore he considers the mental world of the participants as the one to have most influence on the adaptability of teachers' discourse. The mental world of the participants contains cognitive and emotive elements. Thus the interaction between the teacher and students influences heavily the communicative process inside the classroom context.

According to Zhang Zhigang "during the teaching process, the teacher uses code-switching as one of teaching strategies and does not only make his code-switching adapt to the mental world of his own but also makes choices adapt to assessment of what the mental world of the students"[66]. The psychological reality of the teacher is mainly dictated by his roles in the classroom.

5.4.2.   Classroom Structural elements of Adaptability:

Variability is the property of language that defines the range of possibilities from which choices can be made.[67] Since the making of communicative choices touches all possible levels of linguistic structure. Teachers' language adaptability to specific contextual correlates may be manifested in different ways.

In the present study, variability refers to the linguistic diversity manifested in the teachers' verbal communication during code-switching. Code-switching choices are made at the level of different grammatical units going from single words, to sentence clusters and discourse types. The variability and complexity of these linguistic choices lead to a variety of code-switching types.

In terms of linguistic elements manifested in the variability of code- switching, we can divide them into the following units: words, phrases, sentences and sentence clusters. Depending on

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[65] (ibid, 87),

[66] Zhigang Zhang, "Chinese EFL Teachers' Code-switching in Class: An Adaptation-Based Approach ", Nanjing University, 2005: 21

[67] Ibid 59

which one is subject to code alteration, and knowing on which structural level the "switch" actually happens, we can determine the types of code-switching teachers use in their teachers discourse inside the classroom.

The literature on code-switching provides various theoretical frameworks including models investigating code-switching research in educational contexts. The organizational nature of classrooms context enables researchers to study different factors that influence multilingual speakers' language behaviour (e.g. various participants, communicative situations, where verbal language seeks to fulfil communicative aims and teaching goals).

6. Functions of code switching

The previous approaches to code-switching studies inspired the various frameworks adopted for the analysis of classroom code-switching. The focus was mainly drawn on the specific pragmatic functions which could be attained by using multiple languages in classroom interactions. Through the social and psychological approaches to the analyses of code switching, a number functions of classroom code-switching were identified. Uys and van Dulm show that CS fulfils both "academic functions" such as explaining and clarifying subject content; assisting learners in understanding and interpreting material; confirming understanding and encouraging participation; maintaining learners' attention and reprimanding disruptive behaviour - and "social functions" [68] (i.e. being used as humour and as a marker of bilingual identity.) Similar functions had been named differently by numerous authors. Ferguson[69] noticed that the functions of classroom code switching which have been revealed by different studies in different contexts overlap considerably. This is why he proposes a three folded model to categorise them. Ferguson's system of classroom code switching functions categorisation encompasses three parts. First 'Code-switching for

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[68] Van Dulm, Ondene. "English–Afrikaans intrasentential code switching: Testing a feature checking account." *Bilingualism: Language and Cognition* 12, no. 2 (2009): 193.

[69] Gibson Ferguson,. "Classroom codeswitching in post-colonial contexts: Functions, attitudes and policies." *AILA review* 16, no. 1 (2003).39

curriculum access', this category of functions centres on the transmission of curriculum content and is intended to help students understand subject matter and to facilitate participation in classroom activities. It is also intended to provide teachers with the means to help students understand and participate actively in the learning process. Second, Teachers code-switching for classroom management purposes; here Code-switches is intended to fulfil management functions. These consist of "motivating, disciplining and praising students and/or signalling a shift of topic towards any 'off-lesson' concern".[70] Finally, in multilingual classrooms code switching is employed for third category of functions, that is, for 'building interpersonal relationships'. These can help "teachers to project different identities and to appear more human to students by, for example, telling jokes in the students' native language"[71].

Ferguson's three-folded categorisation of classroom code-switching functions combined both functions identified through sequential (Conversational Analysis) and symbolic (sociolinguistic) approaches to language alternation; therefore it bears important similarities with the pragmatic view of code switching functions in education.

Following the pragmatic perspective of Verschueren, Yu Guodong framed a Model of Chinese/English Code-switching functions in class[72]. According to this model, code switching is considered as a communicative linguistic strategy to achieve adaptation to the linguistic reality of spoken languages, social conventions and psychological motivations in the same communicative situation. As it fulfils its primary function which is language adaptation to contextual correlates of a communicative situation, teachers' code-switching also fulfils various pragmatic functions which serve either as teaching strategies or communicative strategies depending on:

- The linguistic reality of the languages used by teachers,

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[70] Ibid.42

[71] Gibson Ferguson,. "Classroom codeswitching in post-colonial contexts: Functions, attitudes and policies." *AILA review* 16, no. 1 (2003).42

[72] Yu, Gu. Dong. "An adaptation model of code-switching study." *Contemporary linguistics* 1 (2004): 77

- The social and cultural reality of teachers and students, which identify the teachers' social roles,
- The psychological intentions of teachers in classroom situations.

Yu Guodong (2001) argues that code-switching functions can be categorized into three categories; first code-switching as an adaptation to the linguistic reality of the different languages used in class. Second, it is an adaptation for the social reality that teachers evolve mainly that which determine their micro and macro roles as teachers. And third teachers' code-switching is an adaptation to the psychological intentions of teachers for using code-switching in the classroom.

6.1. Functions of Teachers' Code-switching as Adaptation to the Linguistic Reality:

The linguistic reality refers to the linguistic or structural nature of languages, each language having its own specific structure different from others. What is meant by teachers' code switching as a means of adaptation to the linguistic reality is that the use of code switching is due only to linguistic reasons. According to the study made by Wang Lin, the teachers' adaptation to the linguistic reality fulfils three teaching functions:

a. Teachers' code switching as emphasis strategy

Teachers use code-switching to emphasize a point they explain to students, by repeating the same meaning with a different language usually the language most students are comfortable with.

b. Teachers' code-switching as authenticity-keeping strategy

This kind of code-switching happens frequently as a result of the teachers' intention to give a genuine explanation of something new and authentic. To keep the authenticity of the meaning he/she wants to convey, the teacher relies on the use of another language. This switch often happens in the process of text-explanation.

c. Teachers' code-switching as understanding-facilitating strategy:

When teachers observe that students have difficulty understanding something (a word, an expression, or an explanation) code switching is used to facilitate students' understanding of the learning content.

6.2. Teachers' Code-switching as Adaptation to the Teacher's social role:

Teachers social role has two aspects, his role in society as a guide and a model of an educated person which he labels, the 'macro-role' of the teacher and the set of roles a teacher plays in the classroom, which is called 'the micro-roles' of the teacher[73]. The teacher's "macro-role" constitutes one of the external motivations for teacher's code-switching and corresponds to the teachers' social reality, while the "micro-roles" compose the internal motives based on the psychological reality

(a) Teachers' "macro-role"

The teachers' social "macro-role" is related to the value of the teaching profession in society. Generally speaking, teachers keep high quality discourse, and a professional attitude at all times. Accordingly a teacher is expected to avoid saying hurtful or dirty words in the classroom. Sometimes for explanation purposes, teachers might handle embarrassing questions or topics. This is where some communicative strategies such as code-switching become handy.

(b) Teacher's "micro-role"

Inside the classroom, teachers are confronted with more immediate communication issues related to teaching situations. In the teaching profession, implementing a lesson depends on various constrains such as time, teaching goals, classroom management, teacher/student relationship etc. Managing all these tasks is part of the "micro-role" of

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[73] Zhigang Zhang, "Chinese EFL Teachers' Code-switching in Class: An Adaptation-Based Approach ", Nanjing University, 2005

teachers. Harmer[74] provides a list of other inside the classroom teachers' micro-roles: inside the classroom a teacher acts as: "a controller" (in complete charge of the class), an "assessor"(he/she evaluates students classroom performance), an "organizer" (he/she organizes classroom activities and gives instructions), a "prompter" (teachers encourage students to participate or to make suggestions, and make them feel at ease in the class) or a "participant" (sometimes, for pedagogical purposes, teachers participate in students activity).

6.3. Functions of Teachers' CS as an Adaptation to Psychological Components:

Teachers' psychological intentions in the present study refer to the teachers' motives or intentions behind their performing a switch to other languages than English inside the classroom. "The teachers' intentions or motivations influence or even determine not only what to say but also how to say, namely, how to construct teachers' discourse to realize certain purposes."[75] Some psychological motives relating to the teachers' "micro-roles" of classroom management are studied by the author.

A. Teachers' Code-switching as Feedback Device Strategy:

One of the teachers' tasks in the classroom is giving feedback to their students about their learning process and /or their behaviour in the class. Therefore appraisal and criticism are parts of the teachers' language. According to Harmer it is preferable for teachers to avoid overt criticism which may be very discouraging for students; however the focus should be on the success and the progress of students learning in order to create a stress-free learning environment[76].

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[74] Jeremy Harmer, "The practice of language teaching." *Harlow: Addison Wesley Longman Limited* (1991).

[75] Wang L. Teachers' Chinese/English code-switching in classroom: An adaptation approach. Master Thesis. Shanxi University 2003: Available from: http://www.cnki.net/index.htm

[76] Jeremy, Harmer. "The practice of English language teaching." *London t Lonman* (1983).201

B. Teachers' Code-switching as Anxiety-avoidance Strategy

"Anxiety is one of the important affective factors that influence foreign language learning, and over-anxiety could bring negative effects to language learners and their performance in class."[77]. Students' classroom performance is negatively affected by feeling like: fear, discomfort, loss of self confidence ... etc. Therefore one of the teachers' tasks is to decrease anxiety in their classes, and help students express themselves freely to ask questions for example. Teachers' code-switching is a useful strategy used by teachers to break the ice with their students and manage the student/ teacher relationship inside the classroom.

C. Teachers' Code-switching as Humour-Creating Strategy

Humor is defined in the Longman Dictionary of American English as "the quality in something that makes it funny and makes people laugh"[78]. Martin defines humor as:

> "a broad term that refers to anything that people say or do that is perceived as funny and tends to make others laugh as well as the mental processes that go into both creating and perceiving such an amusing stimulus and the effective response involved in the enjoyment of it"[79]

Teachers use code-switching to create humour for the purpose of attracting students' attention or increase their motivation.

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[77] Xiang-ping, X. U. "Negative Effects of Anxiety in Foreign Language Learning and the Countermeasures." *Journal of Mudanjiang College of Education* 1 (2007): 40

[78] John C., Wells, ed. *Longman pronunciation dictionary*. Pearson Education India, 2008.501

[79] Rod A Martin, *The psychology of humor: An integrative approach*. Academic Press, 2010. 5

2. Methodology:

The methodology section describes the research design followed throughout this study. Methods of data collection and data analysis used for the sake of answering the research questions are described and explained. This section contains two sub-sections; the first one deals with the data collection procedures and the second one explains the data analysis methods conducted in the present study.

2.1. Data Collection Procedures:

Two main methods were used to collect data: classroom observations and a questionnaire.

2.1.1. Classroom observations:

Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Observation entails the systematic recording of events and behaviors in specific settings chosen for the study. These recordings take the form of detailed field notes (i.e. descriptions of what has been observed) or, more recently with the use of electronic tools, Audio-recording is used as a way to record natural occurring speech in context.

<u>Setting</u>**:**

Our context is the classrooms where teaching occurs mainly in English at the department of English in Mouloud MAMMERI University of Tizi-ouzou at the opening of the year 2014.

<u>Procedure:</u>

During the classroom observations an audio-recorder was used to record teachers' natural speech in the classroom. During the first three months of the year 2014, 8 teachers of two master levels have accepted to let us record their lectures. The lectures were practice

lectures meant to master 2 and master 1 student. The recorded lectures took place in classrooms of 22 students for master 2 and up to 30 students in master 1 class. We recorded for each teacher two lectures of 120 minutes each. However, out of 8 teachers two used only English during teaching time and none of them has used any code switching in classroom. Four lectures belonging to two other teachers couldn't be used for bad recording. The quality of the sound did not allow for satisfactory transcription. The remaining 8 lectures belonged to 4 teachers who used code switching in class. All utterances of code switching were transcribed and statistically analyzed giving us the corpus for our study. Therefore, the collected data for this study consists of a linguistic corpus of 5857 words that contains 228 teachers' code switching utterances.

2.1.2. **Questionnaires:**

A questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents. As an important tool for data collection, a questionnaire may be used to generate qualitative and exploratory data.[80]

> …any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.[81]

Sitting and Participants:

The investigation took place in the department of English in Mouloud MAMMERI University at Tizi-Ouzou through a period of 3 weeks in April 2014. The population of study consists of a representative sample of the English teachers who work in the department of English. The subjects are native speakers of Kabyle; some of them have Arabic as their mother tong. They all have French as a second language and English as a third language, and

[80] Zoltán. Dörnyei, "Individual differences in second language acquisition." *AILA review* 19, no. 1 (2006).101
[81] James Dean Brown,. *Using surveys in language programs*. Cambridge University Press, 2001. 6

their teaching experience ranged from 5 to more than 21 years. They taught students of different education levels.

Sampling method:

Forty two (42) teachers were chosen randomly out of a population of 80 teachers to answer the questionnaire. The Random sampling method was performed to secure an objective and representative sampling. This number was calculated using a "Sample Size Calculator"[82].

"Sample Size Calculator" is a free service in the internet that helps searchers to find how many people they need to interview or distribute questionnaires to, in order to "get results that reflect the target population as precisely as needed". [83] The "Sample Size Calculator" is based on two concepts, the **confidence interval** and the **confidence level**.

