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# English Foreign Language Teachers' Use of Code-Switching and its Effectiveness in Enhancing Pupils' Vocabulary Learning: The Case of First Year Middle School Pupils in Tizi-Ouzou

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# Dedication

To our families:

Our beloved parents

Our adorable grandparents

Our sisters and brothers

And all our relatives, friends, and classmates

# Acknowledgements

# *List of Abbreviations*

AA: Algerian Arabic

CA: Classical Arabic

CCS: Conversational Code- Switching

CM: Code Mixing

CS: Code- Switching

DA: Dialectal Arabic

EFL: English as a Foreign Language

H: Hypothesis

L1: First Language

L2: Second Language

MCS: Metaphorical Code- Switching

MSA: Modern Standard Arabic

MS: Middle School

Q: Question

QCA: Qualitatitive Content Analysis

SCS:  Situational Code- Switching

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# *Abstract*

This dissertation is concerned with the English Foreign language teachers' use of code-switching and its effectiveness in enhancing pupils' vocabulary learning. It aims at checking whether or not first year teachers of English in middle schools in Tizi-Ouzou use code-switching in their classrooms when teaching English, and whether it is effective or not. To achieve the mentioned objectives, the study is based on the mixed methods research. It combines both qualitative and quantitative methods. Two questionnaires are handed to both first year teachers of English and pupils. For the sake of collecting data about the issue addressed in this investigation, we have opted for classroom observation relying on a checklist adapted from Ur (1996), it consists of ten items which are the focus of our observation. The outcomes are analyzed according to Yu Guodong model (2001) 'Functions of Teachers' Code-Switching in Class', Qualitative Content Analysis and statistical methods of analysis using the Descriptive Statistical Method. On the basis of the results of the study, we conclude that code-switching is an effective teaching strategy that teachers adopt inside their classes to support and enhance pupils' vocabulary learning. Also, we find that first year pupils favour the teachers' code-switching because it permits them to understand and to develop the English vocabulary.

**Key Terms**: Code-Switching, Vocabulary Learning, Functions of Teachers' Code-Switching in the Classroom, First Year English Language Teachers and Pupils.

# Contents

## Chapter One: Review of the Literature

## Chapter Two: Research Design

# Chapter Three: Presentation of the Findings

# Chapter Four: Discussion of the Findings

# General Introduction

- **Statement of the Problem**

Algeria is known for its sociolinguistic diversity. It is a diglossic and a multilingual country where more than one language is used for communication. These languages are Arabic, Berber, French and English used in different fields such as education, administration and media. Nowadays, people around the world find themselves obliged to learn more than one language, and in many countries, the mastery of a second language or a foreign one is an indispensable part of education. Immigration, international immigration, colonialism, international borders and many other reasons led countries to become multilingual societies.

In the case of English, this language is taught as a second foreign language after French in schools and universities. Within the context of teaching English as a Foreign Language (EFL), the first year learners in the Algerian Middle School (MS) find difficulties in learning this new language especially its vocabulary. Accordingly, teachers may shift from English to other languages like Berber, Arabic or French to explain the difficult vocabulary words.

Vocabulary is central to English language learning and teaching because without sufficient vocabulary, learners cannot use the target language to communicate effectively. The fundamental aim of the study is to shed light on this phenomenon which is CS in the Algerian Middle School educational setting. That is, the dissertation aims to investigate the way teachers teach and explain the vocabulary items to their learners and whether they switch to other languages. Despite the fact that education today has known many changes in the methods and approaches to teach EFL; such as the Communicative Approach and Communicative Based Approach where learners are asked to be good communicators.

- **Aims and Significance of the Study**

This dissertation attempts to investigate the first year English language teachers' use of CS and its effectiveness in enhancing pupils' vocabulary learning in the MSs of Tizi-Ouzou. Our concern is to investigate the English language teachers' code-switching behavior in MS milieu when performing their English lessons as well as its effectiveness in helping learners acquire English vocabulary by means of analyzing their Teachers' discourse. In other words, the work is centred around two objectives. For a start, it seeks to find whether teachers switch to other languages inside the English language classes. The second objective consists in revealing whether teachers' code-switching is a helpful strategy in enhancing pupils' vocabulary learning.

We have chosen the first year pupils to carry out our investigation since they are beginners and they have a limited knowledge of English vocabulary; also it is their first time to learn English. Conducting this research is worth doing due the fact that it has not been conducted before in Tizi-Ouzou MSs. According to the best of our knowledge and belief, many researchers have dealt with CS in Algeria; for instance: Motivation, Patterns and Functions of Teachers' Code-Switching in Classroom, Code-switching between Algerian Arabic and French Language in the Algerian Media. But no one tackled the issue of Teachers' Code-Switching in relation to vocabulary learning.

- **Research Questions and Hypotheses**

A focus on teachers' code- switching raises the following questions:

Q1. Do teachers switch from English to other languages in the classroom?

Q2. Why do teachers switch to other languages inside English language classes?

 Q3. Does teachers' code- switching help first year MS pupils to learn English vocabulary?

And in an attempt to answer them, we advance the following working hypotheses:

H1:   Teachers switch from English to other languages in the classroom.

H2: Teachers switch to other languages in the classroom to promote pupils' understanding.

H3: Teachers' code switching is an effective strategy which helps first year MS pupils to learn English vocabulary.

- **Research Techniques and Methodology**

In this dissertation, we adopt the Mixed Method Research. We combine the quantitative and qualitative methods for data collection and data analysis. In addition, we rely on the functions of teachers' code-switching in classrooms framed by Yu Guodong (2001). Two questionnaires and classroom observation are the main research instruments used in our study. Two questionnaires are handed to both teachers and learners to obtain quantitative and qualitative data from our participants. Moreover, (40) teachers and (40) learners have been chosen randomly. The teachers' questionnaire aims at investigating teachers' views, and whether they use CS within the English classes. The pupils' questionnaire attempts to investigate pupils' opinions about teachers' code switching and whether it enhances their understanding of English words. As for the classroom observation, it is used as a qualitative research instrument to obtain reliable data. It attempts at finding out whether teachers of first year pupils switch to other languages in their English language classes.

- **Structure of the Dissertation**

The overall structure of the dissertation follows the traditional simple model as described by Paul Thompson (1999, cited in Paltridge and Starfield, 2007). It consists of a General Introduction, four chapters, and a General Conclusion. The first chapter is called '*Review of the Literature*'. It considers the main theoretical concepts and approaches relating to the study of teachers' code-switching. The second chapter is labelled '*Research Design*'. It presents the different procedures that are employed during the investigation to collect data

which consist of a classroom observation and two questionnaires. It also describes the two methods of data analysis to make the results more scientific and objective. The next chapter is called '*Presentation of the Findings*'. It provides the results relating to our study. The last chapter is named '*Discussion of the Findings*'. It discusses the results presented in the preceding section and it brings answers to the research questions.

## Introduction

This chapter reviews the literature related to the scope of our investigation. It starts with a brief description of the linguistic situation in Algeria. Then, it defines some sociolinguistic concepts such as: multilingualism, bilingualism, code-switching and its types, patterns of code-switching, code-switching versus code-mixing and code-switching versus borrowing. In addition to this, since our work deals with the English language teachers' use of code-switching and its effectiveness in enhancing pupils' vocabulary learning, it is worth dealing with: vocabulary with its types, the importance of vocabulary in EFL teaching and learning, and code-switching in EFL classes. Last, functions of teachers' code-switching in the classroom are provided.

## I. Code-Switching and Some Related Issues

### I.1.The Linguistic Situation in Algeria

The linguistic situation in Algeria is characterized by its diversity and complexity, that is, the co-existence of different languages in the country. The languages spoken are Arabic, Berber and French.

### I.1.1.Arabic

The existence of the Arabic language in Algeria goes back to the Arabic conquest during the 7$^{th}$ and 11$^{th}$ century.  The Arabic language has become the national and the official language in Algeria after its independence from France in 1962.  There exist two varieties: Classical Arabic (CA) or Modern Standard Arabic (MSA) and Algerian Arabic (AA) or Dialectal Arabic (DA). Laroussi (1993:48) says that '*CA is the language of the Coran, and the classical literature'*. In addition, it is used in formal settings, namely in schools, administrations, in workplaces, government and media. Moreover,  AA is the mother tongue of the majority of the Algerian people; it is acquired at home as their first language. It is used

in informal settings; that is, between members of family and friends. Besides, it has different varieties which differ from one region to another. Consequently, Algeria is a diglossic community where CA and AA are the two varieties of the Arabic language. Thus, Arabic is the main language in the country.

## I.1.2.Berber

Berber is the second vernacular language after AA. It is the mother tongue of a minority of the Algerian population. It was declared in the Algerian Constitution as a national language in 2002 and an official language in 2016. This language is spoken in different parts of North Africa, among them Algeria. Salem Chaker (1990:18) says: '....*il exist une histoire pré-islamique berbère de son pays que sa langue peut être considérée comme la seule autochtone du Maghreb*'. He claims that the existence of the Berber language goes back to the ancient times, that is, the only native language in Algeria.

The Berber language has four major dialects. Montagnon (1998:21) states that '*Kabyle is the language of Maghreb spoken in Kabylia'*. Shawia is spoken in Aures, M'zabit in Mizab and Tamashekt in the Sahara Desert (Fezzioui, 2013). These dialects were very old and did not know any changes in their structures. In this respect, SalemChaker (quoted in Khaula Taleb Ibrahimi, 1995:40) says:

> Minoritaires par le nombre des locuteurs confinés à un usage oral, dialectisés à l'extrême, les dialectes berbères bien que vecteurs d'une tradition vivace et très ancienne n'ont jamais été soumis à une codification ni à une uniformisation, mais ont été surtout, depuis toujours, victimes d'une domination et d'une marginalisation certaine, accentué, d'ailleurs, ces dernières années par la scolarisation.

It means that Berber is always dominated and marginalized by other languages namely Arabic. But nowadays, Berber language is taught in schools and universities.

## I.1.3.French

French was the official language during the French colonization since 1830 until 1962.The goal of the French colonizer was to replace the Arabic language by the French

language in the sense that children at that time received their education in French. The general commandant of the expeditionary corps the Duke Rovigo (cited in Chitour, 1999:84) declares:

> On the one hand to replace Arabic by French; on the other hand, to alter indirectly the culture by an insidious and systematic alienation of the spiritual places of knowledge -because the great majority of the mosques gave also the teaching of Arabic and, for some, the scientific knowledge of the epoch.

After the independence of Algeria in 1962, French becomes the first foreign language in the country. Although the colonizer left Algeria, the Algerian people still use it in different fields such as administration, economics, politics and so on. Concerning this, Taleb Ibrahimi (2000:66) says:

> The only language among the other languages which lasted and influenced the users. It has gained a particular status in the Algerian society. The French language which was imposed on the Algerian by fire and blood, constituted a fundamental element in the French policy of depriving people from their identity and the decolouration.

Moreover, Grand G. Gilbert (1993:53) adds: *'French is the language of social success and modernity'*. Further, French is used in private schools and media.

In sum, we can say that Algeria is a multilingual country where Arabic, Berber and French are used for communication. Nowadays, other languages exist in Algeria such as English, German and Spanish. These languages are used in specific fields like education and economics.

## I.2. Multilingualism

Before defining multilingualism, a distinction between social multilingualism and individual bilingualism is often drawn by sociolinguists. In fact, Trudgill (1992) notes that authors (sociolinguists) use the term bilingualism to refer to individuals whereas the term multilingualism is reserved for societies.

Multilingualism is a worldwide phenomenon in today's societies. It is defined in the Routledge Dictionary of Language and Linguistics (1996:776) as *'the coexistence of several*

*languages within a politically defined society as, for example, in India, Canada, or Switzerland'*. Simply, multilingualism is the use of different languages within the same speech community. For instance, Switzerland is an official multilingual nation. In this country, the languages used are: French, German, Italian and Romansch. The four languages are official.

Additionally, Trudgill (1992:53) defines multilingualism as *'The opposite of monolingualism'*. In other words, it is the use of more than two languages whereas in monolingualism only one language is used in a speech community. Furthermore, Tom and Arthur (1996:606) state that multilingualism is *'The ability to use three or more languages either separately, or in various ways of code mixing'*. In other terms, multilingual societies are those communities where several languages are used for communication. In short, Algeria is one of the multilingual countries in the world since three languages are spoken namely: Arabic, Berber and French.