> **The confidence interval** (also called margin of error) is the plus-or-minus figure usually reported in newspaper or television opinion poll results. For example, if you use a confidence interval of 4 and 47% percent of your sample picks an answer you can be "sure" that if you had asked the question of the entire relevant population between 43% (47-4) and 51% (47+4) would have picked that answer. **The confidence level** tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain; the 99% confidence level means you can be 99% certain. Most researchers use the 95% confidence level.[84]
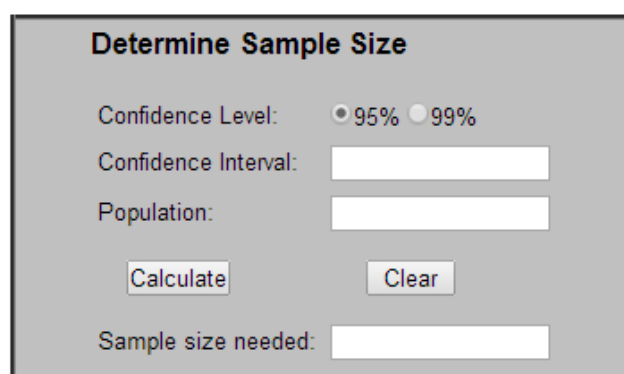
Figure 2 Sample Size Calculator

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[82] Creative Research Systems. (2012). *Sample Size Calculator*. Retrieved July 1, 2014, from
    http://www.surveysystem.com/sscalc.htm#two
[83] ibid
[84] ibid

Procedure:

In the light of this investigation a questionnaire of 20 elements (divided into ended-closed and open-closed questions) was designed and distributed for university English teachers. It was used for collecting data on the study of code-switching in English classes. We distributed 50 questionnaires and 42 were collected. The questionnaire has three parts: participants Profile, Code switching behaviour, and Teaching Philosophy. In the first part of personal background, the subjects were asked to give their personal information. The second and third parts of questions were the key parts which gave each the most specific information as the basis of the following data analysis.

It was used to examine the frequency of Chinese code used in English classes, the attitude towards teachers' code switching to Chinese, and the views on the main patterns, functions, factors and influence of teachers' code-switching to Berber, French and or Arabic. To ensure the reliability and validity of the survey, the questionnaire was piloted on a sample group of 7teachers. According to the feedback the questionnaire was revised in some aspects and was refined for the study.

2.2. Methods of data analysis:

This study is both exploratory and descriptive in nature. It is exploratory because it collected an important linguistic corpus of naturally occurring teachers' code switching in the department of English, and seeks to discover the actual use three languages Tamazight, French and Arabic by teachers of English in classes taught in English. Exploratory research seeks to explore something new

> "This is where a researcher has an idea or has observed something and seeks to understand more about it. An exploratory research project is an attempt to lay the groundwork that will lead to future studies, or to determine if what is being observed might be explained by a currently existing theory."[85]

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[85] Devin Kowalczyk. (2003). *Education Portal-Purposes of Research: Exploratory, Descriptive & Explanatory*. Retrieved July 1, 2014, from http://education-portal.com/academy/lesson/purposes-of-research-exploratory-descriptive-explanatory.html#lesson.

It is also descriptive in the way that it uses the results of the exploratory research to deepen our understanding of the code switching phenomena by answering the question, what and how. The data for the descriptive part of this study is collected through a questionnaire that combine closed-ended and open-ended questions that aimed at measuring teachers attitudes toward classroom code switching and their motivations for using it.

> Once the groundwork is established, the newly explored field needs more information. The next step is descriptive research, defined as attempts to explore and explain while providing additional information about a topic. This is where research is trying to describe what is happening in more detail, filling in the missing parts and expanding our understanding. This is also where as much information is collected as possible instead of making guesses or elaborate models to predict the future - the 'what' and 'how,' rather than the 'why.'[86]

2.2.1. **Quantitative Analysis:**

For the analysis of the data collected though questionnaires. The **Statistical Package for the Social Sciences** (SPSS) software was used. SPSS is a widely used program for statistical analysis in social science. It is also used the fields of economics, marketing, education, and data mining. Some of the features of the program that were used in the quantitative analysis of the collected data are (Descriptive statistics: Cross tabulation, Frequencies, "Descriptives", Explore, and Descriptive Ratio Statistics.)[87]

2.2.2. **Qualitative analysis:**

The after a statistical analysis of the corpus of teacher's code switching which determines the number of languages and the frequency of teachers' code switching. The interpretative analysis consisted of applying the theoretical framework explained in the review of the literature.

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[86]Devin Kowalczyk. (2003). *Education Portal-Purposes of Research: Exploratory, Descriptive & Explanatory*. Retrieved July 1, 2014, from http://education-portal.com/academy/lesson/purposes-of-research-exploratory-descriptive-explanatory.html#lesson.

[87] Barry Wellman, "Doing it ourselves: The SPSS manual as sociology's most influential recent book." *Required reading: Sociology's most influential books*(1998): 71-78.

The Language Adaptability Theory and the Code Switching Adaptability model were used to uncover the situations and elements of context that motivate teachers' code switching at the university. The theory also accounts for the structures of code switching that were produced by teachers in class. The classification of Fergusson of teachers' code switching combined with the code switching adaptability model constituted a basis for the analysis of the function of teachers' code switching in the department of English at Mouloud Mammery University.

3. Results:

In this section the results of the questionnaire and the classroom observations are presented and commented.

3.1. Results of Lectures' Audio-recordings:

The statistical study of four teachers' code switching during two lectures of 120 minutes each for each teacher revealed that teachers switched from a language to another more than two hundred times. And the number of utterances in which code-switching occurred is 228 utterances. The number of utterances for each language is displayed in the table below:

3.1.1. Languages Used by Teachers in The Classroom

a. Number of Utterances in Each Language:

Language	Kabyle	French	Arabic
Number of Utterances	84	141	3

Table 2 Number of Utterances in Each Language

b. tructural Correlates of teachers' code switching Adaptability
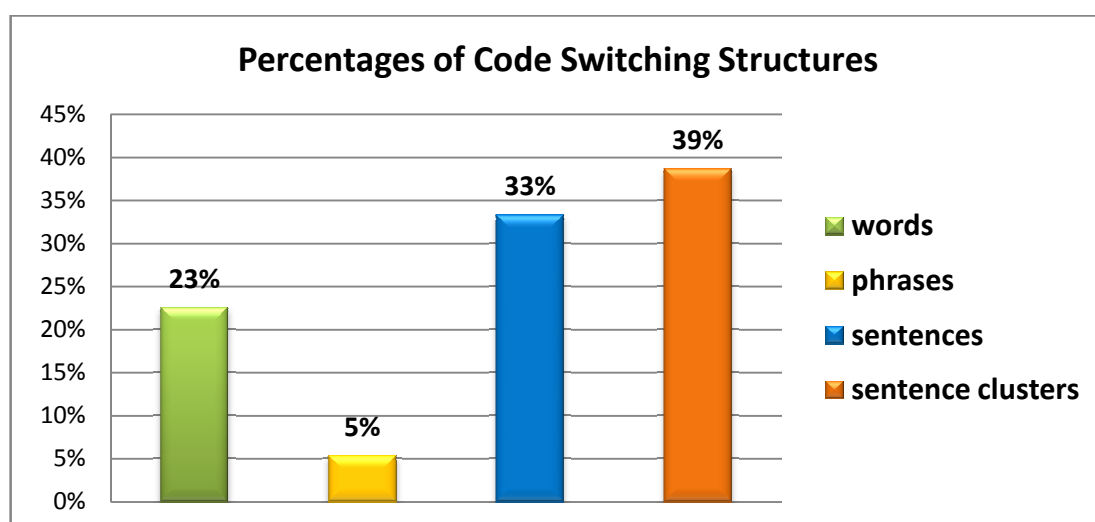
Figure 3 Structures of Teachers' Code Switching

Analysis of the transcribed audio-recordings shows a significant variety in structural patterns of utterances that contain more than one language. Teachers' code switching in the

MMU's department of English comes mostly under the form of sentences and sentence clusters. That is to say those teachers use code-switch in class extensively. The use of single words is also a common practice. Often, one or more languages mixed together in one sentence

3.2. Results of the Questionnaire:

The empirical study conducted on a sample of 42 English teachers at the MMU English department consisted of a questionnaire divided into three main sections and shows the following results:

3.2.1. **Section 1: Participants Profile:**

a. <u>Teachers' Native Language:</u>
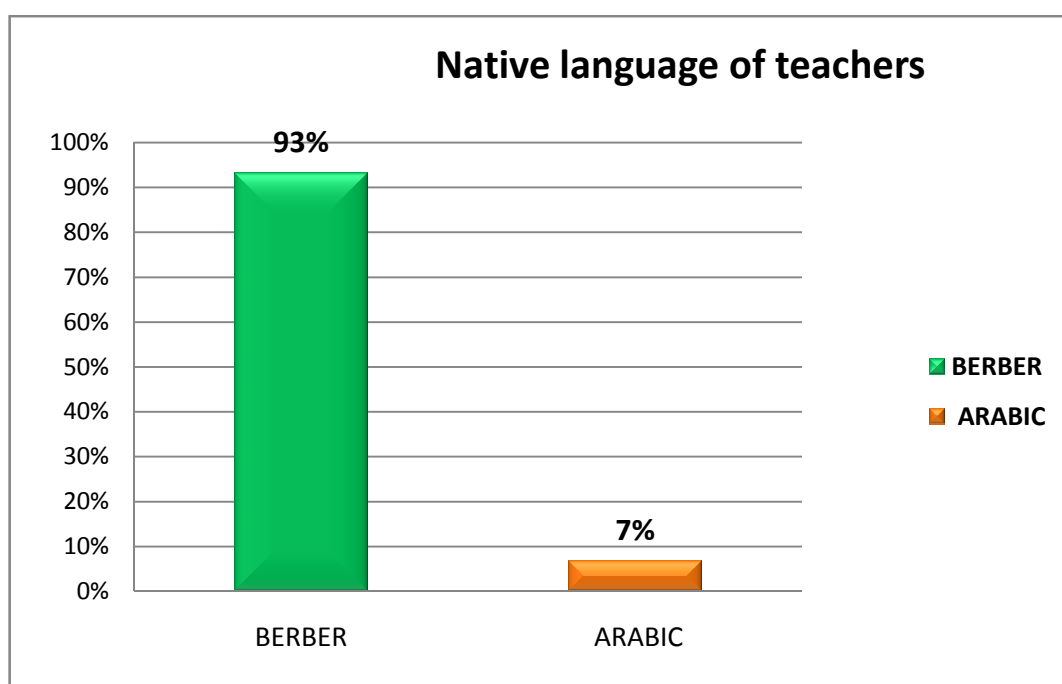
Figure 4 : Native Language of Teachers

Most of the teachers at the department, speak Berber (Kabyle) as their native language while a minority has Algerian Arabic as their native language. It has been observed that some teachers frequently use their native language inside the classroom along side with the French language.

3.2.2. **Section 2: Code-Switching Behaviour:**

Percentage of Languages Used in The Classroom by Teachers
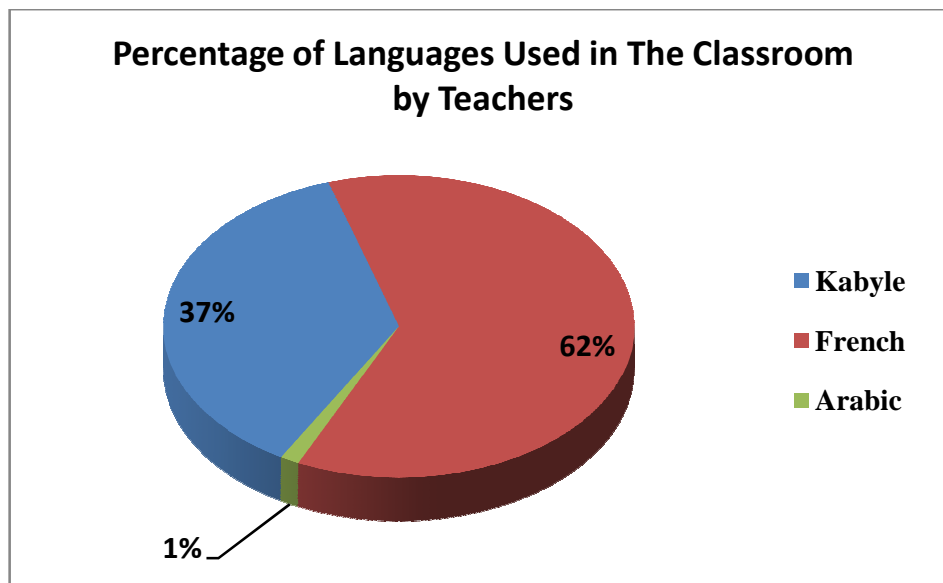
Figure 5 : Percentages of Languages Used by Teachers in The Classroom

Teachers switch to French more often than Kabyle and Arabic in the classroom with 62 % of utterances in French against 37% for Kabyle and only 1% of utterances in Arabic.

a. Teachers' use of code switching:

Using CS purposefully
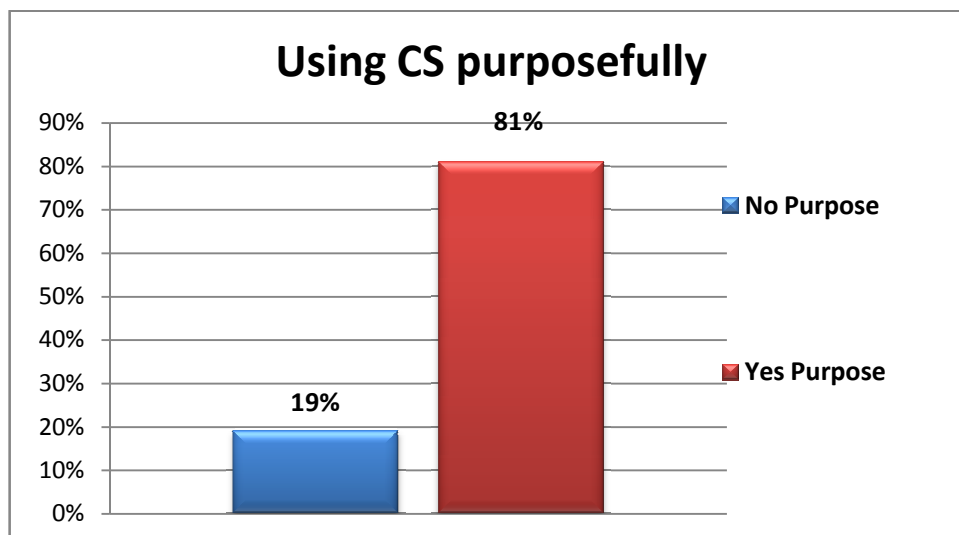
Figure 6 Teachers' Purposeful Use of Code Switching In Class

Results from the questionnaire analyses reveal that the majority of English teacher at the MMU English department use code switching purposefully in class for a purpose.