## I.3. Bilingualism

Nowadays, many people around the world make use of two or three languages in their daily lives. This is called *'Bilingualism'*. The latter is considered as an opportunity for speakers to use two or more languages in their daily lives. So, bilingual speakers have the ability to choose between languages in their conversation according to a particular situation.

Bilingualism is a growing wide world phenomenon about which a lot of things can be said. Many definitions have been proposed for this phenomenon. To begin with, Mackey (1968:555) defines bilingualism as *'the alternate use of two or more languages by the same individual'*. From this definition, we can say that bilingualism is related to individuals who speak two or more languages in every day conversations. This definition is similar to Haugen's point of view in which he claims that the term bilingualism is mainly related to individuals. Haugen (1953:7) sees that bilingualism begins when *'the speaker of one*

*language can produce meaningful utterances in the second language'*. This means that a bilingual person is someone who is able to produce meaningful utterances in another language other than the mother tongue. Indeed, the notion of bilingualism is tackled by Wei (2000) who states that bilingualism is purely an individual practice of two or more languages in a discourse or a conversation. From all that we have mentioned above, we conclude that a bilingual person is everyone who speaks two or more languages, either acquired at home or learned at school.

While some researchers view bilingualism as the ability to speak two languages in every day conversation .Others claim that bilingualism is the addition of a perfect learned foreign language to one's mother tongue. Thus, a bilingual speaker is a person who speaks perfectly two languages. In this context, Bloomfield (1933:55) defines bilingualism as *'the native – like control of two languages'*. That is, bilingualism is not only the ability to know two or more languages, but to have a good mastery of both languages and to be able to speak both of them fluently, exactly like the native speaker. Simply, a bilingual person should have equal competence in both languages.

Additionally, Ahmed Sid (2008) says that bilingualism can be the result of the educational system. As in the case of the Algerian educational system, at the primary school, children learn French and Arabic where they develop their grammatical knowledge of each system separately. This in fact makes people bilingual. Finally, bilingualism and CS are two interrelated concepts in the sense that a bilingual person who speaks more than one language can switch from one language to another.

## I.4. Code-Switching

CS is a complex term to define. Numerous studies have been conducted on the topic of CS. Therefore, linguists and sociolinguists explain this phenomenon by supplying different definitions. CS is one of the essential sociolinguistic patterns of language use in multilingual communities. Hudson (1980) states that CS is the use of two different languages or language varieties in a conversation by the same speaker. Expressing the similar view, Gingras (1974:167) defines CS as *'The alternations of grammatical rules drawn from two different languages which occur within sentence boundaries'*. Gingras's definition of CS seems to refer to the use of two different languages having different grammatical systems in the same discourse or speech event.

In the same line of thought, Gumperz (1982:59) defines this phenomenon as: *'the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-system'*. In addition, Heller (1988) states that CS starts when a bilingual person mixes words, phrases or sentences from two languages in a single sentence. Also, Baker (2006) claims that a bilingual person can use two or more languages differently during a conversation. This means that, one of these languages is the dominant and it has more power than the other. Baker (ibid) argues that there are bilinguals who are passive in both languages in the sense that they do not have enough knowledge in both languages, whereas, other bilingual persons are active; they have a good mastery in both of them.

Obviously, from the above explanations of CS, we conclude that CS is the result of bilingualism. That is, bilinguals have the choice of selecting and using more than one language within a conversation. Moreover, there are other attempts at defining CS. Spolsky (1998) is one of the scholars who state that CS can be considered as the borrowing of words, phrases from a second language into sentences of another language being used. For instance, most of the immigrants infer new words of the foreign language in their native language.

Furthermore, Gumperz (1972) claims that CS is the alternate use of two or more languages in the same sentence. That is to say, when the speaker switches from one language to another means, he/she uses a second language as an alternate to the first language due to some reasons. Finally, Gumperz and Hernandez Chavez (1974) suggest that there are other terms which are closely related to CS like code mixing, code changing, code shifting, etc.

## I.4.1.Patterns of Code-Switching

Gumperz (1972) claims that there are three patterns of CS which are: situational code-switching (SCS), metaphorical code-switching (MCS) and conversational code-switching (CCS).

## I.4.1.1. Situational Code-Switching (SCS)

Bilinguals are individuals who have the capacity of using two or more languages in their conversation. Each language is reserved for a given situation; for instance, one is used at home and the other is used at school. Fishman (1965) states that this change is known as situational code-switching. Moreover, Hudson (1999:52) says that:

> In bilingual communities, language choice depends on the circmunstances and choice controlled by social rules which members of this community learn from their experience and which become part of their total linguistic knowledge.

From the above quotation, we understand that SCS occurs when a bilingual person switches from one language to another according to circumstances or a given situation. Therefore, the situation determines for the bilingual speaker which code that he/ she must adopt during a conversation. Also, the speaker should take into account the language that will be understood by the interlocutor. For instance, the case of the Arabic language which has two varieties which are CA which is used in formal settings like the educational setting, whereas AA is used in informal settings. Thus, the situation decides which language to be used. In addition, Meisel (1994:415) claims that:

CS is the ability to select the language according to the interlocutor, the situational context, the topic of the conversation, and so forth, and to change languages within an interactional sequence in accordance within sociolinguistic rules and without specific grammatical rules and without violating specific grammatical constraints.

As it is indicated above, SCS involves a change in the non-linguistic parameters which are: the addressee, the topic as well as the setting in which the conversation occurs. So, these elements orient the speaker to choose the appropriate language.

## I.4.1.2. Metaphorical Code-Switching (MCS)

Gumperz (1972) introduces another type of CS which he calls MCS. In this type, it is not the situation which determines the language choice but rather the language itself which determines the situation. Gumperz (1972) makes a distinction between situational and metaphorical CS. He states that *'situational switching involves change of participants and/or strategies, metaphorical switching involves a change in topical emphasis'*. In other words, we may say that SCS involves the capacity of the speaker to choose the appropriate language according to a particular occasion, whereas in MCS, it is the change of language which highlights the situation.

Additionally, MCS may also be related to the decision that the individual can make to switch from one language to another at a specific time during a conversation. That is, the speaker switches between languages or language varieties in order to convey a message or to achieve a particular communicative purpose. For instance, Algerian English language teachers of first year learners in the MS may shift from English to Berber, Arabic or French in order to explain difficult English items to their learners because simply, at this level learners are beginners and they have not enough English lexical items. Meyers-Scotton (1993) claims that this type of CS occurs more within sentence boundaries (intra- sentential CS).

### I.4.1.3. Conversational Code -Switching (CCS)

In 1982, Gumperz developed the term MCS and introduced the third type of CS which is CCS. Scholars state that CCS is also called Code-Mixing. Hudson (1999) says that CCS refers to any situation where a bilingual person shifts from one language to another in a single sentence or a conversation without changing the participants or the setting of the conversation.

Besides, Gumperz (1982) defines CCS as the use of two languages or language varieties of two different grammatical systems in the same speech event. Moreover, Sridhar (1996) states that CCS is characterized by some stylistic functions such as: changing a tone, signalling an emphasis, reiteration, etc. For instance, an Algerian speaker may say Merci /Saha/ in order to thank the addressee. So, the emphasis is on the message.

### I.4.2. Types of Code-Switching

Jingxia (2010) distinguished three types of CS. They are: tag-switching, intra-sentential switching and inter- sentential switching.

### I.4.2.1.Tag-Switching

Jingxia (2010) says that this type of switching refers to the insertion of exclamation, interjection or tags from one language into an utterance when an another language is being used.

Eg. Goul, tu va bien aujourd' hui ?

That is, Tell me, are you fine today?

### I.4.2.2. Intra- Sentential Switching

It is also known as *'Code Mixing'*. Meyers- Scotton (1993) says that in this type, the switch occurs within a clause or sentence boundary. In other terms, intra- sentential switching happens when a person starts speaking in one language and then changes to another language in the middle of the sentence or the clause. For instance:

I bought une voiture.

I bought a car.

### I.4.2.3. Inter- Sentential Switching

Jingxia (2010) asserts that while intra- sentential switching is the alternate use of two different languages within a single sentence, inter- sentential switching is the alternate use of codes between sentences. In other words, this type of switching occurs outside the sentence or the clause. That is, the first sentence being in one language and the second sentence in another language. It is also known as *'Extra-Sentential Switching'*. For example:

L'année prochaine je terminera mes études. Then I will visit France.

### I.5. Code-Switching (CS) versus Code- Mixing (CM)

Several scholars have defined the concept of code-mixing (CM). Hudson (1996:53) defines CM as *'a kind of linguistic cocktail- a few words of one language, then a few words of the other, then back to the first for a few more words and so on'*. That is, bilinguals may mix words of one language with words from another language in the middle of speech at the level of discourse or an utterance. For example, I have read un roman. In this example, we notice that a few words are in English and others are in French.

Some scholars make a clear distinction between CS and CM, while others see no difference between these two concepts. William and Bhatia (2004) differentiate between the two terms. According to them, CS is intersentential since it occurs between sentences whereas CM is intrasentential as it occurs within sentences. Similarly, McLaughlin (1984:96-97) says: *'Distinguishes between code-mixing to refer to switches within sentences and code-switching to refer to changing language over phrases or sentences.'* From Sridhar's views (1996), CM gives importance to issues related to grammar but CS does not. Moreover, Kachru (1984 cited in Ahmed Sid, 2008:60) claims that in CS participants share both languages while in CM they do not.

On the other hand, other scholars refuse the distinction between CS and CM. According to Walwad Kar (2013), these two concepts are used interchangeably. It means that there is no difference between them.

## I.6. Code-Switching versus Borrowing

When an item is taken from a given language to be part of another language this phenomenon is called in sociolinguistics *'Borrowing'*. According to Hudson (1996); for instance, Rendez-Vous (taken from French), Paella (taken from Spanish) and plenty of other examples are borrowed items and they are considered as ordinary English words. Many scholars distinguished borrowing from CS. According to Holmes (2001), when someone speaks in a foreign language he or she may switch to his or her mother tongue because he or she does not know the appropriate word in the language he or she uses. In this case, CS happens to fill the gap in this language. Whereas, in borrowing, borrowers take a word from another language because there is no equivalent word in that language.

Moreover, Gumperz (1982) distinguishes between these two terms. He argues that borrowing is the introduction of single words or idiomatic phrases from one language to another and these items involve integrating the grammatical system of the borrowing language, while CS involves integrating two different varieties each with two distinct systems. Likewise, Hudson (1996:55) indicates the difference between these two phenomena. He says: *'Whereas code-switching and code-mixing involved mixing languages in speech, borrowing involves mixing the systems themselves, because an item is 'borrowed' from one language to become part of the other language'*. It means that CS and CM involve mixing languages in a conversation while borrowing involves mixing the same language systems.

## II. Vocabulary

Within the last few years, vocabulary has received much scholarly attention because of its importance in the field of language teaching and learning. Therefore, many definitions

have been suggested to highlight its significance and complexity in the educational process.

The concept of vocabulary is broadly defined by R.Lado (1994:76) as: '*Words having meanings; these words are used by language speakers, and each word is a combination of sounds acting as a stimulus to bring into attention the experience to which it has become attached by use'*. In other terms, vocabulary consists of a group of words and each word is used to convey meaning. Besides, it is defined in the Oxford Advanced Learners' Dictionary (2011) as '*All the words that a person knows or uses, or all the words that exist in a particular language'*. That is to say, vocabulary is knowledge of words; these words exist in a specific language.

According to Carter (1998), a word is defined from the orthographic perspective and the semantic perspective. The former represents a series of letters; the latter deals with the meaning of words. It means that a word is composed of sounds in a linear way to transmit certain messages. Indeed the notion of vocabulary was tackled by Ur (1996:60) who says: '*vocabulary can be defined roughly, as the words teachers teach in the foreign language*'. Said differently, vocabulary is the knowledge of words that teachers present to learners learning a foreign language.

## II.1. Types of Vocabulary

Receptive and productive are types of vocabulary. Receptive vocabulary is a set of items whose meaning is recognized while a person is listening or reading, whereas productive vocabulary consists of words used in speaking and writing. Concerning this, Palmer (1921 cited in Nation, 2001:118) claims:

> The validity of receptive and productive distinction as a way of distinguishing types of vocabulary knowledge in most cases depends on its resemblance to the distinction between the receptive skills of listening and reading, and also the productive skills of speaking and writing.

In short, receptivity is related to listening and reading skills whereas productivity is related to speaking and writing skills. Further, receptive and productive are sometimes synonyms of 'passive' and 'active' (ibid: 119). Additionally, vocabulary has different forms; it can be oral or print. Firstly, oral vocabulary items refer to something spoken (non-print) whereas print vocabulary items refer to something written.

## II.2. The Importance of Vocabulary in EFL Teaching and Learning

It has been claimed that vocabulary plays a crucial role in both the teaching and learning processes. In this context, Wilkins (1987:135) says: '*out grammar very little can be conveyed, without vocabulary nothing can be conveyed*'. In other words, vocabulary is central to English language teaching and learning. Without sufficient vocabulary, learners are not able to use language to communicate and grammar is less important in learning a language. Likewise, Lewis (1993:893) argues '*Lexis is the core or heart of language*'.

Moreover, Schmitt (2010:4) notes: '*learners carry around dictionaries and not grammar* books'. This illustrates that in the field of EFL learning, dictionaries are essential to provide learners with the meaning of new words and how to use them in different contexts. Furthermore, Alderson and Bachman (2002:2) say that: '*vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the pupil's progress in vocabulary learning and to assess how to adequate the vocabulary knowledge*'. Most significantly, vocabulary is one of the most essential elements in language teaching; tests are required to enhance learners' development in vocabulary learning and their vocabulary knowledge.

## III. Code-Switching in EFL Classrooms

CS has been discussed by scholars as a sociolinguistic phenomenon. However, nowadays the interest of the researchers shifted to the importance of CS in EFL classrooms. Therefore, CS is an essential element in the social setting as well as in the educational setting. EFL classes are places where teachers switch to other languages for the purpose of teaching a

second language. Thus, the use of the first language is more common practice which occurs naturally in classrooms either by learners or teachers in their discourse.

Several studies have taken English language classes as a study ground for CS phenomenon. Simon (2001) claims that there has been a development in the research of CS in foreign language learning. Additionally, it is claimed that CS is something that teachers come across in every foreign language class. That is, teachers often switch back to their native language when they are teaching English. Libescher and Dailey O'cain (2005) state that teachers turn to their native language when they feel their learners find difficulties to produce utterances, words in the target language.

Similarly, Sert (2005) argues that CS is an extensively observed phenomenon in English class. He suggests three different categories of CS which commonly occur in EFL classes. The first one is called 'Equivalent', generally, it occurs when teachers feel that their learners meet obstacles in the target language. For instance, when learners have a minimal degree of proficiency in the language as the ability to produce utterances or to explain something in the target language, the teacher borrows lexical items from the native language in order to achieve his/her purpose. The second category is 'Floor holding'. It refers to the borrowing of native language words to fill the gaps during the conversational interexchange. Sert (2005) claims that this process is a bad habit for foreign language learners because it may create communicative problems. For example, the student may lose the competence of speaking fluently in a conversation. Also, the students can become lazy and do not make efforts to produce all the conversation in the target language. The third category is called 'Reiteration'. In this case, teachers sometimes switch to other languages to ensure that the message is clear and understandable. This type is more adopted by teachers for the purpose of reinforcement of the message. Sert (2005) states that teachers adopts this type of switching when their learners ask for clarification.

Milory and Muysken (1995) state that these three categories of switching are more common and used in the foreign language classroom. Their ultimate aim is to make the message clear, understandable and make sure that there are no ambiguities in the classroom.

Furthermore, CS is a specific phenomenon and strategy which received attention by foreign language teachers in the 1980's. From then on, there have been two distinct views about the appropriateness of the first language (L1) in second language (L2) learning. An opposing opinion to CS in L2 learning classes argue that the use of L1 during the process of teaching and learning L2 makes the learners  handicapped to develop their linguistic competence in the target language.

## III.1.Functions of Code-Switching in the Classroom

Apart from the debate on the appropriateness of the use of L1 in the foreign/second language classroom, reasons and functions of teachers' classroom CS have been discussed by several researchers. Cook (1999) argues that students' L1 is a resource for successful learning that would help to create authentic users of the target language. He discovered that CS in the classroom fulfils several functions such as explaining grammar, managing class, maintaining discipline, confirming students' understanding and translating unknown vocabulary items, etc. In addition to this, functions of teachers' CS have also been explained by Flyman-Mattson and Burenhut (1999). They noticed that CS in the classroom is summarized into five functions which are linguistic insecurity, topic switch, affective functions, socializing functions, and repetitive functions.

Similarly, academic and social functions of CS were named differently by many scholars. According to Ferguson (2000), these functions are overlapped; this is why he proposed his own model. Ferguson's model of classroom CS functions is categorized into three parts. The first part is called 'CS for curriculum access'. Its aim is to help learners understand the content to be taught as well as to encourage them to participate in the

classroom. The second part is called 'teachers CS for classroom management'. Said differently, teachers switch to other languages to manage their classroom. For instance, they devote few minutes for classroom activities and a few minutes to answer learners' questions. The last part is named 'building interpersonal relationships; that is, maintaining a good relationship between teachers and learners.

Later on, Yu-Guodong (2001) asserts that functions of teachers' CS can be classified into three categories. The first category is teachers' code switching as adaptation to linguistic reality. The second one is teachers' code switching as adaptation to the teachers' social role and the third one is teachers' code switching as adaptation to psychological components. Yu Guodong (2001:62) calls CS as *'realization of the teachers' adaptation to teacher external element as passive code switching, while he names code switching as realization of teachers adaptation to teacher- internal motives as active code switching'*.

## III.2.The Theoretical Framework

Code-switching adaptability model which is introduced by Yu Guodong (2001) is going to be used as the theoretical framework for this study. This model accounts for the functions of CS produced by teachers in the classroom

## III.2.1. Teachers' Code- switching as an Adaptation to Linguistic Reality

Linguistic reality means that each language has its own specific structure which differs from others. Yu Guodong (2001:74) states that '*the adaptation to linguistic reality in the English/Chinese code switching stands for the adaptation to the linguistic existence and linguistic feature of the language of English and the language of Chinese'*. This means that, English and Chinese are two different languages. Each one has its own structure; and the difference that exists between them is considered as the common reason for teachers' CS. As a result, teachers use code switching in order to fill the linguistic gap that exists between the two languages. Furthermore, teachers use code switching as an adaptation to linguistic

reality in the sense that CS is a strategy that teachers tend to adopt in the classroom to realize linguistic and pedagogical purposes. Teachers' code-switching as adaptation to linguistic reality fulfils three teaching functions.

## 1. Teachers' Code- Switching as Emphasis Strategy

Several methods can be used to give emphasis in English language classrooms. Teachers' code switching is an effective strategy which deserves an important place where English is being learned. Teachers switch to another language or language variety in order to emphasize some difficult and important language points during the process of teaching English so as to gain deeper understanding, and to draw students' attention. This kind of CS occurs by repeating the meaning of the same point by several languages.

## 2. Teachers' Code- Switching as a Facilitating- Teaching- Strategy

In the process of teaching English as a foreign/second language in the classroom, teachers adopt this form of CS as a result of students' difficulties in understanding new vocabulary, expressions and long sentences with complicated structure. Thus, the psychological intention of teacher's use of CS is to facilitate students' understanding, to help students understand the grammatical explanation of sentences easily.

## 3. Teachers' Code-Switching as Authenticity Keeping Strategy

In this category, the psychological intention of teachers' CS aims at providing students with authentic explanation of words. It frequently occurs in introducing new vocabulary and giving accurate interpretation of words.

## III.2.2.Teachers' Code-Switching as an Adaptation to Teachers' Social Role

Teachers' social role is divided into two kinds. One is named as 'Macro role' which is the teachers' consideration of his/her role in society and the other one is teachers' roles in the classroom. It is called 'Micro role'.

# 1. Teacher's 'Micro Role'

Teachers' social *'micro role'* refers to teachers' roles inside the classroom. Yu Guodong (2001) states that in the classroom context, teachers play different roles. That is, they shift from one role to another. For instance, a teacher takes a complete charge of the class. Another important teacher role is to encourage learners' participation and make suggestions about how learners may engage in activities when there is silence or confusion in the classroom. Additionally, the teacher organizes the classroom and gives instructions.

# 2. Teacher's 'Macro Role'

Teachers' social *'macro role'* refers to the value of teaching in the society. The teacher is regarded as an educated person who has high quality and respectable value in the society. She/he never says dirty or hurtful words in the classroom. In this context, CS is used by teachers as a communicative strategy to avoid embarrassing words or topics during the teaching process.

# III.2.3.Teachers' Code-Switching as an Adaptation to Psychological Component

Yu Guodong (2001) asserts that active CS is produced because of the teachers' internal motives. The latter refers to the psychological intention of teachers behind performing a specific act of CS. Yu Guodong (2001) says that *'code-switching as realization of teachers' adaptation to teachers- internal motives as active code-switching'*.

# 1. Teachers' Code Switching as Feedback Device Strategy

Feedback is part of teachers' discourse during the teaching process. Ur (1996) states that feedback refers to the information that teachers give to the learners about their performance of learning task or learning process in the classroom. Accordingly, when teachers evaluate learners' performance, he/she uses other languages to give them feedback. Harmer (1983) claims that when teachers give feedback to their learners, it is better to focus

on learners' progress and success that would encourage them to develop their knowledge and support their motivation. So, a good learning atmosphere can be created.

## 2. Teachers' Code Switching as Anxiety Avoidance Strategy

Yu Guodong (2001) says that anxiety is one of the major issues that affect negatively foreign language learning and learners performance in class. He claims that CS is the suitable and the effective means that is used by teachers in order to reduce anxiety in the foreign language classroom. Therefore, the psychological intention of teachers' CS as 'anxiety avoidance' strategy is to relax students, let them express freely what they want to say, maintain and establish relationships between teacher and students.

## 3. Teachers' Code Switching as Humor Creating Strategy

Martin (2010) defines humor as the quality of something that makes people laugh and have fun. In addition to this, krashen (cited in young .D.J, 1991:433) argues that teachers adopt the form of CS as a useful strategy to create humor, which can decrease language anxiety in class, help students to feel less stressful and become more comfortable to learn. Once they are comfortable with the environment without any unnecessary anxiety, the learners are able to concentrate and participate.

## Conclusion

This chapter reviewed the literature related to teachers' code-switching in the English language classes. It is divided into three main parts. The first part is called 'Code-Switching and Some Related Issues'. It defined the key concepts related to our research work such as CS, multilingualism, bilingualism, etc. The second part is named 'Vocabulary'. It is at the center of the English language. In fact, it plays an important role in developing pupils' communicative competencies. The last part is entitled *'Code-Switching in English Foreign Language Classrooms'*. From this part, we conclude that CS is integrated in the processes of

learning/teaching the English language. Accordingly, CS is a means that teachers tend to use inside the EFL classes.

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# Chapter Two : Research Design

## Introduction

As it is mentioned in the general introduction, the aim of this study is first to discover if teachers use other languages in the English language classes and if CS is effective in enhancing pupils' vocabulary learning. It is meant to reveal whether teachers' code switching helps learners to acquire English vocabulary. Hence, it is important that our investigation focuses on empirical criteria to scan teachers' views about CS to see whether it is a helpful vocabulary learning strategy.

This chapter aims to describe the research techniques used to carry out our investigation. It includes four main parts which are the research method that consists of both quantitative and qualitative methodologies, the context of study and sample population and the procedures of data collection which consists of two questionnaires and a classroom observation. Additionally, it presents the procedures of data analysis; the Descriptive Statistical Method is used to analyze the close ended questions and Qualitative Content Analysis (QCA) is used to analyze and interpret the data which are collected from the open ended questions and the classroom observation.

## 1. The Research Methods

To carry out our investigation, the mixed method has been adopted. It combines quantitative and qualitative research tools for data collection and data analysis. Kottari (2004) states that quantitative data are concerned with statistical and numerical data; while qualitative data are concerned with interpretation and explanation of data.

As it is indicated above, multiple procedures are used for data collection. So, the quantitative data are collected from close ended questions of the two questionnaires and which seek for quantitative description that should be presented statistically using percentages, pie charts and tables; whereas, the qualitative data which are collected through classroom observation and open ended questions aim to obtain information about classroom

practices, and which should be analyzed and interpreted through Qualitative Content Analysis (QCA).