b. Teachers' reasons for code-switching in class:

Factors that Trigger teachers' Code Switching in Class

Legend:
- Students starts Conversation With another Language Than English
- Someone From outside the classroom interrupts the lesson
- Translate passages or expressions From English textes
- Talking about personalexperience
- Giving advise and guidance to students
- need to explain a articularlydifficullt item in English
- Give an information wich is not directly related to lesson topic
- Others

Bar values: 4%, 12%, 18%, 5%, 14%, 32%, 12%, 4%

Figure 7 Reasons behind Teachers' Code Switching

The largest percentage of teachers think that the need for code switching is felt mainly when explaining texts, vocabulary or (meaning) in English using students' native language. This reason for code switching is followed by 18% of answers précising that translation of passages from English to other languages is another reason for code switching in class, while other reasons vary from 14% to 4% of the respondents answers.

c. Teachers' code switching functions:
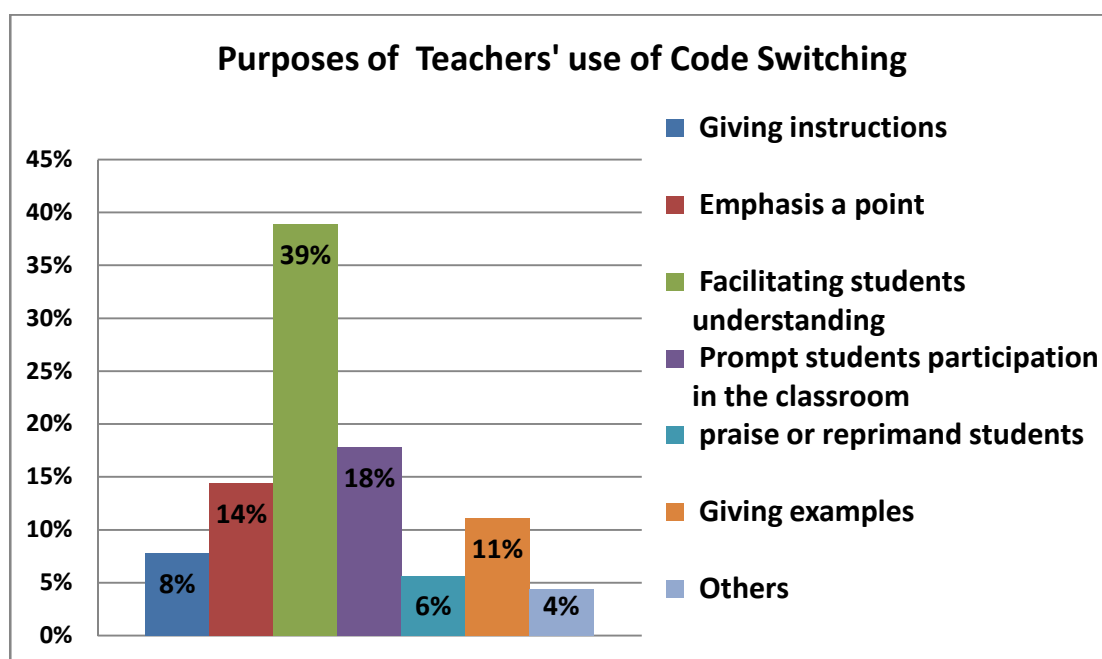
Figure 8 Functions of Teachers Code Switching

The largest part of teachers' responses show that in 39% of cases the teacher's purpose for using other languages in the classroom is for Facilitating students understanding of a particular item in the English language, the second most frequent purpose for using code switching (18%) is to Prompt students participation in the classroom and the third one is Emphasis with (14%) then Giving examples 11%, instructions 8%, and praise for students with 6% of responses.

3.2.3. **Section 3: Teaching Philosophy:**

a. Students' Proficiency in the English Language
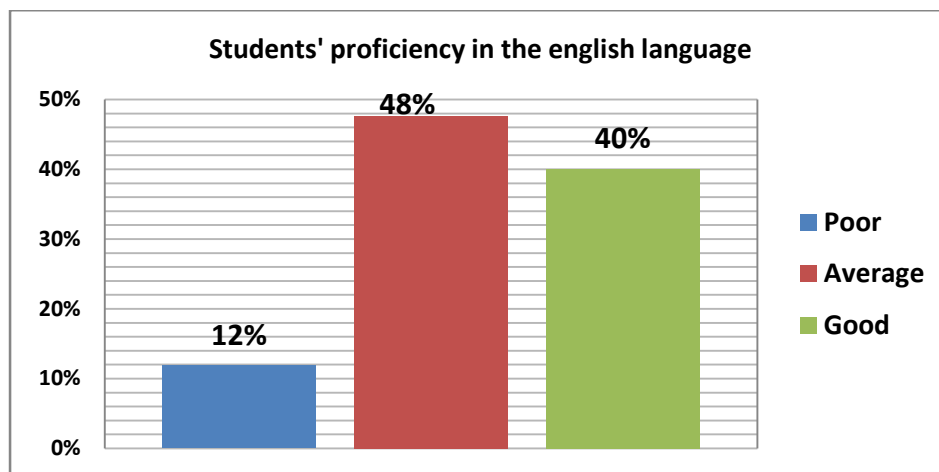
Figure 9 Students Proficiency in the English Language

When we asked teachers what they think about their student's competence in the English language, nearly half the respondent answered 'average' and forty (40%) percent think the student's proficiency is good, while only twelve percent (12%) said that students' proficiency in English is 'poor' Other motivations where found to be the source of teachers' code switching in class.

b. The benefice of code switching as a teaching strategy:
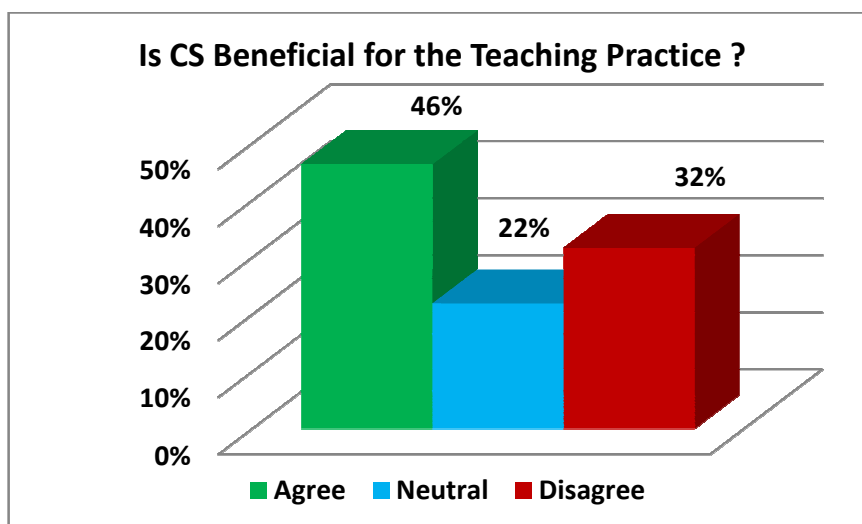
Figure 10: The Benefice of Using Code Switching In Class

Sixty-four percent (64%) of teachers think that Code switching in class is beneficial for the teaching practice, while twenty-two others do not see it as a harmful practice in class

(22%). Only thirty-three percent (33 %) of the participants were against the use of code switching during class time, yet some of them felt compelled to use it in rare occasions, and only when it is necessary. One of the teachers said: "I am working with fist year students; and I am obliged to use my and their native language in order to clarify some particularly difficult words."

c. Is Humour a Good Teaching Strategy?
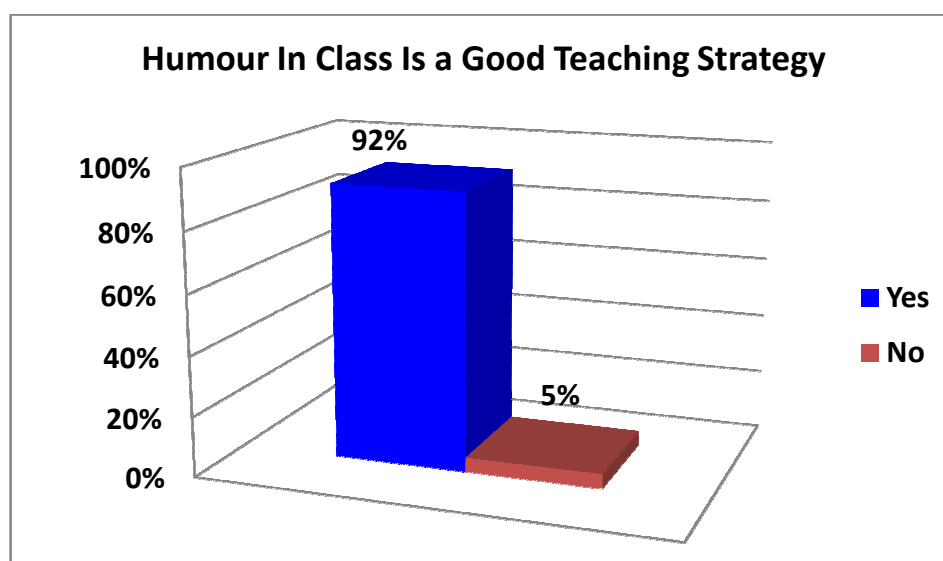
Figure 11 : Humour in Teaching

The majority of teachers at the English department of Mouloud MAMMERI University agree that the use of humour in class is beneficial for the teaching/learning process.

4. Discussion:

It is apparent from the results of the classroom observations, the audio-recordings and questionnaires that the majority of teachers at the department of English of MMU use code switching during lectures. The switch generally include English/Tamazight (37%) English/French (62%) and sometimes English/Arabic (1%) and a lot of switching from Tamazight to French or French Tamazight, Tamazight being the native language of the majority of university teachers in the department of English with (93%). Most of the teachers (49%) consider that code switching is useful and beneficial in class whenever the need to use a different language is felt in classes taught in English, teachers do not hesitate to switch languages if it means to help students learn.

In short the results show that: Teachers' code switching in the classroom is motivated, structurally varied and functional. In order to discuss these results further the discussion adopts a pragmatic approach based on the language adaptability theory and the teachers' code switching adaptability model for the explanation and interpretation of the findings.

This is section is divided into three parts. In the first we will discuss the structures of code switching that is used by English teacher in the department of English. In the second part focus will be drawn on the teachers' motivations for the use of code switching and the different situations that may trigger its use in the classroom environment. The last part is devoted to the discussion of the different pragmatic functions of teachers' code switching in English speaking classes.

4.1. Structures of University Teachers' Code Switching in The Department of English:

The lectures recordings provide rich corpus of teachers' code switching. The statistical analysis shows diversity in the structures of teachers' code switching productions. Table 1

shows the four main structures concerned with code switching. According to Language Adaptability Theory (1999) language is adaptable at every level of structure: phonetically, morphologically, and grammatically but our study focus mainly on the grammatical structure of teachers' code switching productions therefore only four element of structure were investigated (words, phrases, sentences and sentence clusters)

The use of single words from another language in a sentence is labeled intra-sentential code switching by Poplack[88]. while the use of known phrases in a different language than that of the utterance represents 'Tag switching', and the third type Inter-sentential code switching happen when speakers switch languages in sentences or more than one sentence (sentence clusters)

Teachers produce inter-sentential type of code switching by switching languages from a sentence to another like in the following example where teacher 1 alternates a sentence in the English language with two sentences in French: **T1***: « **Donc, il faut commencer par les connaissances de base.** Moodle is a course management system, **La dernière fois on a parlé de LMS** … yes ? » Or by switching language in long streams of sentences (Sentences-cluster) Teacher 2 engaged in an explanation when he started in English then switched to French and carried on in French: (T2 « A Course Management System **c'est-à-dire** a system that allows a teacher to manage a course, **c'est à dire de gérer un cours, mais pas un cours traditionnel dans une classe, un cours virtuel dans un environnement virtuel**. **Et si on avait la possibilité on aurait fait ça directement. Vous auriez vu tout de suite l'application, à savoir que normalement nous sommes entrain de travailler dans un environnement virtuel, mais bon, ce n'est pas le cas puisqu'il n'y-a pas de connexion».)**

Instances of intra-sentential code switching and tag-switching were also found in teachers' code switching productions for example: teacher 1 used a word in Tamazight inside

[88] Shana Poplack, "Code-switching (linguistic)." International encyclopedia of the social and behavioral sciences (2001): 2062-2065.

a sentence in French: **"parce que il n'aura aucun pouvoir *flas*"**, while Teacher 2 said the same word in Tamazight and French: "*sla3qel!* **Doucement!" teacher** 3 was speaking in English then used a word in Tamazight**:** "Where is this distinction? It is here, *dagi"*. The use of phrases in other languages within the same sentence was also noticeable in teachers' classroom code switching for example teacher 3 was explaining the art of argumentation to her students using the English language when she switches to French using a the phrase '*votre soutenance*' (T3: "[…] this is how discussion happens, you need to convince, imagine for instance that you are in at your viva '*votre soutenance*' you will need to convince the jury […]"). Teacher 4 used a French phrase in the interrogative form: "And I prefer this to uniformity of black and white, Look, here, five colours in one sentence**, vous voyez?"** In another utterance the same teacher uses the English/French intra-sentential code switching using two phrases in a row, in the French language: T4: "A proprietary software **C'est quoi? C'est comme** 'Windows'"

The diversity of code switching structures in teachers discourse, show the ease and the frequency by which teachers resort to code switching to local languages in class, mainly French and Kabyle. The large amount of code switching used in class rises the question, whether this extensive use of French and Kabyle in English language classes is motivated or not, and for what purpose do teachers code switch?

4.2. Motivations of teachers code switching in the department of English :

Before looking for the Motivations behind the code switching behavior of English language teachers at MMU English Department it is important to know what we mean by motivation. "to be motivated means to be moved to do something" and if we are looking for the reasons why "people decide to do something, how long they are willing to sustain the

activity and how hard they are going to pursue it"[89] then we are asking for their motivations[90].

When we asked English teachers if there is always a reason for using Kabyle, French or Arabic inside the classroom and why, the majority said that their code switching behaviour is motivated and gave some of the reasons to code switch in class. For instance: one Teacher said that "Working with 1st year students, I am obliged to use to use my native language in order to clarify some words." Another one answered: "to clarify difficult concepts and make students understand […] so that the message gets through". A third one asserted that he uses code switching "to give instructions in class".