## 2. Context of the Study and Population Sample

In order to gain information as well as to achieve the objectives of our investigation, a case study approach has been used. It is defined by Yin (2009:93) as '*an empirical enquiry that investigates a contemporary phenomenon in depth and within its real life context*'. Besides, Bell (2005:10) states that the case study '*provides an opportunity for one aspect of a problem to be studied in some depth*'. Therefore, this study took place in Tizi-Ouzou middle schools (MS) namely Tizi n'tlata school in Ouadhia and Kaci Mohand school in Freha . As concerns the population which is considered the source of data of this study, it comprises forty teachers and forty learners in different MSs in Tizi-Ouzou. Pupils have been studying English as their second foreign language for the first time. They are around 10-13 years old. It is worth mentioning that pupils have English three times a week. The population has been randomly selected.

## 3. Procedures of Data Collection

In order to check the hypotheses that are stated in the general introduction and carry out our study, we have chosen to combine two research instruments for the sake of collecting data which are: The questionnaire and classroom observation. The first one will enable us to collect the necessary data and the second will help us observe and clarify some points which perhaps are not mentioned in the questionnaire.

### 3.1. The Questionnaire

A questionnaire is a set of systematically structured items asked to respondents in order to gather a large number of data about a particular issue. Wilson and Mc Lean (1994 cited in Cohen et al.,2007:317) state that '*the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be*

*administered without the presence of the researcher…'*. The questionnaire includes two types of items: close and open ended questions. Concerning the close ended questions, the researcher prepares a list of answers that are given to respondents in order to select the appropriate answer. In open ended questions, the respondents answer the questions in their own words. In relation to our investigation, a questionnaire is handed to both learners and teachers of first year classes in different MSs situated in Tizi-Ouzou such CEM Nouveau, Amyoud Ismail, Yahi Blaid, etc.

### 3.1.1. The Teachers' Questionnaire

Since our research work is about the teachers' use of other languages and its effectiveness in enhancing learners' vocabulary, a semi-structured questionnaire is addressed to 40 English language teachers of first year classes in Tizi -Ouzou MS, and we received 35 answers. This questionnaire consists of eighteen items. It is divided into three main sections. The first section is entitled *'Teachers Profile'* which aims at obtaining data about teachers' background information. The second section is entitled *'Teachers' Code-Switching Behavior'* which seeks to obtain data about teachers' opinions concerning the use of code- switching. The last section is named *'The Reasons and Effects of Teachers' Code- Switching'* which aims to know the reasons that lead teachers to switch from English to other languages in the classroom as well as its effects on learners in learning English vocabulary.

### 3.1.2. The Learners' Questionnaire

This questionnaire is addressed to forty first year English language learners in different MSs in Tizi-Ouzou. The one handed to the learners is translated into Arabic version (see appendix III). It contains thirteen close ended items. These items are categorized into three main sections. First, *'Learners Profile'* which aims at collecting data about learners' background information. Second, *'Learners Views about Teachers' Code- Switching'* which seeks at collecting information about learners' opinion concerning the teachers use of other

languages inside the classroom in English classes. Third, *'The Reasons and the Effects of Teachers 'Code- Switching'* which aims at obtaining data about the reasons behind teachers' use of code switching as well as the effectiveness of teachers' code switching in EFL classes.

## 3.2. Classroom Observation

Classroom Observation is a research tool used for gathering data by observing interaction, behavior and events in a natural setting. Bell (1987:88) defines this data collection instrument as *'a technique that can often reveal characteristics of groups of individuals which would have been impossible to discover by other means'*. We have chosen two middle schools in Tizi-Ouzou namely Tizi n' Tlata school in Ouadhia and Kaci Mohand school in Freha. The selection of the seven classes and five teachers was done randomly. We attended three sessions with each teacher. We have spent over two weeks from 24 April to 8 may 2016. The observation was spent over fifteen hours. The data is gathered with the help of an adapted checklist. Our adapted checklist is based on some criteria related to teachers' CS such as: Teachers' Use of Code-Switching in the Classroom, Reasons and Effects of Teachers' CS, Types of CS and, functions of teachers' code-switching in class which is suggested by Ur (1996: 228) (see appendix IV).

## 4. Procedures of Data Analysis

Two different procedures are used for the analysis of the data gathered from the questionnaires and classroom observation. While the quantitative data are analyzed by using Descriptive Statistical Method, the qualitative data are interpreted and analyzed by using QCA.

## 4.1. Descriptive Statistical Method

In order to analyze the quantitative data, we adopt the descriptive statistical method to calculate the results obtained through the questionnaires addressed to both teachers and pupils. Therefore, in order to get reliable statistical results, the rule of three is used to

calculate the percentage which is applied as follows: $X = \frac{Y \times 100}{Z}$. X represents the calculated percentage. Y represents the number of answers. Z represents the total number of teachers and pupils.

## 4.2. Qualitative Content Analysis (QCA)

QCA as a data analysis technique is used to analyze and interpret the qualitative data reached from the open-ended questions of the two questionnaires and the classroom observation of this investigation. Hsieh and Shanon (2005:02) define QCA as *'a research method for the subjective interpretation process of the content of text data through the systematic classification process of coding and identifying themes or patterns'*. It means that QCA deals with the analysis of texts. Moreover, Down-Wamboldt (1992:314 quoted in Hsieh and Shanon, 2005:1278) says that the main goal of this tool is *'to provide knowledge and understanding of the phenomenon under study'*. That is, it is useful for a better understanding of the issue.

## Conclusion

This chapter puts its focus on the research design of the study. It consists of the research method, the context of investigation and sample population, instruments of data collection and procedures of data analysis used to conduct the work. In the following chapter, we present the results of our investigation.

### Introduction

This chapter aims at presenting the results of the questionnaires that we have addressed to 35 teachers and 40 pupils of first year in Tizi-Ouzou MSs and the classroom observation we have conducted in Tizi n' Tlata school in Oudhias and Kaci Mohand school in Freha. The aim of this chapter is to show whether or not teachers use other languages in English classes and if CS is effective in enhancing pupils learning of English vocabulary. The findings of the questionnaires are presented in percentages and shown in the form of tables, histograms, and pie charts. This chapter is divided into two main sections. The first section is devoted to the presentation of the findings obtained from teachers' and pupils' questionnaires, whereas the second section of the chapter aims at presenting the results reached from the classroom observation.

### I. Presentation of the Questionnaires' Results

### I.1. Results of the Teachers' Questionnaire

### I.1.1.Section One: Participants' Profile
**Q1: What is your native language?**

|  | **Berber** | **Arabic** | **Total** |
|---|---|---|---|
| **Participants** | 32 | 03 | **35** |
| **%** | 91.42 | 8.57 | **100** |

**Table1: Teachers' Distribution according to their Mother Tongue**

As it is shown, the majority of teachers (91.42%) speak Berber as their mother tongue while a minority of them (8.57%) said that Arabic is their native language.

**Q2: What are the languages you speak?**

The majority of teachers (88.57%) speak four languages which are Berber, French, Arabic and English while 8.57% of the participants speak Arabic, French and English, and only one teacher speaks five languages which are Berber, Arabic, French, English and Spanish.

## I.1.2.Section Two: Code-Switching Behavior
**Q3: Do you switch from English to other languages in EFL classes?**

|  | Yes | No | Total |
|---|---|---|---|
| **Participants** | 26 | 9 | **35** |
| **%** | 74.28 | 25.71 | **100** |

**Table2: Teachers' Code- Switching in the English Classroom**

The above table represents the teachers' use of other languages in the classroom. Thus, 74.71% of teachers switch to other languages in English language classes. However, only 25.71% of teachers answered that all the session is conducted in the English language.

**Q4: What are the languages do you use when you code switch?**

|  | French | Arabic-Berber-French | Arabic-French | Berber-French | No answer | Total |
|---|---|---|---|---|---|---|
| **Participants** | 19 | 06 | 01 | 04 | 05 | **35** |
| **%** | 54.22 | 17.14 | 2.85 | 11.42 | 14.28 | **100** |

**Table3: The Languages Used by Teachers in the Classroom**

As it is shown in the above table, teachers switch to French more often than Arabic and Berber in English classes with 54.22%. However, 17.14% of utterances are said in

Arabic, Berber and French. Others answered that 14.42% (2.85%+11.42%) of utterances are in Arabic- French and in Berber- French. Five teachers have not provided any answer.

**Q5: How often do you use French during the English language classes?**

|  | **Always** | **Often** | **Rarely** | **Never** | **Total** |
|---|---|---|---|---|---|
| **participants** | 2 | 8 | 24 | 1 | **35** |
| **%** | 5.73 | 22.85 | 68.57 | 2.85 | **100** |

**Table 4: Frequency of Teachers' Use of French in Classes**

As it is indicated in the above table, 68.57% of teachers say that they do not use French during the English language classes frequently while 22.85 of them frequently use French in the classroom. Only 5.73% of teachers state that they always use French inside English classes, however one teacher who stands for 2.85% says that she/he never uses French in the classroom**.**

**Q6: How often do you use Berber during the English language classes?**
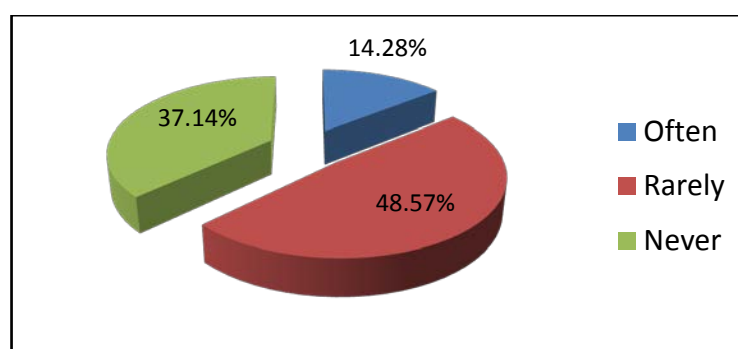


**Figure 1: Frequency of Teachers' Use of Berber in the English Classes**

As it shown in figure 2, nearly half teachers (48.57%) assert that they rarely use Berber in class while 14.28% of teachers often use Berber in English classes. 37.14% of teachers say that they never use Berber in their classes.

**Q7: How often do you use Arabic during the English language classes?**

|  | **Always** | **Often** | **Rarely** | **Never** | **Total** |
|---|---|---|---|---|---|
| **Participants** | 0 | 0 | 15 | 20 | **35** |
| **%** | 0 | 0 | 42.85 | 57.15 | **100** |

**Table 5: Frequency of Teachers' Use of Arabic**

The results from table 6 show that the largest number of respondents (57.15%) say that they never use Arabic in the classroom, however 42.85% of teachers rarely use Arabic in classes.

## I.1.3.Section Three: Reasons of Teachers 'Code-Switching

**Q8: Are there any reasons for using Code- Switching in EFL Classes? If Yes, could you suggest some**

|  | **Yes** | **No** | **No answer** | **Total** |
|---|---|---|---|---|
| **Participants** | 23 | 10 | 02 | **35** |
| **%** | 65.71 | 28.58 | 5.71 | **100** |

**Table6: Reasons of Using Code-Switching in the English Classroom**

The results from the above table reveal that the majority of teachers of Tizi-Ouzou MSs use code-switching purposefully in the classroom with 65.71%. They argue from their answers that first year learners are beginners and it is the first time for them to learn English. Also, learners face difficulties in understanding new English items and there is a lack of materials such as visual aids. Thus, teachers have to use other languages like French, Berber and Arabic inside the class for better explanation, clarifying things and ensure learners understanding. While 28.58% of teachers claim that there is no reason for using code-switching in English classes. Only two teachers who stand for 5.71% have not answered the question.

**Q9: Do you think that switching to the learners' native language will facilitate the learning of English items? Why?**

|  | Yes | No | Total |
|---|---|---|---|
| **Participants** | 18 | 17 | **35** |
| **%** | 51.42 | 48.57 | **100** |

**Table 7: Teachers' Views about the Role of the Learners' Native Language in Facilitating the Learning of English Vocabulary**

The results presnted in table 8 show that half of teachers (51.42%) assert that the native language of pupils facilitates the learning process of English items. They justify their answers by saying that pupils' native language is a good strategy inside first year English classes in order to understand better and let the learners enjoy learning the English language. When pupils understand an English item in their native language, it will become easy for them to memorize it. While 48.57% think that the native language does not help learners to learn English vocabulary. They argue that the native language of learners is a bad habit which is used in English classes because when pupils have a habit to hear their native language at any moment of the learning process, this makes them less comuunicative and it will handicap them to develop the target language because they are sure to have what they need when the teachers use the native language.

**Q10:In your opinion, what is the role of the teacher in the classroom?**

The vast majority of participants assert that the teachers' role in the classroom is to guide learners and to facilitate the learning process as well as to help them know how to communicate in the target language. On the other hand, a minority of the respondents claim that since first year learners are biginners to learn English as a foreign language; the role of the teacher is to provide knowledge and he/she gives instruction in the class.

**Q11: Do you think that the use of Berber, French or Arabic may reduce learners' anxiety in EFL Classes?**

|              | Yes   | No    | Total |
|--------------|-------|-------|-------|
| **Participants** | 23 | 12 | **35** |
| **%**        | 65.71 | 34.28 | **100** |

**Table8: The Role of Teachers' Code Switching in Reducing Learners' Anxiety in EFL Classes**

This table shows that the majority of teachers (65.71%) claim that the use of other languages in the classroom may decrease learners' anxiety while a minority of them (34.28%) assert that code-switching does not help learners to reduce their anxiety.

**Q12:Do you think that learners are more attentive when you switch from English to their native language?**

|              | Agree | Strongly Agree | Disagree | Strongly Disagree | Neutral | Total |
|--------------|-------|----------------|----------|-------------------|---------|-------|
| **Participants** | 22 | 4 | 6 | 1 | 2 | **35** |
| **%**        | 62.85 | 11.42 | 17.14 | 2.85 | 5.71 | **100** |

**Table 9: Learners' Attentiveness to Teachers' Code-Switching to Berber**

From the above table, it reveals that the majority of teachers (62.85%) agree that switching to the learners' mother tongue makes them more comfortable while seven teachers out of thirty five, which stand for 19.99% (17.14%+2.85) do not agree that the learners' native language in English language classes makes them comfortable.

**Q13: Do you think that using only English in foreign language classes help learners better to acquire English vocabulary?**

|               | Yes   | No    | Total |
|---------------|-------|-------|-------|
| **Participants** | 20    | 15    | **35** |
| **%**         | 57.14 | 42.85 | **100** |

**Table10: Teachers' Views Regarding the Role of English in Helping Learners to Acquire English Vocabulary**

The above table shows that a large number of participants (57.14%) assert that using only English in the classroom helps learners better to acquire English items. However, 42.85% of teachers claim that using only English in the classroom does not help learners to learn English vocabulary.

**Q14: According to you, what are the functions of teachers' code- switching in English language classes?**
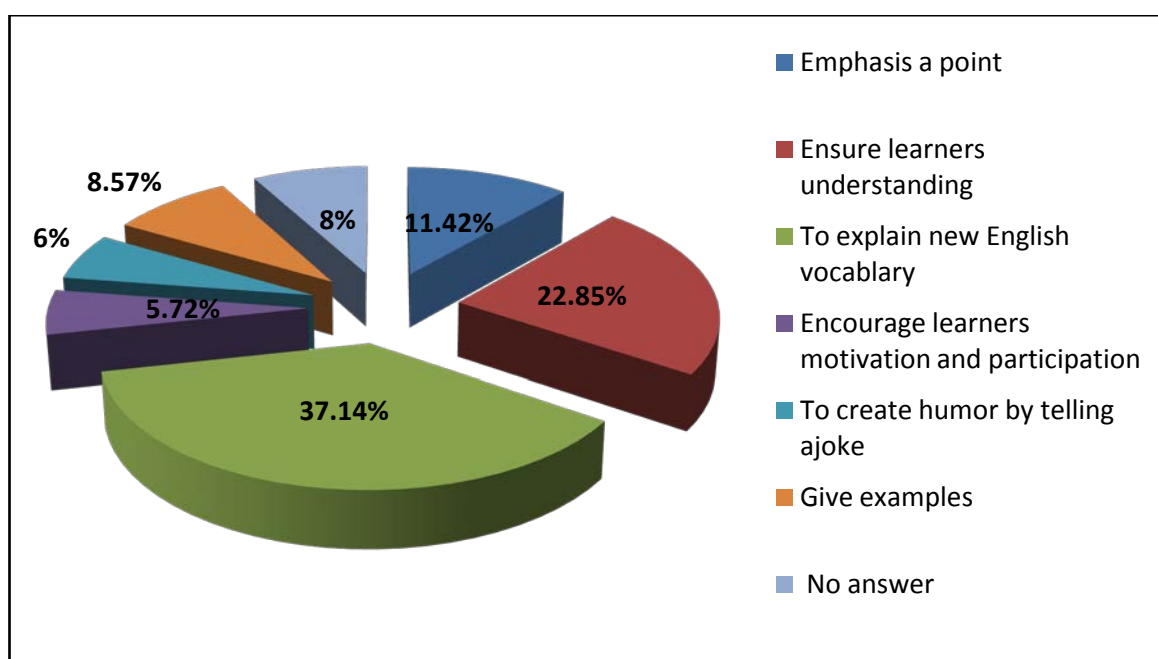


**Figure2: Functions of Teachers' Code-Switching in English Language Classes**

Concerning the functions of teachers' code-switching in English classes, figure 3 shows that 37.14% of teachers' reason for using code-switching in the classroom is to explain and illustrate new English words. The second reason for using other languages in the classroom 22.85% is to ensure learners' understanding. Third, teachers use CS in classes for the purpose of emphasizing a point with 11.42%. 8.57% of teachers switch to other languages

in classroom in order to give examples. Besides, 5.72% of teachers use other languages to encourage learners' motivation and participation and 6% to create humor by telling a joke. Only 8% teachers have not provided any answer.

**Q15: Are you aware when you switch to other languages in the classroom?**

|  | **Yes** | **No** | **No answer** | **Total** |
|---|---|---|---|---|
| **Participants** | 30 | 02 | 03 | **35** |
| **%** | 85.72 | 5.71 | 8.57 | **100** |

**Table 11: Teachers' Awareness about the Use of Other Languages in Classes**

The results show that the majority of teachers (85.72%) aware when they switch to other languages in classroom, but 5.71% of teachers are not aware when they switch from one language to another inside the classroom, 8.57% of them have not answered the question.

**Q16: What do you think of Code- Switching?**

Almost all the teachers think that code-switching is a positive and helpful strategy that teachers should practice inside first English year classes in the MS because simply learners are beginners and they find difficulties in understanding difficult English items. So, teachers are obliged to use other languages than English in order to clarify some points for learners and ensure their understanding. However, teachers claim that CS should not be used regularly during the teaching and the learning process because the abusive use of other languages in English classes may have a negative consequence on the acquisition of the target language especially vocabulary. A minority of teachers strongly disagree with such a way of explaining a lesson. They claim that CS should not be used in EFL classes since it does not help to learn this foreign language. As a matter of fact, this does not enable them to be efficient communicators. Teachers suggest that using visual aids like pictures, gestures, data

show, concrete examples and real situation is the best means to teach a foreign language, explain English vocabulary and motivate learners.

## I.2. Results of Pupils' Questionnaire

### I.2.1. Section One: Participants Profile
**Q1: What is your mother tongue?**

|  | Berber | Arabic | Total |
|---|---|---|---|
| **Participants** | 40 | 0 | 40 |
| **%** | 100 | 0 | 100 |

**Table 12: Pupils' Distribution according to their Mother Tongue**

As highlighted in table12, all the target pupils which correspond to 100% have Berber as their mother tongue.

**Q2: What are the languages do you speak?**

From the outcomes, it is seen that the majority of the pupils respond that they speak Berber and Arabic. Only ten of them answer that Berber, Arabic and French are the languages they speak.

### I.2.2. Section Two: Learners' Views about Teachers' Code-Switching

**Q3: Does your teacher switch to other languages in the classroom?**

|  | Yes | No | Total |
|---|---|---|---|
| **Participants** | 33 | 7 | 40 |
| **%** | 82.5 | 17.5 | 100 |

**Table 13: Teachers' Use of Code-Switching in the Classroom**

Table13 shows that 82.5%; that is, the majority of the target pupils say that their teachers switch to other languages in their classes. Only 17.5% answer that their teachers do not use other languages during the English courses.

**Q4: What are the languages that your teacher switches to?**

| | Arabic | Berber | French | Arabic, Berber and French | Arabic and French | Arabic and Berber | Berber and French | Total |
|---|---|---|---|---|---|---|---|---|
| **Participants** | 2 | 5 | 5 | 16 | 3 | 2 | 7 | 40 |
| **%** | 5 | 12.5 | 12.5 | 40 | 7.5 | 5 | 17.5 | 100 |

**Table 14: The Languages Used by Teachers**

As indicated above, from the answers gathered from 40 pupils, 40% of the answers point out that teachers use Arabic, Berber and French in the English teaching. But the languages used more are Berber and French; that is, 12.5% for Arabic and French.

**Q5: Do you like your teacher' use of Code-Switching when explaining a lesson?**

| | Yes | No | Total |
|---|---|---|---|
| **Participants** | 38 | 2 | 40 |
| **%** | 95 | 5 | 100 |

**Table15: Pupils' Enjoyment of Teachers' Code-Switching**

From table 15, it is demonstrated that most answers favour the teachers' use of other languages. This means that pupils understand more when teachers switch to other languages during the courses. 5%, however, respond that they do not like teachers' code-switching.

## I.2.3. Section Three: The Reasons and Effects of Teachers' Code-Switching

**Q6: According to you, why do teachers switch to other languages?**
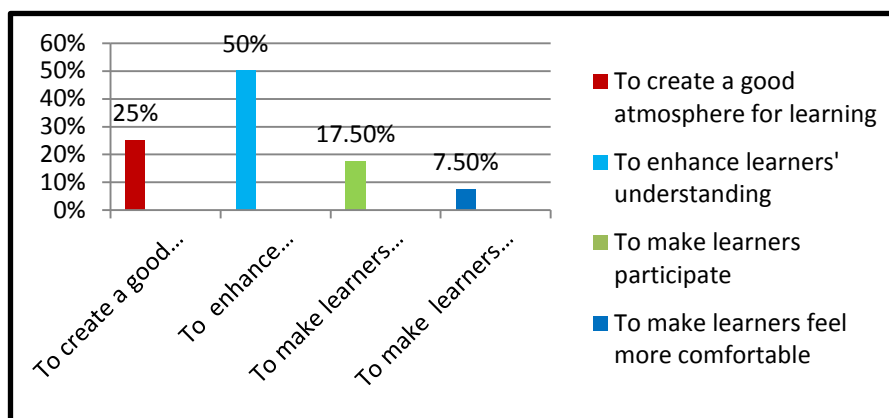


**Figure 3: Reasons of Teachers' Code-Switching**

The results displayed in the figure above clearly show that half of pupils assert that the main reason behind teachers' code-switching is to enhance learners' understanding; whereas, 25% stress on creating a good atmosphere for learning. As for the rest of pupils, only 17.5% emphasize learners' participation while 7.5% of them confirm that it is used to make learners feel more comfortable.

**Q7: Teachers' code- switch because they think that it is the best way to explain difficult English items?**

|  | Yes | No | Total |
|---|---|---|---|
| **Participants** | 36 | 4 | 40 |
| **%** | 90 | 10 | 100 |

**Table 16: Teachers' Code-Switching as a Beneficial Strategy for Teaching Vocabulary**

It becomes clear from table17 that thirty six pupils agree that teachers' code-switching is the best way to explain the difficult English items. However, four pupils assert that it is not the best way to explain words in English.

**Q8: Do you feel that teachers' Code-Switching to Berber, Arabic or French helps you understand words when you are not able to understand them in English?**
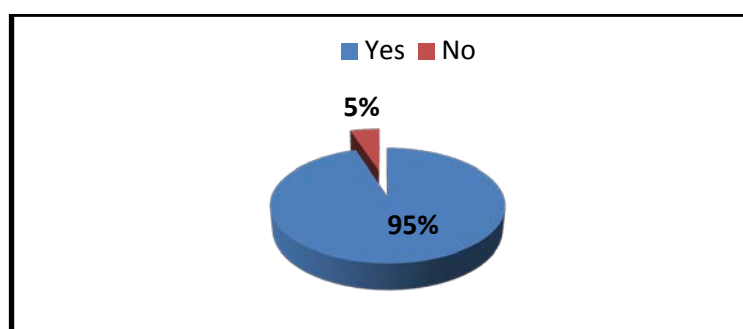


**Figure 4: Teachers' Code-Switching as an Understanding-Facilitating Strategy**

The above results clearly show that most of the pupils understand more when their teachers use Berber, Arabic or French while explaining words in English and that denotes that

teachers' CS helps and facilitates their learning of English vocabulary .However, 5% of them argue that teachers' CS does not help them to understand.