The (Figure 7) shows the respondents reasons for using code switching in the classroom. 4% of respondents code switch whenever Students start Conversation with another Language than English. 12% of code switching in class is triggered when someone from outside the classroom interrupts the lesson, then the teacher in obliged to speak either in French, or Kabyle. 18% percent of teachers Translate passages or expressions From English texts into French, Arabic of Kabyle, 32% of teachers switch to explain a particularly difficult item in English 5% of respondents switch to native languages to talk about personal experience, 14% to Give advice and guidance to students and 12% to Give information which is not directly related to lesson topic. There are other reasons (4%) which couldn't be accounted for in the present study. All seven reasons given by teachers, share one characteristic, that of adaptation to the context and the communicative needs inside the classroom environment. According to the language adaptation theory speaking is an act of adaptability to context; we can say that code-switching behavior being a language phenomenon is similarly an adaptability strategy to attain different communicative needs. The general motivation for teachers code-switching, then, is adaptability. However there exist different types of adaptability according to what contextual factor is being adapted to. And each factor represents a specific motivation for the use of code switching by teachers. Yu

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[89] Edward L Deci,., and M. Ryan Richard, (2001). "Need Satisfaction, Motivation and Well-Being in the WorkOrganizations of a Former Eastern Bloc Country: A Cross-Cultural study of Self-Determination", Personality and Social Psychology Bulletin, Vol.27,.54
[90] Zoltán. Dörnyei, (2003) Questionnaires in Second Language Research. Mahwah, New Jersey: Lawrence Erlbaum Associates Inc.8.

Guduong's categorization of teachers' code switching adaptability includes adaptation of teachers' code switching to three elements: the linguistic reality, the social reality and the psychological reality of the classroom context. In order to understand the main motivations of university teachers' code switching we categorized the teachers' answers into these three categories following the code switching adaptability model as shown in the table below.

4.2.1. External and Internal Motivations for Teachers' Code Switching

This table classifies the previous reasons for teacher's code switching into categories following the code switching adaptation model by Verschueren.

(External Motivations) Physical And Linguistic Factors	(Internal Motivations) Social and Psychological Intentions of Teachers	
Teachers Adaptation to the Physical and Linguistic Factors	Social Factors (Teachers' Adaptation to Their Micro-Roles)	Psychological Factors (Teachers' Adaptation to Students' Psychological States)
Students Starts Conversation With Another Language Than English	Translate Passages or Expressions From English Texts	Talking About Personal Experience
Someone From Outside The Classroom Interrupts The Lesson	Need To Explain A Particularly Difficult Item In English	Giving Advice And Guidance To Students
	Give An Information Which Is Not Directly Related To Lesson Topic	

Table 2 Teachers' Motivations for Code Switching
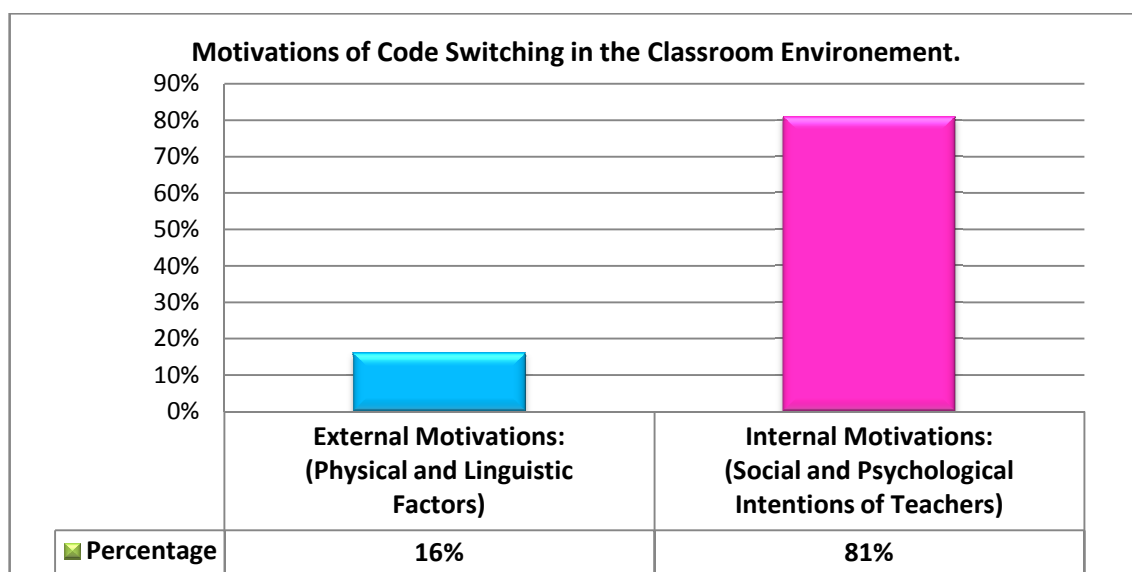
Figure 12 : Internal and External Motives for University Teachers' Code Switching

Quantitative analysis reveals that physical factors may trigger teachers' code switching in class. When the teacher or a student manipulates a physical object and uses language, in this situation, native language might be used. Twenty two percent of teachers' code switching is motivated by social factors or the social reality of the teacher and the students. But most of the time teachers' code switching is motivated by psychological motivations, which refer to the internal intentions of teachers.

On one hand the results of the questionnaire that were analyzed according to the code switching adaptability model revealed that most teachers' code switching at the department of English are motivated by internal motivations which Yu Guduong labeled social and psychological reality of the classroom context. On the other hand, the classroom observations along with the transcripts of classroom recordings reveal rich sets of examples that show when and how teachers actually use code switch when they teach. Each one will be discussed illustrated.

4.2.2. **External motivations of teachers' code switching:**

4.2.2.1.Teachers' code-switching as an adaptation to the physical reality:

As stated earlier in the review of the literature, the adaptability theory accounts for the physical (space, time, participants) elements of context surrounding the production of code switching in the classroom environment. As part of the adaptation to the physical context, Teachers at the department of English at MMU tend to adapt to physical and linguistic constrains using code switching as an adaptation strategy for instance; one teacher while using the data projector found some difficulties dealing with day light when he asked his student if they can see the projection of the machine he switched to French. T1: "Are you following? So, the basic concepts [...] There is light... **il-ya la lumiere qui gene** so... is it better?" **here** the word light in English could be confusing (is it the light of the projector, or another source of light?) he switched to French to indicate the sun light through the window, as he arranged

the curtains. The switch to French indicates a small interruption in the course of the lesson (technical details) then he switched back to English to tell students if it is possible to go back to the lesson. Another teacher was led to code switch to French and Tamazight, by two of her students who got carried in the conversation and stared to speech in French and Tamazight. She answered in the same language to show solidarity and to encourage their participation. However they started discussing a different topic. The teacher carried out her explanation in French to meet with the need of the new topic which is related to the sociolinguistic reality of the students.

> - *"T2: [...] but the problem is that the parents felt a bit left behind [...]*
>
> - *S1: and even the programme **est chargé!***
>
> - *T2: I don't know whether its loaded or not ... yes? **surtout? C'est très chargé ?***
>
> - *S1: **même le cartable est chargé**, « gumaɣ ad t-refdeɣ »*
>
> - *S2 : il ya même des étudiants qui sont un peu faible en français parce qu'ils ne la parlent pas chez eux !*
>
> - *T2 : **Oui moins que «** widak-nni i hedṛen taṛumit de-guxxam **», exactement ! »***

4.2.2.2. <u>Teachers' Code-switching as Adaptation to the Teacher's social reality (the macro-roles of a teacher):</u>

What Yu (2001) meant by the macro-social roles of teachers are the behaviours expected from a teacher dictated by the place of teachers in society. A teacher is supposed to be respectable, knowledgeable but most of all generous and ready to share knowledge and values to students. Most of the time teachers are set as an example to follow. Teachers at the department of English try to live up to this role by providing advice, and teaching academic and social values. In fact teachers' discourse inside the classroom contains a lot of expressions about education and common sense made in the intent of students. Like any educator in the Algerian society teachers often use proverbs to pass on meaning. Because they are indirect and metaphorical in nature, Proverbs are used by educators to teach morals in a discrete

manner. Allow a speaker to disagree or give advice in a way that may be less offensive[91]. One teacher who was explaining elements of functional grammar made used a common saying Tamazight to illustrate the fact that educated people should always have a respectable conduct. When T1 said: **"[…]** Mi ara k-y-inniwalbeɛḍ«Yerna zeɛma teɣṛiḍ!**»** ça ! «ẓaylmeɛna agi» **pourquoi ? Parce que** mi ara k-y-inni « zahinteɣṛiḍ» **parce que** «win i yeɣṛan» **il est sensé connaitre des choses** que winurneɣri ara, urtenyessin ara, ilaqleqṛayanni ad t-ban di tikliinek **comportement** inek.**"** He didn't just meant to illustrate an important point if the lesson, he also took advantage of the situation to teach students that studies is not just about degrees but also about life skills. Here, the teacher indirectly advices his students to always pay attention to their behaviour and use the knowledge they learned at school to be better citizens. Another teacher resorted to Story Telling to engage in his educational role in the classroom. Storytelling is one of the oldest and most effective ways for sharing and experiences, teach ethics, values, and cultural norms.[92] In a social context Stories are used as tool to pass on knowledge, and they are often used by teacher in class. Teacher 1 uses a mixture of English, French and Kabyle to relate an experience from his past in order to explain the important of the culture in understanding language. T1: **"**I am going to tell you a story [about] an American teacher who c[a]me to study [how English is taught] where English is considered as a foreign language. [...] each time he invites a student to read, he [the latter] refuses! Why? Because in our culture at each time someone invites you the reaction would be like **"oh, non merci, merci** "ṣaḥiṭ" [we refuse politely out of shame **"**Ɣas, telluẓeḍ, urteččiḍara **il t'invite à mangertues chez lui, ça y est! Dans notre culture** « ḥacamayegul »**On a ça chez nous ces** "cultural choices"**. Donc je ne peux pas utilisez :** "i invite you to read" **on est habitués. S'il avait utilisé** the « imperative forme » **il [l'étdiant] va comprendre**, "ok! I will read the text" because this, has become a habit. Telling a story or

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[91] Dominguez Baraja Elias The function of proverbs in discourse. Berlin: de Gruyter Mouton. 2010.

[92] Michelle Davidson, "A phenomenological evaluation: using storytelling as a primary teaching method". Nurse Education and Practice 4 (3): (2004). 184

The teacher' intra-sentential code switching French and Tamazight was purposeful, first because students understand both languages very well which makes them involved the story and second, the use of these languages makes the story telling much more alive and understandable for them.

4.2.2.3. Teachers' Code-switching as Adaptation to the Teacher's psychological intentions: (adaptation to the teachers' Micro roles):

The psychological intentions we refer to here, is the Teacher's "micro-roles". Teachers' Code-switching to local languages as an Adaptation to Communicative Needs in classroom daily tasks. The teachers' Roles in the classroom are identified by Jeremy Harmer as dynamic and diversified, changing from one situation to another:

> "Within the classroom our role may change from one activity to another or from one stage of activity to another. If we are fluent at making these changes our effectiveness as teachers is greatly enhanced"[93]

A. Jeremy Harmer's categorisation of a teacher's roles in the classroom:

Harmer says that teachers' roles in the classroom are divers and change from an activity or a stage of an activity to another, and that the ability of the teacher to make the move from one role to another fluently is the key to an effective teaching experience and facilitates students learning. "Roles such as prompter, resource, or tutor may well fulfill this concept. [...] all roles, after all, aim to facilitate the student's progress in some way or other".[94]

When we asked teachers about the reason of using the Kabyle, Arabic and French languages in the classroom, the majority declared that they only use codes witching when there is a need for it. For instance one teacher explained he feels the need to switch to French or Tamazight "when teaching grammar to illustrate Equivalent structures in the grammar of both languages." Another one says that when he intends on "*Giving examples related to the*

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[93] Jeremy Harmer. *The Practice of English Language Teaching*. (Longman. 1983.58)

[94] Jeremy Harmer, "A. What is a teacher?." *Anthology* (2000): 65.

Berber language or Explain abstract terms" and generally code switching helps to *"clarify odd points, explain idioms, and new words*" in short teachers' code switching is motivated by the need "to illustrates and simplify". These activities reflect the controlling roles performed by university teachers. Other responses emphasized the role of the teachers as organizers of the classroom learning environment. For instance, one of the respondents said "*I use code-switching as a Time saving strategy, and to give instructions in class*". Others declare that they use code switching "To talk about something not related to our lesson." And mainly to *"ask for silence and discipline*" The results of the questionnaire revealed that university teachers are more of the controller and organizer type. This means that their code witching is mainly motivated by the teachers' inner intentions to explain, clarify, illustrate and facilitate students understanding, or by their intentions to organize, talk about off-lesson subjects and make sure that the learning process goes smoothly for students.

4.3. Functions of code-switching:

Based on teachers' answers to close-ended and open-ended questions, the functions of English teachers at the department of English will be discussed by making reference to Yu Gudong's code switching adaptation model and Fergusons' categorization of teachers' code switching functions.

Yu Gudong asserts that the social and psychological intentions of teachers are mainly dictated by their professional roles as teachers inside the classroom. [95] The functions of code switching serve the accomplishment of teachers' roles in the classroom. Whatever motivates teachers internally to code-switch is dictated by the activities and tasks that the teachers perform in class. Establishing a connection between what the teachers think their roles are in class, and their reasons for using other languages while teaching is the key to uncover the functions of teachers code-switching. Using both results from the questionnaires and excerpts from the recorded data, a connection is established between the motivations of codes witching the roles of teachers in class.

In an attempt to determine if teachers use code switching purposefully, we asked teachers if there is always a explanation for using another language than English in classes' taught in English. The majority of the despondence (81%) said that there is always a purpose for their code switching behavior in classroom. To understand what teacher at the department of English think about code switching, we asked them if they think that code switching is beneficial of not for the teaching process (Figure 6) the results sow a majority (46%)of Teachers thing it is beneficial because it fulfils specific functions in the classroom environment. We inquired about these functions through the questionnaire and the teachers' answers to the question, "what functions does code switching fulfill in class?" are shown in the (Figure 8). 8% of respondents use code switching for the purpose of Giving instructions,

[95] Yu, G. D. "An adaptation model of code-switching study." *Contemporary linguistics* 1 (2004): 77-87.