**Q9: You participate more when your teacher uses other languages in the English classes?**

|              | Yes  | No  | Total |
|--------------|------|-----|-------|
| **Participants** | 37   | 3   | 40    |
| **%**        | 92.5 | 7.5 | 100   |

**Table 17: Teachers' Code-Switching as Encouragement of Pupils' Participation**

As shown in the above table, the majority of the pupils which correspond to 92.5% claim that they participate more when their teachers use other languages in the classroom. Only 7.5% of them maintain that teachers' CS does not enhance their participation.

**Q10: You are attentive when your English teacher switches to your mother tongue?**

|              | Yes | No | Total |
|--------------|-----|----|-------|
| **Participants** | 38  | 2  | 40    |
| **%**        | 95  | 5  | 100   |

**Table 18: Learners' Attentiveness when Teachers Use their Mother Tongue**

From the results obtained, it is obviously seen that 95% of the respondents affirm that they are attentive and concentrate more when their teachers use their mother tongue, that is, Berber. Whereas, 5% see the opposite.

**Q11: Do you think that the use of Arabic, Berber or French may have a negative impact on pupils' development of English vocabulary?**
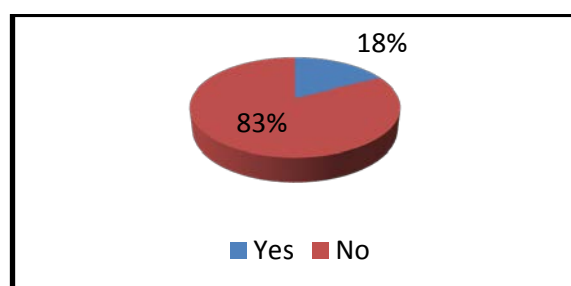


**Figure 5: The Negative Impact of Teachers' Code-Switching on Pupils**

The results displayed in the figure 7 reveal that most of the target pupils that is 83% are against the idea that those teachers who switch to other languages may affect negatively first year learners. On the other hand, 17% of them confirm that it affects negatively pupils' development of English vocabulary.

**Q12: According to you, teachers' code- switching creates a good relationship between teacher and pupil?**

|  | Yes | No | Total |
|---|---|---|---|
| **Participants** | 37 | 3 | 40 |
| **%** | 92.5 | 7.5 | 100 |

**Table 19: The Impact of Code-Switching on Teacher-Pupil Relationship**

The above table shows that a great number of the target pupils answered that teachers' code- switching maintains a good relation between teacher and pupil; and only 7.5% believe the opposite.

## 2. Presentation of the Classroom Observation Results

For the sake of collecting qualitative data on teachers' practices of code-switching in the classroom, classroom observation is used as a research tool. During the observation process, we have attended different first year classes in two different MSs in Tizi-Ouzou. The classes are 1AM1, 1AM2, 1AM3 at Tizi N'tlata School in Ouadhias and 1AM3, 1AM4, 1AM5 and 1AM6 at Kaci Mohand School in Freha.

In the first year classes observed in 1AM1 and 1AM2, we have noticed during the first observation session that there were many cases of CS in English language classes. We have seen that the majority of first year English language teachers use other languages like Berber, Arabic and French during the teaching process. This occurs mainly when learners have difficulties in understanding the meaning of English words.  Also, in our attendances, we have noticed that when teachers switch to other languages, it is mostly due to the lack of knowledge

concerning learners' English vocabulary. Besides, we have observed that teachers frequently use Berber and French to explain difficult English items since Berber is the native language of most learners. In addition to this, during our observation we noticed that teachers' CS encourages the learners more to develop their communicative abilities and interact with others in the whole session. Also, we have found that the majority of learners are motivated and participate during the lesson when teachers switch to their L1.

During the fourth observed lesson in 1AM4, we have seen that learners understand better when teachers switch to other languages. For instance, one teacher was explaining the English term 'sender' and she switched to Arabic to explain it(المرسل. Therefore, we can say that CS is an effective strategy in the sense that it helps learners to acquire and comprehend English vocabulary.

Moreover, we have noted that the most common types of code-switching in all observed classes are inter-sentential and intra-sentential code-switching. The reason for this is mentioned earlier, it may be the result of pupils' limited vocabulary knowledge in the English language and to ease the teaching and the learning process of the English language.

However, in our observation we have seen that there are two teachers who are totally against with such way of explaining a lesson and particularly English vocabulary. These classes are 1AM3 in Tizi n' Tlata school and 1AM6 in Kaci Mohand school. Indeed, the most common tools used by teachers instead of other languages when explaining vocabulary are visual aids like pictures, colors and gestures. But, we have found that learners are less motivated and they do not participate as their classmates in the other classes where code-switching comes across in the teachers discourse. In addition, there is a misunderstanding of terms because teachers prefer to use only the target language in the classroom.

Finally, from our observation, it appears that most teachers favour the use of other languages when teaching first year MS pupils since this strategy helps them to enhance their

learning of English vocabulary. In short, the results reveal that MS English language teachers of first year pupils are aware of the importance and the effectiveness of using other languages in the classroom when teaching the English language. From the obtained results, we find that pupils prefer the teacher who uses other languages in the classroom because according to them, this enhances their learning, understanding and participation.

## Conclusion

The results of teachers' and pupils' questionnaires have reported that CS is a common technique that takes an important place in the process of teaching and learning English as a foreign language. In fact, the results reveal that CS is a helpful strategy in enhancing pupils' vocabulary learning and their understanding. We have noticed from our observation that English language teachers frequently use other languages. As far as teachers' CS in MS English language classes is concerned, the results show that pupils prefer the teachers who use Berber, Arabic and French because according to them this enhances their understanding of English items, concentration and participation.

## Introduction

After we have presented the results in the previous chapter, this chapter is devoted to the discussion that is the explanation and interpretation of the findings which were obtained from the questionnaires and classroom observation. In this discussion section, in fact, the results are interpreted in relation to the review of the literature and Yu Guodong (2001) model of code-switching functions in the classroom that we have already developed in the first chapter and they aim at responding to the research questions and confirm or refute the hypotheses stated in the general introduction. This part is divided into three sections. It starts with discussing the results obtained from the teachers' questionnaire. Second, it deals with discussion of the results reached from the pupils' questionnaire. Finally, it discusses the results gathered from the classroom observation.

## 1. Discussion of the Findings of the Teachers' Questionnaire

### 1.1. Information on Teachers' Profile

The results obtained from the questionnaire addressed to English language teachers in Tizi-Ouzou MSs demonstrate that the majority of the English language teachers speak four languages which are Arabic, Berber, French and English. While 8.57% of the participants speak Arabic, French and English and there is only one teacher who speaks the four languages and Spanish. The result is likely to be interpreted by the fact all teachers belong to the Algerian community where many languages exist. Tom and Arthur (1996) state that multilingual societies are those communities where several languages are used for communication.

### 1.2. Teachers' Code-Switching Behavior

This section is concerned with teachers' views about the use of code-switching as a learning strategy in teaching English as a foreign language in first year English language

Classes in Tizi-Ouzou MSs. From the results displayed in the previous chapter, it is noted that when teachers were asked about the use of code-switching in the EFL classes, the majority of them (74.28%) switch to other languages inside the classroom while a significant part of the respondents 25.71% say the opposite. This answered the first question and confirmed the first hypothesis stated in the General Introduction. In this case, we understand that teachers frequently use Arabic, Berber and French during the process of teaching EFL. This result goes hand in hand with Simons' (2001) assertion that code-switching is something that teachers come across in every foreign language learning. These results may be interpreted by the fact that teachers are aware that code-switching has positive effects on learners to construct their knowledge in English, helping them to overcome their difficulties in the English language and giving them the opportunity to facilitate the learning process. Therefore, from our findings, we deduce that teachers' code-switching is a helpful learning strategy. This confirms Yu Guodong's (2001) assertion that teachers use CS as a facilitating teaching strategy in the sense that teachers use other languages in the process of teaching English because of learners' difficulties in understanding new vocabulary.

Our findings demonstrate that 68.57% of teachers "rarely" use French while presenting their lessons. 22.85% affirm that French is "often" used; whereas, 8.85% of the respondents (5.71%+2.85%) argue that it is "always" and "never" used. This may be interpreted by the fact that most teachers do not really use French while they present their work (See table4). Indeed, as it is revealed in the previous chapter, a large number of teachers "often" use Berber while explaining lessons. This may be interpreted by the fact that teachers switch from English to Berber due to the fact that the majority of pupils speak Berber as their mother tongue. So, this helps them to memorize English vocabulary. This confirms Libescher and O'cain (2005) claim that teachers turn to the native language when they feel that their learners find difficulties to produce utterances, words in the target language.

## 1.3. Teachers' Reasons of Using Code-Switching

Furthermore, the outcomes of the investigation demonstrate that the reasons of teachers' use of other languages in English language classes are related to the fact that they perceive the effectiveness of CS in English classrooms and its impact on learners' success and achievement. According to the results, one participant, for instance, says *"using other languages in the classroom to explain abstract, difficult items and to facilitate the message transmission"*. Another teacher argues that "code- *switching is a helpful strategy in the process of teaching and learning English because this facilitates learners' understanding and helps them to acquire English vocabulary"*. Additionally, one teacher believes that *"through code-switching, you can encourage your learners' participation and help them to overcome their learning problems, difficulties and hesitations"*. Another one adds that *"since first year learners are beginners and it is the first time for them to learn English, teachers have to switch to other languages in the classroom"*. These results are supported by Cook (1999) who claims that teachers use CS in the classroom for explaining grammar, managing class, maintaining discipline, confirming student understanding and translating unknown vocabulary items. In the same line of thoughts, Sert (2005) asserts that teachers switch to other languages when they feel that their learners meet obstacles and they are unable to produce utterances in the target language. In addition to this, on the basis of the results, we can confirm that English first year teachers of English tend to use other languages since there is a lack of materials and visual aids such us data show, videos ,etc.

From the results displayed in the previous chapter, we can say that the learners' native language facilitates the learning of English items. The outcomes demonstrate that the majority of teachers (51%) (See table7) consider the use of the learners' native language as a good teaching strategy. Indeed, the teachers see the native language as an important aspect of teaching through which learners enhance their learning progress, develop their understanding and English knowledge. These results support Cooks' (2001) statement that students' L1 is a

resource for successful learning that would help to create authentic users of the target language. These findings imply that teachers are aware of the value of the native language in teaching and learning EFL and its usefulness in developing learner's proficiency in the English language.

Indeed, the answers of the participants reveal that the native language affects learner's achievement in terms of developing capacities in acquiring new English words. One teacher, for instance, claims that *"through the learners' native language, you can motivate pupils and encourage them to participate"*. Another teacher says that "the *native language facilitates learning English items when pupils face problem in acquiring new English lexis*". Additionally, one respondent asserts that *"teachers' use of the native language in English classes can help learners better to be more attentive"*. Accordingly, teachers are aware of the importance and the role that CS plays when constructing pupils' knowledge.

As it is revealed in table9, the study reported that a great number of teachers (62.85%) "agree" that learners' mother tongue makes pupils to be more attentive in the classroom. Moreover, 11.42% of teachers "strongly agree" to switch to the native language when teaching English lessons. These outcomes can be interpreted by the fact that the native language is used by most teachers for the sake of attracting pupils' attention and let them enjoy the learning atmosphere inside the classroom. This is shown by Yu Guodong (2001) who argues that a good learning atmosphere can be created through teachers' use of other languages in the classroom.

It is clearly shown in the previous chapter that the majority of teachers believe that reducing learners' anxiety in English classes depends on teachers' use of languages like Berber, Arabic and French. This may be explained by the fact that anxiety is an issue which has negative effects on learners. So, CS is a technique used by teachers to help them feel more comfortable in class. These results support the view of Yu Guodong (2001) who asserts that

the psychological intention of teachers behind CS as 'anxiety avoidance strategy' is to help learners feel free, less stressed and create a good relationship between teachers and pupils.