14% for Emphasising important points, 39% of teachers conceive the main function of code switching is to Facilitate students' understanding, 18% take it as a strategy to Prompt students participation in the classroom, 6% teachers use it to praise or reprimand students, 11% of teachers think that one of code switching example is Giving examples. And 4% of responses think that code switching probably has others functions. This list of classroom code switching functions is not exhaustive; other factions were found in other studies, this study cannot account for all of them. However, in order to classify the functions teachers' code switching shown in our corpus two model of categorisation were used. First the code switching adaptation model and second Fergusons categorisation of teachers' code switching [96] functions. The two models show interesting similarity; this is why the uses of both helps giving a proper analysis of the recorded teachers' code switching.

Fergusons' model proposes three main functions for code switching; first: Code-switching functions concerned with "curriculum access", [97] Second, Teachers code-switching functions that fulfil classroom management purposes; Finally, code switching functions related to 'interpersonal relationships building' the following table shows how teachers responses fit in these three categories of teachers' code switching.

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[96] Gibson Ferguson, "Classroom code switching in post-colonial contexts: Functions, attitudes and policies." *AILA review* 16, no. 1 (2003): 38-51.
[97] Ibid 38-51

4.4.Categorisation of teachers' code witching Functions

The table 3 shows three main categorisation of the functions teachers' code switching according to Fegusons' three categories of classroom code switching functions.

Content Related CS	Teacher/Students' Interpersonal Relationships CS	Classroom Management CS
Emphasis a point	Prompt students participation in the classroom	Giving instructions
Facilitating students understanding	praise or reprimand students	
Giving examples		

Tableau 3 Functions of Teachers' Code Switching
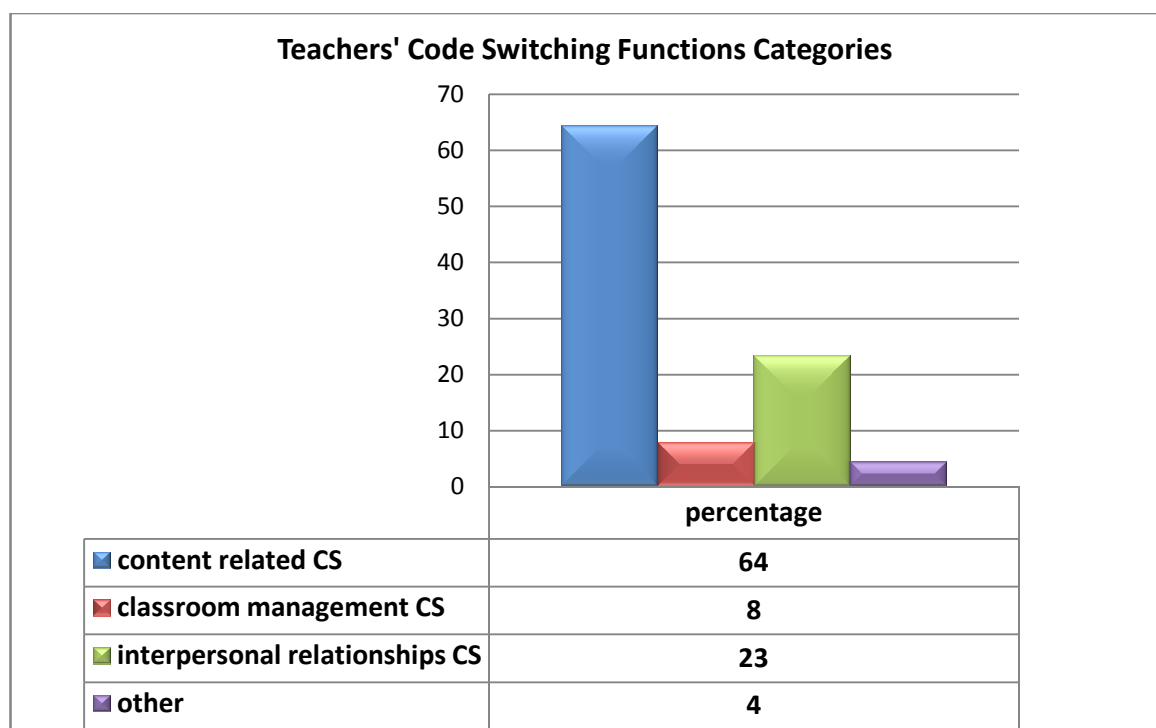
Figure 13 teachers' code switching functions

Most of teachers' code switching 64 % fulfils content or curriculum related functions, 8% percent is used to achieve classroom management function and 23% of teachers' code switching fullfils inetrpersonal communication between teachers and students. the remaining 4% relate to other functions which are not covered by this study.

The transcribed audio-recordings are analyzed with the code switching adaptability

model which accounts for a further detailed categorization of teachers' code switching functions. The teachers' code switching adaptability model proposes that teachers' code switching main function is the adaptation to the linguistic reality of different languages, social reality of the teachers and students and finally the psychological conditions students, and the intentions of teachers inside the classroom environment. The table bellow show the functions included in each category of the adaptability model:

Striking symililarity exist between the two classifications of teachers' code switching functions. The first category "Content Related CS" conicides with "Teachers' CS as Adaptation to the Linguistic Reality" the second category "Functions of Teachers' CS as an Adaptation to Psychological Components" is the same with "Teacher/Students' Interpersonal Relationships CS" and the third category The "Classroom Management CS" Functions of teachers' social roles inside the classroom". While conducting this research it has been found that nearlly all the functions accounted for by the two models were fullfiled by university teachers' code switching. the Teachers lectures' audio-recordings show diverse functions for teachers' code switching.

4.4.1. Functions of university Teachers' Code-switching as Adaptation to the Linguistic Reality:

The teachers' adaptation to the linguistic reality means that the use code switching is due only to linguistic reason[98] and that fulfils three teaching functions.

A. Teachers' Code-Switching Functions As Understanding-Facilitating Strategy

First Teachers' code-switching functions as understanding-facilitating strategy: (i.e. code switching is used mainly for giving explanations about the curriculum content "language"). For example; one teacher was explaining John Lenon's song 'imagine' and switched to French to explain the lyrics T4: "*Good imagine there is no countries, No states, il*

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[98] Wang, Lin. "Teachers' Chinese/English code-switching in classroom: An adaptation approach." PhD diss., Master Thesis. Shanxi University 2003: Available from: http://www. cnki. net/index. Htm.

n-y a pas de frontiers par-ce quelles frontieres c'est le resultat des états". Another teacher gives explanations in French and uses some words in Arabic in order to explain how functional language works in natural conversations he provided students with a "popular saying in French they are familiar with. Therefore he continues explanation in French as to make student in real situation. The teacher also used an expression in the Arabic language because he makes reference to something students has studied in high school. T1: "so […] we are not free you know? **Quand-t-on vous donne** "الحرية المقيدة والمطلقة" **que vous avez fait en philosophie**. [...] pay attention to the structures that we use."

B.   <u>Teachers' Code-Switching As Authenticity-Keeping Strategy:</u>

This function results from the teachers' intention to give a faithful explanation of something without resorting to translation. This is for the sake of maintaining the authenticity of the message in its original language. In the following example the teacher uses the original names of Sahara regions in Arabic because there is no equivalent in the English language. He also added an explanation about the meaning of the name "hassi" which means "واد" (i.e. a river) in Arabic. T2: «*These are off shore oil platforms, but there are also "land oil platforms" like in the Sahara, if you go to where? To where in the sahra? S1:* حاسي مسعود *!* / T2 : « حاسي » *veut dire* « حاسي », *hassi…ce que vous voulez.* حاسي مسعود, حاسي رمل / «واد». «

The function of authenticity is also shown in this example; teacher 1 gives examples in French and Tamazight in order to explain important points of the lesson. T2*: "before we speak you have to think about how the parson will interpret what you say. This is very important. For example you tell somebody: « you must do that » **se dire? Qu'est ce qu'il a [celui là]? "**D aǧadaṛmi? D Bulisi**»?"** The two words in Tamazight D aǧadaṛmi (an army officer), and D Bulisi (a police officer) convey a lots of meaning and strong emotion

Tamazight speaking students. They convey meaning of obligation, power, abduction and injustice in the kabyle language due to social contextual events.

C.   Teachers' Code-Switching Used for Emphasizing Some Points:

One of the functions curriculum related function of teachers' code switching is putting emphasis and drawing attention to a particular item in one language by using another one. Writing and explaining on the board "showing students a schema" providing students with a visual, using a word of place "here" in Tamazight is meant to attract their attention to the black board since they were listening and taking notes at the same time. Teacher 3 said: "[...] the content and the task are interrelated [...] in this way these too are included they tell you that it is difficult to make this distinction, where is this distinction? It is here, "dagi, ti" narrow view!". Another teacher gives a proverb in English, however, he emphasized the importance of understanding this proverb and its implications in the life of people T2: "**Alors, il ya un très beau proverbe. Il n'est pas beau parce que** « yelha » **mais il est beau parce que** « dirit » « **justement !** ». **Il faut se le rappeler parce qu'il faut l'avoir en tête.** « **One size fits all** »".

4.4.2. Code-Switching as Adaptation to Social Reality of Teachers (Classroom Management Functions) :

For Yu Guduong the teachers' roles and responsibilities in classroom affect their code switching behaviour. In order to deal with teaching and communication issues teacher use code switching to adapt to their roles as controllers and organizers in the classroom. Teachers use Code-Switching to give directives for students in activities and to manage conversations. For instance one teacher was discussing classroom organisation wth her students explaining the best way to engage in serious debate among student. Teacher4: "so you join your first comrade? Good. This is what you need at the master's level. **Normalement,** « kunwi» **je devrais** « ad kendibiziɣ » **déjà en deux. Normalement il**

faut deux séances avec un nombre limité d'étudiants, this is the best way to make a discussion."

In another lecture one teacher chooses to inquire about the last points he dealt with in one of his classes using Tamazight as a way to attract students attention and to organize what to be dealt with in the lectures Teacher 4: "*Do you remember or not*? "neɣṛa" **la dérniére fois?** neɣ urneɣṛiara? Neɣ ɣef *l'idéologie*, neɣ urneɣṛi ara? *The epistemologically restricted,* **et tout?** Ur nexdim-ara wigi?"

Code switching is also used by teachers for giving feedback, praising and reprimanding students. When a teacher is not satisfied with students work he often switch to his native language to express his disappointment. Considering that the students' presentation is being well below the expected level, Teacher 3 reprimands students by saying "*you do not know*? Ala mačči akagi ixedmmen medn! *You did not work well!*" Right after that, willing to show students the right way to do a presentation in literary topics the same teacher gives them example of another groupe of student and praises theire work by saying: *"[...]* **est ce qu'il ya quelqu'un qui a assisté pour le groupe** n **(de) la dernière fois ? , l'autre groupe sur cultural industrie ? C'était formidable ils ont fait une vrais recherche,** *they brogth even videos etc. Pictures and they explained what is cultural industry theybroughtsongs, advertisements* **ils ont pris des spots bublicitaires, ils ont analysé c'est quoi,** *how, why ? They even show stars ... etc*" Teachers also use code switching for time management. *"T4 : A* **quelle heure vous allez sortir?** *Ss:* **midi trente (12:30)** *T:* Mazal lḥal ! *Yes, go ahead!*"

Code switching is as used to restore discipline and manage student behaviour in classroom; teacher 2 for instance used Tamazight and French to call for the students' attention after a good jock. **T2: "**Dayen? Tekfiḍ taḍsa? *Allez y, riez un bon coup et on* **reprend! … ça-y-est? On peut reprendre?"** Later during the lecture, the teacher proposed

a practical activity, for which he insist on discipline using inter-sentential code switching to French and Tamazight to make himself understood by all the the **students** *"alors tout le monde! Everybody you switch on the computers... Please, look! alors, ça-va être la foire si chacun fait ce qu'il veut «* ad yuɣal dsuq*» don't do what you are not asked to do please remain in this interface. […] We are going to start together."*

One of the common functions of teachers' code switching is to give instruction during activities. One of the teachers was explaining the functionalities of Moodle, he explains the details of test making, by giving the instructions that may be asked from students using French and Tamazight: " *[…] donc quand je veux vous tester je ne vais pas vous demander de prendre une feuille et d'écrire, je vous donnerais directement un test sur le micro ordinateur. Je vous donnerais cinq minutes, vous avez vingt questions vous navez aps le temps de communiquer avec l'autre «*Mkulyiwen ad i-deberaqqeruy-is *» au bout de cinq, dix ou quinze minutes cela dépend, j'ai la réponse individuelle."*

In another example the teacher switched back to English after a brief discussion in French, to indicate to her students that it is time to continue the topic of the lesson which is "curriculum design": "**[…] mais pour le moment, si on a une vision d'avenir, à quoi cela sert vraiment de remplacer l'arabe par le français? ce n'est pas tellement différent** […] so then we come back to the curriculum […]"

4.5. Functions of Teachers' CS as an Adaptation to Psychological Components:

Teachers inside the classroom deal with human beings; each student has his feelings and sensibility toward failure and critics. As part of the learning process the teacher has the task to assess students' progress and ought to provide feedback; however, the teacher should take the psychological state of students into consideration. Code switching is one of the strategies used by teachers to adapt their language to students' psychological states.

Fear, discomfort, anxiety and loss of self confidence … etc are common psychological obstacle for learning the teachers' tasks is to decrease anxiety in their classes, and help students express themselves freely to ask questions for example. Teachers' code-switching is used as a strategy for managing the student/ teacher relationship inside the classroom, avoid anxiety and lighten the classroom atmosphere by creating humour.