Furthermore, the outcomes reported that a great number of participants claim that the role of the teacher in the classroom is to facilitate the learning process and to help learners to know how to communicate in the target language. This is shown by Yu Guodong (2001) that teachers in the classroom take complete charge of the class in order to encourage and help pupils to acquire knowledge. This result entails that teachers aim at enabling their learners to learn the language appropriately and to know how to use it in different contexts and situations.

As it is displayed in figure (2), the study also reported that a great number of teachers (37.14%) declare that the functions of teachers' CS in class lie in their assistance in constructing pupils' knowledge in the English language. One of those participants says that the function of teachers' CS is *"to explain for learners' new English vocabulary"*. While for some others (22.85%), it is *"to ensure learners understanding"*. Another one adds that it is *"to make emphasis on some points'*. Additionally, 5% of teachers argue that the function of teachers' code-switching *"is encouraging learners' motivation and participation in the classroom"*. However, others claim that the function of CS is *"to create humor which may decrease learner's anxiety in class"*. These outcomes show the significant role that CS plays in the classroom to aid pupils to master the English language effectively as well as to build active and successful learners. This in fact goes hand in hand with Yu Guondong 's (2001:74) assertion that *" code-switching as realization of teachers adaptation to teachers external element as passive code-switching, while he names code-switching as realization of teachers' adaptation to teacher internal motives as active code-switching"* .

The results of the teachers' questionnaire, we notice that 85.72% of the participants answered question number seventeen positively. It means that English language teachers in Tizi-Ouzou MSs are aware of the use of other languages inside the classroom and they

conceive CS as a teaching strategy which facilitates the learning process of the English language. This idea corresponds to Yu Guodong's theory in which he affirms that CS is an effective strategy which plays an important role where English is being learned.

Finally, from the results displayed in the previous chapter, it appears that the vast majority of first year EFL teachers in Tizi-Ouzou MSs have nearly the same view toward code-switching in English language classes. One teacher, for instance, declares that *"CS is a means that teachers use to teach English as a foreign language"*. Another one says that *"it is an effective and motivating strategy in the sense that it facilitates learners' understanding"*. Further, one teacher claims that *"teachers' code-switching is adopted in the classroom to explain difficult English items, but the teacher doesn't use it regularly as a habit during the teaching process"*. These results may be explained by the fact that teachers recognize the importance of code-switching in language classes since it is helpful and it enhances pupils' vocabulary learning. This confirms the third hypothesis which states that teachers' code-switching is an effective strategy which helps first year MS pupils to learn English vocabulary.

## 2. Discussion of the Findings of the Pupils' Questionnaire

### 2.1. Pupils' Profile

The results showed that all the target pupils speak Berber as their mother tongue since it is acquired at home as their L1. In Algeria, Arabic (CA) is the medium of instruction in schools. Therefore, pupils study in the Arabic language, this is why all the pupils speak this language. Moreover, few of them claim that they speak three languages namely: Berber, Arabic and French. The latter has an important place in Algerian schools and society.

On the basis of the results, it could be concluded that different languages are taught in Algerian schools. Accordingly, people are bilingual speakers since the country is considered a multilingual society.

## 2.2. Learners' Views about Teachers' Code-Switching

From the results displayed in the previous chapter, it appears that first year English language teachers in the MS use CS with their pupils inside the classroom (see table13). This is due to the fact that the majority of the respondents (82.5%) affirm that their teachers switch to other languages in the classroom. This entails that teachers are aware of the significance of CS in the context of teaching and learning EFL. While, 7.5% claim the opposite. It means that a few of teachers are against this way of teaching English. These findings can be interpreted by the fact that they prefer to use other strategies rather than CS.

Indeed, the questionnaire reveals that different languages are used by teachers in the English language classes. Most of the pupils, that is, 40% confirm that their teachers switch to Arabic, Berber and French. This shows clearly that teachers mix between these languages to explain the difficult English items and make sure that learners understand. Some of them (12.5 %) claim that Berber is the language used by their teachers. It means that teachers prefer to switch to the learners' mother tongue to help learners follow and understand words. This implies that most of the teachers recognize the necessity of using L1 to help learners develop their knowledge in the target language. Equally, others (12.5%) affirm that French is used by teachers to foster learners' understanding. Therefore, teachers rely on CS to achieve different teaching goals.

Moreover, it is clearly shown in table 15 that a great number of learners (95%) enjoy and favour their teacher's code-switching in the English lessons. This finding is likely to be interpreted by the fact that pupils understand when teachers use CS instead of using only English. In short, teachers' code-switching is a tool that can be an essential motivator for pupils.

## 2.3. The Reasons and Effects of Teachers' Code-Switching

The study also reported the reasons behind teachers' use of CS. Half of the participants assert that the main reason of teachers' code-switching is to enhance learners' understanding. 25% of them declare that it is used to create a better environment for learners to learn the English language. Some others, (17.5%) argue that teachers' code-switching is used to support learners' participation. Whereas, 7.5% stress on making learners feel more comfortable. All these can be explained by the fact that learners are aware that their teachers use CS to promote their learning process and to make them understand better.

In the same vein, from the results displayed in the previous chapter, it is noted that 90% of the participants says that teachers code-switch because they believe that using several languages when teaching English vocabulary has a positive role to help pupils understand teachers' input. Therefore, teachers are aware of the positive effects of CS in constructing pupils' vocabulary knowledge.

In addition, the findings of this work demonstrate that (95%) of the pupils assert that teachers' CS helps them to better understand the English vocabulary. This confirms the third hypothesis which states that teachers' CS is an effective strategy which helps first year MS pupils to learn English vocabulary. This means that teachers tend to use CS in order to explain the difficult English words to their learners since they are not familiar with these words. So, teachers adapt to the psychological intention of facilitating pupils' understanding, and switch to different languages so as to make pupils follow the English vocabulary interpretation easily and rapidly. Therefore, teachers' CS is a good teaching strategy which facilitates and fosters pupils' understanding as it gives them a clear explanation of the English words.

As displayed in table 17, the study reported that the vast majority of learners; that is, 92.5% affirm that teachers' use of other languages in the classroom permits them to participate as it motivates them. This can be explained by the fact that pupils in the MS favour CS because it allows them to feel less stressed and to be more comfortable with their teachers

in the English classes. Therefore, teachers adapt to this psychological intention by choosing CS as an anxiety-avoidance strategy to make their learners relaxed; then they can speak and participate inside the classroom. So, in this case, CS is an effective tool which creates a better environment to acquire the English language. This proves Harmer's claim (1983:201) that *'often the teacher needs to encourage students to participate or needs to make suggestion about how students may proceed in an activity when there is a silence or when they are confused about what to do next'*.

Our findings reveal that 95% of pupils assert that teachers' CS to L1 makes them attentive. That is, when the teacher switches to Berber, pupils are more interested in learning English. This implies that teachers are aware of the importance of using L1 in EFL classrooms since it plays a positive role to develop pupils' vocabulary knowledge. This confirms Cole's (1998) assertion that L1 in the foreign language learning promotes the learning of the English language.

Furthermore, in figure 5, it is clearly shown that the vast majority of the participants (83%) disagree that teachers' CS has a negative impact on pupils. This is due to the fact that they claim that they understand more when their teachers switch to Berber or Arabic and they find many difficulties to understand English when other languages are not used. Therefore, CS is a helpful strategy to teach English and not a hindrance for learners.

Finally, it is clearly demonstrated that 92.5% of pupils confirm that teaches' CS creates and maintains a good relationship between the teacher and pupils. From these results, it is noticed that the majority of pupils consider CS as an important aspect which affects them in learning the English language. Therefore, teachers' CS is used as a communicative strategy to build solidarity and intimate relations with pupils inside the classroom.

## 3. Discussion of the Findings of the Classroom Observation

The outcomes of the classroom observation reveal that most of the teachers that have been observed tend to use other languages in their English language classes. This means that

they switch to Arabic, Berber and French to ensure pupils' understanding and improve their knowledge in the target language as well as to develop their competencies concerning the English vocabulary. Therefore, CS is used by teachers as a pedagogic strategy to help pupils learn better this new language.

The observation also reported that the majority of teachers switch more to Berber when learners face difficulties to understand the teacher's input. During the lesson in 1AM4, one pupil asked his teacher to explain the meaning of some English words for instance, a man, town and he answered *'argaz', 'tamdint'*. In this case, the teacher preferred to switch to the learners' L1 to help them first understand their meaning and then memorize them as much as possible. These results support Cole's (1998) claim that *'a teacher can exploit students' previous L1 learning experience to increase their understanding of L2'*. Additionally, since our work is based on vocabulary learning, we have noticed that teachers' CS to the learners' mother tongue in EFL classrooms has positive effects on pupils to enhance their language' development.

Another example to illustrate this, teacher 2 asked one pupil to give her a chair. The pupil did not understand its meaning until she switched to Berber and said *'akersi'*. Then, He gave her the chair. Here, CS is effective to make pupils understand and follow easily. Furthermore, In Spotlight on English One, we find that learners are asked to translate some sentences or words into their own language. For instance: -Once upon a time, – Wonderful. We have noticed that pupils rapidly answer without any hesitation as follows: *'yiwen wass', 'igerrez'*. This can be explained too that also the ministry of education encourages using L1 to learn the target language.

In addition, we have noticed from our observation that other teachers switch to French to explain the difficult items to their learners and when the situation necessitates this. In lesson four 1AM3 in Tizi n' Tlata school entitled *'Weather Forecast',* before the teacher writes the title of the lesson, she said; what is 'weather forecast?' Pupils kept silent. She tried

to help them by saying that it is the program which tells us about the coming day how the weather will be. It is noticed that a minority of them did not understand it until she said 'méteo'. They easily recognized its meaning when it is said in French. Moreover, French is used by English language teachers of first year classes when they want to give order, advice, warning, etc. These different examples illustrate this. During the explanation of one of the activities given to the learners as a task to do it, there are two pupils who talk a lot in the classroom and did not let other pupils to concentrate in doing this activity. In this situation, the teacher said: 'un dernier avertissement pour vous deux'. Teacher 4 asked one pupil to close the window, he said: 'tu fermes la fenêtre s'il te plait'. Also, teachers use French when they give feedback and want to encourage their learners to work hard. For instance, teacher 5 said to one of his pupils 'très bien! excellent travail, continuez'.

Indeed, from the outcomes, it has been noted that a great number of teachers switch includes intra-sentential and inter-sentential types of CS as mentioned in the first chapter of the dissertation. This noted when teacher 3 says: Aujourd'hui on va corriger the test n°2 ok. Here, the intrasentential type of CS is used. It means that the teacher starts to speak in French then he switches to English in the same sentence. Similarly, teacher 4 asks one pupil 'Read the text la page 22'. Besides, intersentential CS was also noticed in teachers' discourse. For instance, teacher 5 when he asked his learners if they understood, he said: 'Are you following?' Vous avez compris ou non. In this sentence, the teacher switches from English to French outside the sentence.

The study also reported that teachers' CS motivates and encourages pupils to interact and participate inside the classrooms. This is why teachers use several languages that pupils are comfortable with, to help them speak freely and give them opportunities to ask questions if there is something wrong. Therefore, CS is an essential tool that teachers tend to use to enhance pupils' understanding and participation. These findings confirm Sert's (2005) statement that *'CS as being effective, in particular, when L2 teachers seek to motivate*

*students to learn further, to manage their further understanding and maintaining attention, and create environment to be more conductive to language acquisition'.*

At last, through our observation we noticed that two teachers in Tizi nTlata and Kaci Mohand schools do not favour the use of CS during the teaching process. They tend to use other strategies such as drawings, gestures, facial expressions, colours and so on to explain different concepts related to the lessons. According to them, these new methods help more learners to acquire the English language rather than CS. They believe that CS is a bad habit for learners and it is not the appropriate tool to use in the EFL classes.

## Conclusion

In short, the discussion of the results obtained from the questionnaires and the classroom observation concerning English language teachers' use of code-switching and its effectiveness in enhancing pupils' vocabulary learning have answered the research questions and have confirmed the hypotheses set in the general introduction. It has shown that English language teachers of first year classes in Tizi-Ouzou MSs implement the different functions of Yu Guodong model of CS. Besides, it has revealed from the two questionnaires that teachers support the use of CS in EFL classrooms. Additionally, the majority of teachers and learners consider CS as an effective strategy which enhances vocabulary learning and understanding. In fact, this confirmed the third hypothesis which asserts that teachers' CS is an effective strategy which helps first year MS pupils to learn English vocabulary. Moreover, from the classroom observation, it has been seen that teachers use several languages as Berber, Arabic and French to give opportunities to their learners to speak freely as well as to promote their participation. That is to say, most of them encourage the use of CS while a minority of them tend to use visual aids when they teach English.