4.5.1.   Teachers' Code-Switching to Build Solidarity with Students:

The teacher shows solidarity with students indirectly by being part of the discussion, by listening carefully to what students have to say, to engage in conversation with them and making them feel at ease to talk. This way a student, who has difficulties in class, feels valued and gains more confidence. The teacher could also intervene directly by reassuring anxious students or prompt them with a word or two. It is common for teachers to resort to the native language of the student in these cases. In one of the practical periods, Teacher 2 started an activity were students had to discuss a number of definitions and relate it to their understanding. The goal was to convince the others. Although the task was for the students, but the teacher did not go far, she was there implicating herself in the debate and discreetly guiding the discussion, assuring that the discipline is respected and paying attention that no one is straying from the given task: it was a monitored discussion intended to put students together and help them share their opinions with others. Using Berber in this particular discussion is an attempt of the teacher to make her students feel at ease to speak and to engage in a serious debate over some definition. Her motive is to teach them how to conduct an academic discussion in respect of each other and how to make valuable arguments to support one's opinion. It is also an attempt to put her students in to a practical situation preparing them for their viva day. T2: "You have to convince each other, ok! For me as a teacher I see that my students cannot make up their minds as far as the first definition. Let's move to the second definition, "balak ad-tellim abridagi temsefhamem".

In another lecture teacher 4 resorted to French and Kabyle to ask students about their competency to use the computer. Because of the nature of the question some students may feel ashamed of reluctant to answer in front of their comrades. In oder to put students at ease the teacher switched to French and Kabyle. T1: "**s'il vous plaît! Je vous demande d'êtres honnêtes** Do you all know how to use the internet? Doesever ybody know how to use a computer? Et si il y-en a parmi vous qui ne savent pas utiliser un ordinateur, il faut me le dire, je pourrais vous aider weḥdwen." With the last word the teacher declares that he will provide individual help for students who have difficulty using computers. By using code switching the teacher adapts to the psychological sate of his students.

4.5.2. **Teacers' Code Switching as humour making strategy:**

Ninety two percent (92%) of teachers at the English department of Mouloud MAMMERI University agree that the use of humour in class is beneficial for the teaching/learning process. When positive and appropriate humour is used by teachers, the classroom is a more interesting and relaxing environment students feel that they are more motivation to learn and in a word the lesson becomes a lot more enjoyable with a teacher who uses some humour *"Humor is a valuable teaching tool for establishing a classroom climate conducive to learning"*[99]*.* As an example of humour in classroom one of the recorded teachers, noticed that his students looked tired sleepy. Then he resorted to the mother tong of student the Kabyle language to stimulate them with a funny saying T2: "So speak! Heḏṛetihi, innited lḥaǧa react! Dut d yiman-wen, t-ettsem arkeli amy-ibexsisen!" the expression was directly followed by a students' bursting into laughter.

In another example the teacher used code-switching to adapt his language and reaction to the psychological state of the students (i.e. when faced with an uncomfortable situation he managed to control his emotions and turned the situation into a way to lighten the classroom

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[99] Kher, Neelam, Susan Molstad, and Roberta Donahue. "Using Humor in the College Classroom to Enhance Teaching Effectiveness in" Dread Courses"."*College Student Journal* 33 (1999): 400-406.

atmosphere. The teacher was using an Ipad tablet on which he reads the definition of "moodle": "*What is moodle? Learn how moodle works.* **Ceci,** *what I am reading now is what you have on the site. [...]*" when a problem occurred in the electronic device and he lost the page. At that moment whiles struggling to find to get his iPad back to normal. He starts speaking in French and kabyle, more to himself than to students "***Je n'aime pas cette tablette je ne l'aime pas, c'est incroyable! On dirait*** *teddu-iyi di nmara, ad s-t-inniḍ t-ḥus Sacui-d-s-xedmmeɣ, […] Ḥemlleɣkem-dayen*." Amused by the sight, students focused their attention on the teacher again and laughed. Although, the teacher did not plan the little incident, his act mainly the verbal act was not completely without purpose. The use of French and Kabyle, in this situation, served to attract students' attention, which was not yet attained as class just started. The Teacher was being himself, and being at ease in the classroom as part of it. He uses new technologies in the classroom, which causes change in the physical (Spacio-temporal) context. The teacher adaptation to the context is made clear in the fact that he made some humour to turn an uncomfortable situation into a moment of relaxation.

Conclusion:

Code-switching has long been considered as a hindrance in the process of learning foreign languages, but paradoxically its occurrence in the classroom is a common phenomenon. With this study we have investigated the teachers' actual use of code switching in the classroom and have unveiled their motivations and the situations that may trigger the use of local languages in class in the English department of Mouloud MAMMERI University. Due to The nature of our inquiry which is multi-dimensional, the pragmatic approach was used to explore in depth the code switching phenomenon in classroom teachers' discourse. The motivations, the patterns and the pragmatic functions of teachers' code switching in teaching were investigated using classroom observations and a questionnaire. The pragmatic approach offered a holistic theory that covers social and contextual dimensions of teachers' code switching. Vershueren's language adaptability theory (1999) provided the initial hypothesis for this study which postulates that code switching as a language phenomenon is used by teachers as an adaptability strategy to certain physical, social and psychological correlates.

On the basis of the qualitative and the quantitative data collected, we studied the adaptability of teachers' code switching from three main aspects. First, the contextual correlates of code switching adaptability in language class, which represent the different situations that motivate teachers to switch to other languages; second, the structural objects of code switching adaptability in language class, which lead to the exploration of the different structural patterns of teachers' code switching; and third, the dynamics of teachers' code switching adaptability from which the pragmatic functions of classroom code switching were inferred.

It is found that in the classroom context, the teachers' language behavior is influenced by the changing situations they experience. Teachers accommodate their classroom discourse to various contextual correlates by making use of code switching to Kabyle, French, and Arabic. The

contextual correlates were categorized into three categories, the physical, the social and the psychological components. Psychological components were found to be the biggest motivations for teachers' code switching as they spring from the teachers' micro-roles in the classroom.Teachers use code switching to convey their psychological intentions (their teaching goals).

Classroom observations show that utterances resulting from code switching by teachers are characterized by a great structural variability. Teachers' code switching occurs at the level of words, phrases, sentences and even sentence clusters.

Likewise, the various pragmatic functions of code switching were investigated and were found to be numerous and important for the teaching process. The adaptation of teachers to the students' psychological needs and their own teaching roles gave rise to two main categories of code switching functions; the teaching or educational functions, and the communicative functions.

The educational functions of code switching are the results of teachers' use of code switching to fulfill tasks such as explaining difficult words, help students understand different cultural elements, give examples and make sure the contents of the curriculum are transmitted. It was also found that, communicative functions of code switching are attained when teachers switch to local languages to achieve interpersonal communication with students. When the teacher manages classroom activities or makes use of humor he/she is more likely to use code switching to achieve a comfortable learning environment for students.

Based on the outcome of the previous section (results and discussion) about the motivations and functions of teachers' code switching it is concluded that code switching is a pragmatic strategy that teachers use to create a better learning environment for learning the English language. Therefore, using code switching to certain extent maximizes the profitability from the teaching and learning processes. However, it could wisely be affirmed that relying too much on code switching is not recommended, as the dependency on code witching in class cancels its benefits.

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Appendixes

Appendix 1: Questionnaire Addressed to Teachers

This questionnaire is part of a research study on teacher's classroom discourse. Please take a few minutes to answer the following questions. All of your answers are confidential and your identity will stay anonymous. In case of multiple choice questions, please cross the adequate box (es)|
(You may take more than one choice.)

Section 1: Participants Profile:

1.   What is your native language:

....

2.   How many languages do you speak? And what are they?

....

Section 2: Code-Switching Behaviour:

3.   What language (s) do you use at work
   a.   Berber❏
   b.   French ❏
   c.   Arabic❏
   d.   English ❏

4.   How often do you use Berber during class time?
   a.   Never❏
   b.   Rarely❏
   c.   Often❏
   d.   Always❏

5.   How often do you use French during class time?
   a.   Never❏
   b.   Rarely❏
   c.   Often❏
   d.   Always❏

6.   How often do you use Arabic during class time?
   a.   Never❏
   b.   Rarely❏
   c.   Often❏
   d.   Always❏

7. Is there always a reason for using French in the classroom?
   a.   Yes❏
   b.   No❏

If yes why?

....

8. Is there always a reason for using Berber in the classroom?
    a. Yes❏
    b. No❏

If yes why?

....

9. Is there always a reason for using Arabic in the classroom?
    a. Yes❏
    b. No❏

If yes why?

....

10. In your opinion what are the factors that may trigger teacher Code-switching to Berber, French, or Arabic in class?

    a. Students start conversation with another language than English❏
    b. Someone from outside the classroom interrupts the lesson❏
    c. Translate passages or expression from English texts❏
    d. Talking about personal experience❏
    e. Giving advice and guidance to students❏
    f. Need to explain a particularly difficult item in English❏
    g. Give an information which is not directly related to the lesson topic❏
    h. Others❏

11. In your opinion, what are the functions of teacher CS in English language classes?
    a. Giving instructions❏
    b. Emphasis a point❏
    c. Facilitating students understanding❏
    d. Prompt students participation in the classroom❏
    e. Praise or reprimand students❏
    f. Giving examples❏
    g. Others❏

12. Do you think that the use of Berber, French and Arabic in English language classes is beneficial for students learning process?
    a. Strongly agree❏
    b. Agree❏
    c. Neutral❏
    d. Disagree❏

13. Are you always aware when you switch to other languages inside the classroom?
    a. Never❏
    b. Rarely❏
    c. Often❏
    d. Always❏

14.   Do you think Code-switching to Berber, Arabic or Frenchhelps you communicate better with your students in class?

      a.   Yes❏
      b.   No❏

Section 3: Teaching Philosophy:

15. How do you evaluate your students' comprehension proficiency in the English language?
      a.   Poor ❏
      b.   Average❏
      c.   Good❏
      d.   Very good❏

16. Are you for or against the use of native languages in foreign language classes?
      a.   For ❏
      b.   Against❏
      c.   Neutral❏

17.   Do you think that your students are more attentive when you speak in:
      a.   Berber❏
      b.   French❏
      c.   English❏
      d.   Arabic❏

18.   Do you think that humour is a good teaching strategy?
      a.   Yes❏
      b.   No❏

19.   What do you think is (are) the role (s) of the teacher inside the classroom?

....

Appendix 2: Transcribed Audio-recordings

Teacher 1:

Teacher 1: Part 1

<u>Situation 1: Teacher explaining what is functional grammar:</u>

1.   T: So we are going to be concerned with meaning, but that doesn't mean that traditional grammar is not necessary, it is the basis. Now we are going to insist on a factor which will be pragmatics we are going to deal with saying and doing right? Because when we talk about function, function is the basis of an act of communication it has a purpose it is always accompanied with a purpose its means we don't communicate for nothing. We communicate for a purpose. I am going to select the words to achieve my purpose and here, the aim is very important, the circumstances is very important, langue variation is very important because I can select the variety of language I choose to talk to you because I take into consideration that for example a person that you have never seen, have never talk to I have to be a little bit I pay attention to my words.

2.   T: so **quand quelqu'un te dit, il te remet en place, et te dit: "mesure tes paroles". si vous dites ça a quelqu'un, c'est a dire que vous lui dites: "tu ne sais pas parler parce que tu ne sais pas choisir tes mots" parce que** we are not free you know? **Quand ton fait on donne** "al horiya al mouqayada wal moutlaqa" **que vous avez fait en philosophie**. Yes sometimes we are not free because it depends on factors that we have in front of us and the language we use will pay attention to the structures that we use.

T: Are you following? So, the basic concepts! There is light... **il ya la lumiere** so... is it better?

3.   T: so this is a question of interpretation it means that before we speak you have to think about how the parson will interpret what you say. Right? This is very important. For example you tell somedoby: « you must do that » **il va se dire? Qu'est ce qu'il a ? « D aǧadaṛmi? »? « D Bulisi » ? Il se prend pour qui, pour m'obliger à faire quelque chose? Donc, je dois dire** « you should do that » **vous voyez ?**

4.   T : **parce que je suis intelligent? c'est à dire qu'il faut être diplomate. C'est ça la diplomatie dans le parler. Il faut être diplomate et mesurer tes paroles. Il faut savoir se que tu dis et ça, il revient comme : « Mi ara k-y-inni walbeεḍ » : «Yerna zeεma teɣṛiḍ ! » ça ! «ẓay lmeεna agi » pourquoi ? parce quemi ara k-y-inni   « zahin teɣṛiḍ » parce que «win i yeɣṛan » il est sensé connaitre des choses que win ur neɣṛi ara, ur ten yessin ara, ilaq leqṛaya nni ad t-ban di tikli inek « comportement » inek. Malheureusement je veux dire, par exemple ; il faut que ça viens du prof, parce que la je suis la référence. Je suis peut être la source ; donc c'est à dire que : à la maison le pére doit être l'exemple, il doit donner l'exemple « ur d-s-yeqqaṛ ara i mmi-s, ur tt-keyif ara, netta s timad-is ad yettkeyif, ur d-s-yeqqaṛ ara i mmi-s, ur tt-εeṭil ara beṛṛa, netta s yiman-is yettεeṭṭl di beṛṛa , parce que il naura aucun pouvoir fell-as », le pouvoir c'est le savoir ; « ma yella siεɣ » plus de savoir « fell-awen» et je le fait montrer je vais avoir se pouvoir , parce que je l'ai » alors « ma yella rnniɣ-as » le comportement exemplaire que vous n'avez rien a me reprochez vous n'avez rien a me dire. « ad-w-n-inniɣ ttelḥaqted » a l'heur, «nekini ttelḥaqɣed » a l'heur ! Mačči nekini ad-sseɣ u εecrin weṛbeε ad w-n-inniɣ « » ce n'est pas sérieux « bac ad t-illim » sérieux « ilaq ad nizmir s yimanneɣ ad neḥdeq » Est-ce que vous comprenez ? C'est ça le comportement on doit appliquer**: saying is doing

5.   T : **Quand tu es en face de quelqu'un qui sais tout, theghrid bachakeni atvedled l'atitude le comportment « inek, zik ur teṣineḍ ara » functional grammar donc chose giving advice, mais maintenant que je connais je vais surmonter mon ignorance. Parce que c lignorance qui fait de moi que je ne suis pas tout a fait normal ou ce que les gens voient; « mi ara k-y-inni zeεma atan teɣṛiḍ » ça veux tout dire ! il a raison, je ne blame pas « win ur neɣṛi ara », je blam «win i yeɣṛan »**

6.   **Il faut donner l'exemple c'est comme ça c'est très très important ces choses la, vous allez faire ça en sociolinguistic qet vous faite de la langue c quelquque de complex**, this is a very difficult context but when we understand it will be a pleasure and you're going to be master majors and will know how to write, how to speak to people it is really something which is very, very interesting. Well the outcome at the end of the course of Functional Grammar; students should improve their grammatical accuracy- which is essential for clear and effective expressions in context- it means that if I put you in a situation: I tell you that you have to write to your teacher an invitation for example, you have to pay attention to formal grammar and forms... etc. [This is what we call] accuracy. What is accurate, or appropriate? Why do we use appropriate? Because of the context, each time we behave or we speak we depend on the context.