# General Conclusion

The present study has investigated first year English language teachers' use of code-switching and its effectiveness in enhancing pupils' vocabulary learning in Tizi-Ouzou MSs. It has focused on the use of CS in relation to its functions inside the classroom. The functions are CS as adaptation to linguistic reality, CS as adaptation to social role, and CS as adaptation to psychological intention. These functions are given importance since they are means to reinforce the efficiency of teachers' code-switching and they play an important role in constituting learners' vocabulary knowledge of English language.

To check the hypotheses and answer the research questions which are stated in the general introduction of this study, the mixed method approach is used. It combines both quantitative and qualitative research methods for data collection and data analysis. The data were collected through two different research tools. To begin with, a questionnaire which has been addressed to 35 first year English language teachers and 40 first year learners in different MSs in Tizi-Ouzou. Second, a classroom observation was also carried out in order to collect data about teachers' use of code-switching and its effectiveness in helping learners to acquire English vocabulary. For the quantitative data analysis, descriptive statistical method was used, whereas QCA was used to interpret the data gathered from the open ended questions of the teachers' questionnaire and a checklist was adopted to be the focus of our observation.

The findings reached from the two questionnaires and the classroom observation have answered our research questions and confirmed the hypotheses suggested in the general introduction. Indeed, the outcomes of the questionnaires have shown that English language teachers in the MS use other languages in the English classes like Berber, Arabic and French. It is also revealed that CS is integrated in the educational setting which serves as a teaching and communicative strategy as it plays a positive role in the field of English language teaching and learning. In the light of what has been said earlier, it seems that teachers of first

classes use CS to enhance pupils' vocabulary learning. Moreover CS is used to fulfill different functions.

As concerns the classroom observation, it has been revealed that the majority of teachers use other languages in class to achieve different purposes. For instance, emphasize a point, encourage learners' motivation and participation, reduce learners' anxiety, etc. Additionally, during the observation sessions, teachers use CS when they are presenting their lessons due to the learners' difficulties in understanding some difficult English words. Thus, the more teachers use CS inside the classroom, the more learners understand better. However, there are few teachers who use other tools when explaining their lessons such us visual aids, but it is noticed that CS is the best and the common tool used by teachers in first year English classes as the lessons are conducted well through teachers' switching to other languages.

There are some limitations to this research work. First, we aimed to observe many first year English classes in different MSs in Tizi Ouzou and due to the limited time, we have observed just some of them in two MSs. In addition, another limitation of this study is the limited amount and sources of data examined in the process. The data are only collected from five English teachers. The scope of data should be improved to make the findings more convincing. That is to say, to make the research more reliable, the observation should have been conducted for the whole year not just for two weeks. Third, the functions of teachers' code-switching suggested in the study may not be complete, there are other functions used by teachers in the EFL classroom.

It is hoped that this humble work will open opportunities for further research in this area of research. Effects of teachers' code-switching in enhancing pupils' vocabulary learning provide this research with clear outcomes about the effectiveness of teachers' use of other languages to develop pupils' vocabulary learning. In addition, pupils' use of code-switching and its effectiveness in learning English vocabulary can be investigated. Our investigation is

limited to the first year level. So, further research on the same study can be conducted with different levels such as second, third and fourth year classes in different settings.

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**Appendix I**

The Teacher's Questionnaire

Dear Teachers,

This questionnaire is part of our research work which aims to investigate English language teachers' use of Code-Switching and its effectiveness in enhancing pupils' vocabulary learning. Your help is greatly needed to achieve the investigation goal. Please note that all of your answers are confidential and your identity will stay anonymous. It will be extremely kind of you to answer the following questions. Please put a cross (x) in the right column and give a short answer whenever necessary. You can choose more than one answer.

- **Section One: Participants Profile**

1. What is your native language?

   Berber☐

   Arabic☐

2. What are the languages do you speak?
   …………………………………………………………..

## Section Two: Code - Switching Behavior

3. Do you switch from English to other languages in EFL Classes?

   YES □                              NO□

4. If yes, what are the languages do you use when you code switch?

   Arabic □              Berber □              French □

5. How often do you use French during the English speaking classes?
   a) Always □
   b) Often □
   c) Rarely □
   d) Never □

6. How often do you use Berber during the English language classes?
   a) Always □
   b) Often   □
   c) Rarely  □
   d) Never   □

7. How often do you use Arabic during the English language classes?
   a) Always □
   b) Often   □
   c) Rarely  □
   d) Never   □

- **Section three: Reasons and Effects of Teachers' Code – Switching**

8. Are there any reasons for using Code – Switching in EFL classes?

   YES□                              NO□

   If YES, could you suggest some of them? ………………………….

9. Do you think that switching to the learners' native language will facilitate the learning of English items?

   YES □                              NO□

Why?...................................................................................................................................

10. In your opinion, what is the role of the teacher in the classroom?

…………………………………………………………………………………………………

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………………………………………………..

11. In your opinion, do you think that the use of Berber, French, or Arabic may reduce learners' anxiety in English classes?

YES □                                             NO□

12. In your opinion, do you think that learners are more attentive when you switch from English to their native language?

- ❖ Agree□
- ❖ Strongly agree□
- ❖ Disagree□
- ❖ Strongly disagree □
- ❖ Neutral □

13. Do you think that using only English in foreign language classes helps learners better to acquire English vocabulary?

YES □                                             NO□

14. According to you, what are the functions of teachers Code Switching in English language classes?

- ➢ Emphasize a point □
- ➢ Ensure learners understanding□
- ➢ Encourage learners motivation and participation□
- ➢ Give examples□
- ➢ To create humor  by telling a joke□
- ➢ To explain and illustrate new English words □
- ➢ Others□

15. Are you aware when you switch to other languages inside the classroom?

     YES □                                            NO□

16. What do you think of Code- switching?

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.......................................................................................................................................................
.......................................................................................................................................................
.......................................................................................................................................................
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**Thank you!**

**AppendixII**

Pupils' Questionnaire

Dear Pupils,

This questionnaire is part of our research work which aims to investigate English language teachers' use of code-switching and its effectiveness in enhancing pupils' vocabulary learning. Therefore, you are kindly requested to fill in this questionnaire by putting a cross(X) in the appropriate box. And since you are not obliged to write your name, so please give your answers sincerely because this will guarantee the success of the study. Thank you very much for your collaboration.

## Section One: Participants Profile

1. What is your mother tongue?

   a. Berber□

   b. Arabic□

2. What are the languages do you speak?

   ...................................................................................

## Section Two: Learners' Views about Teachers' Code-Switching

3. Does your teacher switch to other languages in the classroom?

   a. Yes□

   b. No□

4. What are the languages that your teacher switches to?

    a. Arabic☐

    b. Berber☐

    c. French☐

5. Do you like your teacher's use of code-switching when explaining a lesson?

    a. Yes☐

    b. No☐

## Section Three: The Reasons and Effects of Teachers' Code-Switching

6. According to you, why do teachers switch to other languages?

    a. To create a good atmosphere for learning☐

    b. To enhance learners' understanding☐

    c. To make learners participate☐

    d. To make learners feel more comfortable☐

7. Teachers code switch because they think that it is the best way to explain difficult English item?

    a. Yes☐

    b. No☐

8. Do you feel that teachers' code- switching to Berber, Arabic or French helps you understand words when you are not able to understand them in English?

    a. Yes☐

    b. No☐

9. You participate more when the teacher uses other languages in the English classes?

    a. Yes☐

    b. No☐

10. You are more attentive when your English teacher switches to your mother tongue?

    a.  Yes□

    b.  No□


11. Do you think that the use of Arabic, Berber or French may have a negative impact on pupils' development of English vocabulary?

    a.  Yes□

    b.  No□

12. According to you, teachers' code switching creates a good relationship between the teacher and their pupils?

    a.  Yes□

    b.  No□

**Thank you**

**Appendix III**

إستبيان موجه للتلاميذ

عزيزي التلميذ،

هذا الإستبيان جزء من بحثنا والذي يهدف إلى التحقيق في الإستخدام العملي للتناوب اللغوي من قبل الأساتذة وكذا دوره الإيجابي على التلاميذ في تحسين تعلم المفردات الإنجليزية، لذا نرجو منكم ملئ هذا الإستبيان مع وضع العلامة (×) في الخانة المناسبة. و بما أنكم غير مجبرون على كتابة أسمائكم نرجو أن تكون إجاباتكم صريحة لأن هذا حتما سيضمن نجاح هذه الدراسة، شكرا لتعاونكم معنا.

**الوحدة الأولى: معلومات شخصية**

1.ماهي لغتك الأم ؟

أ_ الأمازيغية ☐

ب_اللغة العربية ☐

2.ماهي اللغات التي تتكلمها ؟

-1- ........................................ -2- ........................................

-3- ........................................ -4- ........................................

**الوحدة الثانية: وجهة نضر التلاميذ إزاء إستخدام المعلمين للتناوب اللغوي.**

3 . هل أستاذك يستخدم لغات أخرى في القسم ؟

أ-نعم ☐

ب-لا ☐

4.ماهي اللغات التي يستخدمها أستاذك ؟

أ-اللغة العربية ☐

ب-اللغة الأمازيغية ☐

ج -اللغة الفرنسية ☐

5.هل تحب إستخدام الأستاذ للتناوب اللغوي عند شرح الدرس ؟

أ- نعم ☐

ب- لا ☐

**الوحدة الثالثة:أسباب و نتائج إستخدام الأساتذة للتناوب اللغوي**

6.بالنسبة إليك ،لماذا يستخدم الأساتذة لغات أخرى ؟

أ- لخلق جو علمي ☐

ب- لتحسين الفهم عند التلاميذ ☐

ج- لتشجيع التلاميذ على المشاركة ☐

د- لجعل التلاميذ يشعرون براحة أكثر ☐

7. الأساتذة يستخدمون لغات أخرى لأنهم يعتقدون أنها الطريقة الأمثل لشرح المفردات الإنجليزية الصعبة ؟

أ- نعم ☐

ب- لا ☐

8. هل تشعر أن إستخدام الأساتذة للغات الأمازيغية ,العربية و الفرنسية يساعدك على فهم الكلمات عندما لا تكون غير قادر على فهمها باللغة الإنجليزية ؟

أ- نعم ☐

ب - لا ☐

9. هل تشارك أكثر عند إستخدام أستاذك للتناوب اللغوي في الأقسام الإنجليزية ؟

أ- نعم ☐

ب- لا ☐

10.هل تتنبه أكثر عندما يستخدم أستاذك لغة الأم ؟

أ- نعم ☐

ب- لا ☐

11.هل تعتقد أن إستخدام العربية , الأمازيغية أو الفرنسية قد ينعكس سلبا على تطوير المفردات الإنجليزية للتلاميذ ؟

أ- نعم ☐

ب- لا ☐

12.بالنسبة إليك ,استخدام الأساتذة للتناوب اللغوي يخلق علاقة جيدة بين الأستاذ و التلميذ ؟

أ- نعم ☐

ب- لا ☐

شكــــــــرا جـزيـــــــــلا

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**Appendix IV**

## The Checklist (Ur, 1996:228)

| The points that we will observe. | T1 | T2 | T3 | T4 | T5 | T6 |
|---|---|---|---|---|---|---|
| Do teachers switch from English to other languages in the classroom? | | | | | | |
| What are the languages that teachers use during English lessons? | | | | | | |
| What are the languages used more by teachers? | | | | | | |
| Do teachers switch to L1 when learners face difficulties in learning English? | | | | | | |
| How often does teachers' code-switching occur in English classes? | | | | | | |
| What are the common types of teachers' code-switching which occur in the classroom? | | | | | | |
| Do first year learners learn better English vocabulary when other languages are used? | | | | | | |
| Does teachers' code-switching enhance learners' understanding? | | | | | | |
| Does teachers' code-switching encourage pupils' motivation and participation? | | | | | | |
| Do teachers use visual aids as a teaching strategy rather than code-switching in classes? | | | | | | |