7.   T: I am going to tell you a story [about] an American teacher who c[a]me to study [how English is taught] where English is considered as a foreign language. I think it happened here. [At this university] he worked with one of our teachers who were doing reading comprehension in his class. [The foreign teacher] was in front of the students and each time he told someone to read he says: "I invite you to read the text", (it means that is not directly "read the text!" I am sure [you have seen some teachers who sounded] like [giving] a command or an order: "read the text!", "do this! Do that!" Actually if we are in school it should be a matter of politeness: "would you like to shut the door please?", "would you like to do that... if you don't mind?" these are expressions of politeness.) ...

8.   T: [Coming back to the foreign teacher] each time he invites a student to read, he [the latter] refuses! Why? Because in our culture at each time someone invites you the reaction would be like **"oh, non merci, merci "şaḥit ",** [we refuse politely out of shame]" **" Ɣas, telluẓeḍ, ur teččiḍ ara il t'invite à manger tu es chez lui, ça y est! Dans notre culture " ḥacama yegul On a ça chez nous ces** "cultural choices". **Donc je ne peux pas utilisez :** "i invite you to read" **on est habitués. S'il avait utilisé** the « imperative forme » **il [l'étdiant] va comprendre**, "ok! I will read the text" because this, has become a habit.

9.   T: Language can influence people and people can influence language so this is what is dealt with in sociolinguistics. I think that we have finished this part: Is it clearer for you the functional grammar? Is it ok? So you have to read for that. Discourse analysis... so here you have culture. What is the genre of a text? What is the specific purpose of a text? And how is it [the text] is organized to achieve this purpose**? Ça c'est des questions qu'on pourra poser après dans les TD pour analyser un petit peu un texte ou une conversation**. Right? What is being disscued? What is the context of the text?...

Teacher 1/ Part 2

<u>Situation 2: Teacher teaching writing skills uses the Examination correction session to explain how a good essay should be written and showing some students where and how the failed to apply these writing principles.</u>

10.   T: So, Coherence, your essays should be logical; we cannot talk about coherence if it is not logical. So, the essay should be logical (i.e. All ideas are connected), **vous allez trouvez dans mes remarques**: "Where is the link"? It is not connected. I didn't see the link...
<u>(Repeating while writing on the board)</u> all ideas are connected; **vous pouvez prendre ça, ça pourra vous aider**!

11.   T: Paragraphs... how necessary are transitions? We have seen the structure of the essay, some paragraphs, i have noticed in your copies that you when you write paragraphs you do not construct a bridge from one paragraph to another, and it wàs not easy to understand the link between paragraph one to paragraph two. Texdem-iyi tiqeraccin"", **vous n'avez pas mit de pont ..., quand j'ai envie de passer d'un paragraphe a l'autre, il fallait construire un**

« bridge », un pont, un passage. Mais je n'ai pas trouvé de [passage] entre les paragraphes de vos dissertations.

12.		T: **je vais vous dire une chose; le jour je suis allez passer le magistère au début j'ai questionné un enseignant ici : comment écrire cette dissertation ? Parce qu'après la licence, je me suis arrêter 19 ans, pour revenir après passer mon magistère. Bon ! Qu'est ce qu'il ma dis ? Il ma dis : « ils ne suffi pas de connaitre tout sur une question », il ne suffi pas de connaitre ce dont j'ai parlé ici (**pointing at the board**) the content. This content je peu dire sans exagération que c'est uniquement vingt pour cent de la dissertation**. But mechanics (structure, paragraphs and transitory words) is **soixante-dix pour cent.**

13.		T: **Donc au magister, il ma dis « l'essentiel c'est de respecter la structure de l'essai, introduction (English), the body of the dissertation, and the conclusion, et la cohésion et la cohérence, quand je parle de Cohésion** (in English) I mean the linking words [such as] therefore , however… **L'essentiel c'est de bien transmettre le message c'est cela l'essai. Est ce que vous avez compris ?**

14.		T : An I am going to say, **ce que j'ai remarqué a travers de vos essais vous mélangez tout vous avez des informations vous les coller n'importe comment. Si on reviens sur the body, on vous dit de placer tout les membres, alors :** D aqejiɾ agi ara terem ɣer umeẓuɣ agi **; c'est ce qui se passe c'est comme ça que je vois les choses. Hors que, normalement,** the body is the body [well ordred].

Teacher 2:

15.		T: We have had many… ok! Do you remember or not ? " neɣɣa " la dernière fois? Neɣ ur neɣɣi ara ? Neɣ ɣef l'idéologie, neɣ ur neɣɣi ara ? The epistemologically restricted, **et tout?** Ur nexdim ara wigi

S: nexdem-i-ten ;

16.		**T:** amek ihi ad y-i-tettaram ad tt-xemimmeɣ beli target i yurgaɣ ! Did i dream orwe did it? It was not a dream, or not?

S: yes, we did it!

17.		T: it was not a dream? So speak! heḍret ihi, innited lḥaǧa , react! Dut d yiman-wen, t-ḥettem arkeli am yibexsisen!

Ss: laughter!

18.		T: examples, I don't know, contextualize, I don't know, "uthezmiremara dɣa atrɣrem" **sur internet,** dacu id discourse agi, ad demem a t-wallim dacu-t?" **un livre. "** awid kan » **le livre «** nni »... **les livres** ad ten teǧǧem dagi, ad t-wallim … discourse, atan discourse ! dacu-t discourse agi ?

Student starts reading the passage from the book

19.		T: normlement, une recherche, adnoughal ar discourse; anwali, how does it function, discourse in what (quoting from the book) ...Culture, détérminisim, wigi arkeli, ilaq aten i-d-ɣrem, t-fehme-iyi-d? ? c'est ça une recherché, je vais essayer de vous faire un polycop sur « discourse ».

20.		T: yes, please … ok go ahead yes, speak!

21.		T: what do we mean by material determinism?... The means of production**, ok? La matiére!** Can oyu explain to us what you have understood, from your head (whitout looking at what you have written, ɛawded dacu i-d-tenniḍ !

22.		T: you should know what your friend has worked about, you too! If she is in a crises you rescue her (if she is in short of words, you should help her) this is how we work, **il faut**

etre solidére, **ad teẓṛeḍ** ! vous avez fait un exposé a quatre et vous n'avez aucune relation avec ce quelle a fait ? non, il faut savoir!

S: on n'a pas u letemps;

23. T: but you will chek, you know what it is about! So tell me what do you know!

24. T: You should read the novel to understand better, **il faut lire the roman** (repetition emphases), or at least the summary!

Ss: we do not have time...

T: you do not have what (repeat?) a **quel heur vous allez sortir?** (Asking about time)

Ss: **midi trente (12:30)**

T: **Mazal lḥal** yes, go ahead!

25. T: What did Marx say about religion?, he said: religion is the opium of people **"l'opium des peoples"**

T: John Lenon is a Marxist, he was assassinated**, il a etait assassiné**, you know this, **tezṛam wagi**?

S: oui.

26. T: continue the lyrics please;

S: imagine all the people living for today, Imagine there is no countries; it's not hard to do;

27. T: good imagine there is no countries, No states, "**il n-y a pas de frontières" parce que les frontier c'est le résultants des états** (teacher explaining John Lenon's song 'imagine')if statesd isapeare so there will be no borders

28. T: (teacher getting mad at the poor presentation of the students he express himself in French to show his disappointments to students) ce n'est pas comme ça quon fait un travail, non non non!

29. T: you do not know? **Ala mačči akagi i xedmmen madden, you didt not work**.

T: you too you are another break in the wall, **il faut cherche**r, then he goes on speaking in French till the end of the session:

30. T: **est ce qu'il ya quelqu'un qui a assister pour le groupe "n la dernière fois », l'autre groupe sur** cultural industry **? C'était formidable ils ont fait une vrais recherche,** they broght even videos etc... Pictures and they explained what is cultural industry , they broght songs, advertisement **ils ont pris des spots publicitaires ils ont analyser c'est quoi**, how , why ? Even why they show stars etc..

Teacher 3:

31. T: at this level we are at the level of decision making, we decide what to teach and in what order to teach it, where as in the methodology it is how we're going to teach it really in the classroom, " **Dacu i-d-wen d-nniɣ ṣbeḥ ayagi** ", toujours, " **nniɣ-wen-d** " le même coure, le **même contenu, va être présenté différemment par différent enseignants**, so then in methodology, methodology in this case means what happens, what takes place in the classroom.

32. T: the content and the task are interrelated, so in these situation we have the curriculum which is the ovel all policy, we have the syllabus which is still the content what to teach, but which integrates in a way the methodology in this way these too are included they tell you that it is difficult to make this distinction, where is this distinction? It is here, "**dagi, ti**" narrow view!

33. T: people (these researchers) are contemporaries yet, they don't have the same views**, "dacu i-m-d-nniɣ tout a leur"?!**

34. T: it was an experiment applied yes, for two years but it was a complete failure, and people abandoned it... special classed because it was set as a kind of experimentation but it was

a total failure because the parents in Algeria were reluctant it was a problem of... because (in fact) children what even language you give them they learn it without a problem, psychologically speaking it doesn't matter what language you speak to the child, whatever the language the child is going to learn it, but the problem is that the parents felt a bit left behind ...

S1: and even the programme **est chargé!**

35.   T: i don't know whether its loaded or not ... yes? **surtou? c'est très chargé ?**

S1: **même le cartable est chargé**, **« gumaɣ ad t-refdeɣ »**

S2: **il ya même des étudiants qui sont un peu faible en français parce qu'ils ne la parlent pas chez eux** !

36.   T: **Oui moins que « widak-nni i hedṛen taṛumit deg uxxam », exactement !** This is what I told you, I told you about social constructivism ... This is why most parents felt this kind of reluctant; it was a kind of feeling of rejection. **C'est un dire c'est un rejet, ayɣar? C'était une décision qui n'a pas pris en considération la réalité sociologique de l'Algérie : la (cette) réalité sociologique (dis que) tout les parents aimerait bien suivre la scolarité de leur enfants ; mbɛed » quant vous été quelqu'un, qui a la limite , vous avez u la chance d'avoir une éducation et vous vous retrouvez en face de votre enfant comme si vous ne pouvez pas l'aider ça c'est très dure a accepter pour les parents, oui Sofiane?**

S: **il ne prenne pas aussi en considération la réalité pédagogique, un étudiant passe tout son cursus du primaire au lycée en arabe, puis il arrive à l'université; tout est en français.**

T: **exactement**… (To another student) yes Sonia?

37.   T: **ils ont un handicape linguistique même si ils ont des capacités, « yaxi t-xedmmem » l'ESP ? Ils ont des capacités dans le sujet, dans le domaine « nni » mais ils ont des difficultés linguistiques**

38.   T : **oui, maintenant les formules mathématique sont en français et l'explication en arabe, c'est une transition, disons que** it's a compromise, **abandonner complètement la langue arabe d'un seule coup kan ce n'est pas possible, et passer directement au français, c'est aussi … et puis quelque part, qu'est ce que vaux le français maintenant dans les études poussées ?** … **si ont prend une politique de l'école, elle doit être une politique projetée sur l'avenir, (et) l'avenir de toutes les sciences c'est l'anglais. Qu'on le veuille ou non, même dans les autres pays, c'est tout le monde qui essayes d'avoir une bonne maitrise de l'anglais , parce qui est production scientifique pour le moment elle est en anglais ; au moins pour les quelques générations avenir, avant que l'anglais ne soit déstabilisée ou remplacer par une autres langues (ce n'est pas impossible c'est déjà arrivé dans l'histoire ça va arriver un jour ou l'autre, mais pour le moment , si on a une vision d'avenir a quoi cela sert vraiment de remplacer l'arabe par le français ? ce n'est pas tellement différent .**

Situation1: (Students were given the task to explain what a writer has said about the narrow and broad view about syllabus design and argument their answers ;)

39.   T: so then we come back to the ... curriculum...

S1: the writer makes the distinction between   the what the content, and the why the process

T: ok, (addressing the class) do you agree with your friend?

S2: NO!

T: why? ... I like this word "no" I like it more than the "yes".

Situation3: Another student also makes a comment on the subject and a debate takes place among students. (The teacher listens to each one of them and comments on each):

40.   T: yes it is debatable! I am just listening to the way you debate this.

41.   T: so you join your first comrade, that's what you need at the master's level. **Normalement, « kunwi » déjà je devrais « ad ken diḍiziɣ » déjà en deux. « ih » normalement il faut deux séances avec un nombre limité d'étudiants,** that's the way to make discussion.

42.	T : you have to convince each others, ok! for me as a teacher i see that my students can not make up their minds as far as the first definition, let's move to the second (definition) " **balak ad tellim abrid agi temsefhamem "** (students smile)

43.	T: the debate is not over by the way, this is how discussion happens, you need to convince, imagine for instance that you are in at your viva "**votre soustenance**"? You will need to convince the jury about your work and its worth"

Teacher 4:

Situation1: teacher reading and explaining lesson content:

1.	T: Good! So uh, it's important that you understand the purpose behind the lecture it is to help you acquire the necessary skills to build a site which you could use with your future students exactly as I am doing it with you. **Alors,** this third activity explains how moodle works and discusses points you will need to think about when you use moodle in your language classes.

2.	T: What is moodle? learn how moodle works. **Ceci,** what i am reading now is what you have on the site. [...] **Je n'aime pas cette tablette je ne l'aime pas, c'est incroyable ! On dirait** " teddu-iyi di nmara", ad s-t-inniḍ t-ḥus» «Sacu i-d-s-xedmmeγ» «Ḥemlleγ-kem dayen**»**

Ss: (laugh)

44.	T: What is moodle? (Teacher reading from online document) "In this section you can find out what moodle looks like, and how people use it, if you decide to use it in class, it may be helpful to know what it is", **donc il faut commencer par les connaissances de bases.** Moodle is a course management system, **La dernière fois on a parlé de LMS** … yes ?

S : **On n'a pas parlé** de ça !!

45.	T: (surprised) **nous n'avons pas parlé de ça ? On va en parler!**

46.	T: Course management system **ou bien** Learning management system **ou bien**, Virtual Learning environnement. **Il m'a semblé avoir parlé de tout ça !**

47.	T : A Course Management System **c'est à dire** a system that allows a teacher to manage a course, **c'est à dire de gérer un cours, mais pas un cours traditionnel dans une class, un cours virtuel dans un environnement virtuel**. **Et si on avait la possibilité on aurait fait ça directement. Vous auriez vue tout de suite l'application, à savoir que normalement nous somme entrain normalement de travailler dans un environnement virtuel, mais bon, ce n'est pas le cas puisqu'il n'y-a pas de connexion.** (physical context restrictions)

48.	T: What permits ; **ce qui permet de nos relier l'enseignant et les étudiants via électronique Tools c'est cet plateforme qui s'appel moodle donc c'est une plateforme qui nous permet de déposer des cours**, … **qui permet de faire certain nombres activités** ; which permits to make a certain number of activities like tests, **donc quand je veux vous tester je ne vais pas vous demander de prendre une feuille et d'écrire, je vous donnerais directement un test sur le micro ordinateur. Je vous donnerais cinq minute, vous avez 20 questions vous n'avez pas le temps de communiqué avec l'autre** «Mkul yiwen ad i-debeṛ aqqeṛuy-is**» », au bous de 5, 10 ou 15 minutes cela dépend, j'ai la réponse individuel.** You see what I mean, or not? **C'est tellement rapide que vous n'aurais pas le temps de tricher.** It is possible **et vous allez voir que vous allez faire ça !**

49.	**T:** Moodle then gives us the opportunity to manage; Texts quizzes... **Maintenant qu'est Ce que ça veux dire a** free web application: a free software, and open software. **Est ce que vous connaissez la différence ? Je vais vous poser la question par le biais du forum, et vous allez y est répondre... en gros,** We oppose free ou bien open software, **sa pour savoir je ne vais pas vous donner la réponse mais je vais vous orienter,** We oppose free ou bien open software «**À** » propriétaire software. A propriétaire software **C'est quoi? C'est come**, it's like « Windows », **d'ailleurs «** tefγeḍ**»» la version 8 elle est tellement plaine de 'bugs' que déjà**

il pense a la version 8.01. Ça c'est Windows depuis qu'il est sorti : « Seg wass-mi i-d-yekker akka »! » il sort une version il fait une publicité de tonnerre, et vous allez utiliser et ça 'bug' et il corrige, version 1.1, 1.2 … et a chaque fois il ya des bugs qui reviennent.

50.   T **: Pourquoi est ce que Windows et dit propriétaire ? Parce que Mr Bill Gates ne vous donnera jamais accès a son code source « source code » vous pouvez acheter « Ayen i-d-yella sufella »ayen» mais jamais toucher a ce qu'il ya a l'intérieur**.

51.   T : **Je vais vous expliquer… « J'espère que vous aller comprendre » Pourquoi est ce que la technologie transgénique est dangereuse, notamment pour les pauvres «Akka am nekni». « Zik nni bac ad teẓuḍẓuḍ Tumaṭicque faisaient les gens ? lls achetaient quoi ? Ils achetaient des « graines », « Ad zerɛen, ad deffeɣ ṭumaṭic, ad č* čen, ad ṛwun, ad daɣen lezrai (zera) niḍen»» etc. Mais maintenant, on va vous vendre des tomates mais jamais les graines, et même des tomates sans graines pour que vous ne puissiez pas les reproduire vous-même. « ad k-d-yezenz akbal, lameɛna maïs mais ur tezmiṛeḍ ara ad teẓuḍ ! dayen kad i-s-d-yehwan ara k-d-yezenz». Alors**, in this context : **Il ya quelqu'un qui a donner une magnifique image : "Yenna-y-as " : l'esprit :** « Proprieteral spirit » **c'est quelqu'un qui va vous construire une voiture, il va vous la vendre chère, avec beaucoup de tapage publicitaire. Il va vous la vendre et quand vous la conduirais vous allez vous rendre conte que les seules endroit ou vous pourrais mettre de l'essence, c'est dans ses pompes a essences a lui, et non pas dans n'importe quel autre pompe a essence. Et le system** « open sourse » **c'est que vous pouvez non seulement mettre de l'essence dans n'importe quel station, et ce que surtout votre voiture vous pouvez la construire en y ajoutant les pièces qu'il faut, « Ur k-yeɛǧǧib ara (ukersi, wemkan nni) ɛawedi-t »… vous allez améliorer la voiture.** Do you understand the difference between the two systems, the proprietary system does not allow you to change anything, you have no access to the source code, whereas in the open source, free software allows you not only to access a "source code" but to transform it and to change it to your convenience provided that.... **c'est a vous de trouver c'est la question que je vous ai poser. Donc** it's clear that moodle is a free software.

52.   T: **Donc** it's clear that moodle is a free software, in other words moodle is an application which allows you to create online activities... **mais au fait moodle fonctione sur une autre platform qui s'appel SCORB.... je voulais que vous compreniez qu'est ce que c'est une Platform**: for exemple: what is an offshore oïl plateforme ?
S: a platform on the water?

53.   T: yes, a platform builds in the sea to dig wells in the water in order to extract and transform "oil" into gas, into different products. These are offshore oil platforms, but there are also "land oil platforms" like in the Sahara, if you go to where? To where in the sahra?
S: **Hassi mesaoud** !
T: yes, **Hassi Messaoud, Hassi Rmel, hassi (ce que vous voulez) « Hassi » veut dire « ouad ».**

54.   T: In short it is an application that allows you to create. Activities, **par exemple : je viens de vous donner une activité** go to the web and look for the difference beween free and open software c'est une activité de recherche; Store materiels for them, **c'est ce que j'ai fait ! J'ai droit a 80 mégas j'ai déjà presque tout utilisé vous allez sur le site de l'université et vous allez trouver des documents. Voila** it helped me store materials. Manage surdents' grades **par exemple je viens de vous donné un exercice et je vais le noter, vous allez voir pas une seule note mais plusieurs notes c'est-à-dire que l'évaluation se fait en permanence.** (S: **en continue…**

55.   T **: elle est en continue**.)

56.   T : Ok **donc** essentially moodle is a tool which enables you to create a web site environnement **pour la class comme si nous étions dans une sale de class. Nous allons faire des choses qui se font aussi dans une salle de class sauf que maintenant les fenêtres sont des ouvertures sur le monde entier sur toute la documentation du monde.**…

57.	T: **Alors, il ya un très beau proverbe. Il n'est pas beau parce que** « Yelha » **mais il est beau parce que** « Dirit » « justement ». **Il faut ce le rappeler parce qu'il faut l'avoir en tête.** It is the saying which saying, « one size fits all »
S**: c'est standard pour tout le monde**:
58.	T : « **STANDARD !!**» yes ! **C'est encore un mot que je n'aime pas utiliser. Il ya une histoire sur ça ! La dernier foi,** « Sendiḍelli ruḥeγ γer suq », **avant-hier je suis allez au 'Suq' et je voulais acheter un T-shirt, il y avait le vendeur ! Un jeune** akeniNniγ-as, ma yella tesɛiḍ**T-shirt grande taille. Il me donne un T-shirt, a l'œil nue déjà, il paraissait très petit, Mais vraiment très petit !!** « Nniγ-as, mačči i keččini imi i kenniγ fke-i-yi-d atrikuniγ-as »**! Yenna-iyi-d awi wagi** « standar » **!! Nniγ-as dileɛnaya-k, mur i-yedesfehmeḍ dacu-t** « standard » agi **? Yenna-y-ak, win i-d-iɛeǧǧben ad t-yels, ad s-d-yeṣbeḥ !!** (General laughter in the ranks of Students)

Situation2: Teacher calmly waits for a moments and gently addresses students to make them come back to the lesson:

59.	**T:** Dayen tekfiḍ taḍṣa ?? **Allez y riez un bon coup et on reprend ! … sa y est ? On peut reprendre?**
60.	**bien, j'étais entrain d'essayer d'expliquer** this « One size fits all »... **on essayer d'inventer une méthode de travail et cette méthode elle est bonne pour tout le monde. Les méthodes audio-visuel** « elhant » **pour tout le monde alors que sa commencer dans un contexte particulier ; après en passe a une autre Behaviourisme pendant 50 ans, la même méthode pour toute l'humanité mais après quelques temps on avaient vu que** « tawaγit » "yekred **Chomsky** i-ḥud-i-ṭ". **Après c'est Chomsky, après les années 80, des mouvements ont commencé à naitre, parmi eux the** Multiple Intelligences. **On c'est rendu compte qi avais des élèves qui étaient très, très, bons lors ce qu'ils entendaient leurs profs parlaient ils se concentraient très bien, d'autres c'était lors ce qu'ils voyaient une chose ils acquéraient l'information plus par les yeux que par les oreilles, d'autre c'était faisant, il fait quelque chose** « yeḥfeḍ-i-t **à vie** » **d'autres par ce que le prof est plus sympathique avec lui, il le regard bien, il le prend pour un être humain.** Some students learned better in particular situations **et "donc"** we started developing methods for different sorts of learners, the one who liked videos is fed by videos, those who liked words were fed by audio-recording**... etc.**

Situation3: Giving methodological advice to students on how to learn better:

61.	**T : Il faut lire les articles, il ya plain de chose sur ça, sur internet vous n'avez qu'a lire.**
62.	**T : Maintenant c'est le constructivisme, toute la plate forme Moodle est bâtie sur le constructivisme.**
63.	(Generalizing, summarizing on central point about the topic of the lesson.)
64.	**T:** If you are of the "Doal" kind, people who like learning through doing. **Et c'est pour ça que ce matin je vous ais demandé de me donner vos propres exemples. Heureusement que je me suis rappeler d'ailleurs, et bien vous voyer que lorsque vous faite vous-même vous apprenez mieux parce que quand c simplement abstrait comme ça vous avez l'impression d'avoir appris, mais quand vous passez a la pratique si vous êtres incapable de mettre en pratique vos idées c'est que**« ur tefhimem ara mliḥ » ! **Alors,** try it yourself, by visiting the university website and visiting some links.
65.	**Je viens de me rappeler aussi une question que je voulais vous poser, une chose que je voulais vous faire s'il vous plaît ! Je vous demande d'êtres honnêtes.**

66.　　T: Do you all know how to use the internet? Does everybody know how to use a computer? **Et si il yen a parmi vous qui ne savent pas utiliser un ordinateur, il faut me le dire, je pourrais vous aider «weḥdwen »**

67.　　**T: Peu être ce que vous maîtriser un peu moins** is the use of PPT? **Et puisqu'il n-y a pas de connexion, je préfère qu'on fasse quelque chose de concret de PPT training, et on reviendra a « ça » la semaine prochaine quand il y aura la connexion. Vous voyez ?**

68.　　**S d: sir; I don't know how to use PPT.**

69.　　**T:** (responding to her) yes we are going to do it right now! So please (attracting everyone' attention), **alors tout le monde** everybody you switch on the computers... Please, look **alors, sa va être la foire si chacun fait ce qu'il veut « ad yuɣal d suq »** don't do what you are asked to do please remain in this interface. Don't do anything; we are going to do it together. We are going to start together.

70.　　T: In French you chose the option "**tout les programmes**". After "tout les programmes" you chose "Microsoft office", you choose "Microsoft power point"

71.　　T: Alright now write something! Now the first option that you have is to change the size, and fonts (you know what are the fonts? **"Les polices de caractéres"**. Do you like this size? This is by default the Microsoft windows that set the "new roman" **vous n'êtes pas obliger de toujours l'utiliser vous l'utilisez par habitude c'est parce qu'on vous la inculquer.** Look at the number of the possible options that you have, **changez la police de caractère, sélectionner** what you have written and change the font.... vous n'êtes pas obligés de garde la même taille, vous pouvez la changer, c'est selon votre désir selon votre volanté.

Situation 4: Addressing a student who going too fast (ahead the others)

72.　　T: **s leɛqqel"! Doucement!**

Situation5: Teacher addressing student with no partner and no computer to work on:

73.　　T: **« Aṛwaḥ ar dihin Alez y laba!**

Situation5: Out of the blue while observing the students work the teacher announces:

74.　　T : Alors le manichéisme sa veux dire quoi? Etre un Manichean, qu'est ce que c'est ? **«Yiwen ur yessin?" C'est une doctrine qui vient d'Iran** It is a trend of thought which wants everything to be everything to be either black or white! **Et alors avant aujourd'hui pour ceux parmi vous qui l'ont fait «Cḥal d abrid » que vous avez utilisez un document office « Neɣ acu »** ou vous avez utilisez toujours la même police de caractère toujours les fonts les même size the same colors … ?

Situation 6: Giving new information:

75.　　T: And I prefer this to uniformity of black and white, Look, here, five colours in one sentence**, vous voyez?**

76.　　T: **Attendez n'allez pas trop vite! «Arǧ-aw s leɛqqel nwen! » il y en a qui vont trop vite. Tout le monde doit allez a peu près du même endroit, après chacun devra aller a son propre rythme, mais pour le moment suivez moi c'est come votre camarade tout a leur qui dis que les mémoire a l'université « ils nous impose un seule format » , et bien oui d'abord montrer que vous êtes capables de faire ça «mi i t-bedeḍ ɣer lmẓmwaṛ, t-kedmeṭ, imir, ṛuḥ ammi, aweḍ anida i tebɣiḍ ! » c'est ce que je dis a vos camarades d'abord laissez moi m'assurer que tout le monde sait faire le minimum, après chacun va nous montre ce qu'il sais faire, et ça ne fera qu'augmenter mon plaisir.**